



Saint Ignatius' College
Riverview

2025
Annual Report

A photograph of five young boys in blue school uniforms standing outdoors in a grassy area with trees in the background. They are all smiling and looking towards each other. The uniforms consist of blue blazers with the school crest on the pocket, white shirts, and blue striped ties. The background shows a large tree and green foliage.

Educational &
Financial Reporting

Saint Ignatius' College Riverview acknowledges the Cammeraigal people who are the Traditional Custodians of this land upon which we are privileged to live and educate. We pay our respects to the Elders past and present and extend that respect to all First Nations people who dwell on this land.

First Nations people are respectfully advised that this publication may contain the words, names and images of people who have passed away.



This paper is made with a mix of responsibly sourced wood fibre from Forest Stewardship Council® (FSC®) certified forests, recycled materials, and/or FSC-controlled wood.

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Theme 1: Context



The Annual Report provides an outline of the College's performance in the 2025 school year.

The information in this report is complemented by other College productions such as the College website (including the intranet site *InsideView*), the yearbook, *Our Alma Mater*, the weekly newsletter, *Viewpoint*, and the annual magazine, *The Ignatian*.

This report is a legislative requirement under the NSW Education Act 1990 and Australian Education Regulation 2023.

1.1 Who We Are

Saint Ignatius' College Riverview is a Catholic independent day and boarding school for boys from Year 5 to Year 12, situated in Lane Cove. The College educates young men in the Jesuit tradition, building students' intellectual and life skills, with an emphasis on the formation of character and a strong sense of social justice. We are a faith-filled community that is committed to finding God in all things. Consistent with the Ignatian tradition, the College provides education through strong religious, academic, pastoral care and co-curricular programs that form young men who possess competence, conscience, compassion and commitment.

Following in the footsteps of Saint Ignatius of Loyola, we challenge each student to live out the Jesuit ideal *Quantum potes tantum aude* - *As much as you can do, so much dare to do* - by pursuing excellence and becoming the best version of themselves in service of others.

Our mission is to provide a holistic Catholic education for boys that inspires them to a lifelong development of their faith. Informed by the spirit of Saint Ignatius of Loyola and grounded in Gospel values of justice, service, discernment, conscience and compassion, the College aims to produce young men who are cognisant of and responsive to global citizenship in a rapidly changing world.

1.2 Characteristics of the Student Body

As at the end of 2025, the total student population of the College was 1,615 students. This number includes 239 students in the Regis Campis and 1,376 students in the Senior School. Of this number, 1,315 are day students while 300 are boarders.

The College enrolls students from a diverse and geographically broad community. The current student population represents 162 suburbs across the greater Sydney metropolitan area, 116 suburbs throughout Regional New South Wales, four Australian states, and five overseas countries.

Since the College was founded in 1880, the Bursary Program has extended the gift of a Jesuit education to families who do not otherwise have the financial means. In 2025, 65 students at the College were supported by the Bursary Program. The program is funded thanks to the generosity of donors and equips students with the skills and abilities to flourish at the College and beyond.

1.3 Message from the Board of Directors

GERALDINE MAGAREY

As Chair of the College Board at Saint Ignatius' College Riverview, I am pleased to present this report reflecting on a year of progress and continued commitment to our mission as a Catholic school in the Jesuit tradition.

2025 was a year of new beginnings at the College as we welcomed our new Principal Mr Mark Tannock, and Mr Lloyd Walker, Deputy Principal Teaching and Learning and Mrs Gabrielle Smith, Deputy Principal Students.

We are grateful to our staff, parents and alumni community for their deep commitment to the College as we seek to form young men who take Jesus as the model of their lives.

I commend the 2025 Annual Report to you.

1.4 Message from the Principal

MARK TANNOCK

The 2025 Annual Report for Saint Ignatius' College Riverview is a record of our pursuit of our collective mission as a Catholic, Jesuit school. I was blessed to take on the role of Principal in 2025 and feel privileged to contribute to our distinctive mission that was established by the Jesuits on the banks of the Lane Cove River in 1880. The College prospered in 2025, with a number of important events and programs, including:

- Immersions to Cambodia, India, Nepal and Bathurst Island.
- Year 12 Retreat Week, Year 10 Service Week including Country Placements, tens of thousands of hours of service by Riverview boys and the summit of spiritual growth at the College - the Kairos Retreats.
- Several outstanding dramatic productions such as the College Musical, *Newsies*, The Year 12 Play, *VaudeView 2025*, *Sketchy Business*, and the Year 11 Play, *Zoo Story*. The College has announced that *Singing in the Rain Jr* will be the 2026 Junior Musical.
- Music is a very important and distinct part of a Jesuit school's identity, and we were privileged to host a number our very good public performances including Riverview in Concert.
- A wonderfully successful sporting year highlighted by our rowers winning the Head of the River, the National Championships and competing for their country at Henley Royal Regatta; a superb rugby season with the 1st XV capturing their first GPS premiership since 2011; and a second consecutive combined-schools AFL premiership following victory in the inaugural AFL Jesuit Carnival; and victory in the Jesuit Basketball Carnival. The most meritorious dimension of these sporting successes is that they were achieved without compromising our values. The College does not offer any talent-based scholarships.
- Riverview won the ISDA Debating competition - the most competitive in NSW.
- A History Tour to Europe, a Chinese Language Tour to China, a Basketball and Athletics Tour to the United States, a Cricket Tour to India, Rugby Tour to New Zealand and a Snowsports Camp in Thredbo.
- And there have also been many other countless events and programs across the College Year.

In 2025, the College pursued reforms in its academic program - the core business of our Jesuit school. Our newly-launched Teaching & Learning Framework was implemented through the Professional Learning Program.



The Year 10 subject selection process was mapped to further improve the capacity for students and families to make the best possible choice of their academic pathways prior to their Preliminary Year in the HSC.

In addition, the College offered its inaugural HSC Holiday Workshop in Week 3 of the July holidays. This new initiative involved offering a comprehensive range of academic sessions aimed at boosting each student's knowledge, skills and confidence across a broad range of HSC courses during the holiday break.

Adjustments have been made to streamline and improve the experience for Year 12 students and staff in 2026. These refinements aim to balance appropriate rites of passage with the desire for students to remain engaged academically through to the end of their formal schooling. As such, several non-academic events and programs have been moved or shortened.

Beyond the programs that are deliberately student and staff-focused, our community continued to be generous in its service to the mission of the College. The P&F Committee maintained their role as the guardians of our parent culture; and the Old Ignatians Union continued to set a standard for school alumni associations.

Whilst all of these events and activities were being organised and participated in, the main business of our work—the formation and care of the boys in the classroom by their teachers—continued unabated.



2025 School Goals



Ignatian Spirituality and Faith Formation

Enhancing Ignatian spirituality and faith formation

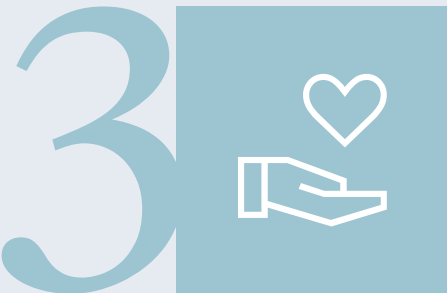
- Strategic implementation of recommendations from Ethos and Identity Review.
- Consolidation and strengthening of the International Immersion Programs.
- Deliver a combined reflection day focused on consent and sex education through collaboration with Pastoral Care.



Teaching and Learning

Elevating literacy through innovative teaching practices

- Curriculum renewal in the context of NESA requirements.
- Implement and integrate the Teaching and Learning Framework (TALF) into all classroom practices.
- Enhance literacy outcomes across the school by cultivating a data-informed culture that empowers staff to utilise data effectively in their teaching practices.



Cura Personalis

Fostering holistic wellbeing and supportive relationships

- Review and develop the 7-12 pastoral initiative program to reflect the wellbeing needs of the student body.
- Broaden and embed relationships and programs with partner schools to strengthen respectful relationships.
- Review and strengthen the Co-Curriculum program at Regis and the Senior School.



Community

Igniting community through transformative leadership and connection

- Strengthen staff formation and wellbeing through a Leadership Development Program and Employee Wellbeing Strategy.
- Implement a regional and metropolitan visitation program (the Roadshow) in the context of the new Principal.
- Combine communication technology and branding to ensure consistency, enhancing our College identity and fostering.



Resource, Environment and Risk Management

Streamlining resources and effective leadership transition

- Induction and orientation of the new Principal to each domain of school life. Completion of the Principal Transition and Onboarding Framework.
- Successful completion and occupancy of the Wingaru Building as per the schedule and fit-out specifications.
- Improve and streamline the policy management and quality assurance processes.

I thank our entire community for their efforts in supporting Saint Ignatius' College Riverview and its mission in 2025.

1.5 Message from the Deputy Principal Students

GABBY SMITH

As in previous years, the College has enjoyed a comprehensive and rewarding year in the area of pastoral care. At the heart of our pastoral care structure are the 16 Houses, each distinguished by its own patron, character and spirit. Each House is led by a Head of House and an Assistant Head of House, and is further organised into six mentor groups, each guided by one or more Mentors. Our Mentors continue to play a vital role in supporting the wellbeing of students through regular meetings, attentive presence and compassionate listening.

The vertical House system continues to provide a strong foundation for a range of pastoral initiatives, most notably House Masses, Saint Ignatius' Day, and the Jesuit Mission Bazaar.



House Masses

Each House celebrated its annual Mass and Supper, providing an important opportunity for students and staff to gather in community and reflection. These occasions hold particular significance for our Year 12 students as they begin to experience many of the milestones and traditions that mark their final year at the College. We are grateful for the generous support of our Jesuit priests and the Ignatian Centre in planning and celebrating these meaningful liturgies for each House.



Saint Ignatius' Day

Saint Ignatius' Day is a wonderful day of celebration for the College. Following Mass, each House participates in a service activity that includes students from Year 7 to Year 12. Activities included working with students from Redfern Jarjum College, fundraising through walkathons, bush care and working with Jesuit Mission and Loaves and Fishes. A day away from normal routines whilst engaged in service activities is a fitting and fun way to celebrate our patron's Feast Day.



Jesuit Mission Bazaar

The Jesuit Mission Bazaar is well supported through the House system. Each House assumes responsibility for coordinating an activity to be held during the day. Activities include car washing, erg machine challenges, the dunk tank and the famous 'Things in a Jar' stall run by Smith House. This event serves as another opportunity for our College community to be "women and men for and with others" by fundraising for Jesuit Mission.

1.5.1 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 comprises three College Captains, 16 House Captains and 32 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 and with 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 2025 have exceeded the minimum hourly requirement for Ignatian Service.

The SLG is tasked with deciding on a student motto that best reflects their cohort. The 2025 motto was 'Serve with Honour', chosen to reflect both Riverview's traditions and the aspirations of its students. Rooted in the College values of conscience, compassion, commitment, and competence, the motto emphasises a community united by honour. Inspired by St Ignatius' Spiritual Exercises—where "service" and "honour" are closely linked—it calls students to serve others with purpose, dignity, and respect.

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 2025, the SLG raised funds through the frequency of these events.

Throughout 2025, student representatives continued to demonstrate servant leadership, initiative and teamwork, while having developed a greater understanding of the role of service.

1.5.2 Year Group Engagement and Initiatives

Notwithstanding the vertical structure of our House system encompassing Years 7 to 12, each year group has actively participated in a wide range of activities as a cohesive unit.

Year 7

Our Year 7 students were first introduced to one another during Orientation Day in November 2024, providing many with their first opportunity to form connections and begin building friendships. The occasion also gave Year 7 boarders the chance to experience their first overnight stay in the Boarding House.

In February 2025, the Year 7 cohort attended camp at the Sydney Academy of Sport and Recreation, where students participated in a range of water- and land-based activities within their House groups. These experiences encouraged the development of new friendships while strengthening existing bonds. The Year 7 Camp continues to be a memorable and enjoyable experience, whether students are navigating time away from home for the first time or simply enjoying the opportunity to spend more time with their peers.

Year 8

Year 8 participated in a workshop delivered by external presenters, Elephant Ed.

The workshop looked at Sex and Social Media, including the importance of awareness around online activity and the laws that govern it. Feedback from the workshop reflected that 100% of students gave the session a "thumbs up" and that 94% of students felt more informed after the workshop.

Year 9

A highlight for our Year 9 students will undoubtedly be the Year 9 Challenge. Held over almost four weeks, the program immerses students in a wide range of meaningful and engaging activities. These include Cook 4 Good, where students prepare meals for people experiencing homelessness; an Indigenous Cultural Day led by our First Nations Coordinator, Kaleb Taylor, who shares his knowledge of Indigenous weapons and culturally significant sites; and a Community Awareness Day, where students have the opportunity to play Goalball, a team sport designed for athletes with vision impairment.

Bush Week is also a key component of the Year 9 Challenge, with students stepping outside their comfort zones to tackle the physical and mental challenges of hiking, canoeing, and mountain biking at Glenworth Valley.



Year 10

Year 10 students attended the award-winning RYDA Road Safety Education workshop. RYDA is designed for 16-17-year-olds as they begin to drive or ride in cars driven by their peers. This workshop, which supports classroom learning as part of a broader program, provides students with the tools, habits and motivation to take action and stay safe on our roads, throughout their lives, as both drivers and passengers.

Later in the year, our Year 10 had the opportunity to participate in a Digital Citizenship and Leadership Formation Day. Topics covered included Cyber Safety and Ethics, followed by a session 'Leading with Heart and Purpose'.

Year 11

Year 11 students were reminded of the importance of making good choices through a powerful presentation by Melissa McGuinness. A passionate advocate for road safety, Melissa shared a message about the connection between choices and consequences that was both heartbreaking and inspiring. Her presentation reinforced the key messages from the RYDA Road Safety Program attended by students last year, encouraging them to develop safe and responsible habits when operating vehicles.

Year 12

One of the enduring legacies of the graduating Class of 2025 is the 'Marathon for Jarjum College' initiative. This Year 12 event saw students complete a marathon around the College, with the cohort taking turns, in groups and individually, to run continuously over 24 hours. More than 85 students took part in the marathon, supported by over 25 staff members, who ran alongside the students, cheered them on, and encouraged them throughout the 42-kilometre challenge.



1.5.3 Initiatives Promoting Respect and Responsibility

The College has continued to promote its relationship with other Ignatian schools in Sydney, including working with Loreto Normanhurst, Loreto Kirribilli and St Aloysius' College in the Ignatian Interschools Forum. The Forum is conducted four times per year, with each school hosting a forum where students gather and work collaboratively. In 2025 the theme used by senior leaders when hosting the Forum was Caring for our Common Home. Students discussed environmental sustainability and the call to be wise stewards of God's gifts and to ensure justice for the poor and for future generations.

We continued to work with Loreto Normanhurst on a Sports Gala Day as part of the Year 9 Challenge. The Sports Gala Day provided a valuable opportunity for students from both schools to engage with one another in an exciting and enjoyable setting. Groups were involved in netball, touch football, an inflatable obstacle course and dragon boat racing to experience new activities and new friendships.

By working with Loreto Normanhurst in the Year 9 Challenge, the College was able to deliver authentic co-educational learning experiences supporting the development of respectful relationships. This program was in addition to other respectful relationships programs run at the College, including Elephant Ed running programs on the topics 'Sex and Social Media' with Year 8 and 'Inclusivity' with Year 10.

1.6 Message from the Deputy Principal Teaching and Learning

LLOYD WALKER

Some of the key Teaching and Learning initiatives of 2025 included:

1.6.1 Implementing our Teaching and Learning Framework (TALF)

A cornerstone of our work this year has been the finalisation and implementation of the College's Teaching and Learning Framework (TALF). Developed over several years with input from diverse stakeholders, the framework reimagines the Ignatian Pedagogical Paradigm for the 21st century through the lens of "Learning by Refraction," a concept authored by Fr Johnny Go, SJ.

Our Teaching and Learning Framework anchors our pedagogy in the continual interplay of 'reflection' and 'action'. Focusing on the "6 Es" of Refractive Learning (Expertise, Enthusiasm, Empathy, Empowerment, Engagement, and Excellence) allowed us to articulate an approach to teaching that considers the key relationships that are evident in our classrooms.

This shared vision ensures that our teachers are explicitly teaching content in a clear and engaging manner, but most importantly, are actively promoting the spiritual, intellectual, and cultural formation of our students in these lessons. This year we focused our staff professional learning on the key relationship between students and teachers in the classroom, looking carefully at ensuring we understand the unique context of each student to more effectively engage them in their learning.

1.6.2 Refining Subject Selection Processes

Recognising the pivotal nature of the transition into Stage 6 courses, we executed a comprehensive refinement of the Year 10 Subject Selection process. Our goal was to empower students and families to make informed decisions regarding their Year 11, 2026 study patterns.

This process included a sequenced suite of events, such as the Subject Selection Information Evening and 'Meet the Heads of Faculty' sessions in July, which provided direct access to course experts. Furthermore, we introduced 'Career Avenues' profiling to provide students with data-driven insights into their strengths and potential career paths. The success of this enhanced guidance was reflected in the positive feedback we received from parents, students, and staff, who all indicated the improved effectiveness of these process refinements.

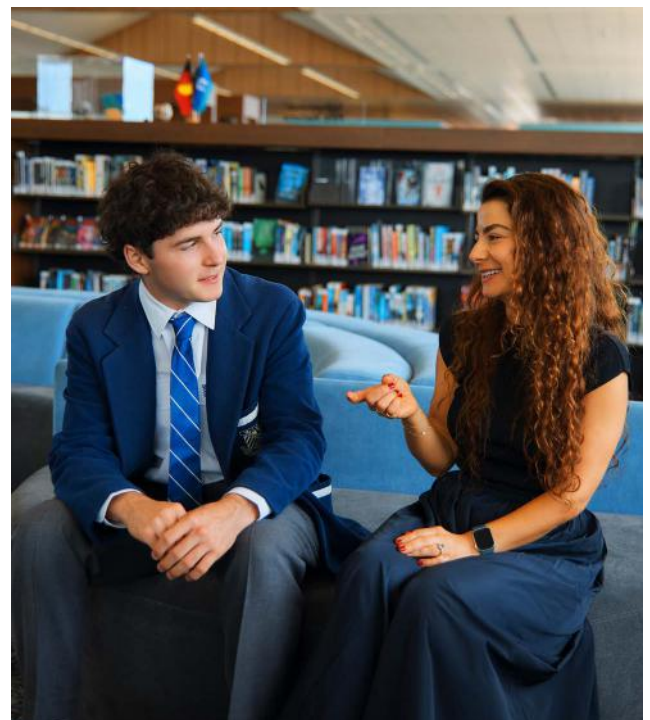
1.6.3 Supporting Senior Academic Achievement: HSC Holiday Workshops

In July, we launched the inaugural Riverview HSC Workshops Week to support our Year 12 students ahead of their HSC Trial Examinations. Running in the last week of the Term 2 holidays, this initiative provided a comprehensive range of opportunities, including mock examinations in Ramsay Hall and tutorial-based seminars delivered by experienced HSC teachers.

These sessions were well attended, and it was clear that students recognised the dedication and support offered by their teachers through this holiday period, displaying a level of gratitude and appreciation for the staff who provided them with these valuable formative experiences.

1.6.4 Riverview Academy

In pursuit of equity and excellence, we have reconsidered our approach to after school academic tuition and support offerings and will launch the Riverview Academy in 2026. Replacing the former ReView program, the Academy will offer cost-free, after-school academic tuition and study support in the Christopher Brennan Library. This program will leverage the expertise of recent high-achieving alumni, who will mentor younger students alongside our Heads of Faculty, ensuring every boy has access to high-quality academic guidance regardless of his background.





1.7 Message from the Director of Regis Campus

CAITLIN REMEEUS

Regis students demonstrated a strong commitment to service, engaging in initiatives that supported both local and global communities. Through partnerships such as Cana Farm and programs including Solar Buddy and Jesuit Mission, students developed compassion, generosity and a deeper understanding of social responsibility.

Regis once again hosted the IPSHA Social Action Expo providing an opportunity to showcase student-led initiatives focused on social justice, wellbeing, and advocacy. The event highlighted the strength of student voice and a shared commitment to meaningful social action within the school community.

Continued improvement in student literacy outcomes has been evident through internal and standardised assessments, including NAPLAN, reflecting the impact of data-informed teaching practices. A consistent, subject-specific approach to language and writing has been strengthened through the identification of core vocabulary and shared writing expectations. Ongoing focus on explicit feedback, alongside repeated and varied opportunities for writing practice and spelling development, has supported student growth and confidence in literacy.

At Regis ICAS is an optional academic experience for our students. Our students can participate in English, Writing, Mathematics, Digital Technology, Science and, for the first time, the ICAS Spelling Bee. The ICAS testing is pitched at a high level and therefore students who achieve a credit, distinction or high distinction are considered to be working well above the average.

Regis ICAS Results

1	High Distinction	1	Distinction	4	Credits	4	Merits
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Writing

1	High Distinction	6	Distinctions	13	Credits	8	Merits
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English

2	High Distinctions	4	Distinctions	12	Credits	3	Merits
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Science and Technology

1	High Distinction	3	Distinctions	28	Credits	8	Merits
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Mathematics

Regis is proud to acknowledge all students, particularly those who were awarded a distinction or high distinction. ICAS results provide valuable insights into a student's strengths and areas for improvement. Regis staff analyse how students performed compared to the national average and by examining specific questions, parents and educators identified areas where the student excels and areas that require more attention.

Regis Mathematics

2026 has been another great year of mathematics at Regis. Our students have a great love for mathematics which is reflected in their application and dedication to the subject. Our boys are challenged to extend their thinking and problem-solving by working on a range of tasks and real-world problems. We value the place of automaticity and the ability for boys to confidently recall and apply their mathematical knowledge and skills. We are continually questioning boys to ensure that concepts are reinforced and pitched in a manner which develops confidence and a variety of neural connections to learning. Similarly, we also encourage our boys to ask many questions as a way to clarify, extend or reinforce a concept being taught. Regis has before-school support groups for mathematics, and these ensure that students can build skills, check their understanding and revise basic mathematical concepts to develop their confidence.

During the year, the students in the Maths Extension Classes worked on the Australian Maths Trust's Maths Challenge. The Maths Challenge contains unique problems that challenge and extend the students' problem-solving skills. The students worked collaboratively together in groups of two, three or four and needed to show their mathematical thinking and working, along with their solutions. 26 students from each year group participated in the Challenge. Of the 26 Year 5 students, 10 achieved Distinctions and 5 achieved Credits. Of the 26 Year 6 students, 15 achieved Distinctions and 3 achieved Credits.

Maths Olympiad (Maths Extension)

During Terms 2 and 3, the students in Maths Extension participated in the Maths Olympiad, a prestigious inter-school competition that presents high achieving students with a wide variety of problems designed to challenge and extend them individually. The aim is to encourage students to think independently in solving the problems presented. Students completed four different papers, each consisting of 5 questions, over the period of May to September. In Year 5, 2 students achieved results in the top 25% and 10 students in Year 6 achieved results in the top 10%

Australian Mathematics Competition

The Australian Mathematics Competition contains unique problems designed each year by leading educators and academics to challenge and extend the students' problem-solving skills. Of the 26 Year 5 students who participated, 1 student achieved a Distinction and 11 students achieved a Credit. Similarly, of the 26 Year 6 students, 1 student achieved a Distinction and 11 achieved a Credit.

The Computational and Algorithmic Thinking (CAT) Competition

For the last few years, our extension mathematics students have competed in the Computational and Algorithmic Thinking (CAT) competition. This competition gives students the opportunity to develop their problem-solving skills through algorithmic thinking. Of the 26 Year 6 students who participated, 2 students achieved a Distinction and 9 students achieved a Credit.

The implementation of Dr Kristy Goodwin's programs has had a significant positive impact across the Regis community, equipping students, staff and parents with practical, research-informed strategies to support learning and wellbeing in a digital environment. Students demonstrated improved focus and self-regulation, while staff strengthened their capacity to support deep learning, and parents gained greater confidence in establishing healthy technology practices at home. Overall, the program has fostered a cohesive, whole-community approach to digital wellbeing and purposeful technology use.

The introduction of Linewize and Classwize has strengthened teaching, learning and wellbeing across the Regis community. These platforms provide a safe and structured digital environment, helping students stay focused and reducing off task behaviour. As a result, students are developing stronger self regulation and more responsible technology habits.

Regis teachers report the benefit from increased visibility and control of student device use, enabling timely guidance and the ability to minimise distractions in real time. Classwize, in particular, supports consistent classroom management by centralising control of digital tools. Additionally, Linewize data offers valuable insights into student engagement patterns, informing targeted strategies to support learning and wellbeing. Overall, both these tools support purposeful technology use and enhance learning outcomes.

The Art Club

The Art Club continues to provide a valuable creative outlet, supporting students to develop confidence, imagination and a strong appreciation for visual art within a supportive and flexible environment. Throughout the year, students engaged with a range of mediums including clay, printmaking and mixed media, with activities designed to foster creativity and individual expression. Key highlights included sculptural works inspired by Charlotte Le Broque, experimental gel plate printing, and the highly successful Skateboard Deck project. The program has strengthened students' creative skills, independence and pride in their work, reflecting a positive culture of engagement and artistic growth.

The DaVinci Club

The Da Vinci Club is an enriching academic program that challenges and inspires students to extend their thinking through creativity, critical thinking and collaboration. In its inaugural year, Year 6 students engaged in a diverse range of disciplines, including engineering, mathematics, code breaking, science and creative arts, fostering problem-solving and innovation. Through this program, students developed confidence, resilience, and teamwork while applying their skills in meaningful and authentic contexts, showcasing both their talents and capacity for deep learning.



The Chess Club

The Regis Chess Club has continued to provide a valuable co-curricular opportunity for students to develop strategic thinking, resilience and intellectual discipline in a supportive environment. Through expert coaching and regular play, students have strengthened their problem-solving skills, collaboration and sportsmanship, demonstrating a strong commitment to growth and a genuine passion for the game.

The Dungeons & Dragons Club

The Dungeons & Dragons Club has continued to grow as a highly engaging co-curricular activity, bringing together Year 5 and 6 students to collaborate, problem-solve and immerse themselves in creative storytelling. Through structured gameplay, students develop teamwork, communication and critical thinking skills while navigating complex challenges in a shared narrative. The program fosters imagination, resilience and a strong sense of engagement, reflecting its increasing popularity and positive impact on student learning.

The Regis Garden Club

The Regis Garden Club provided a valuable hands-on opportunity for students to develop practical skills and an appreciation for sustainability. Through planting, propagation and maintenance activities—including a successful Grandparents Day fundraiser—students developed responsibility, collaboration and a strong connection to the natural environment.

Debating

The Regis Debating Program had a successful year, with strong participation across Years 5 and 6 and a focus on developing confidence, collaboration and critical thinking. Students engaged in a range of competitions,

achieving notable success, including a Year 6 Grand Final appearance, while also demonstrating leadership through events such as the IPSHA Debating Gala Day. Overall, the program strengthened students' communication skills, resilience and capacity to think critically.

Public Speaking Program

The Speak Up Public Speaking Program continues to provide a supportive platform for students to develop confidence and presentation skills. In 2025, the inclusion of Villa Maria for the first time enriched the program, fostering collaboration and broadening opportunities for students to engage with an authentic audience. The program has played a valuable role in empowering students to find their voice and grow in confidence.

Young Engineers STEM Program

The Young Engineers STEM program continues to engage students in hands-on challenges to develop creativity, problem-solving and collaboration. Through designing and building a range of models, students explore key engineering and scientific concepts while applying the engineering design process. The program fosters curiosity, resilience and confidence, with highlights including creative build challenges and interactive projects that make complex ideas accessible and engaging.

Regis Music

The Regis music staff continue to grow our compulsory music program. Our String Ensemble, Guitar Ensemble, Liturgy Band, Concert Band, Rock Band and Choir continue to develop a love of music and passionate performances. The Regis Concert Band participated in the Australian School and Band Festival at the University of New South Wales, and they received a silver award for their performances.





1.8 Message from the Director of Religious Formation

JOHN GILLES

In 2025 several goals gave lenses through which the Mission was served.

2025 saw a consolidation of the Immersion program as Service-Learning experiences were led by dedicated and effective staff for around 85 students to Cape York, Cambodia, India and Nepal. Of note was the ongoing unrest along the Thai-Cambodian border. The itinerary for this Immersion was designed to avoid travel through conflict areas. One way to measure the impact of the Immersion program is the depth of students' reflection on the experience. For each immersion, this is done formally in the company of their peers, parents, and the staff who led the experience. It was clear to all present that the students had learned to think about the world and their place in it quite differently. The Immersions to India and Nepal were similarly positive experiences.

One of the College's learnings was how poor air quality can affect students' and staff's capacity to engage in activities. There is a plan to educate students and their families about this, and to ensure that those who may have compromised respiratory systems receive medical support to travel. Masks will be a constant tool in urban areas of countries with the worst air quality. In all, 68 students and 19 staff members contributed to the continual growth of this program.

Another goal was to expand the use of the Daily Spiritual Experience Scale across the College. By the end of 2025, the College had enough data to begin planning how to use this information to engage students in a series of activities that invite them to consider their spiritual lives more fully. Key to these conversations will be the Pastoral Team; it was in collaboration with this team that the Year 8 Day of Reflection was delivered. Following a presentation from Elephant Education on consent, students engaged in a series of reflective activities aimed at building skills and understanding of consent and being in right relationship with peers. Feedback from students on this experience was very positive, suggesting that this is an area we can build on in the future.

The final goal mentioned here is the development of the whole-school Wellbeing Framework. This work was a fruitful exploration of current research on this very important area and an investigation of the current structures and elements of College life that can be leveraged into the framework. This exciting work will continue into 2026, when the eventual framework document and supporting materials will be launched to the whole school community.

1.8.1 Liturgical Life of the College

This year continued to reflect the strong culture of active and reverent participation in the liturgical life of the College through a wide range of Eucharistic celebrations, prayer experiences, and faith formation opportunities. The College Opening Mass, themed “Gather Us In,” emphasised welcome, belonging, and unity in alignment with the student motto, “United through Diversity.” Drawing on Pope Leo’s invitation to recognise “a pilgrim in the visitor, a seeker in the stranger,” students were encouraged to foster a community grounded in hospitality, inclusion, and the Ignatian call to be people for others.

Liturgical celebrations throughout Lent, Easter, and significant feast days were enriched by contributions from student musicians, choir members, and liturgy leaders, fostering a spirit of prayerful participation and joyful worship. The Feast of the Sacred Heart strengthened the partnership between the College and the Cana Communities through a shared commitment to service, relationship, and accompaniment, while the Assumption Mass highlighted Mary as a model of faith, courage, and discipleship.

Student involvement in the College’s spiritual life continued to grow significantly. The student liturgy group flourished through strong senior leadership, encouraging meaningful participation in Dalton Chapel Masses, House Masses, and liturgies focused on peace, justice, and care for creation. These opportunities provided students with valued moments of stillness, reflection, and spiritual connection within the rhythm of College life. Saint Ignatius’ Day commenced with a student-led Eucharistic celebration that reinforced the understanding that service and outreach are grounded in the Gospel and the Ignatian ideal of living for the greater glory of God.

Interest in faith leadership also increased, particularly among students discerning roles as Eucharistic Ministers and Kairos leaders. A record number of students were commissioned, reflecting a strong commitment to contributing to the spiritual and liturgical life of the College. Formation opportunities, including reflection experiences and practical leadership preparation, deepened students’ understanding of liturgy, prayer, and the Examen, while strengthening their confidence in leading others in faith.

The Year 12 Eucharistic Ministers were acknowledged at a Mass of Gratitude for their joyful witness, leadership, and contribution to the liturgical culture of the College. The Year 12 Valette Mass provided a fitting conclusion to the faith journey of the graduating cohort, whose wholehearted participation alongside their families reflected the depth of spiritual formation, community connection, and Ignatian identity fostered throughout their years at the College.

1.8.2 Ignatian Service

Serving with Honour: Accompanying Those on the Margins

Ignatian Service programs operated across all year levels, with students participating in structured activities supporting community organisations and individuals in need.

Regis students participated in service initiatives, including hamper preparation for Redfern Jarjum College families, Solar Buddies, and activities at Cana Farm. A total of 10 service projects were completed, generating approximately \$23,000 for community organisations. The Year 7 cohort assembled more than 2,000 snack and toiletry packs for the Vinnies Night Patrol Van, supporting individuals experiencing homelessness.

Years 8 and 9 students engaged in activities including fundraising initiatives, sleepouts, Clean Up Australia, and food donation programs. Over 600 grocery bags were donated to the Ignite Store and JRS Food Bank. Some Year 9 students also participated in literacy support programs and visits to aged care facilities.

Year 10 students participated in Service Week across 50+ community organisations and schools in NSW and the Northern Territory, including locations from Lane Cove to Bathurst Island.



**69 students
and 15 staff
participated
in Country
Placements**



**151 students
participated in
19 Sydney-based
organisations
through City
Placements**



**33 boarders
completed
service within
their home
communities**

Following Service Week, more than 30 Year 10 students participated in Service+ programs.

Year 11 students delivered more than 4,600 meals to individuals in need and participated in disability support programs, environmental initiatives, and the Cambodia Virtual Immersion Program. Senior School students collectively raised more than \$65,000 for charitable organisations and community initiatives.

In December, more than 50 students from Riverview, Loreto, Monte, and Santa Sabina participated in the Ignatian Children’s Holiday Camp for four days and three nights, supporting children with disabilities.

Reflection remains a central component of the service program, enabling students to integrate their experiences into personal and spiritual growth. These efforts were supported by more than 40 staff members who accompanied students on service throughout the year.

1.8.3 Student Retreats

The Student Retreat program continued to provide valuable opportunities for students to step away from the demands of daily life and engage more deeply with themselves, others, and God. Across Years 5 to 12, retreats and reflection experiences fostered stillness, prayer, discernment, authentic conversation, and spiritual growth, while also supporting student wellbeing through fostering connection, resilience, emotional awareness, and belonging. Programs were grounded in Ignatian spirituality and incorporated pilgrimage, reflection, small group dialogue, and peer ministry. A defining feature of the program remained the involvement of Year 10 to 12 Peer Ministers, whose accompaniment and leadership continued to have a significant impact on retreatants.

Year 11 students commenced the year with Days of Reflection at Peter Canisius House, Pymble, exploring the Ignatian First Principle and Foundation and reflecting on the dignity and purpose of the human person. The Year 12 Retreat program again offered a diverse range of faith formation experiences, including coastal and bush pilgrimages inspired by the early Jesuit companions, contemplative retreats in the Southern Highlands, and service immersion experiences with the Cana Farm community and Holy Family Parish at Emerton. Tomorrow Man workshops further enriched the program by fostering deep listening, empathy, emotional openness, and compassionate attentiveness to the stories and experiences of others. Students consistently affirmed that the timing of the Retreat program enabled particularly authentic engagement, openness, and reflection.

Kairos Retreats remained central to the spiritual formation of senior students, encouraging gratitude, vulnerability, faith-filled companionship, and a deeper awareness of God's presence in everyday life. The co-educational Kairos experience with Loreto Normanhurst continued successfully in 2025, grounded in the shared Ignatian charism of both communities. The retreat strengthened mutual respect, authentic connection, and appreciation for the perspectives and experiences of others, with overwhelmingly positive feedback from retreatants and staff.

Year 9 students participated in a pilgrimage-style Day of Reflection centred on companionship and community, supported by Year 11 Peer Ministers and Heads of House. Year 8 students engaged in a collaboratively facilitated program addressing respectful relationships, online conduct, and consent in digital environments, aligned with the College's strategic focus on wellbeing and respectful relationships education. Year 10 students participated in a reflective prayer experience designed to deepen the empathy and compassion developed through Service Week.

Year 5 and 6 Reflection Days introduced students to the foundational Ignatian values of conscience, compassion, commitment, and competence. Year 7 formation experiences explored College history, the legacy of House patrons, and the themes of "Finding God in All Things" and "Care for our Common Home," encouraging students to recognise God's presence in creation and their responsibility as stewards of the natural world.





1.8.4 Religious Education

Religious Education lies at the heart of the Society of Jesus's educational mission. At Saint Ignatius' College Riverview, our teaching and learning programs are intentionally designed to invite students into an experience of faith: to seek a deeper understanding of Catholic theology, to grow in Ignatian spirituality, and to develop a clearer sense of God, self, and meaningful connection with the world around them.

Through this formation, students are encouraged to engage thoughtfully and purposefully with content and activities structured around four key areas of study in Stages 4 and 5:

- Jesus & Scripture
- Catholic Identity & Ignatian Charism
- Prayer, Liturgy & Sacraments
- Ethics & Justice

Several topics in Religious Education are framed through the Archdiocese of Sydney curriculum and informed by the Ignatian Pedagogical Paradigm (IPP) and Universal Apostolic Preferences (UAPs), ensuring that our learning environment engages students intellectually, spiritually, socially, and personally.

In Stage 6, students undertake the NESA-developed Studies of Religion I and II courses, reflecting the Jesuit commitment to "to bring Catholic and other faith formation in dialogue with other religions and worldviews", as articulated in the Jesuit Schools Network document *Living Tradition in the 21st Century: An Ongoing Exercise of Discernment*.

Religious Education teaching staff wholeheartedly accompanied students through retreat and service experiences. The opportunity to engage with students as they encounter faith in action and seek deeper understanding is both valuable and meaningful within our shared commitment to their religious and spiritual formation.

1.8.5 Adult Ignatian Formation

Adult formation has occurred at several levels in 2025, focusing on different groups across the College and on whole-school experiences.

Whole school - all staff have engaged in a range of staff meetings, prayer experiences, liturgies, and formation elements incorporated into Professional Learning.

A Staff Spirituality Day was held in July, providing additional opportunities for input regarding Student formation and workshops led by staff. Fr Tom Renshaw SJ celebrated Mass for the community.

Group Formation for new staff - the Capstone Program is designed to give new teachers and professional and operational staff an introduction to the Ignatian Ethos in their first 4 years of employment. Year 1 introduces The Person of Ignatius (18 participants), Year 2 is Ignatian Pedagogy for teaching staff (17 participants), Year 3 covers The Characteristics of Jesuit Education (15 participants), and Year 4 is on Human Excellence (21 participants). These days are held in non-term times and designed to equip staff with essential knowledge to understand the 'why' of a Jesuit Education.

Group Formation (Days of Reflection) - 16 Days of Reflection have taken place for the following groups: Middle Leaders, Administration Staff, Professional and Operational Staff, Advancement, Risk and People and Engagement, Sports Program Coordinators, Regis and the Ignatian Centre Team. 151 staff participated in total.

JEA and JISA

Riverview staff attend formation programs offered by JEA and JISA. New ongoing staff are required to complete Ignis Begins in their first six months at the College, and 25 people completed this in 2025. 23 members of staff completed Ignis Inside; 3 completed Seminars in Ignatian Leadership, and 2 completed the Colloquium on the Ministry of Teaching.

Parent Formation

Every effort is made to integrate some element of formation into events attended by parents. This includes the New Parent Dinner and parent information evenings. Prayer resource links have been circulated to parents via Viewpoint, including a link to the Examen students prayed the previous week.

Plans are underway to investigate additional ways to share resources with parents and to make new material available.

1.9 Message from the Director of Boarding

ANTHONY BEGG

Boarding Philosophy

Boarding at Riverview is a work of formation rather than mere accommodation. In the Jesuit tradition, and grounded in *cura personalis*, care for the whole person, our boarding environment intentionally nurtures the intellectual, emotional, social, physical, and spiritual growth of each boy.

Within a diverse, inclusive, and faith-filled community, boarders are invited to grow into young men of integrity and purpose: men who are thoughtful, resilient, compassionate, and committed to justice. Inspired by the Ignatian ideal of being “for and with others,” boys are encouraged to place their gifts in service of the wider community.

The Riverview boarding experience is characterised by strong relationships, a deep sense of belonging, and a culture of accompaniment, where each boy is known, supported, and challenged to be his best self. Through shared living, leadership opportunities, reflection, prayer, and meaningful experiences, boarders develop independence, empathy, and a strong sense of responsibility.

Guided by the Jesuit call to strive for the *magis* (the more/deeper) our boarding houses form young men who are prepared not only for life beyond school, but also to contribute with generosity, courage, and faith to the world they will serve.

Boarding Program

The Boarding Program at Saint Ignatius' College Riverview is intentionally structured to provide boys from Years 7 to 12 with a balanced and supportive daily rhythm. At its core, the program promotes consistency, responsibility, and personal growth through clear routines that underpin both academic progress and wellbeing.

Each Division operates within a defined daily schedule, led by the Head of Division, incorporating designated times for meals, supervised study, co-curricular participation, recreation, and rest. These routines support boys in managing the demands of school life while maintaining a healthy balance between commitment and wellbeing. Co-curricular activities are fully integrated into the boarding schedule, ensuring students are actively engaged in the broader life of the College.

Across all year levels, clearly defined, age-appropriate expectations guide students in areas such as sleep, physical activity, study habits, organised programs, and unstructured time. This framework supports the development of healthy routines, self-discipline, and time management, while fostering increasing independence as students progress through their boarding journey.

Within this structured yet flexible environment, boys are encouraged to take ownership of their time, relationships, and responsibilities, preparing them for the challenges of senior schooling and life beyond Riverview.

1.9.1 Study Program

Study is a central component of the boarding routine, designed to support academic growth within a structured and purposeful environment. Evening study sessions are scheduled daily, with each division completing two sessions per night. These are developmentally sequenced, with younger students undertaking shorter sessions (45 minutes), progressing to longer, more sustained study periods in the senior years.

The program aims to foster effective study habits, combining supervised study with the development of independent learning skills. Many boarders benefit from the structured routine, collaborative environment, and opportunity for peer learning. At the same time, the program recognises that students have diverse learning needs and varying levels of independence.

Boarding is neither the sole cause nor solution to academic challenges; however, it provides a strong framework for supporting each student to achieve his personal best. Staff assist students with organisation, planning, and motivation, and actively encourage participation in tutoring opportunities offered by academic departments where required.

Each Division is supported by residential tutors, including teachers, university students, and professionals, who provide academic assistance. This support may include subject-specific tutoring, guidance on organisation and study strategies, and mentoring to help students develop confidence and accountability in their learning.

1.9.2 Recreation Program

Building on strong foundations, the Riverview Boarding Recreation Program remains a vital component of formation within boarding life. Grounded in Jesuit values and *cura personalis*, the program offers structured and purposeful experiences that support the holistic development of boys across Years 7 to 12.

The Recreation Officer continues to play a central role in the success of the program in 2025, ensuring the consistent delivery of engaging, well-planned, and age-appropriate activities each weekend. Working closely with Heads of Division and boarding staff, this role strengthens pastoral care, fosters community, and promotes student wellbeing through shared experiences.

The program is intentionally structured around key themes of adventure, connection, community, skill development, and leadership. Established activities such as TreeTops, Raging Waters, paintball, Ninja Warrior course, surfing, bushwalking, and beach outings continue to build resilience, teamwork, and a strong connection to place. Social events including BBQs, trivia nights, movie nights, and inter-school socials further strengthen relationships and House spirit.



In 2025, the program has been extended through the introduction of new experiences, including a fishing competition, Harbour Bridge Pylon climb, archery tag, bubble soccer, a boarding pool party, sessions with a golf professional, participation in the Great North Walk, a Colour Run, practical cooking lessons and social activities with Pymble Ladies College and Loreto Normanhurst. These additions broaden opportunities for engagement, challenge, and life skill development while responding to student interests.

Leadership and service remain integral, with senior students actively contributing to the planning and delivery of activities within the boarding community and for visiting schools. Through this dynamic program, boarders are encouraged to embrace challenge, build relationships, and grow in confidence, generosity, and responsibility.

1.9.3 Pastoral and Wellbeing Program

In 2025, pastoral care and wellbeing continue to be a defining feature of the boarding experience at Saint Ignatius' College Riverview. Grounded in Ignatian spirituality and *cura personalis*, the program supports each boy's development across emotional, social, and spiritual dimensions within a structured and caring environment.

This support is delivered through a coordinated and collaborative model involving Director of Boarding, Heads of Division and boarding staff. Through this integrated approach, each student is known personally and accompanied throughout his journey. Strong communication and shared responsibility ensure continuity between day and boarding life, enabling timely support and meaningful engagement with students and their families.

Building on this foundation, the Boarding Wellbeing Program is delivered consistently across all year levels and remains embedded as a core element of boarding life. Staff are trained in its delivery, ensuring a shared language, consistent practice, and high-quality pastoral care across the community. The program is aligned with the Jesuit Four Cs - Competence, Conscience, Compassion, and Commitment, and is developmentally sequenced to meet the needs of each year group.

Each cohort engages in structured and age-appropriate wellbeing themes, reinforced through workshops, mentoring, and daily interactions:

Year 7 – Belonging & Foundations (Compassion):

Identity, emotional literacy, gratitude

Year 8 – Relationships & Respect (Conscience):

Empathy, relationships, sustainability

Year 9 – Men of Honour (Commitment):

Healthy masculinity, self-regulation

Year 10 – Life Readiness (Competence):

Mental fitness, values-driven choices

Year 11 – True North (Conscience & Commitment):

Strengths, purpose, aspiration

Year 12 – Legacy and Leadership (All Four Cs):

Life skills, transition, servant leadership

Together, these programs provide a consistent and enduring framework that underpins the boarding experience. They form young men who are reflective, resilient, and responsible, equipped to live with integrity and generosity in response to the Jesuit call to be men for and with others.

1.10 Message from the Head of Co-Curriculum

ANDREW SZABO

1.10.1 Contextual Information

The co-curricular program at Saint Ignatius' College Riverview in 2025 continued to play a fundamental role in the formation of students, complementing the academic curriculum and embodying the College's commitment to educating the whole person. Grounded in the Ignatian tradition, co-curricular involvement provides meaningful opportunities for students to discover their strengths, build relationships, and grow in confidence, resilience, and character.

Participation in co-curricular life is seen as an essential dimension of a Riverview education. It offers students diverse pathways to engage with the College community, fostering a strong sense of belonging while encouraging them to contribute beyond themselves. Through sustained involvement, students develop habits of teamwork, discipline, and leadership, learning to respond to both success and challenge with maturity and integrity.

The breadth of offerings across sport, performing arts, creative arts, language arts, and clubs and activities ensures that every student can find an avenue for involvement. This diversity reflects the College's intention to nurture well-rounded individuals who are not only capable performers, but also reflective, socially aware, and committed to making a positive impact in the world.

In 2025, co-curricular programs continued to support key formation priorities, including student wellbeing, inclusion, cultural understanding, and ecological responsibility. Engagement also provided important connections beyond the College, particularly through collaboration and competition within the Jesuit and broader school networks, reinforcing shared values and a collective sense of purpose.

1.10.2 Sport

Sport at Saint Ignatius' College Riverview in 2025 remained a cornerstone of the co-curricular program, providing students with extensive opportunities for physical development, teamwork, and personal growth. Strong participation across both summer and winter seasons continues to reflect a vibrant and inclusive sporting culture, where commitment and enjoyment sit alongside the pursuit of excellence.

Summer sport once again saw high levels of engagement across a broad range of activities. Basketball remained the most popular sport, with significant participation across all year groups highlighting the accessibility and strength of the program.

Rowing continued its position as a flagship sport of the College, delivering an outstanding season defined by depth, consistency and exceptional performance. At the

AAGPS Head of the River Regatta, Riverview crews achieved dominant results across multiple divisions. This success was headlined by the First VIII, which secured victory at the Head of the River before going on to win the National Championship—an achievement that reflects the discipline, preparation and culture within the program. Further demonstrating program depth, the Year 10 First VIII claimed the national title in the Under 17 Schoolboy VIII, while the College also secured the Senior GPS Pennant for cumulative senior results.

Winter sport continued to engage a significant proportion of the student body despite ongoing challenges relating to weather and facility access.

Rugby union remained the largest and most prominent winter sport and was a highlight of the year. The First XV achieved a significant milestone, winning the AAGPS Premiership for the first time in 14 years. This achievement was supported by strong performances throughout the program, including an undefeated 16A side, indicating both depth and promising future development.

The football program provided broad participation opportunities, with several teams performing strongly. Notably, the Second XI won the pre-season GPS Plate before finishing a close second in the overall GPS competition.

Australian Rules Football maintained its strength within the winter program. The First XVIII won the Independent Schools Cup in a closely contested grand final, reinforcing Riverview's standing as a leading AFL school in Sydney. Other sports, including volleyball and cross country, continued to offer valuable participation pathways and diversity within the winter program.

Beyond the major team sports, a range of individual and specialised programs, including sailing, mountain biking, fencing, martial arts, athletics and snowsports, continued to enhance the breadth of the College's sporting offering. These programs provide students with opportunities to pursue personal interests while competing at regional, state and national levels.

Athletics remains an integral component of the annual sporting calendar, with strong participation in both training squads and representative teams. Continued development in this area reflects a growing commitment to performance across track and field disciplines, with several athletes achieving success at both state and national championships.

Overall, the 2025 sporting program at Riverview reflects a balanced and thriving culture—one that values widespread participation while striving for excellence at the highest level. The year was marked by significant achievements across multiple sports, supported by strong engagement and a clear commitment to holistic student development.

Sports Participation – Summer & Winter



Summer Sports	Participants
Basketball	450
Cricket	177
Rowing	150
Touch Football	168
Tennis	121
Swimming	88
Water Polo	64
Sailing	60
Summer Athletics	53
Mountain Biking	33
Golf	20
Fencing	14
Martial Arts	14
Table Tennis	7
Summer Exemption	45

Note: Participation in some summer sports, including basketball and sailing, is subject to capacity limits.



Winter Sports	Participants
Rugby	670
Football	358
AFL	154
Volleyball	71
Cross Country	18
Athletics Training Squad	143
Athletics Team	72
Ski Camp	58
Ski Regionals	51
Fencing	15
Martial Arts	14
Winter Exemption	75



Team Achievements

First VIII Rowing – Head of the River and National Champions; Second and Third IV also won at Head of the River

Water Polo Seconds – GPS/CAS Combined Competition Champions

First XVIII AFL – Independent Schools Cup Winners; NSW/ACT Final Runners-Up

First XVIII AFL – Winners of the Inaugural Jesuit AFL Carnival (Adelaide)

First XV Rugby – AAGPS Premiership Winners



Tours

The College continued to offer valuable international touring opportunities in 2025:

Cricket Tour (India) – A January tour to Mumbai and Delhi, featuring seven matches and visits to Jesuit schools, as well as cultural experiences including the Taj Mahal.

Rowing Tour (United Kingdom) – The First VIII competed at the Henley Royal Regatta.

1.10.3 Language Arts

In 2025, Debating, Mock Trial, Mooting and Public Speaking continued to be a leading academic co-curricular offering at Saint Ignatius' College Riverview, providing students with meaningful opportunities to develop critical thinking, articulate ideas with clarity, and engage confidently in public discourse. Participation remained strong, with students involved across a wide range of internal and external competitions, reflecting both the accessibility and strength of the program.

As co-curricular activities these programs play an important role in extending learning beyond the classroom. Students are challenged to think independently, engage with complex ethical and contemporary issues, and communicate persuasively in both prepared and impromptu contexts. The program also fosters collaboration, as students work closely in teams, building skills in research, reasoning, and respectful argumentation.

Debating, Mock Trial and Mooting at Saint Ignatius' College Riverview in 2025 formed a vital component of the Co-curricular program, fostering critical thinking, communication, collaboration and intellectual confidence. The program continued to emphasise both broad participation and excellence, with students engaging across multiple competitions and formats.

The debating program experienced a highly successful year, distinguished by both outstanding achievement at the highest level and exceptional participation across all age groups. With more than 170 students involved, Riverview maintained one of the largest and most comprehensive debating programs in the country.

At the senior level, the College achieved national recognition by securing the premier division of the Independent Schools Debating Association (ISDA), widely

regarded as one of the most competitive school debating competitions. This success reflected both individual excellence and the strength of the program's culture of preparation, teamwork and resilience.

Across all competitions, Riverview demonstrated notable depth and consistency. In GPS Debating, the College recorded strong overall results, highlighted by an undefeated premiership in the Second VIII division and competitive performances across multiple age groups. In the Schools Debating Network, Riverview achieved its first Primary B premiership and finished second overall, while in Friday Evening Debating, multiple teams progressed to grand finals, narrowly missing premiership honours.

The breadth of the program was further supported by extensive participation in the Sydney Debating Competition (SDC), providing students from Years 5-11 with regular opportunities to develop skills and confidence in a competitive setting. The relaunch of the Glen King Cup, an internal British Parliamentary competition, also provided a valuable extension opportunity, challenging students with more advanced formats of debate.

Beyond competition results, Riverview debaters were recognised at representative levels, with selections to state and GPS squads reflecting the quality of the program and its ability to develop high-performing students.

The Mock Trial program continued to provide valuable practical insight into the legal system, engaging students in authentic courtroom processes. Through participation in the NSW Law Society Mock Trial Competition, students developed skills in advocacy, critical thinking and collaboration.

The 2025 cohort included many students new to the competition, who demonstrated significant growth throughout the season. The College progressed to the knockout rounds, with students representing Riverview with professionalism and integrity in all proceedings.

Mooting remains an important extension opportunity for senior students, offering exposure to university-level legal argument and analysis. In 2025, Riverview again competed in the Bond University National High School Mooting Competition.

Students successfully progressed to the later rounds of the competition, presenting legal arguments before a panel of judges. Their performance reflected a high level of preparation, research and advocacy skill, with recognition received for the quality of oral submissions.

Across Debating, Mock Trial and Mooting, the College's 2025 program reflects a strong and balanced culture, one that encourages widespread participation while supporting high achievement. Students are provided with meaningful opportunities to develop essential skills in reasoning, communication and collaboration, all within a supportive and challenging environment.

The continued success of these programs is underpinned by the dedication of staff, coaches and supporters, whose contributions ensure students are able to flourish both in competition and in their broader personal development.





1.10.4 Performing Arts

Co-curricular Drama

The 2025 Co-curricular Drama program at the O'Kelly Theatre continued to provide students with rich and authentic opportunities for creative expression and collaboration. Through involvement in both performance and production, students engaged in the full scope of theatrical practice, including acting, costume design, set construction, stage management, lighting, and sound. This holistic approach reflects the program's commitment to developing not only artistic skill, but also teamwork, responsibility, and confidence within a dynamic ensemble environment.

The annual production season showcased a diverse and challenging range of theatrical styles and texts. The program commenced with the Senior play, *VaudeView 2025*, an original exploration of vaudeville and cabaret devised collaboratively by the director, cast, and crew. In April, the Junior play, *Sketchy Business*, brought a lively sketch comedy format to the stage under the direction of Louise Arnott, Sam Burkitt, and Suzanne Mouait, with stage management led by Christine Moriarty and supported by the View Crew students. Term 3 featured the Intermediate production of *Billy Budd* by Louis O. Coxe and Robert H. Chapman, directed by Kirk Hume with Assistant Director Derek Walker. The year concluded with the senior production of Edward Albee's *The Zoo Story*, providing senior students with the opportunity to engage with complex and demanding dramatic material.

The Co-curricular Dance program continued to develop strongly in its second year, building on the success of its 2024 introduction. Weekly after-school training sessions have supported the steady growth of the ensemble, with students developing technical proficiency and performance confidence in preparation for their next major showcase in June 2026. The program continues to benefit from the leadership of Dance Coordinator Alanna Elliott, whose expertise and commitment have been central to its establishment and ongoing development.

The success of the Drama program is underpinned by the dedication of a wide range of contributors across the College community. Students, staff, and families all play an important role in bringing productions to life. Particular acknowledgement is extended to the costume design team, led by Jennifer Pocknall with the support of Kathleen Hunt, whose work continues to enhance all major productions and performance experiences. The set design and construction team, led by Kirk Hume and supported by Mark Anderson, consistently created immersive and innovative stage environments. Backstage operations were expertly managed by Justine Malingrey and Julie Stevens, ensuring smooth and professional execution throughout each production.

The ongoing commitment of directors, assistant directors, coordinators, choreographers, and mentors remains central to the strength of the program. Their combined efforts ensure that Drama at Riverview continues to provide a meaningful and formative co-curricular experience, fostering creativity, collaboration, and a lifelong appreciation for the performing arts.

Co-curricular Music

The Co-curricular Music Program at Saint Ignatius' College Riverview continued to flourish in 2025, offering students a rich and diverse platform for artistic development, collaboration, and performance. As a central pillar of the College's cultural life, music provides students with opportunities to express creativity, pursue excellence, and contribute meaningfully to the community.

The Woods Music Centre remained a vibrant hub of activity throughout the year, hosting an extensive range of rehearsals, ensemble programs, and private tuition. From early morning rehearsals to afternoon sessions, students demonstrated strong commitment across orchestral, jazz, contemporary, choral, and liturgical ensembles. Through sustained involvement, students developed not only technical proficiency, but also confidence, discipline, teamwork, and leadership.

The depth and quality of the program were evident in the range of performances presented across the year. Major events such as Riverview in Concert, the Music Gala Evening, Regis in Concert, recital evenings, and the Jesuit Mission Bazaar provided meaningful performance opportunities for students across Years 5-12. These events showcased the breadth of ensembles at the College, including the Riverview Orchestra, Chamber Strings, Symphonic Wind Band, Intermediate Concert Band, Riverview Big Band, Intermediate Stage Band, Saxophone Quartet, Emmanuel Guitar Ensemble, Riverview Drumline, Ignatian Choir, The Bluenotes, and Regis ensembles. Collectively, these performances highlighted a strong culture of participation, excellence, and collaboration.

Music also continued to play an important role in the spiritual and ceremonial life of the College. Student musicians contributed significantly to Masses, liturgies, assemblies, and major College events, reinforcing the integral role of music in fostering reflection, connection, and community. A notable example was the Ignatian Choir's performance at the opening of the Wingaru Building, which added a significant sense of occasion to this important milestone.

The program achieved continued success in external competitions and events, providing valuable performance experiences beyond the College. Participation in the Australian School Band and Orchestra Festival (ASBOF) resulted in strong performances across multiple ensembles, reflecting the quality and consistency of the program. Students also engaged in a range of external and community performances, further developing confidence and stagecraft while strengthening connections with the wider community. Highlights included participation in the Stand Tall event at ICC Darling Harbour, collaborative performances such as Mass in Blue at St James Church, and returning invitations to perform at The Canopy in Lane Cove.

The Private Music Tuition Program remained a vital component of co-curricular music, offering access to specialist instruction across a wide range of instruments, voice, and Speech and Drama. This program continues to support ensemble participation, AMEB pathways, and the development of independent musicianship across all year levels.

As the year concluded, the contribution of the graduating musicians was acknowledged with gratitude. Their leadership, commitment, and example have played a significant role in shaping the culture of the program and inspiring younger students.

The College extends its sincere appreciation to the dedicated team of ensemble directors, accompanists, tutors, and Music staff. Their expertise and ongoing commitment ensure that the Co-curricular Music Program remains a dynamic, inclusive, and enriching aspect of life at Riverview.

Senior Musical - *Newsies*

The 2025 Senior Musical, *Newsies*, was a standout feature of the co-curricular program, bringing together students from across year groups and partner schools in a large-scale and collaborative theatrical production. Performed in Ramsay Hall, the production transformed the space into the streets of 1899 New York City, delivering a dynamic and immersive theatrical experience.

Directed by Derek Walker, with support from Kirk Hume, the production explored themes of resilience, leadership, and social justice through the story of the newsboys' strike. The narrative provided a powerful platform for students to engage with meaningful material, while also showcasing their performance skills in a demanding musical theatre context.

A cast of almost 80 students demonstrated exceptional commitment throughout an extended rehearsal process, culminating in a series of polished and engaging performances. Principal roles were performed with maturity and confidence, while the strength of the ensemble was evident in the energy and cohesion displayed on stage.

Choreography, led by Alanna Elliott, was a defining feature of the production. Large ensemble numbers such as 'Seize the Day' and 'King of New York' were performed with precision and enthusiasm, highlighting both the athleticism and discipline of the cast. The musical direction, under Peter Watters, ensured a high-quality presentation of Alan Menken's score, balancing powerful ensemble singing with more intimate moments of storytelling.

The production design contributed significantly to the overall impact of the performance. Set, costume, and technical elements combined to create an authentic and engaging theatrical environment, effectively capturing the industrial character and energy of the period.

Audience response was overwhelmingly positive, with strong support from students, families, staff, and the wider community. Beyond its success as a performance, *Newsies* embodied the core values of the co-curricular program; collaboration, commitment, and excellence, while providing students with a meaningful and memorable creative experience.

The success of the production reflects the dedication of the entire team, including cast, crew, orchestra, and staff, whose combined efforts brought the production to life. *Newsies* stands as a powerful example of the role of the performing arts in fostering connection, creativity, and personal growth within the Riverview community.





1.11 Message from the Head of Professional Learning

NATALIE BAINES

Throughout 2025, the College coordinated professional learning and development across ten Staff Days and nine Staff Meetings. The primary focus was on the intentional embedding of the Teaching and Learning Framework.

With the ongoing rollout of new syllabi across multiple faculties, it was strategically important to allocate time for Heads of Faculty and teaching staff to plan and design the curriculum.

As in previous years, Term 1 Staff Days focused on Child Safeguarding training and Professional Boundaries, delivered by Risk and Compliance and external speaker Claire Morrissey.

Throughout the year, the College worked with Independent Schools NSW on The Respectful Relationships: Proactive Education initiative, which is evidence-based and supports a comprehensive whole-school approach to consent and respectful relationships education.

An external presentation focused on AI, with a keynote presentation by Matt Bower, professor in the School of Education at Macquarie University, who specialises in the innovative use of technology for learning purposes.

Professional learning highlights in Terms 2 and 3 included a selection of workshops on teaching and learning, student wellbeing, welfare and behaviour. Additional sessions included masterclasses on the Ignatian Pedagogical Paradigm, with a small cohort of staff completing the course.

We hosted optional twilight sessions, including the keynote speaker Dr Zac Seidler, a Clinical Psychologist, the Global Director of Men's Health Research at Movember and an Associate Professor with Orygen at The University of Melbourne; and Professor Andrew Peterson, Professor of Character and Citizenship Education at the Jubilee Centre for Character and Virtues. Additionally, we led the eSafety Commissioner webinar series, focused on the latest online safety research, case studies and teaching and support strategies.

Staff Day 9 was allocated to First Aid and CPR.

The four staff in Companion roles supported the completion of Professional Learning Plans. This year, the process was moved to an online platform for transparency and efficiency - this provided an overview of goals and intentions across the college aligned to the Teaching and Learning Framework and AITSL standards.

1.11.1 Teacher Accreditation Support Program

In 2025, our Proficient Teacher Coordinator provided dedicated support to several teachers who were either new to the profession or new to teaching in NSW, guiding them through the Proficient Teacher Accreditation process. This cohort included 11 provisional teachers. The coordinator facilitated regular fortnightly meetings with the group and individual sessions to provide targeted support. This also included liaising with teacher supervisors and providing them with information regarding the progress of their staff.

Our Experienced Teacher Coordinator worked with five teachers over 18 months, undertaking the Experienced Teacher accreditation, which was submitted by the end of June 2024. Meanwhile, the next cohort of ten 2025 Experience Teacher candidates, who had already begun the process at the start of the year, then continued to be supported for the rest of 2024 and into 2025 until submission. Support included classroom observations, personalised feedback sessions, and collaboration workshops, all designed to strengthen teaching practice in alignment with the Australian Professional Standards for Teachers.

1.12 Message from the President of the Parents & Friends' Association

LEESA FEILEN

The year 2025 was one of strong community engagement, sustained volunteer contribution and continued support for the strategic priorities of Saint Ignatius' College Riverview.

Throughout the year, the Parents & Friends' Association worked collaboratively with the College to strengthen community connection and support the broader life of the school. Across a range of events and activities, parents

and carers contributed generously to initiatives that fostered belonging, participation and service within the Riverview community.

The Association's major community events again demonstrated the strength and spirit of parent engagement at the College. The Riverview Gold Cup Regatta and the Riverview home game back at First Field were significant occasions that brought together students, families, staff and Old Ignatians in celebration of the College's longstanding traditions through hospitality and community engagement. The continued partnership between the P&F and the Old Ignatians' Union during these events reflected the strong intergenerational culture that remains a defining characteristic of the College community.

This is particularly evident across the Winter Canteen weeks across Terms 2 and 3, when the P&F community provided food and beverages to the SIC community and our visiting school communities.

The Jesuit Mission Bazaar continued to be a central event in the College calendar, uniting families, students, staff and alumni in support of Jesuit Mission's international work. The Riverview Art Show and the Year 7 Mass and Dinner also provided important opportunities for community building and parent engagement, particularly for families new to the College.

Fundraising outcomes in 2025 remained strong. The Association was pleased to continue its financial support of the College Bursary Fund and selected capital works initiatives, including the Wingaru project. Support of the Bursary Fund remains a key priority for the P&F, reflecting the Association's commitment to broadening access to a Jesuit education for students whose families may otherwise be unable to access it. The success of these fundraising efforts was made possible through the collective contribution of volunteers across numerous events and activities throughout the year.

The level of volunteer participation in 2025 was significant and highly valued. Year Group Coordinators, committee members, canteen volunteers and event support teams contributed considerable time and effort in support of the College community. Their commitment played an important role in the successful delivery of events and programs across the year.

The Annual General Meeting, held in the Wingaru Building, provided an opportunity to reflect on the year and acknowledge the ongoing collaboration between the P&F, College leadership and the Advancement Team. The meeting also highlighted the College's strategic direction and broader priorities, reinforcing the important role of parent partnership in supporting the mission and future development of the College.

As the 2025 year concluded, the Association acknowledged the contribution of all members of the executive committee and the wider parent community. Their service and commitment have strengthened the culture of generosity, participation and community that underpins the life of Saint Ignatius' College Riverview.

1.13 Message from the President of the Old Ignatians' Union

SEAN CUNIAL (OR1987)

The mission of the Old Ignatians' Union (OIU) is:

- To engage, connect and support OIU members;
- To assist the College in the promotion of education and continuing development of a Jesuit way of life;
- And be true men for others by serving the broader community.

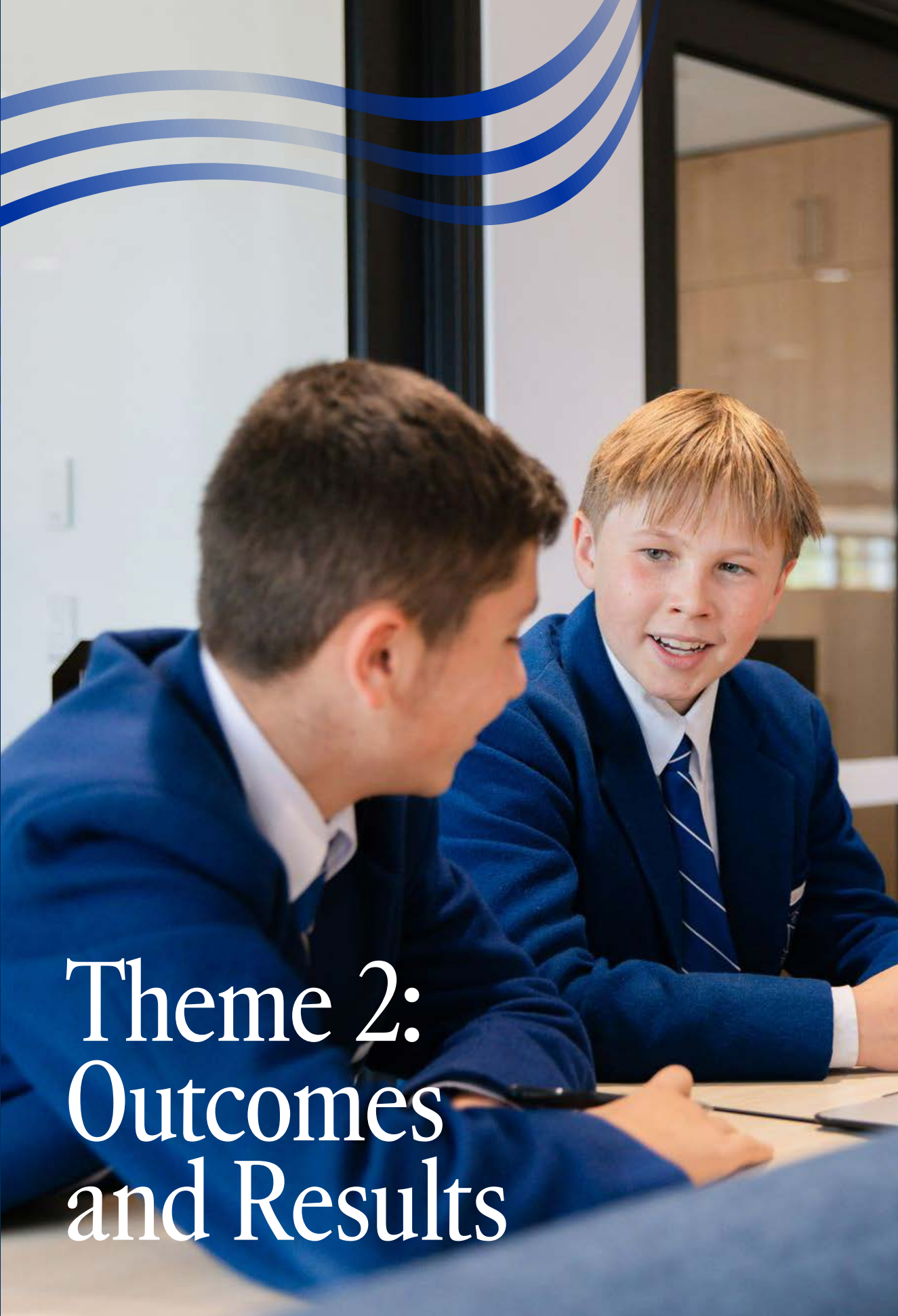
Strengthening engagement with our members was a key priority in 2025. This was achieved by expanding the reach, frequency and relevance of our communications across multiple platforms including email, WhatsApp, Instagram and Facebook. Communication is led by the OIU monthly newsletter, which is emailed to 7,310 members, and supported with frequent news stories on Instagram and Facebook. The focus of our communications is to share stories of what our members are doing and articles on the varied interests our members have such as mental health, the arts, sport and academia.

A number of initiatives aimed at building connection amongst, and providing support for, our members were also held through the year. These included the operation of sports clubs across cricket, football, rugby, water polo, rowing and lawn bowls; mental health events; year reunions; church services; mentoring programs; and social events. The overall objective of these events is to create moments that enable members to get together and connect with others, improving their health and wellbeing.

Committed to supporting the school in the promotion of education and the continuing development of a Jesuit way of life, the OIU's support of the College included the co-ordination of donations by old boys to the Bursary fund; the running of a mentor program for Indigenous students at the school; and volunteer support of key activities run by the school such as the annual Gold Cup Regatta, the Jesuit Mission Bazaar, refereeing of sports events, Careers Day and the Nostalgia Mass for Old Boys. The Union sees its role as a strong and supportive member of the school community that assists the College to achieve its goals in educating men for others.

The OIU has a long history of serving the broader community. In 2025, this was focused on working with Cana Communities to provide overnight shelter to the homeless through the running of St Francis House and financial support of St Vincents Open Support for families escaping domestic violence. In operation for more than three years, St Francis House is an overnight shelter for the homeless that provides accommodation for up to eight guests each night, as well as dinner and breakfast.

The OIU is committed to serving its members, the school community and the broader community by demonstrating the Jesuit ethos of being men for others.



Theme 2:
Outcomes
and Results

2.1 NAPLAN

In 2023, ACARA introduced new proficiency standards for NAPLAN reporting. These replaced the previous numerical reporting bands and national minimum standards.

Proficiency standards provide simple and clear information on student achievement in literacy and numeracy as assessed by NAPLAN. They represent a challenging but reasonable expectation of what students at each assessed year level know and can do at the time of NAPLAN testing.

Students' results are measured against 4 levels of proficiency:

- exceeding
- strong
- developing
- needs additional support.

A summary of our 2025 NAPLAN Results relative to State performance are presented below for each year group.

Year 5 - 2025	Saint Ignatius College Riverview				State			
Component	Exceeding (%)	Strong (%)	Developing (%)	Needs additional support (%)	Exceeding (%)	Strong (%)	Developing (%)	Needs additional support (%)
Grammar and Punctuation	28.2	61.1	9.2	1.5	20.2	46.9	20.2	11
Numeracy	48.1	46.6	4.6	0.8	16.8	53.2	21.2	7.2
Reading	48.1	42	9.2	0.8	23.3	50.9	16.6	7.6
Spelling	33.6	51.9	11.3	3.1	23.8	48.3	18.5	7.7
Writing	21.4	69.5	8.4	0.8	12.6	56.9	20.6	8.2

Year 7 - 2025	Saint Ignatius College Riverview				State			
Component	Exceeding (%)	Strong (%)	Developing (%)	Needs additional support (%)	Exceeding (%)	Strong (%)	Developing (%)	Needs additional support (%)
Grammar and Punctuation	24.4	58.4	13.7	3.6	21.2	45	20.1	12.1
Numeracy	36	58.9	3.6	1.5	20.6	51.5	18.4	7.9
Reading	42.6	49.2	8.1	N/A	24.2	46.6	19.5	8
Spelling	32	56.9	10.2	1	27.5	49.1	15.3	6.4
Writing	20.4	65.2	12.9	1.5	17.6	49.3	23.1	8.5

Year 9 - 2025	Saint Ignatius College Riverview				State			
Component	Exceeding (%)	Strong (%)	Developing (%)	Needs additional support (%)	Exceeding (%)	Strong (%)	Developing (%)	Needs additional support (%)
Grammar and Punctuation	24.3	48.1	24.8	2.8	20.1	39.2	27.1	11.8
Numeracy	28	65.4	6.5	N/A	15.5	53.7	20.7	8.2
Reading	32.1	54	13.5	0.5	20.7	47	21.2	9.3
Spelling	25.2	57	15	2.8	22.6	52.9	16.8	5.8
Writing	26	56.7	16.3	0.9	22.5	42	25.1	8.6



2.2 NESAS Minimum Standards Testing

NESA is continuing to implement the Stronger HSC Standards reforms. One of the key reforms requires NSW students to demonstrate a minimum standard of literacy and numeracy to be eligible to receive the HSC credential.

The minimum standard is set at a functional level of literacy and numeracy for success in day-to-day life. In 2024 all Year 10 students participated in the NESAS Minimum Standards Testing.

2.3 Record of School Achievement (RoSA)

In 2025, no students required the issuance of a Record of School Achievement.

2.4 Academic and Non-Academic Pathway

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 2025, eight students decided to pursue a non-ATAR pathway by selecting a pattern of study which did not qualify for an ATAR.

2.5 Senior Secondary VET Outcomes

In 2025, 31 students (13.2% of the Year 12 cohort) undertook a Vocational Education and Training (VET) course as part of their senior secondary studies. Students accessed a range of industry-based learning opportunities designed to support both further education and employment outcomes.

VET pathways undertaken by students included qualifications and training in the areas of Construction and Primary Industries. These programs enabled students to develop practical workplace skills and gain nationally recognised credentials while completing their secondary education.

Students successfully completing their VET studies received credit towards both their Higher School Certificate and relevant vocational qualifications where applicable. The College continues to support diverse post-school pathways and recognises the value of vocational education in preparing students for employment, apprenticeships, traineeships and further study.



99.7

ATAR achieved by the **2025 Dux of the College**



41%

of students achieved an **ATAR above 90**



87.45

2025 median ATAR



10

graduates on the **Premier's All-Round Achievers List**



155

students (66%) received an **early entry offer to university**

2.6 Higher School Certificate

The Class of 2025 achieved a median ATAR of 87.45, reflecting an upward trend, with 41% of students achieving an ATAR above 90. Ten (10) graduates were named on the Premier's All-Round Achievers' List, having attained at least ten units of Band 6 or Band E4 results. In addition, a number of students have been nominated for HSC showcase events in Drama and technology-based subjects.

The Dux of the College in 2025 achieved an ATAR of 99.7, while two Proxime Accessits received 99.35.

One student was named First in Course (Construction), and four others were named Top Achievers for ranking in the top 20 across NSW in courses PDHPE, Italian Continuers and Agriculture.

For more detailed information on the HSC achievements of the Class of 2025, please go to <https://www.riverview.nsw.edu.au/learning/learning-overview/hsc-results/>

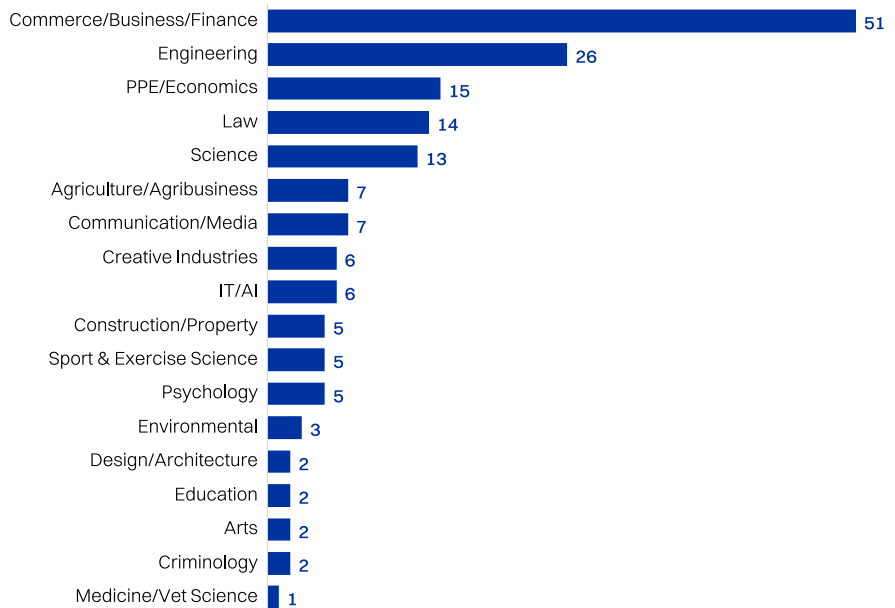
2.7 Post-School Destinations

In 2025, the graduating class consisted of 235 students. Of these, 155 students (66%) received an early entry offer to university, reflecting strong student engagement with tertiary pathways and successful early application outcomes. 30 students (13%) indicated they would not be applying to university, with a third of these intending to pursue an apprenticeship.

Early offers were received across a broad range of institutions, with the highest number of offers coming from UTS and Macquarie University. Other institutions included ANU, Newcastle, UNSW, Wollongong and Notre Dame.

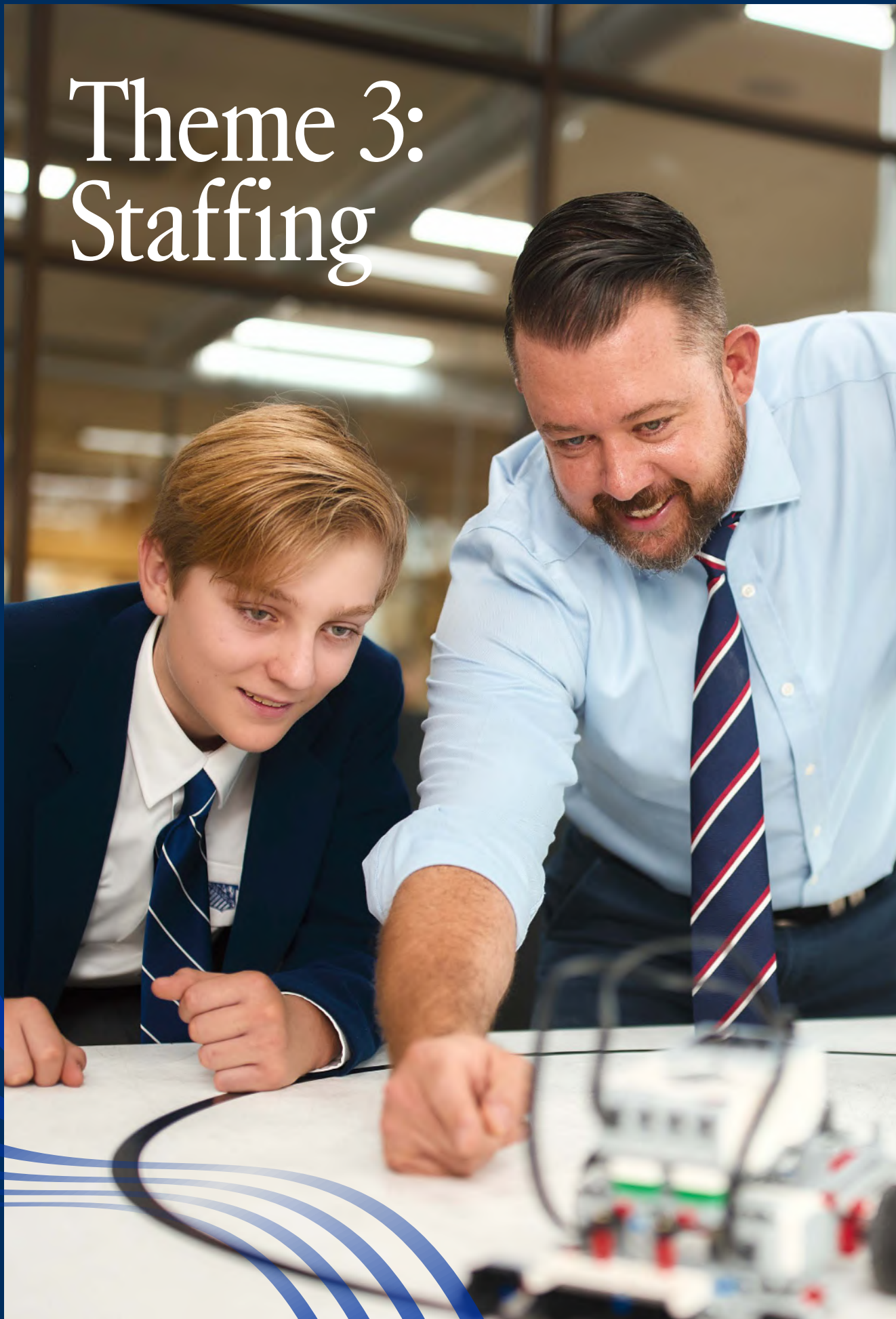
Commerce and Business continue to be the most popular degrees studied by Riverview students, followed by Law/PPE/Arts and Engineering. Sydney universities are the preferred destination, with UTS the most popular choice, followed by the University of Sydney and Macquarie University.

Class of 2025 Field of Study



14 students (6%) indicated their interest in studying overseas, the majority in the US, or pursuing a gap year in either the UK or Canada.

Theme 3: Staffing



The College is supported by a dedicated and highly qualified team of teaching, professional, and operational staff who work collaboratively to provide a high-quality educational experience for all students. Our teaching staff are committed to delivering engaging and rigorous curriculum programs, while also contributing significantly to the rich co-curricular and pastoral life of the College across both the Senior and Regis Campuses. In addition, our professional and operational staff play an essential role in the efficient day-to-day running of the College and are valued contributors to the pastoral care programs that support student wellbeing, connection and growth.

3.1 Teacher Accreditation

Level of Accreditation	No. of Teachers
Conditional	5
Provisional	6
Proficient	194
Highly Accomplished	2

3.2 Workforce Composition

The College employs a diverse team of teaching, professional and operational staff who collectively support the educational, pastoral and day-to-day functions of the school. Our teaching staff includes primary and secondary teachers, as well as teacher librarians, all of whom hold appropriate qualifications relevant to the age groups, stages and subject areas they teach. Supporting the work of our educators is a dedicated professional and operational staff team working across a range of service areas, including finance, facilities, communications, fundraising, human resources, administration, clerical services, information technology, co-curricular programs, coaching, and school support and technical services. Together, all staff contribute to the effective operation of the College and the holistic development and wellbeing of our students.

College Staff	No. of Staff
Permanent and part time College staff	337 (excl. casuals)
Teaching staff	197
Full-time equivalent teaching staff	182 FTE
Aboriginal & Torres Strait Islander teaching staff	1
Professional & operational staff	139
Full-time equivalent professional & operational staff	114 FTE
Aboriginal & Torres Strait Islander professional & operational staff	3 (incl. 1 CA)

Theme 4: Attendance

On average 95% of students attended school on a typical school day in 2025. This was similar attendance to 2024 data.

Year Level	Attendance Rate
Year 5	96%
Year 6	95%
Year 7	96%
Year 8	94%
Year 9	93%
Year 10	94%
Year 11	96%
Year 12	95%

4.1 Retention Rates

96% of students in Year 10, 2023, completed Year 12, 2025, at the College. This is an increase of 2% compared to 2024. Of the 9 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.

4.2 Managing Non-Attendance

The College encourages students to attend in accordance with legislative requirements and the College's Attendance and Roll Marking Policy. Any unauthorised student absence is unacceptable and is followed up by the College. Procedures for unexplained student absences are implemented to reduce absenteeism, ensure the safety of students and to identify students who are truanting.

The process for non-attendance is for the parent/guardian to notify their Head of House and the Student Office via the College App by 8.30am to register their son's absence. If no contact is made by the parent, an email is sent requesting that they enter the absence via the College App. If the College receives no notification of absence by recess on the day of absence, a follow up SMS is sent to the parent/guardian. Student attendance is also recorded throughout the day by teachers in each class. Daily attendance rolls and data are retained in soft copy and archived.

Theme 5: School Policies

The following College policies are publicly available on our website.

- **Child Safeguarding Policy**
- **Complaints Handling Policy**
- **Enrolment Policy**
- **Pastoral Care and Behaviour Management Policy**
- **Student Bullying, Harassment and Discrimination Policy**

Theme 6: Stakeholder 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 in 2025, provide views on such areas as meeting expectations, satisfaction, Religious Formation, academic performance, pastoral care, co-curricular activities, 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.

6.1 Parent Satisfaction

Statement	Year 6	Year 7	Year 12
Overall satisfaction with education at College	89%	88%	87%
Agree that the College provides a 'safe and caring' environment	90%	87%	86%
Overall satisfaction with the management and leadership of the College	89%	85%	83%

6.2 Student Satisfaction

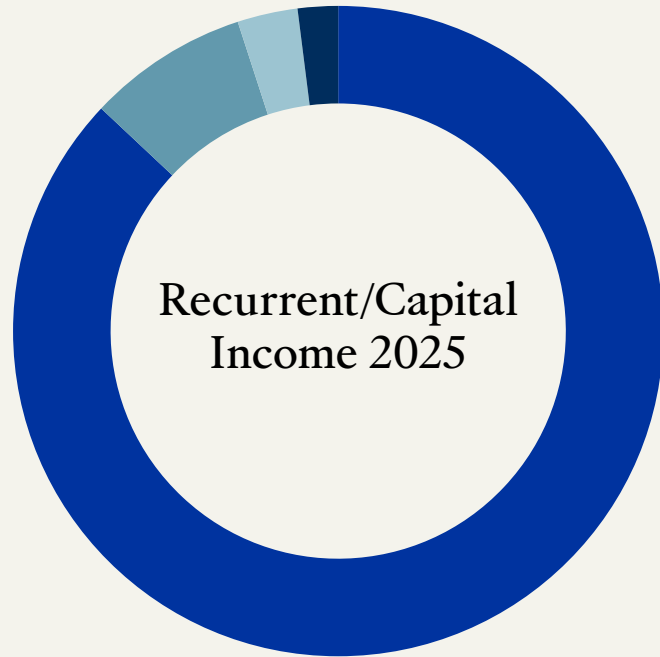
Statement	Year 6	Year 7	Year 12
Overall satisfaction with education at College	89%	84%	84%
Agree that the College provides a 'safe and caring' environment	83%	81%	80%
Overall satisfaction with the management and leadership of the College	N/A	N/A	72%

6.3 Teacher Satisfaction

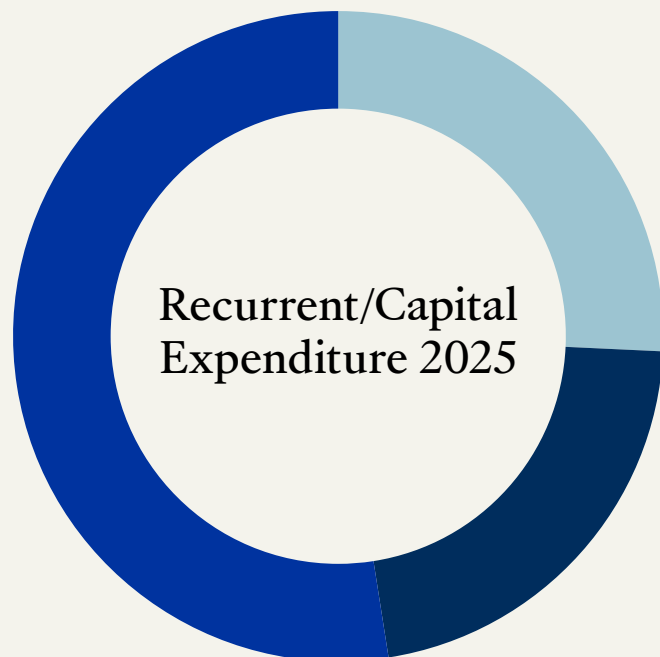
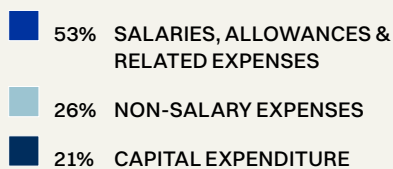
Teacher satisfaction remains strong. In August 2025, the College conducted an Employee Engagement Survey, which reported staff engagement at 88%, five percentage points above the industry average. In addition, 89% of staff said they would recommend the College as a good place to work, ten percentage points above the industry average. The College is addressing lower-rated areas to further strengthen engagement, with the next survey scheduled for 2027.

Theme 7: Financial Information

7.1 College Income



7.2 College Expenditure







Saint Ignatius' College
Riverview

riverview.nsw.edu.au