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Ignatian
Identity

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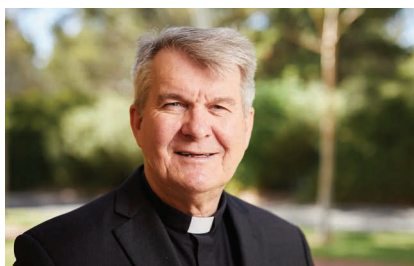


*Saint
Ignatius'
College*

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FAMILY TIES



Kaurna miyurna yaitya yarta-mathanya Wama Tarntanyaku.

Kaurna people are the traditional landowners of the Adelaide Plains.

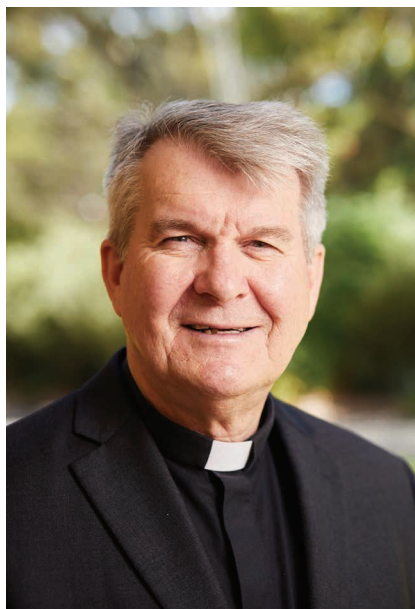
The Ignatian community acknowledges the Kaurna traditional custodians of the land on which our College stands.

We respect the continuing connection of Aboriginal and Torres Strait Islander peoples to culture, community, land, sea, and sky.

We commit ourselves to the ongoing journey of reconciliation.

From the Rector

FR PETER HOSKING SJ (CLASS OF 1974)



Faith, for us, is not a static concept restricted to the walls of a church; it is a living, dynamic force that permeates every aspect of our lives.

In today's world, Jesuit education aims to guide students towards a future filled with purpose and conviction. The essence of Jesuit education is to mould individuals who excel not only for personal gain but also for the betterment of society. Anchored in principles of justice, compassion, and an unyielding pursuit of truth, our goal is to nurture individuals holistically—intellectually, spiritually, physically, emotionally, and ethically. We equip students with the tools to navigate the complexities of modern life, grapple with profound questions of meaning and purpose, and lead lives grounded in faith, justice, and love. Our focus is on building character, fostering virtues, and preparing students to be conscientious and engaged global citizens.

In an era characterised by scepticism and an increasing secular outlook, faith remains at the heart of Jesuit education. Contrary to any perceived conflict between faith and reason, we believe they complement and enrich each other. Our schools provide rigorous intellectual training that encourages critical thinking and nurtures a thirst for knowledge. Our understanding of faith extends beyond the confines of religious institutions; it's a living force that permeates all aspects of life. We encourage students to explore their faith deeply, cultivate a personal connection with their values, and discern their unique roles in the world. The ultimate aim is to bring individuals closer to the values bestowed by Christ, inspiring them to lead lives devoted to positive change and contribution.

As our student body becomes increasingly diverse, we recognise the importance of tailored support for various learning needs, backgrounds, and abilities. To promote student wellbeing and happiness, we prioritise programs focused on social and emotional learning. By integrating cutting-edge technology such as AI and virtual reality, we enhance educational experiences through personalised learning. We encourage hands-on, inquiry-based projects that foster profound comprehension and practical skills. This equips students to address real-world challenges and develop essential skills such as critical thinking, problem-solving, and collaboration.

At the core of Jesuit education is a commitment to nurturing well-rounded individuals. By blending academic excellence with personal growth, we aim to produce individuals who are not only knowledgeable but also compassionate, empathetic, and resilient members of society. We firmly believe that education should transcend classroom boundaries,

fostering lifelong learners who seek to comprehend the world's intricacies.

Central to our mission is the cultivation of individuals driven by values and committed to serving others. We encourage our students to embrace service learning and other initiatives related to social responsibility, encouraging active engagement with society. Our aim is to foster empathy, social awareness, and responsible global citizenship. By integrating community service with education on social justice, sustainability, and reconciliation in the curriculum, we instil a profound sense of purpose and meaning in our students' lives.

"Our focus is on building character, fostering virtues, and preparing students to be conscientious and engaged global citizens."

As we envisage graduates of the 21st century educated in the Jesuit tradition, we see young people who embody the concept of 'Magis' (the greater good). These graduates pursue excellence with depth, embracing challenges resiliently and continuously striving for personal growth and enhancement. Characterised by curiosity, a global outlook, and a dedication to sustainability and social justice, they are rooted in a profound sense of values that propels their desire to serve others. They possess a wide array of knowledge and skills, equipping them to adapt and thrive in an ever-changing world. Armed with innovative thinking, effective communication, and a collaborative spirit, they are prepared to tackle intricate problems and foster positive change in society.



2023 FAITH AND SERVICE LEADER LUKE HENRY SORTING DONATIONS FOR THE WINTER APPEAL

College Board

SEAN KEENIHAN (CLASS OF 1988)
CHAIR OF COLLEGE BOARD



"Barbara's willingness to step into a temporary role and navigate it with such grace and skill has made a significant impact on all of us."

SEAN KEENIHAN

This has been an exciting year for the College. A key focus for the Board has been engaging the community in establishing a shared vision for the future. We are grateful to the many members of our community – staff, parents, and students – who have contributed to rich discussions and provided valuable feedback to help inform our new Strategic Plan. The work we have collectively put towards this plan will shape how each of us experiences Saint Ignatius' College in the years to come.

A consistent theme that has come through from our research has been community. We know that community is strongly valued at the College. This was reflected this year in the strong number of volunteers who have donated their time for various initiatives, the high level of event attendance, and the generous donations that we have received for various causes. We are very grateful for this support.

This month our incoming Principal, Lauren Brooks, commences her role at Saint Ignatius' College. Lauren has been keen to engage with the Ignatian charism and Jesuit tradition that are fundamental to the College. In September she toured Jesuit schools in Sydney and Melbourne that are part of our wider Jesuit network.

Lauren is a dynamic and contemporary educator and brings with her a passion for innovation that will enrich student and staff outcomes. She will commence by working alongside Barbara Watkins, who will continue to lead the College as Principal until the end of the year.

On behalf of the Saint Ignatius' College community, I wish to thank Barbara for her generous service in the role of 2023 Principal. Her dedication and unwavering commitment have been instrumental in maintaining the momentum of our school community.

Barbara's willingness to step into a temporary role and navigate it with such grace and skill has made a significant impact on all of us. We have been inspired by her ability to connect, engage, and lead through the development of our new Strategic Plan.

During her year as Principal of Saint Ignatius' College, Barbara has fostered an environment of stability and growth, ensuring that our school continues to thrive during this transitional phase.

As Barbara moves on to new opportunities, may she know that her time with us has been greatly appreciated, and she will be remembered fondly.





A Matter of Principal

This month Lauren Brooks began her transition to Principal at the College with our 2023 Principal, Barbara Watkins, as her guide. The pair caught up for a Principal to Principal chat.

BARBARA ASKS LAUREN...

BARBARA: What made you decide to embark on a career in teaching?

LAUREN: In my senior years of schooling, I wanted to go on to study medicine or clinical dietetics as a career path. Life took me in a different direction when I made the South Australian Water Polo team during my final years of high school. This opportunity propelled me towards a new dream, an aspiration to make the Beijing Olympics. Unfortunately, the Olympic dream didn't eventuate; however, this period in my life opened a new door to education. I was able to combine several passions of mine — mathematics, health, and human movement, and I channelled this into a career in teaching.

BARBARA: What attracted you to the role of Principal at Saint Ignatius' College?

LAUREN: Saint Ignatius' College has a long-held reputation of being a school of excellence within a strong, connected community. I'd only heard great things about the culture and the emphasis of providing a holistic education, which resonated strongly with me. I also found an immediate connection to the story of St Ignatius. I was drawn to him as a pioneer and an innovator. I was captivated by his courage, audacious goals, and ability to form brilliant teams moving towards a shared mission. The rich Ignatian and Jesuit foundations ignited a fire in me — it was expansive, and I felt pulled towards this opportunity to make a difference in such a special community.

BARBARA: What are your initial observations of Saint Ignatius' College?

LAUREN: Saint Ignatius' College is more than a school. It's a community fuelled with passion and dedication, galvanised by hardworking staff who care about having a positive impact on our students. Over the past few months, I've thoroughly enjoyed spending time with staff and members of the board and of the broader Ignatian community. It's clear there is a culture of excellence, but it's more profound than that. Learning is inclusive, joyful, and Christ-centred. However, by far it must be the beautiful smiles and warm welcome I've received from our students — it's infectious. It is clear the immense pride our students feel to be a part of Saint Ignatius' College.

BARBARA: What are you passionate about in the education space?

LAUREN: After having graduated from the University of Sydney, my first teaching role was in a school in New South Wales working with students from complex backgrounds. It was in those early months as a graduate teacher that I learned fundamental lessons about creating learning experiences that helped motivate students to want to get out of bed in the morning. It ignited a passion in creating environments where students felt safe, comfortable, and respected. Where they could be curious, take risks, make mistakes, and grow stronger from the innovative learning experiences we cultivated together. It was about creating a learning environment where every student left the classroom feeling more empowered than when they had walked in. When

we truly know and care for each individual, we can create bespoke learning pathways. This gives students confidence to enhance their God-given talents and grow their sense of agency, no matter what position they're starting from. This is still what drives me today. It's about believing in our students, so when they leave Saint Ignatius' College, they believe in themselves.

BARBARA: What do you hope to bring to the role of principal? What is your philosophy?

LAUREN: Honouring the living tradition and inspiring change. I hope to continue to bring to life our centuries-old Jesuit traditions and ensure they remain key to our identity, through stewardship of our mission. I'm excited to bring a contemporary lens to what we do and pioneer innovative educational practices to meet the needs of our young people today and in the future. I think finding that equilibrium is at the heart of an Ignatian education.

Underpinning this is my educational philosophy, which begins with staff. I believe that an exceptional student learning environment is predicated on an exceptional staff working environment. Achieving the very best learning program for our students starts with an outstanding staff culture. I'm passionate about ensuring our staff have the best possible environment to provide our students with the very best learning experiences.

BARBARA: What are you hoping to learn from the role?

LAUREN: I can't wait to learn from our students. Their thoughts, ideas, hopes, and dreams will become our future. Partnering with them to shape our future together is what I'm most excited about.

BARBARA: What did you enjoy most about the previous role you held?

LAUREN: I was grateful to work with such wonderful staff and students. Together we introduced creative initiatives that energised teaching and learning. I enjoyed considering the curriculum as something for us to uncover, challenge, explore, and engage in. It served as a conduit for nurturing students in a multitude of ways. I was also grateful to work in such an open-minded, innovative, and dynamic learning community.

"I'm excited to bring a contemporary lens to what we do and pioneer innovative educational practices to meet the needs of our young people."

BARBARA: What are your interests outside of work?

LAUREN: My family. I have a wonderful husband, Stephen, and two beautiful children, Arabella and Bill. Seeing the world through their eyes and being present to the joy in their moments of curiosity, fun, and imagination is where I spend my time outside of work.

BARBARA: Whom do you admire?

LAUREN: People with bold, courageous, and magnanimous hearts — just like St Ignatius.

I am also a big Brené Brown admirer. I am drawn to her vulnerability and bravery.

LAUREN ASKS BARBARA...

LAUREN: What have you enjoyed most about your time at Saint Ignatius?

BARBARA: The vibrant community and the way in which the students are so open, friendly, and natural in the way they interact.

LAUREN: What has been your most memorable moment at the College?

BARBARA: I am not sure that there has been one particular moment but so many joined together. Intercol was quite a highlight, as were the various music evenings. Junior School assemblies have been really informative and entertaining, and every time I visit the IEY, it brings great joy.

LAUREN: How would you describe the students at Saint Ignatius' College?

BARBARA: Superb. They are happy and open-hearted; they understand and live the values and are highly intelligent.

LAUREN: What are your observations of our community at Ignatius?

BARBARA: The community is a generous one. They have accepted me for my time here at the College with open arms, for which I am most grateful. Community was highlighted as part of the development of the new Strategic Plan. The community wants to come together whenever it can to celebrate our great College.

LAUREN: How does the school system differ between Adelaide and Sydney?

BARBARA: I think in Adelaide there is greater flexibility and certainly great emphasis on lifelong learning, as is a great tradition in South Australia with the strong university sector here.

LAUREN: What qualities do you believe every school principal should have?

BARBARA: To be flexible and joy-filled. To be a principal of a college such as Saint Ignatius' College is a great gift and one to be cherished. It is not always an easy job to do, so keeping a joy-filled heart and demeanour is so important.

"The community is a generous one. They have accepted me for my time here at the College with open arms, for which I am most grateful."

LAUREN: What are your plans for 2024?

BARBARA: I will travel back to Sydney to return to my children and grandchildren, extended family and friends. I greatly appreciate that they have been very supportive of me being away for this time. I will reactivate my Consultancy business which has been on hold during my time at Saint Ignatius'.

LAUREN: What are your hopes for the future of Saint Ignatius' College?

BARBARA: I know the College is poised for some exciting developments ahead. With you, Lauren, as the new principal and a new strategic plan in place, there will be some good work ahead to improve on what we do now and build on new ideas to keep the College well positioned for the future.

LAUREN: Do you have a favourite quote?

BARBARA: "Leave something behind on which others can build." Mother Gonzaga Barry IBVM (1834–1915) This quote is a favourite of mine as it is what I strive to do as a leader. The other one is for young people, and it is one we use at the College. "Go and set the world alight with the love of God."



Proud to be co-ed

JESSICA MAZZONE (CLASS OF 2005)
EDITOR

It has been 27 years since full co-education began at Saint Ignatius' College. In 1996 girls began attending the College from Reception to Year 12. This was a highly significant moment in the history of our College, leading to a transformative evolution of our identity.

Our journey towards co-education began in 1971 when girls eager to complete their secondary studies at Ignatius were welcomed in Years 11 and 12. The College benefited enormously from this initiative, and it sparked a desire to further expand this enrichment in the years to come. In our first year of full co-education at Saint Ignatius' College, 147 girls joined 878 male peers. Today we are proud to have shaped the futures of over 2000 female students with an Ignatian education.

According to Head of Junior School, Nic Boys, co-education has enriched Saint Ignatius' College and its educational offering, preparing students for the world beyond the school gates.

"Our students are experiencing many benefits from being in a co-ed environment, but what is most important to me is that we are preparing them for a mixed-gender world outside of school," says Nic.

"Through the process of learning side by side, girls and boys engage in cooperation and collaboration, which empowers them to both embrace and rejoice in their distinctions and shared traits. They develop skills in

understanding new perspectives and interests and navigating different styles of learning and operating."

"This is a formative experience. The interdependent nature of co-educational schooling becomes part of the formation for life."

"... we are preparing them for a mixed gender world ..."

Senior School Director of Teaching and Learning, Peter Rossi, says the co-educational environment at the College has fostered a rich and diverse learning culture that has contributed to excellent academic outcomes over the years.

"We put a lot of focus on raising each individual student to be a confident and competent learner and realise that all learning journeys are unique."

"Over the years we have witnessed both our girls and boys consistently achieve outstanding academic results at the Senior School."

"Our Year 12 SACE results show that a high academic performance isn't geared

towards one gender. In fact, last year's results showed a shared dux position between a male and female student," says Peter.

With a son and daughter, Junior School parents Michael and Belinda Romeo wanted a co-educational school for their children, Samuel and Chloe.

"For us, a co-ed school was the best choice for our children as we believe it allows them to develop a broader range of social skills that will benefit them in their post-schooling," says Belinda.

"We have enjoyed seeing our children's confidence and learning grow over the last few years from the co-ed environment, which our children may not have experienced in the same way if they attended a single-sex school."

Regis House Captain, Lucia Doyle, says the diverse friendships she has been able to make has been one of the things she has valued most about her education at a co-ed school.

"Inter-gender friendships at co-ed schools are more natural and authentic, and in general there is more opportunity to make those friendships."



College News

Jarrumwani Immersion

From 16 April to 6 May, a group of our Year 10 students and staff members immersed themselves in life on the Tiwi Islands as part of the Jarrumwani Immersion.

During their stay, our students formed meaningful connections with the Tiwi community and bonded with the primary school children by sharing science experiments, performing magic tricks, and fishing. The group also visited the Tiwi Museum to gain a deeper understanding of Tiwi culture and Tiwi design.

The immersion participants cherished the opportunity to engage in traditional Tiwi activities, such as singing and dancing with their new Tiwi family. They also participated in Kurlama, a ceremony that commemorates the new season and offers a time for reflection on those who have passed away.

This year marks the 20th anniversary of the College's immersions to indigenous communities in the Northern Territory. Jarrumwani (meaning 'the long straight path to God' in Tiwi) is a remarkable opportunity for students to experience a different way of life and gain a new perspective and at the same time be of service to others.



CHANTELLE D'ALOIA AND MADELYN MADRUSSANI



THE TRAVELLING GROUP



LEARNING FROM THE LOCALS

Reconciliation Week

From Saturday 27 May to Saturday 3 June, Australians dedicated time to exploring our collective pasts, cultures, and accomplishments and to delving into our individual roles in advancing reconciliation in our Country. The theme for Reconciliation Week 2023 was 'Be a Voice for Generations', which encourages all Australians to be a voice for reconciliation in tangible ways in their everyday lives – where we live, work, and socialise.

During Reconciliation Week, students across all campuses had the privilege of engaging in events that enriched their understanding of reconciliation and Aboriginal and Torres Strait Islander cultures. They contemplated their ongoing journey towards reconciliation through meaningful conversations and activities. This included a traditional smoking ceremony, a donut sale fundraising initiative for Aboriginal Catholic Ministry, reconciliation-themed masses, native food tasting, and indigenous art activities.

Year 4 Day of Reflection

On Tuesday 27 June, Year 4 students participated in a Day of Reflection ahead of their Confirmation and First Holy Communion. The day's activities allowed students to take the time to reflect, pray, and engage in creative thinking. They showcased their artistic abilities by designing candles and decorating crosses they had 3D-printed.

The purpose of the day was to encourage students to contemplate the connections between personal experiences, self-identity, and their understanding of religion. Students were invited to respond freely to their faith and engage in prayer throughout the day.



SMOKING CEREMONY AT THE JUNIOR SCHOOL LED BY UNCLE IVAN



YEAR 1 GREEN



YEAR 4 STUDENTS ALESHA, HANNAH, SAMUEL, AND EVIE WITH THEIR CROSSES

College News

Portraiture Workshop

In June artist and drawing lecturer Alex Beckinsale from Adelaide Central School of Art conducted two engaging workshops with our senior years students. Alex's workshops focused on the art of portrait drawing, offering a unique formula that incorporates an understanding of facial anatomy.

Year 10 students kicked off their session with foundational exercises, leading them towards creating beautiful charcoal portraits. Year 11 and 12 students were introduced to the fundamentals of portraiture before being encouraged to work on their own personal style, drawing inspiration from captivating images.

Students found the opportunity highly beneficial, and this was evident in the sophistication of the work that was produced.



ABOVE LEFT: ALEX BECKINSALE SHARING HER KNOWLEDGE, ABOVE RIGHT: CHARCOAL PORTRAIT BY ALANNAH ROXAS

PAGE 17, JACSA CARNIVALS PHOTOS (CLOCKWISE): LOYOLA CUP WINNERS, JACSA GIRLS CARNIVAL TEAM, HAYDEN SPARROW, AND EMILY FIDOCK

Junior School Art Show

The South Australian Living Artists (SALA) Festival held annually in August is a statewide festival of visual art that promotes the work of South Australian artists and sees the likes of your local coffee shop or hair salon transformed into a gallery space.

This year Junior School students were excited to hold their own exhibition titled 'Creative Circles'. The Junior School Hall came to life with vibrant works that explored the creative circle theme. During the creative process, students pondered the theme with their teacher, Michelle Buick, and decided it could be divided into two things. The first was to brainstorm, be creative, and bounce ideas off those around you. The second was that they can use a simple circle to inspire beautiful artwork.

The College community was full of admiration as they browsed through hundreds of creative works that emerged from the hands of our young students.

"I am blessed to be in a position that allows me to watch the kids spark their inner fire in our art room and am excited to be able to share the fruits of our work with the broader public."

- Michelle Buick, Visual Arts Teacher, Junior School



LAMEES ABU-ASSI AND LAURA HUANG

JACSA Carnivals

During the July school holidays, students at the Senior School participated in co-curricular events as part of the Jesuit and Companion Schools Australasia (JACSA) network. This event provides a wonderful opportunity for our students to connect with students from Jesuit schools interstate through activities about which they are passionate.

Our College hosted the Jesuit Soccer Carnival and JACSA Girls Sport Carnival. This was a very successful year for our students. Our soccer team took home the Loyola Cup and, for the first time, our girls were victorious in claiming the JACSA Girls Championship Shield.

At the same time, four students represented the College at the annual Jesuit Debating Carnival hosted by St Aloysius' College in Sydney. They engaged in a series of intense competitions on topical issues, joined by top debaters from Jesuit schools across Australia. The students displayed remarkable skill finishing as runners-up in the competition.



Intercol Hat-trick

Saint Ignatius' College secured the Intercol shield for the third consecutive year at the annual event against Mercedes College. We are grateful to our community and the Mercedes College community for their participation and support in such a highly anticipated and enjoyable event.

A gripping series of games resulted in a tally of 13 shields to Mercedes' 8, with the following teams having won shields: Girls and Boys Cross-Country, Senior Chess, Open A Debating, Open A Hockey, Open A Table Tennis, First XVIII Football, Open A and B Girls Soccer, Open A Netball, and Open A, B, and C Basketball.



CO-CURRICULAR CAPTAINS, EAMONN CRONIN, NEVE SARGEANT, AND HANNAH MCBAIN

College Life



MUSIC CONCERT (JS)



MOTHER'S DAY MORNING TEA (JS)



CAREERS MARKET (SS)



GENERATIONS OF JAZZ (SS)





YEAR 8 IGXPERIENCE (SS)



WORLD ENVIRONMENT DAY (JS)



YEAR 6 CAMP (JS)



MID-TERM RECEPTIONS FIRST DAY (JS)



CAROLINE CHISHOLM COMMUNITY SERVICE PROGRAM (SS)



College Life



BIOLOGY EXCURSION (SS)



WINTER MUSIC CONCERT (SS)



FOOTBALL PINK ROUND (SS)



'THE CAGE' SLEEP-OUT FOR THE PLIGHT OF REFUGEES (SS)



PATRONAL FEAST DAY





YEAR 12 ADDAMS FAMILY PERFORMANCE (SS)



BOOK WEEK (JS)



BOOK WEEK (JS)



FATHER'S DAY MORNING TEA (JS)



FATHER'S DAY MORNING TEA (IEY)

What is Ignatian Spirituality?

ANNE MERCORELLA (CLASS OF 2002)
RELIGIOUS EDUCATION COORDINATOR (JS)

Anne Mercorella discusses the value of Ignatian spirituality in today's busy world.

Ignatian Spirituality is a highly influential and adaptable approach to Christian spirituality. While its primary practice occurs in Jesuit schools and ministries worldwide, this approach has also been embraced by additional religious orders such as Loreto and has even sparked implementation in the corporate sphere. At its core, Ignatian Spirituality emphasises a deep and personal relationship with God, characterised by discernment, reflection, and a commitment to seeking God's will in all aspects of life.

Participation in Ignatian Spirituality extends its benefits beyond any specific religious affiliation. It offers valuable tools for self-discovery, personal growth, and reflective living, which can be harnessed by individuals from various backgrounds and beliefs. The emphasis on introspection, discernment, and aligning actions with one's values can guide anyone seeking a more purposeful and intentional life, irrespective of their religious identity.

Ignatian Spirituality began nearly 500 years ago with the Spiritual Exercises — a compilation of meditations, prayers, and contemplative practices developed by St Ignatius Loyola to help people deepen their relationship with God. Today at Saint Ignatius' College, Ignatian Spirituality is seamlessly integrated into many facets of College life, spanning across a range of activities including

daily prayers, Days of Reflection, immersion experiences, Kairos retreats, Faith and Service days, and the routines of daily school life.

The examination of consciousness (Examen) is practised daily at Saint Ignatius' College. This prayer helps students and staff to listen to their inner voice, show gratitude, and reflect on the path of interiority. Furthermore, it cultivates virtues such as compassion, discernment, and service, nurturing individuals who are not just well educated, but ethically grounded and spiritually attuned.

“The emphasis on introspection, discernment, and aligning actions with one's values can guide anyone seeking a more purposeful and intentional life, irrespective of their religious identity.”

The Examen comprises five key components.

1. Expressing gratitude for the blessings from God.
2. Seeking the guidance and assistance of the Holy Spirit.

3. Reviewing the events of the day, identifying instances of God's presence and moments when one may have inadvertently distanced oneself from God.
4. Expressing remorse for any wrongdoing and seeking God's compassionate forgiveness.
5. Praying for the grace to become more open and receptive to the unwavering love of God.

Aspects of Ignatian Spirituality practices such as the Examen can certainly be adapted for personal use in any context. Elements of these exercises can be integrated into daily routines, enabling individuals to pause, reflect, and discern their actions and choices. The practice of daily self-examination, for example, fosters a habit of reflection and growth, allowing one to identify areas for improvement and celebrate moments of gratitude. Just as mindfulness meditation encourages being present in the moment, Ignatian Spirituality invites individuals to engage deeply with their thoughts and emotions, fostering a greater understanding of their inner landscape.

As we navigate the complexities of the modern world, the teachings of Ignatian Spirituality guide us towards a deeper connection with ourselves, others, and God, illuminating a path to purpose, authenticity, and inner peace.



OUR STUDENT CARE FOR COUNTRY GROUP PARTICIPATING IN THE 'RISE UP' EVENT FOR WORLD CATHOLIC YOUTH DAY.

Views on Ignatian Identity

Members of our community unpack the essence of Saint Ignatius' College.

Our family connection with Jesuit education always put Saint Ignatius' College high on the list of schools to consider for the education of our children. The initial years involved a significant commute, and it was quite a big decision for us to make, but the benefits of our decision to choose Saint Ignatius' College will deliver for our family for many years to come.

The education philosophy promised aligned with our values, and it has well and truly delivered. Saint Ignatius' College has prepared our children to be open-minded, well-informed,

global, and compassionate citizens. The child is always the focus. The teaching staff play a caring and attentive role in providing opportunities customised to the individual strengths of the child, guiding them towards fulfilling their true potential.

A strong emphasis on traditional core academic skills is an important characteristic of the approach at Saint Ignatius' College, which we valued and did not want to have neglected. However, the extra-curricular program complements the academic focus, with just the right balance.

The nurturing environment at Saint Ignatius' College has given our children a level of confidence where they are not daunted by any challenge. This enables our children to strive for excellence without fear of failure in anything towards which they set their energy.

They have developed a genuine interest and awareness of history and current events through the encouragement of the College, gearing them with the information to help determine what role they wish to play in society in the future.

Ben Sparrow

Father of Hayden (Yr 11) and Harrison (Yr 9)



“The education philosophy promised aligned with our values, and it has well and truly delivered.”

BEN SPARROW

BEN AND HEATHER SPARROW AT THE SENIOR SCHOOL NEW PARENT WELCOME EVENT IN 2019



JARED CENTENERA WITH STELLA AND MIA FROM HIS RECEPTION BLUE CLASS

Jesuit Education instills a culture which makes our school community special. It is underpinned by the values established in our earliest years at school and carried through students' journeys here. Jesuit Education and the emphasis put on reflection, discernment, and action are at the heart of this cultural development.

I believe The Ignatian Pedagogical Paradigm is what makes Jesuit education special, and it has a clear and powerful ripple effect into everything we do as a college. It underpins what we do as staff within our classrooms; however, it extends far beyond this to our community of parents and old scholars.

I have a somewhat unique perspective in that I have seen this as a member of staff and as a past student. When reflecting on my journey and the role Jesuit Education has played in my life, there is much to consider. As a graduate and an old scholar, I always had an appreciation for the gifts that a Jesuit Education gave me. The notion of Magis, striving for more, is something which is built into our college at every level, but it isn't until you leave that you realize how powerful this perspective is. I see it in my peers from school who have taken it into their chosen professions and how it has led to positives in my own professional career.

As a teacher, the thing I love about Jesuit education is how students are challenged to question, to seek meaning, and to become people for others. This process cultivates critical thinking, empathy, and a sense of responsibility towards the world's most pressing issues.

As an outside individual once said to me in a social situation, "everyone I have ever met from Saint Ignatius seems really modest and easy to talk to." While this seems simple, I believe it actually shows the power of a strong connection to Jesuit Education and its core values.

Jared Centenera (Class of 2011)
Reception Blue Teacher

"As a teacher, the thing I love about Jesuit education is how students are challenged to question, to seek meaning, and to become people for others."

JARED CENTENERA

Servant leadership

Faith and Service Captains Matilda Byrnes and Luke Henry discuss what their roles as Faith and Service Leaders mean to them, their key priorities for 2023, and keeping the Faith.



Matilda Byrnes (Kostka)

Why did you nominate to be a Faith and Service Leader?

I believed it was a leadership position for which I was well suited. It aligned closely with my interest in various social justice initiatives and fundraising for not-for-profit organisations. As a young person, I believe it is important to be aware of our global context and the barriers to accessing basic needs for so many around the world. As such, a central part of working in the Faith and Service team has been working to raise awareness and develop students' social consciences through engagement with the challenges faced by many in our wider community.

What has been the priority for you in carrying out this role?

For me, a key priority has been including the voices and perspectives of younger students, who are often particularly passionate on different topics and determined to contribute to initiatives.

Beyond this, I see the role of a Faith and Service Leader as falling under two broad categories: firstly, broadening and changing people's perspectives, and secondly, making a tangible impact on those marginalised or experiencing difficulty in society, whether through raising money or collecting food and clothing donations.

What has been most enjoyable for you in promoting faith in 2023?

For me, the most enjoyable part of this role has been seeing the hard work of the Faith and Service team come to fruition, whether this be a chapel service or a successful initiative or fundraiser. Furthermore, the sense of purpose and fulfilment gained from knowing that our work in the Faith and Service team has positively influenced others in the community, whether through raising awareness, amplifying marginalised voices, or providing aid in the form of funds or donations to those in need through organisations such as Caritas and Jesuit Mission.

Why do you think it is important for people your age to have faith in their lives?

Whether people identify with faith through a religious lens or not, I think at my age it is important to recognise the values we each hold and the principles guiding the way we live our lives. That is to say, we all believe in something that shapes the ways we interact with the world around us.

Moreover, a message that has soundly resonated throughout my education at Saint Ignatius is the Jesuit idea of 'seeing God in all things'. Personally, I prefer to swap the word 'God' for 'good' or 'love',

which makes the line meaningful for all young people, regardless of their faith. As Ignatians, even in times of immeasurable tragedy, we are taught to actively seek out the inherent good in humanity. This is an aspect of my faith formation gained through my time at the College that has since influenced and informed my outlook on life.

What do you think are barriers for people your age in keeping their faith, and what would you like to see done better within the Catholic Church?

I think there are a couple of reasons for the decline in faith among younger generations, particularly the difficulty for young people in relating to the Church in our modern context. Many Catholic teachings are lost and dismissed as irrelevant or outdated. However, I believe even for those young people who may not believe in God, there is, regardless, inherent value to be gained from Catholic social teaching and virtues.

How has faith impacted your life?

Growing up, much of my world view and values were shaped by both my parents' Catholic upbringings and the Catholic virtues they instilled in me. While I am not overly religious, I have a genuine appreciation for Catholic faith and understand the ways in which this has influenced my formation through different disciplines in my life – school, extra-curricular involvement, and College leadership. Furthermore, an Ignatian education has instilled in me an appreciation of reflection, experience, and social conscience. These are all valuable lessons that inform my viewpoint at this pivotal moment in life as our cohort approaches the end of our time at the College.



2023 FAITH AND SERVICE LEADERS, LUKE HENRY, MATILDA BYRNES, SADIE SCHULTZ, JESSICA O'GRADY, GRACE CARTER, ALICA HAMMOND, AMELIE HO-MACKINNON & ELIJAH DREWNIAC SANDERY



Luke Henry (Regis)

Why did you nominate to be a Faith and Service Leader?

I was attracted to the role of a Faith and Service Leader because it seemed like a role that enabled me to be involved in helping people, not only in our own community but also outside of our community through the initiatives that we were promoting and running.

What has been the priority for you in carrying out this role?

An aim I had for this year was to challenge students to think about

their morals and values, even if they do not see themselves as being particularly religious. It is important to be encouraged to think about who you are, and often this takes reflection as well as opportunities to put this into action. For example, one key activity from this year was the Christmas appeal, which gave us all the opportunity to empathise with those who might not be able to celebrate Christmas and act on this empathy by donating things that would help them.

What has been most enjoyable for you in promoting faith in 2023?

This year I have most enjoyed seeing faith in action, as everyone in the College community gets involved in the initiatives that we are promoting. It is nice to be a part of a community that is so aware of the impact they can have, even if they are just doing small things such as bringing in a blanket for Winter Woollies or raising money for Project Compassion.

Why do you think it is important for people your age to have faith in their lives?

Faith is a reminder that each person is unique and special and that we all have a purpose. I think that believing this allows us to treat each other better.

Knowing that there is a plan for us is also a great source of hope, which I think is very important, especially in times of hardship.

What do you think are barriers for people your age in keeping their faith, and what would you like to see done better in the Catholic Church?

I think that there has been more and more normalisation of standards that conflict with the teachings and values that come with faith. This means that often to be an active member in society, it is much easier to disregard these values and go along with what is the norm. I think the Church could do more to encourage people my age by showing them how these values can lead to a fulfilling life.

How has faith impacted your life?

It is important to have strong values that you uphold throughout your life, and this is something that having faith has helped me to do. I think it can be easy to perceive values and religion as things that trap you and stop you from living a full life. However, what I have found so far is that the times when I have followed my values and faith are the times when I have felt the most fulfilled.

Ignatian Education

OUR APPROACH TO THE FORMATION OF YOUNG PEOPLE IN OUR CARE

Our College is dedicated to providing a high-quality education that positively influences individuals and communities. Through our commitment to excellence, innovation, and compassion, we aim to transform lives, empower communities, and make a constructive impact on the world. We prioritise students' wellbeing and personal growth, promote inclusivity and justice, and foster a strong and supportive community. Our approach is guided by several key priorities, which can be grouped into six themes - Learning Context, Pastoral Care and Wellbeing, Community, Faith and Service, Co-curricular, and Professionalism and Stewardship.

"We aim to transform lives, empower communities, and make a constructive impact on the world."

Over the next few pages you will learn about work that has taken place across the College recently within each of these themes.





Learning Context

We focus on excellence in learning and prepare students to thrive in future challenges and opportunities. Through a combination of established approaches and technological innovations, we enhance educational experiences and equip students with essential skills for the future. We encourage curiosity, creativity, collaborative work, and effective planning. We aim to foster wisdom and a lifelong love of learning.

Inspiring innovation

On Tuesday 4 July, nine Year 5 students joined students from eight other SA schools to showcase their work in the Kids in Space program at Lot 14. Kids in Space is an Australia-first program that engages schools across each state and territory in a space-themed, technology-based design thinking project.

All Year 5 Saint Ignatius' College students participated in a term-long project where they used the design thinking process to research and design a solution to a space-themed problem. Students looked at how they might use space technologies to solve a UN sustainability goal. They began by researching space technologies and the problems associated with the sustainability goal of their choice. They then brainstormed ideas for innovative solutions and selected one to design and 3-D print.

The Kids in Space program was run at the College as a collaborative project between the Science and the Technologies teachers, integrating the Science curriculum with Digital Technologies and Design and Technologies. According to Lee, the Digital and Design Technologies teacher, the students benefited greatly

from their involvement in a creative and authentic problem-solving project, investigating real-world sustainability problems.

"Conversations they had while going through this process reflected real-world discussions about the best way to create their inventions, what materials they would use and the properties of those materials, and how they would be the best for their product," said Lee.

"Conversations they had while going through this process reflected real-world discussions about the best way to create their inventions"

Students were selected for the showcase at Lot 14 based on their teamwork, progress through each stage of the design thinking process, and innovative product created. Each of the four teams from Ignatius presented a poster, displaying the design thinking process that had taken place to design their invention. They took their own

3-D prints as well as the prints of the other Year 5 students to display on their tables.

One of the impressive inventions was 'The Clife', designed by Alyssa Christopoulos, Elijah Iona, and Claude Chua. The Clife is a submarine that collects rubbish in the ocean using drone robots by its side. Its purpose is to support the United Nations sustainable development goal, Life Below Water, helping to reduce underwater pollution. The space technology used is oceanic monitoring, and it uses machine learning and artificial intelligence to train the drones to detect rubbish to collect and bring back to the main unit.

Throughout the showcase, students were encouraged to visit other students' tables and ask them questions about their inventions. For Adella Jia, this was the highlight of the event.

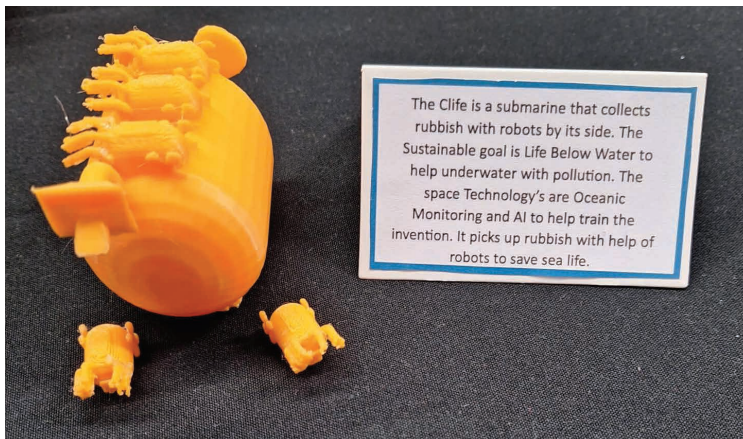
"I liked that we got to see other people's creations and how they improved them," said Adella.



JULIAN HANI, SUKTI PATEL, CLAUDE CHUA, ADELLA JIA, ELIJAH IONA, MAKAYLA MUTTON, ANTON DELLA VERDE, PIP OGDEN, AND ALYSSA CHRISTOPOULOS



STUDENTS EXPLORING LOT 14



3D PRINT OF THE CLIFE



ADELLA JIA EXPLAINS HER DESIGN TO ATTENDEES



Exploring science at Ignatius Early Years

KAREN WINDERLICH
EDUCATIONAL LEADER, IGNATIUS EARLY YEARS

Young children and science are almost the perfect combination. When mixed, the result is an overwhelming sense of wonder, of curiosity, and of a desire to actively explore the world in an ongoing search for understanding. Children are naturally drawn to things that offer surprise, that suggest different perspectives and ways of seeing, and that open avenues for thinking, questioning, and testing out ideas, so the provocations and opportunities of Science Week are wholeheartedly embraced by the children.

Playing with science concepts and materials during Science Week is, as a result, always a wonderfully rich and engaging time at IEY. This year the week was full to brimming with colour-changing experiments, erupting volcanoes, experiments with light and

shadow, rockets of various designs, lava lamps, and much more. While everything was a great deal of fun, at the same time we know that children were also seamlessly developing problem-solving and analytical skills, perseverance, reasoning, a rich vocabulary, and the ability to collaborate as researchers.

"Children are naturally drawn to things that offer surprise, that suggest different perspectives and ways of seeing, and that open avenues for thinking"

The week ended with everyone coming together to share the last experiments of the week – fizzy lemon rainbows and a Mentos and coke geyser, which was a beautiful way for our community to celebrate all that we had experienced across five very full, very exciting, and action-packed days.

In the words of Loris Malaguzzi:

The art of research already exists in the hands of children acutely sensitive to the pleasure of surprise. The wonder of learning, of knowing, of understanding is one of the first, fundamental sensations each human being expects from experiences faced alone or with others.



MILA



HARRY



EDDIE



AISLINN WITH RED ROOM TEACHER, TORI MCDONNELL

Pastoral Care & Wellbeing

We recognise the significance of mental and emotional health in today's society, and we are committed to ensuring the wellbeing of our students. We foster inclusivity and diversity, treating people with fairness and respect. Our pastoral care systems are designed to meet the unique needs of each person. We provide a warm and inclusive environment that promotes personal excellence and equips students with the resilience, knowledge, and skills needed for effective and meaningful engagement in society. We believe in helping individuals discover their purpose in life.

Raising resilient people

In 2021 the Junior School introduced The Resilience Project, a wellbeing program that teaches positive mental health strategies to our students from Reception to Year 6 to help them build happiness and resilience and increase their capacity to deal with challenges, changes, and stressors that occur in people's lives.

Research has proven that the more positive emotion you experience, the more resilient you will be. The lessons in this emotionally engaging and evidence-based program focus on three key pillars that have been proven to cultivate positive emotion: gratitude, empathy, and mindfulness.

1. Gratitude – paying attention to the things that we have right now, and not worrying about what we don't have. We practise this by noticing the positives that exist around us.

2. Empathy – putting ourselves in the shoes of others to feel and see what they do. We practise this through being kind and compassionate towards others.

3. Mindfulness – our ability to be calm and present at any given moment. We

practise this by slowing down and concentrating on one thing at a time.

"The lessons in this emotionally engaging and evidence-based program focus on three key pillars that have been proven to cultivate positive emotion: gratitude, empathy, and mindfulness."

Junior School parents and carers were also invited to support their child's involvement in the program by learning alongside them through the Parent and Carer Hub. In this space, founder Hugh van Cuylenburg and presenter Martin Heppell share their experiences and combine them with practical strategies that can be implemented every day to improve our overall wellbeing.

This program is an important part of the Junior School's effort to look after the mental health of our community, and the College is very excited by the

feedback received from staff, parents, and students.

Remy Ikonomakis of Year 6 Blue shares his thoughts of The Resilience Project...

What parts of the program have you found most beneficial?

REMY: The Resilience Project has helped me to become more mindful of what other people may be feeling and more empathetic. Most of all, this program has reminded me of all the good things that I have in my life and to be grateful for them.

How has the program helped you in your everyday life?

REMY: This program has helped me in my everyday life by encouraging me to focus on what I have rather than what I don't have. It has also helped to improve my mindfulness by making me more aware of my surroundings and how to deal with stress when I am overcome with multiple assignments and competing deadlines.

What and whom have you learnt to be grateful for in your everyday life?



MAX FARAONE, REMY IKONOMAKIS, ELI RAVALICO, SCARLETT WHITEMAN, AND ASSISI GRIDA

The program has taught me to become more grateful for my family. Sometimes I take my family life for granted but I am, in fact, very fortunate to have a close and loving family. It has also made me realise that we need to recognise the small things that people do for us. This is important as it opens our minds to ways in which we can help others.

Has the program helped you become more mindful?

REMY: The Resilience Project has taught me to be conscious of how my words or actions may affect someone else's mindset. The program also provided me with methods for dealing with stress and having a clearer mind by focusing on one thing at a time. Throughout the program, we were provided with breathing techniques and exercises to help us feel calm and maintain focus.

What are strategies you use to overcome these obstacles that stop us from being empathetic?

"This program has reminded me of all the good things that I have in my life and to be grateful for them."

REMY: As we are getting older, there are more and more obstacles that are stopping us from being empathetic. An example of a major obstacle is stereotypes. Stereotypes prevent people from seeing the uniqueness in individuals. A strategy that can be used to stop this is to recognise people for their values and to focus on the positive

attributes in people rather than the negative ones.

What are things people should say and do more often to others?

REMY: There are many things people can say and do more often that will make someone else's day. Some examples of this are congratulating an opponent after sport matches regardless of the outcome, complimenting people on a daily basis, and even something as simple as saying good morning to someone, regardless of whether you know them. Small things like that can go a long way and can affect someone else's mindset in a positive way.

Faith & Service

Faith and service are central to our mission. We strive to offer exceptional formation rooted in our Catholic identity and the Jesuit tradition. Our goal is to help students develop a strong sense of self, understand their beliefs, and embrace their role in improving society. While the values of the Gospel and a relationship with God are important, our College welcomes and values students of all backgrounds. We emphasise service to others and discernment, aiming to cultivate people who actively contribute to change for the better. We celebrate diverse cultures and perspectives, seeking to bridge divisions among people and address urgent challenges such as sustainability, social justice, and indigenous rights.

Loving and learning

From 2 to 15 July, three teachers and fifteen students from six Australian Jesuit and Companion schools spent an enriching two weeks in Timor-Leste as part of the joint Jesuit and Companion Schools Immersion. Within this group was our Director of Mission, Shane O'Brien, and Year 11 students Tahlia Jolly and Grace Gunther. Much of this immersive experience took place in local schools NOSEFF Railaco and Colégio de Santo Inácio de Loiola (CSIL) Kasait.

The joint immersion has been running since 2012. It is designed to not only offer our students a deeply moving, hands-on experience but more importantly to bring the outside world to Timor. It also allows staff and students to establish deeper relationships within the Jesuit network.

Director of Mission, Shane O'Brien, believes the immersion helped participants to develop a deep understanding of the plight of Timorese students and educators. They were inspired by the work that is taking place in the two schools.

"Australian Jesuit and Companion

schools were instrumental in building CSIL in Kasait, and our students could witness it as a thriving, successful school whose students see that education is hope. Our students returned wiser, more grateful, and inspired, and told the story of the students, the schools, and the work of Jesuit Mission in Timor-Leste," said Shane.

"It is designed to not only offer our students a deeply moving, hands-on experience but more importantly to bring the outside world to Timor."

During the immersion, participants assisted students with their English skills. They participated in the feeding program and observed the medical clinic in Railaco. They visited Timor Global Coffee — one of the few thriving industries in Timor-Leste — and visited the homes of Umera Project students in Kasait. They visited the De Britto teacher

training College and spent time with Jesuits and scholastics. Throughout the immersion, students participated in numerous masses and engaged in deep daily reflections. Students were also afforded the opportunity to learn about the history of Timor-Leste through visits to historical and landmark sites.

Over the next few pages, Tahlia and Grace share some of the highlights of their experience in Timor Leste with our community.

RAILACO

Our five-night stay at the Jesuit-run secondary school, NOSSEF, in Railaco, was memorable. The school atmosphere was both rewarding and confronting. The immense happiness and gratitude all the students had, despite their extreme poverty, taught us all a lesson about being grateful for the many privileges we all have. Their positive attitudes and outlooks on life make you reflect on how people with so little can be so happy; it taught me that happiness doesn't always



RAILACO FEEDING PROGRAM

come from what you have but more from whom you choose to be as a person.

Participating in the Railaco feeding program, which aims to feed 500 children a week across three villages, was highly rewarding. Railaco, sadly being so disadvantaged, has one of the country's highest infant mortality rates, resulting from malnourished children. We entertained the children as the sister organised their meals. We sang and danced to the hokey pokey too many times to count, but seeing the vibrant smiles on everyone's faces was worth it.

We got to observe the running of Father Bong's mobile medical clinic for those living outside the reach of local government services. A moment that has stuck with me was realising that most people were there to seek medical advice. However, I didn't hear one

person complaining or sitting off to the side. Everyone was joining in clapping, dancing, and singing. The environment was so electric and positive that I forgot for a little while that 20 metres away was a running medical clinic.

"... it taught me that happiness doesn't always come from what you have but more from whom you choose to be as a person."

This immersion moved me; going into the experience, I had no idea how much I would learn from the exposure to the Timorese culture and lifestyle. I gained an appreciation for living a simpler lifestyle and learning a lot about myself and the positive effect serving the less fortunate

has on me. The Timor-Leste Immersion was one of the best experiences I have ever had; the memories and lessons will stick with me forever.

Tahlia Jolly
Year 11

KASAIT

During our four days in Kasait, we were amazed at the students' immense display of spirituality, pride, generosity, and sincerity. The Jesuit secondary school Colégio de Santo Inácio de Loiola (CSIL) was opened in 2012 and is Jesuit-funded in direct response to the educational need for quality teachers and facilities. Next door there is a Jesuit university that specialises in training teachers. The school motto for the year — 'Let the Spirit



IMMERSION PARTICIPANTS AT COLÉGIO DE SANTO INÁCIO DE LOIOLA (CSIL) IN KASAIT

of the Magis Live on' — rippled through their actions and environment. The students and staff were embodiments of how fully alive communities can be.

We experienced the privilege of being welcomed into the homes of students of the local villages on an afternoon visitation. Whilst the facilities of the homes were extremely basic, we were welcomed with great spirit, as if we were part of the household. Everyone came back with different stories of their experiences, but collectively our perspectives were all deepened.

Going into an immersion, we had an initial understanding that we would be teaching Timorese students. Whilst yes, we helped with a few basic English classes, the spirit of the Timorese people truly provided us with unforgettable lessons. Their sharing of their rich culture and history through song, dance, musical displays, and fashion shows

in traditional tais gave us a personal insight into the pride that the people of Timor-Leste have for their country. The strong camaraderie among their community was powered by a strong purpose. Timorese history is filled with indiscretions committed to their people through occupations, colonisation, and oppression. This results in the people facing poverty and lack of opportunity. However, we were met with nothing but warmth and enthusiasm. Referring to us as 'sister' and 'brother' made us feel included in something so special.

"Everyone came back with different stories of their experiences, but collectively our perspectives were all deepened."

Through going through experiences together, our Australian Jesuit immersion group became closer too. We were all able to learn from each other's unique gifts and talents to grow our own. Our time in Kasait and Timor overall was an incredible demonstration of how we all come from different backgrounds, but we are all connected in Ignatian values and spirituality.

The lessons and personal growth that Ignatian immersions offer are such a special opportunity. By leaving your comfort zones and your routines in Adelaide, you can open yourself up to fundamental growth. I would highly encourage students to apply for these experiences, not only to challenge yourself, but challenge your worldview.

Grace Gunther
Year 11



GRACE GUNTHER AND TAHLIA JOLLY TREE PLANTING AT COLÉGIO DE SANTO INÁCIO DE LOIOLA (CSIL) IN KASAIT, TIMOR LESTE
CSIL ACTS OUT THE MESSAGE OF 'CARING FOR OUR COMMON HOME' THAT ALL JESUIT SCHOOLS NEED TO FOLLOW. TREE PLANTING AND STUDENTS GARDENING IS BUILT INTO WEEKLY SCHOOL ACTIVITIES.

Community

Our College is a special place where students and families connect well. Graduates often maintain strong connections with the College, and parents develop meaningful friendships and affection for the school. We believe in a genuine partnership and a sharing of values with parents and guardians, who are the first educators of their children. In a good community, caring for and taking responsibility for others beyond ourselves is a core value we uphold. This involves caring for our common home and accompanying those who are excluded.

The importance of community

EMMA MARKS

PRESIDENT, PARENTS & FRIENDS ASSOCIATION



When making the decision to select a school for my children, Saint Ignatius stood above the rest for the spirit of community I have always experienced.

Being from a sister school, my experience of Saint Ignatius was through the parish church as this became our place of coming together. Later in life for celebrations and also farewells, we came back to the church for these occasions, and being surrounded by the Ignatius community and past scholars always gave a sense of coming home to family.

As my children near their final years at the College, I can attest to the fact I feel the same way as I did then. Saint Ignatius is about community, and this extends to our parents and families. Our students learn at Ignatius the importance of coming from a place of love and using empathy in our lives, and this extends to families.

Through our events as the Parents and Friends Committee, we aim to fundraise

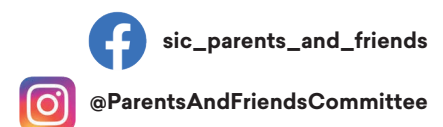
but most importantly 'friendraise' – bringing our community together. The Gala Ball was a wonderful example of how we do just that. The amazing Gala Ball Committee who organised the event showed their love of our community (as we all juggle full-time jobs) to bring us a magnificent night where the celebrations were at an all-time high.

"Our students learn at Ignatius the importance of coming from a place of love and using empathy in our lives, and this extends to families."

Over 300 of our community gathered to celebrate our wonderful school and the friendships we have made through that. Our night started with the Matildas penalty shootout on the big screen, which ignited a full room together in celebration. Our MC, Old Ignatian Tom

Rehn (Class of 2000), led the night and throughout the event was a generous and highly engaging host. Through the entertainment of the Star Academy dancers, our band The Cast, and an exciting major auction led by Lachlan Turner, the energy, excitement, and happiness were at an all-time high.

Thank you so much for putting on a display of the community spirit we all love and work hard to foster.





FRANK AND SYLVIA CHERIA WITH KUN-RY LIN AND CHRIS FAH



ABBY AND JOSHUA WILLOUGHBY



TERESA GENTILE, KARLEA KREMER, NADA SMITH, MICHELLE BELTRAME, NAOMI DAVIES



JUSTIN AND MEGAN CARTER



NIK VILLIOS AND EMMA MARKS

Co-curricular

We strongly encourage students to participate fully in co-curricular activities, including sports and the arts, to promote human excellence and wellbeing. We offer an extensive and diverse range of sporting options and provide opportunities for music performance, drama, debating, and public speaking as students progress through school. Co-curricular activities play a vital role in developing talent; honing skills; promoting fitness; fostering communication, structure, and teamwork; and shaping character through effort and achievement, as well as learning from both failure and success.

Moving Co-curricular forward

JESSICA MORRISH

HEAD OF CO-CURRICULAR

Co-curricular continues to be a strength of the College, with a renewed focus on achieving its purpose to enhance the formation of students and build College community. The Co-curricular Team has four strategic areas of priority for ongoing improvement of co-curricular, as listed below.

1. **Student Formation:** improving performance and participation outcomes for individuals and teams.
2. **Coach Formation:** enhancing quality coaching practices and developing a coaching community.
3. **Program Development:** promoting and growing co-curricular culture and programs.
4. **Resource Development:** advancing the use of facilities, equipment, and external resources.

These priorities will guide the progress of co-curricular as we build on the strengths of participation across our programs to better celebrate the contributions and achievements of students and improve the development and performance

opportunities available to them. This is reflected in the Participation to Performance Stream, such that all programs will have defined participation, development, and performance elements.

- Participation: the experiences available to and commitment expected from all students who nominate for involvement in a program.
- Development: opportunities to enhance student formation through involvement in the program. Development opportunities may relate to performance improvement or development in other competencies such as coaching, officiating, and leadership. There is an open invitation to all participants of a program to participate in development opportunities.
- Performance: distinctive performance events in which selected participants are invited to participate. Performance events will be offered in the junior, middle, and senior years.

Our students and community are already benefiting from our focus in these areas. Some examples of new opportunities and initiatives in 2023 are listed below.

Student Formation:

- Chess Life Academy provided specialised coaching and individualised programs.
- Junior School cricketers developed their cricket skills in a coached session facilitated by Senior School players.
- Senior School footballers developed coaching skills and built connections with Junior School footballers at the end-of-season program event.
- For Music, the introduction of the Year 3 Strings Transition Program and the Year 8 Band Advancement Project has provided development links between curriculum and Co-curricular. The Senior School Strings students participated in an extension workshop with Michael Loftus-Hills, who is a regular with the Melbourne Symphony Orchestra



SENIOR SCHOOL NETBALLERS MADELYN MADRUSSANI AND SARAH HIGGINS WITH GEORGIE HORJUS

and teaches at Melbourne University.

- Georgie Horjus, Thunderbirds premiership player, coached a development session for our Open A/B Netball squad.
- Selected teams represented SIC in the state championships in squash and volleyball.

Coach Formation:

- Aerobics coach development session with Gina Bryant from Vibe Aerobics.
- Soccer coach development through

affiliation with Barca Academy.

- Tennis foundation coaching course provided for all tennis coaches.
- Water polo coaches and players were supported throughout the season by Dusan Damjanovic, Australian Olympic women's assistant water polo coach.

Program development, achieved through the commencement of appointing Program Leaders:

- Cricket — Dillon Mullins
- Music (Junior School) — Nicole Willis

- Rowing — Seamus Adams
- Tennis — Sergio Gaoni
- Touch Football — Jaimee Weight

Rollout of the systems and structures to enable the Participation to Performance Stream and Coach Formation opportunities across all programs will continue into 2024 and beyond. We anticipate the ongoing benefits of strong participation across our diverse co-curricular offerings and improved opportunities for development and performance, enhancing the experience of our high-performing students.

Professionalism & Stewardship

We strive to attract and retain talented staff members who contribute to the growth and improvement of our community. We value competence, respect, and collaboration within our community. Continuously raising standards, enhancing communication, and ensuring accountability are important to us. We practise efficient resource management to support our goals. Responsible stewardship is a core value, reflected in our carefully planned investments in College developments. We need to do more to ensure affordability and accessibility for all.

Nurturing a passion for student wellbeing

Senior School Curriculum Coordinator for English, Sarah Colaiacovo, has spent the past six years undertaking a Master of Education — Student Wellbeing at Australian Catholic University (ACU). Here she talks about the benefits of this professional development opportunity.

Why did you choose this area of study?

SARAH: Student wellbeing is central to all that we do. I felt it was the most relevant study I could do to assist me from both a curriculum and pastoral perspective. I really wanted to learn how school systems and structures can best engage and support a community with diverse needs.

How long was the course?

SARAH: I completed my work online, usually in group lectures and tutorials. I completed a unit per semester over six years. I have a very patient family, and we all went to Melbourne to celebrate my graduation as it was truly a family effort.

What did you learn about?

SARAH: I learnt about implementing whole-school policies to support inclusivity, responding to critical incidents, counselling skills and mental health, strategies to engage students with learning difficulties and strategies to engage students in gifted programs, how to incorporate Catholic Social Teaching perspectives into curriculum and policy, and much more.

What was the most interesting thing that you learned?

SARAH: My final research project was about looking at ways student voice travelled through the structures of a school and whether those mechanisms were inclusive and effective. I love listening to people talk about their passions, so I particularly enjoyed interviewing some of my wonderful colleagues about how we can enhance student voice and student leadership

through our academic and pastoral programs.

How can you see the knowledge gained being implemented in your teaching and perhaps in the wider curriculum?

SARAH: This knowledge is part of a wider rethinking of how institutions and workplaces operate to enhance the wellbeing of communities and, in our case, student learning and sense of belonging. The knowledge influences every element of my work, from assessment design to everyday student interactions — I could write another thesis about that!



JOSHUA KAVANAGH AND SARAH COLAIACOVO

"The knowledge influences every element of my work, from assessment design to everyday student interactions"

SARAH COLAIACOVO
(CURRICULUM COORDINATOR FOR ENGLISH)

Making our College brighter

The annual South Australian Catholic Education Awards were presented on Thursday 18 May. This year the College was proud to witness two of our staff members receive awards for their contribution to Catholic education.

Teachers play a pivotal role in shaping the future by imparting knowledge, instilling values, and fostering personal growth in their students. Through their expertise and commitment, teachers empower individuals to unlock their potential and pursue meaningful paths. Beyond academics, they offer guidance, and support, and as students mature into responsible and informed citizens, the positive impact of their teachers ripples through society, contributing to a more informed, empathetic, and collaborative world. By equipping their students with the tools to think critically, communicate effectively, and solve complex problems, teachers lay the foundation for progress and innovation.

Education support staff play an indispensable role in cultivating a positive and conducive school environment. Their contributions extend far beyond the classroom, whether they work diligently behind the scenes to ensure the smooth operation of day-to-day activities, or engage with students directly to support and enhance their learning and development. Education support staff enhance the overall educational experience, enabling students to thrive in a safe and supportive environment.

In such ways, the tireless efforts of teachers and education support staff in and outside of the classroom reverberate far beyond, making the world better one student at a time.

The purpose of the Catholic Education Awards is to acknowledge the unwavering commitments made by Catholic education staff and the extraordinary outcomes that can be achieved through the impact of such commitment. We congratulate Jared Centenera on receiving the award for Early Career Teacher (Primary) and James Lodge who received the award for Education Support in 2023 and thank them for the outstanding contributions they have made to our College.

The following words are adapted from the 2023 CESA Awards booklet.

JARED CENTENERA (CLASS OF 2011)

Jared's journey with Saint Ignatius' College began when he was a Reception student in 1999. This year he is the much-admired teacher of Reception Blue.

Jared's dedication to his students and the teaching profession is truly inspiring, and his efforts to transform the College's literacy program are a testament to his passion for continuous improvement.

Jared has been a leader in implementing best practice and has openly invited his peers to his lessons. Jared has made himself available to mentor others to adopt a similar pedagogical approach to teaching. Through these changes in pedagogy, staff are witnessing the students' love of learning.

Jared's willingness to reflect on his practice and embrace new learning has enabled him to become a Lead Teacher in literacy. He has demonstrated a deep understanding of the science of reading and has implemented best practices to monitor student progress and adapt his teaching accordingly. His investment in his professional development, including financing his own training at the Institute for Multisensory Language Education (IMSLE), is a testament to his commitment to ensuring no child is left behind.

Not only has Jared made significant improvements in his own class, but he has also shared his learning with his peers and has been instrumental in supporting changes to literacy practice across the junior primary classes. He generously shares resources, provides mentoring opportunities, and models best practice for other teachers. His willingness to film his own explicit direct instruction phonology lessons for staff to watch and learn from in their own time is a true testament to his commitment to helping others grow and develop in their practice.

***"Mr C cares for us."
"He tells us about
his dogs."***

**STELLA & VALENTINA
(RECEPTION BLUE)**



JAMES LODGE AND JARED CENTENERA WITH THEIR CATHOLIC EDUCATION AWARDS

JAMES LODGE

James has been employed at Saint Ignatius' College for over 20 years. James typifies the College ethos – to be a person for others – and is recognised for his generosity of heart.

James' devotion and commitment to the staff and students at the College far exceeds the expectations of his role, and thousands of students have benefited from James' service to the College community.

James' primary role is that of Laboratory Manager where he provides exemplary service to the staff and students in the Science Department. In this role he has initiated numerous practices and procedures to ensure the safe and efficient delivery of practical experiences. James has also been instrumental in maintaining the College Aquaculture program, supporting students in the upkeep of aquaria and maintaining fish stocks, and sustaining

the vegetable garden used by the students and wider College community. He works many hours each week outside his normal work hours and maintains the facility during his holidays.

James' contributions to the life of the College go well beyond this work. Most significant is James' leadership in the College Immersion Program. James supports students to take part in a two-week immersion with First Nations Peoples on Bathurst Island or at Daly River. During this experience, students conduct science lessons in the local schools with equipment organised by James, immerse themselves in the community, and learn more about indigenous culture and themselves. To this point, James has participated in nine such trips.

James demonstrates a real care for, and willingness to learn from, the First Nations People of Bathurst Island and Daly River, and he has developed strong ties with the local communities.

Additionally, beyond James' usual work, he also has extensive involvement in co-curricular offerings including table tennis and volleyball.

James consistently demonstrates care for both students and staff, with a natural gift for inspiring and motivating others. He has demonstrated in all he does a commitment to provide opportunities for students and colleagues to become the best versions of themselves.

"James demonstrates great pride in his work, care for his colleagues and a commitment to providing the best environment for our students to work in."

**ANDREW DODSON
(FACULTY LEADER SCIENCE & TECHNOLOGY)**

Family Ties

JESSICA MAZZONE (CLASS OF 2005)
EDITOR

In 2019 Tanya Orsto made the courageous move to leave her family on Bathurst Island and embark on an education at Saint Ignatius' College Adelaide. She joined our community as a Year 7 student ready to explore a new environment and new ways of learning, and willing to open her heart to others so that they may learn from her.

Tanya grew up in a nurturing community with loving parents who wanted to give her the best opportunities they could to help her reach her full potential. Consequently, they sought a broader education for her than what was locally accessible. They believed it was important for their children to be educated in the 'two worlds' – indigenous and non-indigenous worlds – and saw the value of a city Catholic education. Their association with the College instilled confidence in them to entrust their daughter to the care of the Ignatian community.

"My older brother Peter was boarding at Rostrevor College, and because of the connection with Chris Toome – he taught my mum – and the Ignatius immersion to Bathurst Island, my parents wanted to explore opportunities for me.

"Having seen the growth in my brother, my parents were keen for me to experience education away from the island; however, they did not want to send me to boarding school in Darwin, nor did they want to send me to a school where I had no connection. Lots of Saint Ignatius teachers had visited Bathurst Island as part of Jarrumwani, and my parents, having been involved every year, really liked them, so they were keen to send me to a school where lots of teachers knew me."

For almost five years, Tanya has been living with the Hay family – Simon and Brigid Hay and their children Rachel (Class of 2020), Lucy (Year 12), and Andrew (Year 9).

"The Hays have been awesome. I was not easy to live with at the start, but they

persevered and always looked after me. Rachel, Lucy, and Andrew are now like my own sisters and brothers," Tanya says.

"I have learnt a lot about living with different people but, best of all, last year, the Hay family all came to Bathurst Island and met my family – all my family."

Although the initial months were challenging for Tanya as a 13 year old living miles from home in a busy capital city, the Hay family home, away from the hustle and bustle of the inner suburbs, has proven to be a great fit.

"I am lucky that I live in the hills, so I do not feel like I live in a city. I feel I am on country. My drive to and from school does not involve a single traffic light, and few cars travel up Montacute Road. Adelaide is big and there is lots to do, but I like the quiet life," she says.

Currently in Year 11, Tanya's experience as an Ignatian student has been increasingly positive over time. She is enjoying the independence she has gained with age.

"Every year has been better and better. For the first time I feel I am studying subjects that I get to choose. There are not as many subjects, and I can balance my study. My teachers care and help me. And Ms Macklin is always there supporting me."

Tanya appreciates the sporting opportunities provided at the College, particularly football, touch football, and soccer. She also cherishes the memories she has of Ignatian students visiting her on her island home.

"Saint Ignatius has been visiting my home every year of my life, so I feel I have a connection to the school and its students. I like hearing from students who have visited me on the Jarrumwani journey and say they remember me," says Tanya.

"I really like how Emily Peacock and Josh Leane came and taught on Bathurst Island. I like the students – they have always been kind to me."

"Saint Ignatius has been visiting my home every year of my life, so I feel I have a connection to the school and its students."

With a strong connection to her family and extended family, Tanya is keen to return home when she completes her studies. She misses spending time with her younger nieces and nephews, and she misses the land and the people that are so precious to her.

"I miss the bush and the time the family spend on Country. I miss footy, camping, fishing, and my island friends," she says.

Tanya wants to bring the knowledge and experiences gained during her time at the College back to her community in the Tiwi Islands to enrich the lives of her family and friends.

"I hope to work in child care. There is a new childcare centre on the island, and one day I can be the boss. Mrs McDonald is helping me with my qualifications."



TANYA ORSTO AT HOME IN BATHURST ISLAND



TANYA WITH HER SOCCER TEAMMATES AT THE 2023 INTERCOL

FAMILY TIES



MEMBERS OF THE HAY AND ORSTO FAMILIES: LUCY HAY, BRIGID HAY, FREDRICKA ORSTO, TANYA ORSTO, AND RACHEL HAY ON TANYA'S FIRST DAY AT SAINT IGNATIUS' COLLEGE IN 2019

The Hay family has benefited greatly from welcoming Tanya into their family home. Here, host guardian Brigid reflects on the growth and enrichment Tanya's presence has brought to their lives.

Having Tanya join our family nearly five years ago has enriched the lives of us all. It has challenged us all, has given us experiences we would never have enjoyed had she not become part of our family, and broadened our horizons far beyond the usual suburban existence that many of us live. I believe we have learned and grown as individuals and a family from Tanya's presence in our lives, an irreplaceable change that will benefit us for the rest of our lives. It's been a success only possible because of Tanya herself: her calm tenacity and willingness to work through the challenges that she has felt over the years since arriving at the College as a 13 year old.

We have had the great privilege of meeting Tanya's family — the incredible opportunity to visit the Tiwi Islands and experience it as few others get to. A trip to the island last year was extremely emotional and moving for all

of us, leaving us further in awe of Tanya and the sacrifices she has made for her education and future.

"We have watched Tanya grow in confidence and skill in all facets of her life"

We have watched Tanya grow in confidence and skill in all facets of her life since she arrived in Adelaide. Seeing her most recently represent the College as goalkeeper for the girls First XI Soccer team so successfully and to celebrate with her as she was awarded the best on ground medal was an absolute joy. She has managed to achieve enormous success and respect throughout the school and in her sporting skills and her powerful yet unassuming presence on the field.

I believe Tanya's presence in the school community has opened the eyes and

minds of everyone she has spent time with over the years. It's a testament to her classmates' willingness to have welcomed her into the College community and the support of the wider community that she has been so successful in her endeavours. It's hoped that her achievements and education here at the College will inspire others to aim high and work hard for their personal success and for the future of their community and heritage, and inspire others to go out into the world and work together for a better future.

We wanted to teach our children that you can say yes, and you can make a difference in the lives of others — that we are so rich in so many ways, we have so much to share, that you can be the one that says yes when it's so easy to say no in life.

Brigid Hay



TANYA ORSTO WITH KERRY DIGNAM (CLASS OF 2012) IN BATHURST ISLAND IN 2010

THE IGNATIAN BURSARY FUND

The wonderful experience shared by Tanya, the Orsto family, and the Hay family was made possible through the Ignatian Bursary Fund. The bursary fund aims to eliminate the obstacles preventing individuals from accessing an Ignatian education so that we can empower more young lives and enrich our diverse community. To find out how you can support the Ignatian Bursary Fund, scan the QR code or visit [ignatius.sa.edu.au/giving/what-can-i-donate-to](https://www.ignatius.sa.edu.au/giving/what-can-i-donate-to)



Being Ignatian

OLD IGNATIANS DISCUSS HOW THEIR EDUCATION HAS SHAPED WHO THEY ARE

George Capozzi (Class of 1995)

Occupation: Business Owner, Investment Management

Interests: Investing, reading, outdoor sport and activities, Italian culture, time with my children and family

How my education has helped shape who I am:

My Ignatian education has played a significant role in shaping who I am today. It instilled in me a commitment to lifelong learning, emphasising not only academic excellence but also the importance of social responsibility and service to others. I believe the Ignatian way fosters a strong sense of ethics, empathy, and a desire to make a positive impact. Ignatius taught us the gift of human connection. Since graduating from the College, the greatest gifts for me are the deeply meaningful relationships made along the way.

"It instilled in me a commitment to lifelong learning."



GEORGE CAPOZZI

Richard Scollin (Class of 1979)

Occupation: Program Manager

Interests: Family, sports, community work

How my education has helped shape who I am:

My education helped shaped my commitment to working with others who are less fortunate. The principles of social justice, service and working for others has led to a rich and fulfilling professional and personal life. The importance of community instilled in me during my time at the College has been carried forward since leaving the school and fostered lifelong friendships and connections that I hold dearly.

"My education helped shaped my commitment to working with others who are less fortunate."



RICHARD SCOLLIN WITH OIA COMMITTEE MEMBER STEVE UREN (1988) AT THE COLLEGE FAIR

Janine Basso (Class of 2000)

Occupation: Wellness Assessor (Regional Assessment Service)

Interests: Aged care, health and wellbeing, education, scouts, travel, family, gamete donation, animal conservation, family and domestic violence, human rights, young people and trauma

How my education has helped shape who I am:

When every lesson starts with a prayer, and the two simplest that came to mind were *Prayer For Serenity* and *Prayer of Ignatius Loyola*, you hear them enough in five years and they resonate forever. 20 years later you realise they encompass all that you are — someone who gives, cares genuinely, loves fully, works hard, supports and fights for others and doesn't give in easily, however, accepts what I have no control over and can be at peace with it.



JANINE BASSO WITH HER FAMILY

Garry Hiskey (Class of 1961)

Occupation: Magistrate (now retired)

Interests: Being a grandfather to Tadhg (13) and Aoife (9), ocean swimming, golf, tennis, Adelaide Crows, Rotary, Commonwealth Club of Adelaide, friend of the Barr Smith library, Theofogies - Four old fogies who meet once a month and pretend to talk theology

How my education has helped shape who I am:

I emerged from the school having a sound education but also a sense of idealism and the belief that one should use whatever talents one has to the benefit of others. That underlies the path that my life followed and leads me to where I am now: retired from work but happy to look back on where I have been and what I have done.



GARRY HISKEY

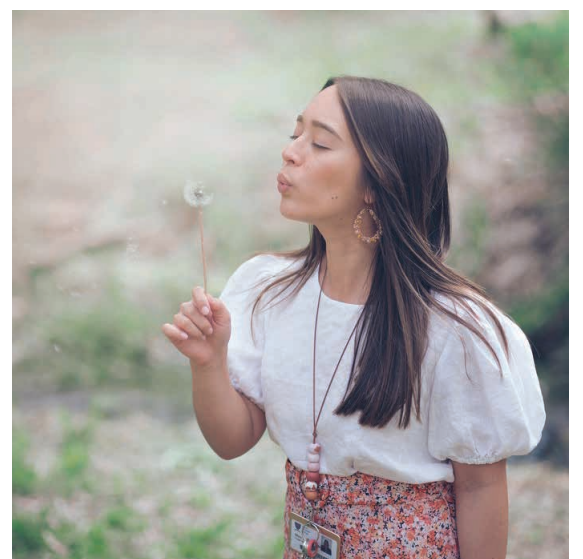
Danika Tremonte (Class of 2013)

Occupation: Director of Faith Formation & Youth Minister

Interests: All things creative, all things love, and being an advocate for young people

How my education has helped shape who I am:

Finding God in all things has been my saving grace. My work involves being a compassionate multitasker, who restores hope and dignity while supporting young people and their families. The most important part of my work is that it centres itself around a relational experience, and it requires a person that is willing to be an authentic person in an authentic relationship. It means that my job is, ultimately, to love. To carry love with me everywhere I go and to sprinkle it everywhere, a bit more in some places than others. I see God at work every day.



DANIKA TREMONTE

Old Ignatian News



KRIS LOMBARDI (2005) AND SUE LOMBARDI WELCOMED A BABY BOY, JACE ELIO LOMBARDI, ON 8 DECEMBER 2022



HANNAH KLINGBERG (2003) AND PHIL HARRINGTON WELCOMED A BABY BOY, ARTHUR HARRINGTON, IN MAY 2023

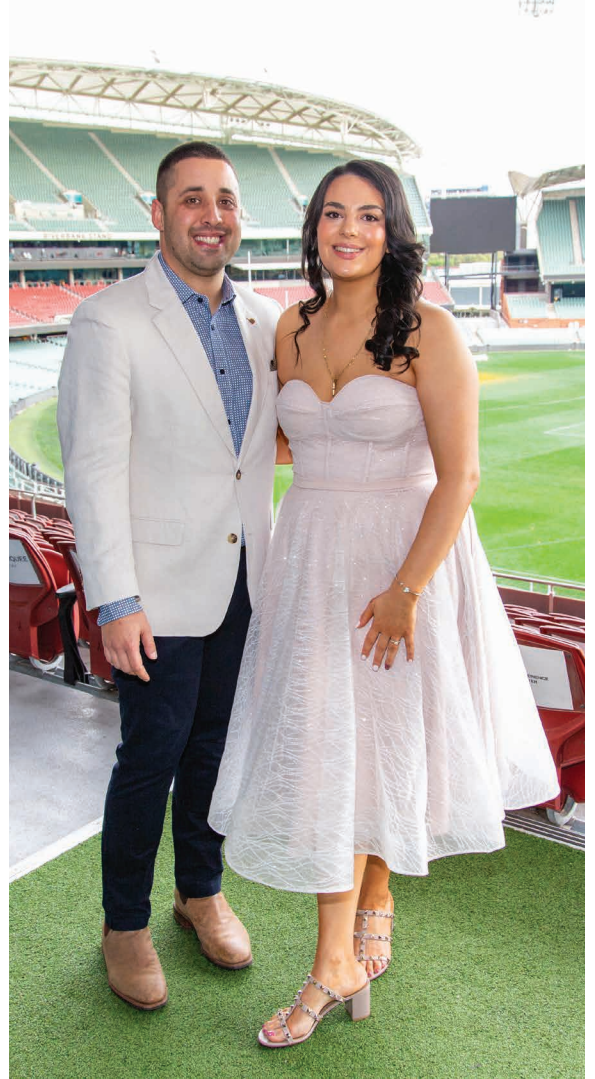


GEMMA CLANCY (2013) MARRIED JON GLINDEMANN ON 31 MARCH 2023

ANNOUNCEMENTS



ANTHONY PIRONE (2012) MARRIED KONSTANDINA FRAGNITO ON 28 JANUARY 2023.



NICHOLAS TALLARIDA (2005) AND CONCETTA LARIZZA CELEBRATED THEIR ENGAGEMENT IN JUNE 2023.

REQUIESCANT IN PACE

Our sympathy is extended to families and friends of:

Stephen Napier Beach (1960)
Denis Taylor Goodes
Patrick Ian McCarthy (1980)
John Anthony Marshall (1965)
Margaret Clare Tucker
Moirra Therese Patterson

Maureen Garner
Trevor Leslie Keenihan
Simon Andrew Baccanello (1994)
Mark Anthony Vaughan
Katrina Eliseo
Gunnar Damien Robert Lineage (1966)

Kay Rosemary Conroy
David Joseph Moses
Joanne (Jo) Scanlon

**Go, set the
world *alight*.**

ignatius.sa.edu.au

Early Years

58 Queen Street
Norwood SA 5067
Est. 2009

Tel: (08) 8130 7180

Junior School

62 Queen Street
Norwood SA 5067
Est. 1951

Tel: (08) 8130 7100

Senior School

2 Manresa Court
Athelstone SA 5076
Est. 1967

Tel: (08) 8334 9300

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