

# manresa

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**Celebrating  
our staff**



*Saint  
Ignatius'  
College*

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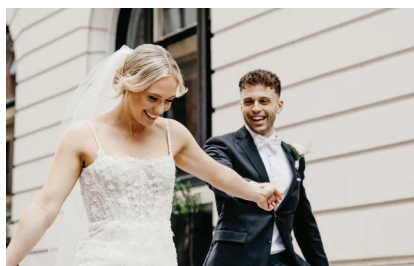
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***Kurna miyurna yaitya yarta-mathanya Wama Tarntanyaku.***

**Kurna people are the traditional landowners of the Adelaide Plains.**

The Ignatian community acknowledges the Kurna 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.

# Principal's Letter

LAUREN BROOKS



I am delighted to present our special edition of the *Manresa*, dedicated to honoring our Ignatian staff.

The role of an educator has always been complex, more so now than ever before, as we navigate a rapidly changing landscape. Undoubtedly, this complexity is exacerbated in contemporary times by increased administrative burdens, ever-evolving curriculum, increased expectations from all corners, and tasks that extend far beyond the classroom.

Yet, every seasoned educator will attest that their most gratifying moments occur when a student experiences that 'aha' moment. The pride we feel when we see a student's bravery, kindness, and courage. Or those times we have inspired a child to believe in themselves and to dream bigger than they thought possible. It is these moments that serve as poignant reminders that whilst challenging, working in education is still the best job in the world.

We recognise that along a student's educational journey, they don't just absorb content from the curriculum, but they also take inspiration from who we are as educators. Alongside parents, we hold the responsibility of inspiring minds and igniting hearts – and our children depend on us to succeed.

I have been truly impressed by the amazing staff at Saint Ignatius' College.

Our staff consistently demonstrate extraordinary generosity in their commitment to our Ignatian ethos. Amidst the significant changes impacting teaching as a profession, Catholic schools continue to rely on the goodwill of their staff to pursue our mission. It is common practice to encounter staff late at school well after the final bell sounds preparing

for the next day, seeing staff attend games, activities and events over the weekend, going over and above in organising new and exciting initiatives and marking assessments well past bedtime. Not to mention coaching co-curricular after hours and on weekends, designing musical costumes, and extending their support beyond the classroom, sometimes at the expense of their own wellbeing.

***"Alongside parents, we hold the responsibility of inspiring minds and igniting hearts – and our children depend on us to succeed."***

The nature of schools across our country is consistently demanding more and more from our staff, and here at Saint Ignatius' College, our staff continue to give generously.

I hope this edition of the *Manresa* serves as a platform to reflect on those who have propelled us to where we stand today and to appreciate those who are currently nurturing and guiding our children's future. We simply cannot navigate this journey without them, and for that, we extend our heartfelt gratitude.

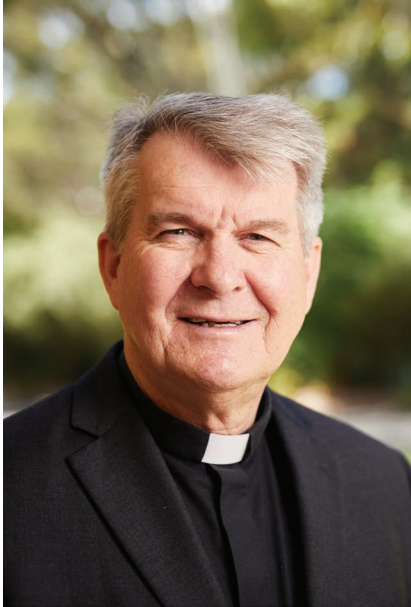
A handwritten signature in black ink, appearing to read 'Lauren Brooks'. The signature is fluid and cursive, with a large, sweeping flourish at the end.

Lauren Brooks  
Principal



# From the Rector

FR PETER HOSKING SJ (CLASS OF 1974)



Saint Ignatius authored two significant books during his lifetime, one being the *Spiritual Exercises*, and the other, the *Constitutions*. The *Spiritual Exercises* invite people into a profound encounter with God, Jesus, and the Church. Through a journey of self-examination and appreciation of God's grace, the participant is drawn towards personal freedom and profound conversion. Penned in the 16th century, it is not a book to be read. Rather, with the guidance of a good guide, engaging in the *Spiritual Exercises* can be life-changing.

The *Constitutions* served as a manual for shaping the Jesuit order. Though not articulated in the language of contemporary corporate practices, Ignatius outlined a remarkable way of proceeding, carefully selecting people, training them well, entrusting missions to them, ensuring systems of accountability, having criteria for choosing missions, providing day-to-day support, and maintaining unity in a diverse range of ministries.

In the 1560s, Jerome Nadal SJ, an early Jesuit, characterized the Jesuit approach as being "in the spirit, from the heart, practically". The Ignatian path encompasses three elements: firstly, to act in accordance with the Spirit, to listen to and invoke God's Spirit. Secondly, to give from the heart, allowing oneself to be stirred by feelings of despondency or joy, assessing one's deepest desires, and surrendering one's heart to God. And thirdly, to choose a practical path, pursuing the truest calling and pragmatically embodying what it reveals.

Twenty years ago, Chris Lowney wrote on Jesuit organizational methods in *Heroic Leadership: Best practices from a 450-year-old company*. Lowney highlighted four pillars: self-awareness,

understanding one's strengths, weaknesses, values, and worldview; ingenuity, confidently innovating and adapting to a changing world; love, fostering relationships with others through a positive attitude that unlocks their potential; and heroism, inspiring others and oneself with courageous ambitions and a passion for excellence.

These are profound reflections on what motivates people to collaborate as a community with a common objective. Today, this mission is largely guided by lay people working together. Together, we function as colleagues in ministry, partners in mission, and companions in the Lord. Our manner of collaboration is essential to realizing our goals. Our unity and participation are integral to our identity. Brendan Bryne SJ reminded us of this when he shared during a Board retreat last year that 'the Mission has a Church rather than the Church has Mission'.

There is so much good to be accomplished in the education of today's youth. It is a generative endeavour. The Jesuit educator Juan Bonifacio SJ wrote in the late 1500s: "The education of youth is the renewal of the world." At Saint Ignatius' College, we strive for a partnership between parents and staff in the formation of our students. We cultivate a distinct sense of community. Together students, parents, caregivers, teachers, support staff, coaches, volunteers, and others share knowledge, skills, and virtues. We are surrounded and inspired by dedicated, compassionate, talented, faithful, hardworking, and imaginative people. We are so grateful for their commitment and care.



# College Board

SEAN KEENIHAN (CLASS OF 1988)  
CHAIR OF COLLEGE BOARD



***"I have been privileged to witness firsthand the dedication, talent, and passion that our staff bring to their roles every single day."***

SEAN KEENIHAN

This *Manresa* celebrates the many remarkable people who make up our community. Each person has a role to play in shaping the lives of our students and fostering a community committed to the Jesuit ideals of service, compassion, and excellence.

Saint Ignatius' College wouldn't be what it is without our valuable staff members. The contribution of our workforce to the College's sense of community can't be underestimated. As a past student, current parent, and Chair of the College Board, I have been privileged to witness firsthand the dedication, talent, and passion that our staff bring to their roles every single day. It is their unwavering commitment that forms the backbone of our thriving educational environment. Fittingly, our staff have been a focal point for the Board this year as we aim to better celebrate and elevate our staff body.

Our teachers are at the core of our academic excellence, helping students to reach their full potential. Their innovative approaches to teaching and learning, coupled with a genuine care for the personal growth of each student, create an enriching educational experience.

In addition to our exceptional teaching staff, we have an outstanding team of administrative and support staff who work tirelessly behind the scenes. From managing daily operations to maintaining our beautiful campus, their efforts often go unnoticed but are essential to our success.

Beyond our employed staff, Saint Ignatius' College is blessed with a vibrant community of volunteers who generously give their time and talents. Our boards, committees, coaches, and event and program helpers, comprising parents, Old Ignatians, and friends of the

College, provide invaluable support and guidance in various areas.

Through fundraising, the Foundation Board ensures that more students, regardless of background, can access the transformative education we offer. They also help build the learning spaces of the future. Our Parents and Friends committee is extraordinary in all they give to strengthen the bonds of our community. Recognition also goes to those connecting past parents and friends through Fidelis. Their work reminds us that our school is not just an institution but a family, bound by shared values and a commitment to each other.

My heartfelt gratitude goes to the Directors of our Board. Their strategic vision and great competence ensure we stay true to our course. Their guidance and wisdom are the bedrock upon which we build our future. Our appreciation also extends to those serving on our Finance and Audit, Risk and Compliance, and Building and Property subcommittees. Their meticulous oversight and commitment to integrity safeguard our resources and ensure a safe and nurturing environment for all.

Together, we create a social platform that is more than just a school; it is a kind, thriving, supportive community dedicated to the Jesuit mission of being "people for and with others." Thank you for your commitment, generosity, and spirit of service. You are the heart and soul of our community.





# Caring for the whole person

MARIKA BROWN  
DIRECTOR OF JUNIOR PRIMARY



When I first began to learn about Jesuit education, I was particularly drawn to the Ignatian term, *cura personalis*, meaning 'care for the whole person'. This term resonates deeply with my own understanding that at the heart of my work as an educator is the development of the whole child. Each year of my career to date, I have observed an increasing need to support children in developing their emotional and social skills. Regardless of advancements in technology and changes in the future that we cannot even begin to imagine, life will always be all about relationships. As humans our sense of self is significantly influenced by our relationships with others and our innate desire to belong in a community. I am passionate about supporting children to develop a strong sense of self-worth; the courage to take risks, learn from mistakes and celebrate growth; a desire to make a difference in the world; and confidence in their skills and capacity to do so.

To support their developing emotional intelligence, we must explicitly teach children to recognise and name the emotions they are feeling and observing in others. Beyond identifying and naming emotions, however, children must be allowed to experience a full spectrum of emotions including the more challenging ones such as disappointment, boredom, and frustration. Our tendency as adults who care about the wellbeing of children is to smooth the path ahead and do everything we can to ensure their happiness. Rather than shielding them from discomfort, I believe our focus needs to be on creating safe spaces where children can explore and express their feelings openly. As they face an expected array of emotions, we can support children to learn appropriate and healthy ways to respond to the more difficult emotions that arise. In doing so, we are helping children to learn that it is natural to experience ups and downs in life and fostering a belief in their own capacity to approach any challenges they encounter.

***"Beyond identifying and naming emotions, however, children must be allowed to experience a full spectrum of emotions including the more challenging ones such as disappointment, boredom, and frustration."***

Through my observations in my first six months at the College, I have been struck by the genuine care our community holds for each child as a

unique individual. The formative junior primary years are integral in developing children's understanding of and belief in who they are as individuals, establishing positive connections and a sense of safety and belonging in a community. Our littlest learners in the Junior School are developing their sense of self as valued members of the Saint Ignatius community and are growing in confidence to express themselves and take risks in their learning. They are supported through a rich wellbeing program to learn about the emotions they are feeling and observing in others and how to respond to difficult emotions that they inevitably encounter. They are explicitly taught how to navigate challenges in their friendships and the importance of expressing gratitude and cultivating empathy as they grow into compassionate and socially responsible individuals. It is a privilege to walk alongside our young people and bear witness to this growth. I feel incredibly grateful to be part of the beautiful Saint Ignatius community that not only walks the walk but talks the talk and genuinely lives the principle of *cura personalis* every day.





# The parent-teacher partnership

SHONTELLE STANYER  
DEAN OF STUDENT DEVELOPMENT



At Saint Ignatius' College, we seek to foster a lifelong joy of learning in our students, and we consider the role of parents, as their first teachers in this journey, to be paramount. Research consistently demonstrates that when schools and parents collaborate effectively, the academic, social, and emotional outcomes for students are greatly enhanced. With this in mind, we need to look beyond the traditional once-a-semester parent-teacher meeting to find opportunities to connect with our children's day-to-day schooling experience. It is consistent involvement that has a profound impact on a child's success within academia and beyond.

Parental involvement is *the* key factor in a student's success, outweighing socio-economic status, student background, or the type of school a child attends. Some of the parental practices that predict student achievement include a home environment that encourages learning; communicating high, but reasonable, expectations of achievement; and staying involved in a child's education.

Involvement is a vague term and can conjure up images of days gone by where parents perhaps volunteered at the school canteen or library or came in to support reading. Although these practices are wonderful, in a modern world they are not always possible, and the good news is that they are not the actions that the researchers are talking about when they use the term 'parental involvement'. Being involved in your child's education can be as simple as talking to them about what they are learning about in class, or how they are going to tackle a particular assignment, or what they enjoyed most at the athletics carnival.

Increasing parental involvement is quite easy in our ever-connected world, and we invite you to consider the following strategies to enhance your partnership with the College:

**Make learning a priority.** Establish routines and schedules that provide balance and support homework completion and adequate sleep (8 to 10 hours per night).

**Maintain regular communication with teachers.** Discussing important information about your child enables teachers to better prepare learning environments and programs and create a more enriching and tailored learning experience.

**Understand expectations.** Familiarise yourself with the curriculum, grading methods, and behavioural expectations set by the teacher and the College. Knowing what is expected of your child enables you to provide appropriate support at home and reinforces consistency between home and College environments.

**Master the learning management system.** Utilise the SEQTA Engage

platform to stay updated on your child's assignments and progress. The College uses continuous reporting to keep students and families up to date on progress and achievement so that results can be accessed in real time.

**Keep up to date.** Stay informed about school activities through the College's communication platforms such as the *Ignatian* newsletter and social media.

**Engage with the community.** Demonstrate your support and foster a sense of community by attending College events and co-curricular activities when you can.

**Ask and listen.** Show genuine interest in your child's experiences at school by taking the time to discuss their day during meals or daily commutes.

**Lead by example.** Your attitude towards education profoundly influences your child's perceptions and attitudes towards learning. Demonstrate a genuine enthusiasm for learning, a strong work ethic, and a commitment to lifelong learning. Model the skill of reading and showcase its importance in your life. Initiate discussions about what both you and your child are reading.

**Cultivate a growth mindset.** Foster resilience, perseverance, and a growth mindset in your child by emphasizing the value of effort, learning from mistakes, and embracing challenges as opportunities for growth. Encourage them to adopt a positive attitude towards learning and to approach setbacks with determination and resilience.

These actions, while simple and achievable, have a huge impact. Not only do they help to cultivate a strong parent-child relationship, they set your child up for success across academic, social, and emotional domains.

# College News

## International Women's Day

Saint Ignatius' College celebrated International Women's Day 2024 with a vibrant event honoring women's achievements and empowerment. Hosted at the Senior School, the occasion featured a panel discussion, high tea, stalls, and activities.

The inspiring panel featured Nova 919 radio host Jodie Oddy as MC and guest speakers Adrian Stenta, head coach of Adelaide United A-League women's team; Mary Harben, Client Advocate and Australasia Properties Lead at Saab Australia; Margaret Centenera, Research Fellow at the University of Adelaide and SAHMRI; and Lauren Brooks, College Principal. All speakers brought to the discussion interesting perspectives gained through their diverse backgrounds and experiences.

This was the first time that parents, students, and staff from across all campuses, as well as members of the wider community, came together to mark this special national event at the College.



JODIE ODDY, ADRIAN STENTA (1998), MARY HARBEN, MAGGIE CENTENERA (1996), AND LAUREN BROOKS



YEAR 4 TEACHER ALEXIA SURACE ('16) WITH STUDENTS ISABELLE AND KAYLA



AYESHA BRINE AND MONICA O'CALLAGHAN

## Podcast: a new way of talking

In March the College released its official podcast, Ignatius Talking. The show delves into topics shaping our community, from academic achievements to student life, alumni stories, wellbeing, and more. Each episode blends perspectives, experiences, and ideas offering listeners deep insights into relevant areas of interest.

The first three episodes are available now on Spotify.



MEMBER OF PARLIAMENT OLIVIA SAVVAS (2013) WAS JOINED YEAR 11 STUDENTS, MEHAR AND GABY FOR EPISODE 1 - BREAKING BARRIERS

## Introducing Art Club

To provide further opportunities outside of the art and design curriculum areas, an art club has been opened to all Senior School students. Operating every Wednesday at lunchtime, it allows students to explore their artistic talents in a safe and supportive environment.

Maria Minucci, Leader of Learning – Visual Art and Design, believes that introducing the Art Club into the College’s extracurricular offerings will enhance the educational journey for students as they will be encouraged to grow holistically and nurture a lasting passion for the arts.

“Running an art club in a school provides numerous benefits beyond simply nurturing creativity. Firstly, it offers a platform for students to explore and express their artistic talents in a supportive environment, fostering self-confidence and self-expression,” said Maria.



TEACHER OF ART MARY-ANNE HOBBS WITH MEMBERS OF THE ART CLUB



“Additionally, participation in the Art Club encourages teamwork, as students collaborate on projects and exchange ideas. Art also promotes critical thinking and problem-solving skills, as students experiment with different techniques and mediums.

“Our aim will be to encourage creative thinking and personal expression in a variety of different art, craft, and design experiences over the course of the year that may or not be offered as part of the Art and Design subject curriculum.”

## Pedro Pop Ups

In Week 8 of Term 1, Pedro Pop Up stalls were held at the Senior School campus to raise money for Project Compassion, Caritas Australia’s main annual fundraising campaign.

Houses were each assigned a day in the week to put on a market of exciting food stalls and activities for staff and students to engage in.

Over \$7000 has been raised for Caritas Australia through the Project Compassion initiatives that have been held across the College this year.



CHARLOTTE HOLT AND GRACE GUNTHER

# College News

## Max takes his case to Parliament

Year 11 student Max Mander, represented Saint Ignatius' College at Parliament House in March after being selected for *The Advertiser's* Teen Parliament. Max advocated for mandatory defensive driving training to reduce the road toll among young motorists, citing concerning statistics that underscored the urgent need for change.

Max presented in Teen Parliament with eloquence, confidence, and conviction. A standout representative, he was one of 10 recipients to receive a \$10,000 scholarships as a result of the event.



## Netball champions

Three Ignatians participated in the 2024 National Netball Championships in April.

Tahlia Jolly (Year 12) was named in the U17 SA state team and travelled to Frankston, Victoria, to compete. The team was undefeated throughout the competition, bringing home the gold medal. Tahlia was honoured to be vice-captain of her amazing team.

A week later Tahlia was selected in the U17 Australian squad. This squad is determined by selectors during the national competition. As a result, Tahlia will now have the opportunity to train at the AIS in Canberra.

Reid O'Callaghan (Year 11) played for the Southern Dragons U17 team in Brisbane and was named vice-captain of the team. Reid's brother, Will O'Callaghan (Class of 2023), also played in the competition. Both brothers played their 25th state games recently.



TAHLIA JOLLY  
IMAGE: NETBALL SA



REID O'CALLAGHAN  
IMAGE: SAMMNA





SERGIO GAONI

## MEET OUR NEW TENNIS LEAD, SERGIO GAONI

CARLA CARUSO, WRITER

**Sergio Gaoni has vast experience to draw on as the Tennis Program Leader at the College. As a junior player, he achieved a world ranking of 21 (under-18s). On the men's tour, he held a top 700 ATP ranking. Here, he shares more of his career highlights and describes what he's doing at the College.**

**Hi, Sergio. Please tell us about your current roles at Saint Ignatius' College.**

I started as the Program Leader for Tennis at the end of Term 3 last year. I've also taken up a casual role as an ESO (Education Support Officer) with the PE department for Term 2 and part of Term 3.

As well, I started SG Tennis – a small tennis school, based out of the Senior School. I do some coaching in the morning [in Athelstone] and afternoon coaching at the Junior School, for individuals and groups.

**You recently returned home after spending 20 years overseas. What were you doing while you were away?**

I was in Singapore for five years, coaching tennis. I worked with the Indonesian Federation with Junior Davis Cup teams – and with one of the top boys' schools, Anglo-Chinese School (Independent); we won several national titles in tennis.

Then I went over to Dubai, where I started up an academy called Tennis 360, with a business partner. We grew the business to six locations and had about 15 coaches, specialising in tennis, padel, pickleball, and beach tennis.

The academy has about 20 programs for all different levels and abilities, including for adults and kids. We were fortunate to also provide a training venue for people like Roger Federer, Novak Djokovic, and Andy Murray. Just before they came to the Australian Open, a lot of them would stop at [one of our locations] because the centre court was the same 'spec'.

**While in Dubai, you coached everyone from beginners to celebrities like former Microsoft CEO Bill Gates. Can you tell us about the latter experience?**

I coached Bill for two days, about seven years ago, in Oman. The interesting thing about him was he didn't drink water. He just drank Coke and Gatorade. He was also aware of my background before he met me; some celebrities couldn't care less. I didn't know I was coaching him until literally a minute before stepping out onto the court, due to security. He had special forces all around him. Bill's a keen tennis player, and wherever he can find a tennis court, he'll find people to play with.

**How do you see your role at Ignatius?**

My job is to try to keep students playing tennis for as long as possible. From my experience, I can see how much the sport can give you – in terms of the confidence it gave me in being good at something and also in travelling the world and meeting people. That experience was one of the best things that could've happened to me.

## Tennis Award Nomination

Saint Ignatius' College was a nominee for Most Outstanding School at the 2024 Tennis SA Awards, held on Saturday 27 April. Congratulations go to our talented and dedicated team of staff and coaches who have taken our tennis program to a new level this year. College staff who attended on the evening were pleased to pose for a photograph with Australian tennis great Alicia Molik.



# College News

## Ethics Olympiad

On 2 May, two teams of Year 10 students competed in the SA Senior Ethics Olympiad, conducted online. This event serves as a platform to foster respectful discourse on ethical matters, requiring participants to present ethical cases and articulate their perspectives on the underlying moral dilemmas.

One of the teams, consisting of Ella Verrilli, Shudhit Mittal, Hiral Kalra, Agam Kamboj, and Gigi Osborn, finished in first position in the contest, securing prestigious gold medals. Both teams represented the College with pride in this challenging yet meaningful competition.



**GOLD MEDALISTS: ELLA, SHUDHIT, HIRAL, AGAM, AND GIGI**

## ANTHONY'S MENTORSHIP RECOGNISED

MELISSA DE GREGORIO, WRITER

Earlier this year Senior School teacher Anthony Wentzel was given recognition as a Lead Teacher by the Australian Institute for Teaching and School Leadership (AITSL).

AITSL introduced the Lead Teacher accreditation status 15 years ago to honour educators who demonstrate exceptional leadership and a commitment to excellence in teaching practice. With only over 1300 teachers nationwide recognised at the Highly Accomplished Teachers or Lead Teachers level, this achievement is exceptional.

Anthony's leadership roles as Prefect of Studies – Middle Years and Curriculum Coordinator of Middle Years Mathematics provided a strong foundation for showcasing his expertise. In the words of Peter Rossi, Director of Teaching and Learning at the Senior

School, "He is a worthy recipient of the classification, and we look forward to him positively impacting teaching and learning at the College into the future."

Anthony's dedication extends beyond his own growth, as he actively mentors colleagues, champions pedagogical advancements in Mathematics, and leads assessment and reporting reforms. As one of his mentees Julia Ielasi notes, "Anthony's mentorship has been invaluable. His dedication to innovative teaching and inclusivity has greatly influenced my development as an educator. I truly appreciate his guidance and support."

His willingness to share his experience and support showcases his commitment to the collective growth and development of our teaching community.



**ANTHONY WENTZEL**

## Emma, an Outstanding Youth Performer

Year 11 student Emma Palumbo has been nominated for the Theatre Association of South Australia (TASA) Awards, to be held this month, in the Outstanding Youth Performer Category. She was nominated for her role as Vulgarian spy Boris in *Chitty Chitty Bang Bang* with the Adelaide Theatre Company in 2023. More recently, Emma played good witch Glinda, in a production of *The Wizard of Oz* that featured as part of the Adelaide Fringe Festival this year.

**"For me, acting is the idea of getting to do what I love with the people that I love. Being on stage makes me forget anything that is worrying me, and I adore getting to share the stage with the loveliest and kindest people that I have established friendships with."**

- Emma Palumbo, Year 11



EMMA PALUMBO AS GLINDA IN THE WIZARD OF OZ

## IEY Inquiry: Entomology – The study of insects

Inspired by the interests and play of the children across all rooms, a highly successful exploration of insects, bugs, and minibeasts came together during the April Vacation Care program.

Children were invited to engage with a range of bug-inspired provocations, including a giant millipede, cockroaches, a scorpion, and a praying mantis, along with observing and documenting a large variety of minibeast specimens.

During the inquiry, the enthusiastic children showed their creativity and curiosity as they applied a range of cognitive thinking skills and processes to extend their learning. They also engaged with scientific processes

including hypothesising, researching, and investigating. They spent time making bees, spiders, and bugs with playdough, hunted for insects around the IEY garden, sang songs and nursery rhymes using insect puppets, and created imaginative stories.

**"Some bugs fly. If they can't fly, they fly jump."**

- Austin, 3YO program



# College Life



FIRST DAY OF TERM 1 (JS)



ACADEMIC ASSEMBLY (SS)



REGIS HOUSE GATHERING (SS)



XAVIER HOUSE GATHERING (SS)



IEY DRAGON DANCE (IEY)



HEAD OF THE RIVER (SS)



**PALM SUNDAY LITURGY (JS)**



**HOSPITALITY CLASS (SS)**



**ATHLETICS CARNIVAL (SS)**



**JP SPORTS DAY (JS)**



**EUROPEAN TOUR (SS)**



**BRISBANE LIONS VISIT (SS)**

# Being Principals for a Day

IMOGEN BAILY & JOHN DWYER  
COLLEGE CAPTAINS

College Captains Imogen Baily and John Dwyer swapped roles with our Principal, Lauren Brooks, and Rector, Peter Hosking SJ. Here is their reflection on the unique experience that allowed the participants to view the College from each other's perspectives.

On 7 May, we were both given the opportunity to step into the role of Principal for a day, while Father Hosking and Mrs Brooks took over our positions as College Captains. Although we both felt anxious about what the day would bring, we eagerly anticipated the challenges and new experiences ahead.

The day began with a staff briefing, where we led a prayer and provided a brief overview of the day's events. Following this, we met with Head of Business, Mrs Trenerry. By attending

this meeting, we gained a greater appreciation for the large variety of roles in our College community. Having previously considered the College only through an educational lens, it was enlightening to view it from a corporate perspective. We then met with the executive directors and, although this meeting was challenging, it enhanced our understanding of the tireless work so many people do in our College. Both meetings gave us an exciting look into the College's bright future, as well as an appreciation for the time and

effort that go behind each decision made. Following these meetings, we visited the Junior School campus, where we interacted with students and strengthened our connections with a large range of members in the Saint Ignatius community. The day concluded with both of us attending the College Board meeting, where we gained further insight into the dedication members of our community have for the development of our school.

***“Both meetings gave us an exciting look into the College’s bright future, as well as an appreciation for the time and effort that go behind each decision made.”***



JOHN DWYER, IMOGEN BAILY, LAUREN BROOKS, AND PETER HOSKING SJ

We learnt a lot about the roles Mrs Brooks and Father Hosking play at the College. Superficially, we saw that they are constantly attending meetings, but on a deeper level, we observed how involved they are in the College and how crucial their roles are in maintaining the thriving community we have here at Saint Ignatius. While the day mainly involved shadowing Mrs Brooks and Father Hosking, we both also developed a great appreciation for the other staff who work so hard for our student body.



JOHN AND IMOGEN TOOK OVER THE PRINCIPAL'S OFFICE ON 7 MAY

Spending time with teachers showed us how committed they are to their work, and how truly important the students are to them.

After having attended a variety of meetings and spending quality time with the enthusiastic children at the Junior School, we were both exhausted by the end of the day. The experience of becoming Principal for a day has certainly opened our eyes to the potential of a career in education. It was amazing to step behind the scenes of Saint Ignatius and witness firsthand the passion and care the entire staff has for our College. This experience has been one we will both never forget and has certainly deepened our respect for the dedication required to maintain such a thriving educational community.

***“It was amazing to step behind the scenes of Saint Ignatius and witness firsthand the passion and care the entire staff has for our College.”***

JOHN DWYER AND  
IMOGEN BAILY



SCAN THE QR CODE TO WATCH A VIDEO RECAP OF WHAT JOHN AND IMOGEN GOT UP TO ON THEIR DAY AS PRINCIPALS

# Q&A with Alice and Harry

Get to know our Year 6 Leaders, Alice Cappel and Harry Delvins.



## Alice Cappel (Xavier)

### What are your priorities as a Leader?

My priority as House Leader is the inclusion of all students. It is important to me to ensure all students feel like their voices are heard and that everyone feels like they are a valued part of a team. I hope this sense of belonging helps to motivate them and encourage them to try their best and be involved.

### Do you have a favourite memory from your time at the Junior School?

One of my favourite memories is Carols Evening. The atmosphere it creates is wonderful; carols is always an enjoyable experience and is so much fun to participate in.

### What are you looking forward to about the Senior School?

I am looking forward to the many new opportunities that will become available to me and allow me to expand my knowledge.

### What is your favourite subject?

My favourite subject is English because I love to write in many different forms of text. My favourite is writing and presenting persuasive texts, but I also enjoy writing narratives, which allows me to be imaginative in what I write.

### What is something you consider yourself to be really good at?

I consider myself to be good at being positive even when things aren't going my way. I try not to let one bad thing overthrow the many good things that are part of my day.

### What is something you would like to improve at?

I would like to improve the Ignatian virtues curious and wise. To do this I'd like to ask more insightful questions in the classroom based on what I am learning.

### How do you think a teacher can inspire students to love learning?

I think teachers inspire their students to love learning by finding ways to make activities more interesting and enjoyable so students can engage.

### What is the most important thing you have learnt from a teacher?

One of the most important lessons I have learned from a teacher is that it is okay to make mistakes because everyone does, and a mistake is actually an opportunity to learn.

### What is the best quality a teacher can have?

One of the best qualities they can have is empathy, so they are able to understand how their student is coping in the classroom and school environment.

### Right now, what can you see yourself doing as a career?

As a career, I can see myself being an author. This is because of my love for writing and English.

### What makes someone a good leader?

A good leader is someone who has the ability to listen to others and can demonstrate qualities that form a good role model for others.



## Harry Delvins (Kostka)

### What are your priorities as a Leader?

My priority as a Kostka House Leader was to make sports day and swimming carnival fun and enjoyable for everyone, no matter what sporting ability.

### Do you have a favourite memory from your time at the Junior School?

My favourite memory from the Junior School is the Year 6 camp.

### What are you looking forward to about the Senior School?

I am looking forward to the new sports opportunities, and camps, excursions, and incursions.

### What is your favourite subject?

My favourite subject is PE. At the moment, we are doing touch footy to work on our field invasion skills.

### What is something you consider yourself to be really good at?

I consider myself good at cricket, reading, and Australian Rules Football.

### What is something you would like to improve at?

I would like to improve my writing and spelling skills.

### How do you think a teacher can inspire students to love learning?

A teacher can share real-life examples and make it fun for students.

### What is the most important thing you have learnt from a teacher?

The most important thing I have learnt from a teacher is how to typewrite and draw.

### What is the best quality a teacher can have?

The best qualities a teacher can have are kindness and being able to connect and interact.

### Right now, what can you see yourself doing as a career?

Right now, I can see myself playing cricket for the South Australian Redbacks.

### What makes someone a good leader?

To be able to speak confidently and understand what your peers want to happen, and then make it happen.

***“One of the most important lessons I have learned from a teacher is that it is okay to make mistakes because everyone does, and a mistake is actually an opportunity to learn.”***

ALICE CAPPO



# A day in the life of Fiona Woodward

Junior School Inclusive Education ESO Fiona Woodward shares insights into a typical working day, reflecting on the joy and fulfillment her role brings.

## **8.30 am:**

Wait at the school gate for a student who has separation anxiety. When she arrives, we go up to her classroom to put her bag away and get her reader out.

I listen to her read as that helps to get her mind on something else, so she is ready when the teacher arrives with the rest of the class to start her day in the right frame of mind for her learning.

## **8.45 am:**

As I work throughout the Year 1 classes, I do a check into each classroom and assist any student who is not settling in.

## **9.00 am:**

1 Gold, phonology lesson – going through the spelling rules with a small group of students.

I will check for errors and understanding and will re-teach these rules if needed.

## **9.30 am:**

Listening to reading – checking for understanding, comprehension, and fluency.

I will listen and see if the students can decode and blend when reading unfamiliar words. Do they recognise high-frequency words? Do they pause and stop when they see the punctuation on the page? I will write a note in their reading logbook about how they read today.

## **10.15 am:**

Help in the classroom – sitting with students to help keep them on task.

I will assist where needed with sounding out words while they're doing their writing task. I check for letter formation and reversals.

## **11.20 am:**

Year 1 level meeting – discussing what we are doing this week and any activities that are coming up, like Dibles testing, or getting ready for our Intervention program to start.

Being able to go to year level meetings and talk to the teachers about our students is very helpful when planning activities.

## **12.05 pm:**

Year 1 Red mathematics lesson – assist with counting, number formation, reversals.

I love working with the Junior School students because of the way they see the world, the stories they tell you, and how excited they are to learn. It is a pleasure to see and to work with them. The ones I work with do struggle, and to see them when they finally get it and to know that you helped them even in a small way makes my day.

## **1.40 pm:**

Inclusive Education team meeting – discussing any concerns we have for students we are working with, any testing, marking, and data entry we need to do, or if there is training we think would be beneficial.

I am lucky to work with some amazing teachers and ESOs (in the Inclusive Education department) who are happy to share their ideas. I am also grateful for the opportunities we are given to further our study with courses that will help us and enhance our teaching practices.

## **3:30 pm:**

Homework Club at the Senior School

I have the privilege of working in the Senior School library for Homework Club on Monday to Thursday from 3.30 pm to 5.30 pm.

I enjoy my time at the Senior School as I get to see and talk to my past students, seeing how much they have changed and grown over the years since they were last in the Junior School. I tell them how proud I am of them. I know how hard they are working and know that I played a small part in their learning and shaping them into the amazing young adults who I know will set the world alight.



***"I love working with the Junior School students because of the way they see the world, the stories they tell you, and how excited they are to learn."***

**FIONA WOODWARD**

# Why we love to teach...

I kind of accidentally fell into teaching! During a very boring Honours year of my Arts degree, I decided I hated the solitude of academic life. I enrolled in a Diploma of Teaching at Australian Catholic University so I could have a captive audience. I loved my first placement at St Leo's, an all-boys school in Melbourne, and have loved teaching ever since. I love the variety that each new year brings: a new cohort, new subjects, new students. It's certainly never boring! In my role, I feel privileged to work with students to plan their pathways.

**Lisa McDonald**

Leader of Learning: Pathways & Futures

I was tennis coaching while doing an Environmental Science degree at university, and I really enjoyed imparting knowledge and engaging the kids. I also have very fond memories of my time at school as a student at Saint Ignatius' College. So, after having finished my first degree and not enjoying my office job, I decided to do some more study and follow my heart.

**Adam Alessandrini**

Year 4 Teacher

I was encouraged to become a teacher by an older brother. If I had my time again, I would choose the same vocation. It is very gratifying knowing that I am helping to develop young people who as adults will shape and lead our world.

**Roberto Lombardi**

Teacher of Italian, Indonesian, & Religion

What I love the most about teaching is the relational nature of it. I love working with young people and experiencing the everyday connections, banter, and light bulb moments. Even though as teachers we are only a transitional place along a young person's journey, I think we can play such a pivotal role, even if we only pass by them on the road. The opportunity to walk alongside young people and help them grow and find their way is the most rewarding part of what I get to do every day.

**Holly Peters**

Teacher of English & AIF

I chose a career in teaching because I have a lifelong love of learning. I love opportunities to better understand the world around me, be that the way things work, or the way things used to be, or the ways in which people think. I continue to love teaching because I learn so much from my students. Seeing the world from their perspective leaves me in awe of the power of human thought and community.

**Vania Thurston**

Leader of Learning: English

What I like most about being a teacher is seeing students have those light bulb moments during learning tasks. Those moments are simply precious and rewarding. Plus, I like being able to recycle my jokes each year.

**Michael Cronin**

Year 3 Teacher

I chose a career in teaching because I witnessed the joy, fulfilment, and purpose it had brought my mother. She was a primary school teacher at a Dominican convent. Since I had a degree in Visual Art, and I did not want to be a full-time artist, I felt teaching would be a worthwhile endeavour. It has been a wonderful way to interact with both young people as well as a cross-section of highly educated, compassionate adults.

**Mary-Anne Hobbs**

Teacher of Art & AIF

I was inspired by so many of my wonderful teachers here at the College. They recognised and encouraged my gifts and talents to make a difference in the world, and what better way to do that than through education.

**Laura Brzezinski**

Teacher of English

My passion for teaching began in childhood, as I often played 'teacher' with my younger cousins. Now, as an educator, I find immense fulfilment in witnessing students grow in confidence and intelligence, and as individuals. I cherish nurturing their love for learning, fostering curiosity, and encouraging inquiry. Teaching is a journey of mutual growth and discovery, enriching me both professionally and personally.

**Georgia Kassara**

Year 4 Teacher and Grade Academic Coordinator

I enjoy being a teacher as each day is dynamic, filled with diverse student perspectives and preferences. This provides reflection, review, and adjustment of our work with a team of teachers being examples of positive collaboration for our students. It is a privilege to share in the successes and growth of all students while celebrating our shared faith.

**Lisa Cibich**

Teacher of Science, Mathematics, & Religion

I cherish the thought that I am, in some small way, making the world a better place by highlighting to students how kindness and service to others should be part of their education and more importantly something they take with them beyond their time at Saint Ignatius.

**Shane O'Brien**

Director of Mission, Teacher of Business Innovation & Religion

I chose a career in teaching shortly after having joined the Saint Ignatius' College OSHC. It was through this experience I saw the opportunity to be a part of a positive community that prioritises the whole child. Teaching is something I love because of the continual opportunities to provide students with meaningful learning experiences, not just in academics but in all areas of life. It is a profession that gives me a great amount of purpose as I help others have successes in each day.

**Josh Buick**

Year 1 Teacher



ADAM ALESSANDRINI WITH HIS 2023 YEAR 4 CLASS

# Making the world brighter

JESSICA MAZZONE (CLASS OF 2005)  
EDITOR

Kostka Senior Years House Leader, Andrew Stace, has dedicated himself to making a profound impact in the remote mountain communities of Nepal. His story is one of adventure, compassion, and unwavering dedication to uplifting lives half a world away.

Andrew Stace's journey to Nepal was unexpected—a quest to reach Tibet led him to the breathtaking landscapes and warm-hearted people of Nepal in 2001.

"I fell in love with the people," he recalls. "Despite having so little, they gave so much."

This encounter sparked a profound connection to the landlocked country that would draw him back time and time again. On one of his subsequent trips, Andrew was introduced to Adelaide mountaineer Duncan Chessell while running a father and son trekking trip for his former school. Duncan shared his sentiments for Nepal.

"During this time, we began talking about what we could do to give back to the people of Nepal using our skills and contacts," Andrew explains.

As a result, Andrew and Duncan joined forces to establish the Himalayan Development Foundation Australia (HDFA) in 2014. Their shared vision was clear: to provide sustainable support to mountain communities in Nepal.

"We work alongside remote mountain communities to help them with a hand up, not a handout. We aim to create communities where every child is educated by 2030," Andrew says.

Their plan takes a comprehensive approach that integrates education, healthcare, and livelihood development.

"We know that if parents and kids are healthy and they have sustainable and healthy food sources as well as opportunities for livelihood improvements/developments, their children are more likely to be able to attend and stay in school," Andrew explains.

"In one area we work which was devastated by the 2015 earthquakes and where child trafficking was an issue before the disaster, this approach has been extremely important in helping to keep children safe and to give them hope for the future."

Operating in remote regions presents formidable challenges—logistical hurdles, the constraints of limited resources, and language barriers—however, Andrew is pleased with the progress his organisation has made.

"This is changing thanks to our work as we have employed teachers of English in the schools to ensure that the next generation has better opportunities and to provide night classes to the illiterate adults in the community."

For Andrew, the most rewarding moments come from witnessing transformation firsthand. "The stories of success in these communities are what drive us," he shares. As a teacher, he finds profound fulfillment in knowing that HDFA's efforts resonate with the



GHUNSA SCHOOL STUDENTS AND TEACHERS



ANDREW AT THE HDFA GOAT FARM

values he imparts to his students here at home—compassion, empathy, and global citizenship.

Andrew has lost count of the number of times he has travelled to Nepal. He believes it would be more than 20 visits. This year the HDFA celebrates 10 years of work with the people in the country's remote mountain villages. The foundation's impact is evident, with over 20,000 lives directly influenced and \$2 million invested in sustainable development.

Andrew's encounters in Nepal have profoundly shaped his worldview.

"I've learned lessons in humility, patience, and appreciating life's simplicity," he reflects.

His work underscores the universal importance of education in shaping lives and fostering understanding and solidarity. His experiences have informed his teaching approach at the College, which inspires students to consider their impact on others.

Looking ahead, Andrew envisions empowered communities in Nepal charting their own course.

"My hope for the people we work with and all people in Nepal is that they are

empowered to make decisions about their own future," he shares.

"I hope to see them armed with the skills and knowledge they need to succeed."

To find out more about the Himalayan Development Foundation Australia, please visit [www.hdfa.org](http://www.hdfa.org)

***"I've learned lessons in humility, patience, and appreciating life's simplicity."***

ANDREW STACE

# Taking students to the highest of heights

JESSICA MAZZONE (CLASS OF 2005)  
EDITOR

Amongst our bright, confident, and dedicated student body exists a smaller group of students with extraordinary capabilities. Kathryn Wills, our school's Gifted and Talented Coordinator, has made it her mission to nurture these students and help them realise their greatest potential.

Kathryn Wills' journey into the field of gifted education began with her early teaching experience at Sydney Grammar, an academically selective boys' school. Her time there provided insight into the unique needs of academically gifted individuals and sparked a desire to continue working with them.

"I've always found gifted students inspiring," she says, reflecting on her journey.

"Working with students at this school gave me an insight into the needs of academically gifted students and how amazing they are. It showed me how valuable they can be to our society if educated well and encouraged to develop their gifts in order to serve others."

What keeps Kathryn energised in her role is the opportunity to engage with gifted students in meaningful ways. It's a dynamic process that keeps both teacher and student engaged and excited about learning.

"It allows me to stretch myself as I work with them to expand their knowledge and skills. In this space I am encouraged to question, reason, explore concepts and values, work collaboratively, and enter into interesting and challenging dialogue with the students," says Kathryn.

Identifying gifted students involves a variety of methods, Kathryn explains, from standardized testing to interviews with parents, and sometimes

psychological reports. It requires understanding the full range of a student's abilities, both intellectual and emotional.

Teachers working with gifted students require a mix of enthusiasm, approachability, and subject knowledge, according to Kathryn. Building trust and respect is crucial in fostering a positive learning environment for these students and keeping gifted students engaged requires careful planning.

***"In this space I am encouraged to question, reason, explore concepts and values, work collaboratively, and enter into interesting and challenging dialogue with the students."***

An important aspect of supporting gifted students to thrive is to provide opportunities for them to network and share ideas.

"There is a myriad of social and collaborative activities that the school provides," she explains.

"The Challenge Program in particular provides students with many opportunities for students of like minds to come together."

The goal for the College's Gifted and Talented Program is to create a supportive community where gifted students can reach their full potential, and this excites Kathryn. She reflects fondly on the many opportunities she is able to provide these brilliant young minds.

"Working with gifted students allows a teacher to be involved with them in many exciting experiences as they are guided through competitions at their level such as the Ethics Olympiad and the Da Vinci Decathlon, or excursions to apply their knowledge to the real world such as the Space School."

These students are offered the opportunity to complete the curriculum for a number of subjects ahead of regular practice. Many also choose to undertake university subjects whilst still at school.

Kathryn sees her gifted students as a source of inspiration for the talents they are able to celebrate and share with others.

"Gifted students are essential to our College as they provide inspiration to everyone in our school community," she says with certainty.

Inspiring also is Kathryn's dedication to the world of gifted education. In her care, the future of our gifted and talented students looks bright.





# What children teach us

## IGNATIUS EARLY YEARS STAFF

Staff at Ignatius Early Years reflect on the impact that being immersed in the world of a child has had on their own personal growth.

My favourite quote is a very short one: 'Nothing without joy.' These are the famous words spoken by Loris Malaguzzi, the founder of the schools and educational philosophy of Reggio Emilia.

This quote always makes me smile as I reflect on the way our IEY children find joy in everything – the patterned leaf they find on the ground, the way the bubbles float high into the air, the joy of mastering a new puzzle or the absolute joy of watching a child write their name independently for the very first time.

Everything we do should bring JOY for ourselves and others.

**Susan Lock**  
Educational Leader and  
Gold Room Teacher

I have learnt the value of developing close connections with the children by listening to their ideas to foster creativity, curiosity, collaboration, and resilience. The children have shown me that they are such capable citizens by sharing their thoughts, ideas and creative skills throughout this term.

**Harshini De Alwis**  
Gold Room Teacher

Young children teach you to slow down...to stop and smell the roses and notice the small and ordinary things in life.

**Rosemary Allen**  
Head of Ignatius Early Years

Working with three-year-olds gives you the opportunity to view the world from their eyes, which is quite often very different to how an adult would perceive things. The children have taught me not to take myself too seriously and to embrace my inner child and have fun.

**Danni Rypstra**  
Blue Room Teacher

Children have taught me to cherish simplicity, embrace curiosity, and find joy in everyday moments.

**Erin Forde**  
Red Room Teacher

The reason I chose to work with children is because I knew I wanted to make a difference in young people's lives. In the years since, I have learnt that it is the children who have, in fact, made a difference in my life. I have a thirst

for knowledge and learning and I feel like each new connection I make with a child only increases my understanding of the diversity that is Early Childhood. The wonders and awe that I get to enjoy everyday and the small, joyous moments we spend together are what I delight in.

**Chantelle Sudgen**  
Early Childhood educator and  
Administrative assistant

Children invite you into their play, where they teach you to have fun, be inquisitive and ask lots of questions, which in turn becomes a learning moment for both child and educator.

It's very interesting the conversations you can have in the sandpit while having cake made out of sand! This may sound simple but to a child it is extremely important that you care about and listen to their interests.

Children teach you that it is absolutely fine to stop and be there in the moment.

**Pina Jolly**  
Green Room Educator



# Gardening 101 with Jack and Neville

JESSICA MAZZONE  
EDITOR

Members of our Grounds and Maintenance Team, Neville Turnbull and Jack Gardiner, share their most basic gardening tips for beginners who are striving to achieve a luscious garden – or at least keep their orchid on the kitchen bench alive!

If you've noticed it's looking a little greener around our campuses, that's because our grounds and maintenance staff have been hard at work beautifying our spaces with native plants. This is being undertaken not only for aesthetic purposes but also as part of the College's commitment to sustainability.

Landscaping with Australian native plants is a simple yet effective way to support the health and wellbeing of our environment and local ecosystems. Native plants can adapt well to climate change, are less reliant on fertilisers and pesticides, and provide a vital source of food, shelter, and habitat for local fauna.

Since native plants require minimal upkeep, you can spend less time in the garden while still reaping the rewards of a beautiful green space.

Through this vegetation project, the College is pleased to be combatting the effects of land clearing in our country for agriculture and urban development. By increasing the number of Australian native plants in our grounds, we are helping to protect and conserve these species for future generations to enjoy.

As Grounds and Maintenance Manager, Neville has coordinated this project, which is being rolled out across our three

campuses. For Jack, an avid gardener (with a most fitting surname), the opportunity to connect with the earth, knowing that he will soon witness the flourishing fruits of his labour, is one of the better parts of his job.

Some top tips from the green thumbs are listed below.

- Don't over-water.
- Don't over-fertilise – fertilise twice a year.
- Before you prune, find out what kind of plant it is and how regularly you should be pruning it.
- Timing is everything – when to put fertiliser on, when to water.
- Always let a plant dry out before you water it again.
- When in doubt, don't! Ask an expert.

Thanks, gentlemen. You forgot to add: hire a gardener!



JACK GARDINER AND NEVILLE TURNBULL



# Passion for poetry

JESSICA MAZZONE (CLASS OF 2005)  
EDITOR

Teacher of English Holly Peters has spent much of her life fostering a love for poetry and creative expression. More recently she has become dedicated to making poetry more accessible and enjoyable for students at the College.

Holly's passion for poetry began in childhood. Her exposure to a range of literature during her younger years, from bush ballads to hip hop, sparked her desire to explore the literary art. It is the ability to evoke emotion that appeals to Holly most about poetry.

"I love that poetry is like a puzzle that everyone can put together differently, and it still makes sense. I love its ability to conjure images and feelings out of words and sounds in a way that is so much more economical and powerful than prose writing," says Holly.

In April last year, Holly's passion took her all the way to Greece where she participated in a poetry retreat — an immersive experience that involved both personal and professional development. Since returning from the retreat, Holly has made waves in the Senior School English department to bring poetry alive in her classes.

"I have a particular focus on spoken and performance poetry, which aims to give students a platform to build their confidence and their voice," says Holly.

"We have a lot of fun with it — lots of activities and sharing. I think poetry can be a tough gig for English teachers, and many students struggle to understand it or connect relevance to it, which becomes a barrier to enjoyment."

Holly has been pleased to witness the students' enthusiasm for the poetry lessons, which are helping them to

grow creatively. She believes the key to success is ensuring the lessons are a joyful experience.

"Prioritising relevance, relatability and enjoyment should always be at the heart of a good poetry unit. I've loved getting students to engage with a range of contemporary poetry, hip-hop, rap, and spoken word — it's really special when you see a student connect with a text they didn't expect to, or have a fire lit within them when they find ways to say

what they want to say."

"The creative process is such a fun one to be a part of, and it's a process I want students to understand and be able to apply to any situation. It's as much about individual expression as it is about collaboration, feedback, communication, and problem-solving. It's really cool when a student shares something that they are really proud of, and they have this huge surge of confidence that follows them after."



HOLLY PETERS DURING A POETRY PERFORMANCE

# Thank You

TO OUR TEACHERS  
AND ESOs...



HOLLY DURING THE POETRY RETREAT IN GREECE

Holly has adopted the philosophy of teachers as writers and as such has been engaging in her own writing practice of writing poetry and short stories. She has even performed at a handful of open mic and local poetry slams.

“My first open mic experience was absolutely terrifying,” she recalls.

“There were at least 70 in attendance, and I was nervous the whole time. But ... once I got up on stage, the nerves melted away. After that experience, I haven’t looked back and have taken on as many opportunities as I could ever since.”



It is difficult to discuss the achievements of the College community without first acknowledging the work of the staff who make these triumphs possible. Behind every student’s success is a cohort of teachers, coaches, leaders and support staff who not only extend their support in school but also offer lessons in resilience, collaboration, and love, that shape the development of the brilliant young people I am surrounded by. Behind every good learner is a better mentor, and may we continue to express our gratitude for these mentors daily, for the incredible role they play in the formation of the Ignatian.

**Mehar Bains (Year 11) on behalf of Saint Ignatius' College students**

# Foundation Board

SUSAN DODSON  
OUTGOING CHAIR OF FOUNDATION



***"Together, let us seize the opportunities that lie ahead, confident in the knowledge that with dedication, determination, and a spirit of collaboration, there is no limit to what we can achieve."***

SUSAN DODSON

## UNVEILING A MONUMENT IN GENEROSITY:

### INTRODUCING THE ANDREA POZZO CENTRE FOR ART, DESIGN, AND TECHNOLOGY

At the senior campus, a new architectural marvel stands proudly, embodying the collective dreams and aspirations of a community united in vision and purpose. With great pride and gratitude, we introduce to you the magnificent Andrea Pozzo Centre for Art, Design, and Technology, a testament to the power of philanthropy and the boundless possibilities it brings to fruition.

The Andrea Pozzo Centre for Art, Design, and Technology is more than just bricks and mortar: it is a beacon of innovation and progress, a place where ideas flourish and creativity knows no bounds. From its state-of-the-art facilities to its meticulously designed spaces, every aspect of this building has been created with a singular goal in mind — to inspire greatness and foster excellence in all who work and learn in it.

Behind every brick laid and every beam raised lies a story of unwavering generosity and unwavering commitment. As the Foundation celebrates the introduction of this building to the community, we pay tribute to the countless individuals and organisations whose selfless contributions have made this dream a reality.

To our donors, whose names will adorn walls in the surrounding gardens of the building, we extend our deepest gratitude. Your belief in our vision and your unwavering support have propelled us forward, empowering us to reach new heights and achieve the impossible. It is because of your generosity that the Andrea Pozzo Centre for Art, Design, and Technology stands today as a symbol of

opportunity and endless possibility. This building is poised to become a crucible of knowledge and innovation, shaping the future of our world for generations to come.

As we embark on this new chapter in the College's journey, let us not forget the responsibility that comes with privilege. Let us honour the legacy of generosity that has brought us to this moment by paying it forward, by extending a helping hand to those in need, and by investing in the dreams of tomorrow.

Together, let us seize the opportunities that lie ahead, confident in the knowledge that with dedication, determination, and a spirit of collaboration, there is no limit to what we can achieve.

On behalf of the Foundation, I extend our heartfelt thanks to every individual who has played a part in bringing the Andrea Pozzo Centre for Art, Design, and Technology to life. Your generosity has transformed a vision into reality, and for that, we will be forever grateful. As we embark on this new chapter, let us do so with hope in our hearts, courage in our actions, and gratitude for the countless blessings that surround us.

Welcome to the Andrea Pozzo Centre for Art, Design, and Technology, where dreams take flight, and the future shines bright.





# From the P&F

EMMA MARKS  
PARENTS & FRIENDS COMMITTEE PRESIDENT



## IGNATIUS FAIR: OUR BIGGEST ONE YET!

On 6 April 2024 the Ignatius Fair took place, and what a glorious day it was!

Starting at 12 noon and going through until 9 pm, we saw so many families come along throughout the day.

A range of food stalls, a sports bar, a kids zone, shopping stalls, and amusements set the scene, and the ongoing performances from our students throughout the day kept us all entertained. To finish the event on a high, our new Andre Pozzo Centre for Art, Design, and Technology was lit up with images of artwork by our students.

We couldn't have put on such a massive event without the help of all our volunteers and the support staff at the College. This is the biggest event run by the Parents and Friends Committee, so to see all the volunteers come together and generously give their time (with all we have going on) shows what the spirit of our community is all about.

I wish to especially thank our dedicated 2024 Ignatius Fair convenors, Nik Villios and Belinda Seatree. To all the stall convenors, the parent and student helpers, and the supporting staff at the College, we send a heartfelt thank you.

We are already planning a bigger and better Ignatius Fair next year, so stay tuned for ways that you can get involved!



P&F COMMITTEE MEMBERS: EMMA MARKS, BELINDA SEATREE, DEB RUMBELOW, & NIK VILLIOS



# Old Ignatian News

## CLASS OF 2023: SACE MERIT CEREMONY

On 8 February, the SACE Merit Ceremony was held at Government House to celebrate the state's highest achievers in the SACE 2023 – students who received multiple merits, or a Governor's Commendation.

Our Class of 2023 performed exceptionally well in the SACE with 36 students achieving 48 Merits - this included five Year 11 students and one Year 10 student. Merits were achieved in 14 subjects involving 24 teachers.

Mia Eliseo achieved the prestigious Governor of South Australia Commendation Excellence Award.



SACE AWARD RECIPIENTS: MIA ELISEO, LUCIE BAILEY, JESSICA O'GRADY, AND ZARA CARNEY

## CLASS OF 2023: WHERE ARE THEY NOW

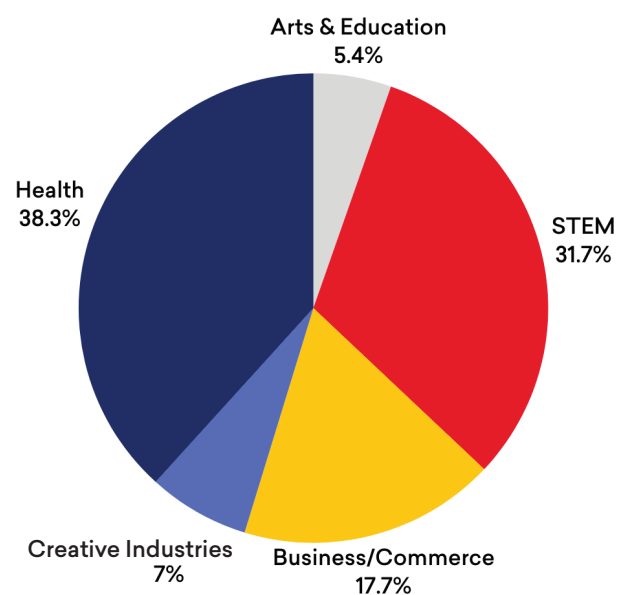
### UNIVERSITY COURSE DESTINATIONS

#### Top 6 degree choices

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

#### APPRENTICESHIPS

Two students are commencing apprenticeships: one in plumbing and one in bricklaying.



## OLD IGNATIAN ACHIEVEMENTS

In February, third-year cadet journalist Patrick Goldsmith (Class of 2020) scooped the Best Sports Story Award at the 2023 Country Press South Australia awards. Patrick received the award for his piece about Coobowie's Jamie Tape published in the *Yorke Peninsular Country Times*

In April, Stephanie Jersmann (Class of 2021) received the Women's College Standing Committee Prize from the Women's College within The University of Queensland. This is awarded to a Second Year resident who has achieved outstanding academic results in Science.



**STEPHANIE JERSMANN**

In April, Noah McDonald (Class of 2023) received an Andy Thomas Space Foundation Scholarship, awarded to first year Engineering students. Noah is currently completing a Bachelor of Mechanical Engineering (Honours).

In May, Lucy Fidock (Class of 2022) was granted a Women in Cybersecurity Scholarship by ESET. The scholarship, offered to an exemplary female university student within the STEM field, is part of the organisation's desire to promote women in the cybersecurity industry.

## SERVING THROUGH THE CARDONER NETWORK

Six students from the Class of 2023 as well as one Old Ignatian from the Class of 2018 are undertaking service experiences with the Cardoner Network this year.

The Jesuit-run organisation affords young adults opportunities to serve in developing communities and gain life-enhancing experiences. Participants may commit to short- and long-term volunteer placements in communities beyond their familiar territory.

Luke Henry and Nicholas Jaksa, both from the Class of 2023, and Daniel Belperio, Class of 2018, are currently volunteering in Thailand for six months. The Old Ignatians recently undertook a two-day mid-placement retreat in Malaysia. This was an opportunity to share, reflect on their experience to date, and discern how

they should approach their final three months of service.

Daniel has shared a reflection of his life-changing experiences so far:

"I am learning so much about myself. From being unexpectedly thrown in to teach Year 1s and 2s a different language on my second day with next to no preparation, to having conversations in English with university-aged students — they are experiences that I am cherishing and growing from."

In July, Hannah McBain ('23), Jessica O'Grady ('23), and Stella Trench ('23) will be fulfilling their volunteer placement in Wadeye, Northern Territory. Kylie Sun ('23) has been based at Bellarmine House in New South Wales.



**NICHOLAS JAKSA, DANIEL BELPERIO, AND LUKE HENRY**

# Teachers I remember

Mr Ian Gale, a highly passionate professional and motivated educator, inspired me to strive for excellence in my musical development at the College and provided me with invaluable opportunities, both within the College and externally in music industry settings. To see his vision for the inaugural USA music tour come to fruition in our graduating year was a privilege and an unforgettable life experience to be a part of.

**Anthony Janus ('03)**  
Arts Learning Leader, Cornerstone College

Mr Coffey's willingness to go above and beyond (in his personal time no less, and early in the morning before the start of school) to provide support, guidance and tutoring to myself and a friend is not only the reason I turned my economics result from a 12 (at mid-year) to a 17 out of 20 overall but is part of why I went on to pursue a degree involving economics!

Mr Coffey's selflessness is also a contributing factor as to why I so strongly believe in giving back to the College community today through my role on the Property & Building Committee.

**Richard Guerra ('97)**  
Executive Director, SA, Donald Cant Watts Corke

When answering my questions on a maths topic, Mrs Larsen would visibly light up with delight as she witnessed me grasping the

concepts. She genuinely wanted me to excel and instilled confidence in me because of the faith she had in my abilities. This is what stands out in my memory the most: her firm belief that I could exceed even my own expectations.

**Natalie Giordano (nee D'Onofrio, '99)**  
Early Childhood Educator

Miriam Doyle was my favourite teacher and an exceptional role model. She constantly empowered me, pushing me to excel in both sports and academics. Her dedication went beyond the classroom; I fondly recall her driving the bus on school camps and to water polo. Her support profoundly shaped my journey and made a lasting impact on my life.

**Abby Willoughby (nee Warhurst, '03)**  
People and Culture, Sportitude

Mr Dohse's fervent dedication to nurturing his students motivated me to pursue my interests and values with confidence. His guidance fostered resilience and empowered me to pursue my true passions, encouraging me to embrace my unique journey without reservation.

**Xavier Spizzo ('10)**  
Director/Clinical Lead, Pink Elephant Counselling & Psychotherapy

As I sit here at my desk, reading through never-ending documents and emails I really wish I paid more attention in Mr Teakle's science classes! Weekly science lessons with Mr Teakle were a rite of

passage at the Junior School in the '90s (and indeed long before this). Whether it was short-circuiting light bulbs and batteries, inflating cows' lungs with a bicycle pump, or using the first battery-operated robotic Lego kit (only one for the whole school!). Mr Teakle taught us all to be curious, collaborative and caring. And who could forget the weekend Rocket Club? Days of launching handmade miniature rockets into the air, with gunpowder-filled canisters, are things only children today could dream of!

**Sam Hooper ('07)**  
Senior Advisor, Australian Industry Group

As my netball coach during school and then as part of the Old Scholars team, Ms Doyle always had the ability to encourage, support and challenge me to be my best person all at once. She was never one to judge but rather embraced diversity, in all its forms, to encourage myself, and my teammates, to celebrate our differences and use them to stand out from the crowd.

**Julia Simcock (nee Pisaniello, '01)**  
HR / Office Manager (Business Owner) - Inspirations Paint Parafield

Lisa McDonald took the time to understand each student as a person and meet them where they were in an educational setting. She helped me unlock my passion for English and communications. I still carry her advice with me throughout my life.

**Katerina Mirasgentis ('15)**  
Events Officer, Saint Ignatius' College



PETER TEAKLE IN 1997

# Reflecting upon 40 years at Ignatius

DAVID HARBEN (CLASS OF 1971)

In 2023, David Harben concluded a distinguished and fulfilling teaching career spanning four decades at Saint Ignatius' College. Now retired from his role as a Senior School educator, he offers his perspective on the College's transformative journey during his tenure.



The evolution of teaching since I began my teaching at Saint Ignatius' College in 1983 has been remarkable. Our student cohort at Athelstone was around 780 students, with girls in Year 11 and 12 only. Year 7s were still being taught at Norwood. Our staff at Athelstone comprised eight Jesuit priests, one Jesuit brother (the inimitable Paul Callil), and 28 lay teachers.

Teaching was done using blackboards, books, and stationery. All textbooks and assorted needs were carried to and from school each day. Information was sourced from the library or encyclopedias at home. The school year comprised three equal-length terms. Reporting was done every term, and reports were all individually

hand-written. Tests were the most prominent of assessment tools used. Personalised learning, project-based learning, and practical assignments had not been understood across the educational sector. All students were taught the same work at the same time. Assessment tasks were given at the discretion of the individual teacher, with no 'one week' warning in place. Two or three days warning for tests was the norm.

The plant itself was still bereft of further buildings after those present when the College commenced in 1967. The new Xavier Wing was opened by Fr T Kelly in 1984. The top ovals still contained a great deal of clay-based soil, and winter sport on these ovals was an enormous challenge. Many sports teams, across both genders, performed remarkably well despite these obstacles. Our parent body was highly active and supportive. A recent influx of families from Vietnam had brought significant further diversity to our community. Second-generation children from a wide variety of ethnic backgrounds have continued to bring so much richness to us all.

Moving on, my most memorable time at the College was our move into co-education in 1995. We had had girls at the College in Years 11 and 12 for approximately 20 years prior to this. This full transition into co-education was the most significant success in the College's history. The girls' enthusiasm and willingness to embrace College ideals and their acceptance by all in

the community has been a joy to see. Significant credit must be given to the then Fr Greg O'Kelly and the Co-educational Committee, who began preparing for this change well prior to its implementation. The planning work that went before 1995 cannot be overstated.

***"The girls' enthusiasm and willingness to embrace College ideals and their acceptance by all in the community has been a joy to see."***

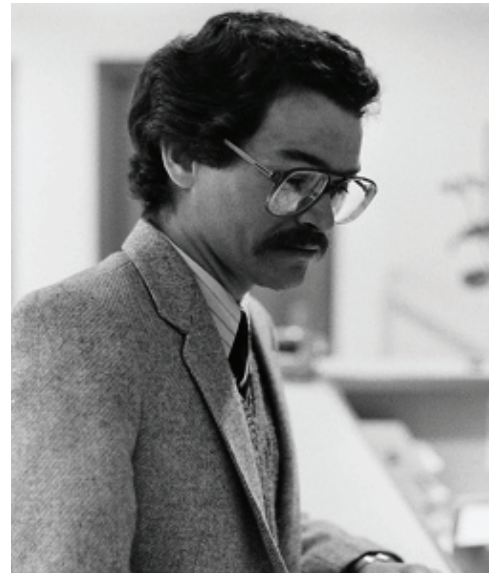
The enhanced building program in the past 15 or so years has been remarkable. The performing arts centre has given our students a wonderful opportunity to showcase their abilities and potentially aim for careers beyond school. The quality of drama and musical productions is quite breathtaking. The grounds themselves have had much work done to them. Excellent drainage has seen all ovals look a picture. The extended tennis and hockey spaces have meant that physical education classes, along with sport practice and weekend fixtures, are rarely impacted by weather issues.

It would be remiss of me not to mention the collective joy in the College when the First XVIII defeated Rostrevor in 2000. Whilst my role as coach might have been minimal, I know that all involved have lived off that moment on numerous occasions!





**ANTONY BAUZE AND DAVID HARBEN IN 2002**



**DAVID IN 1993**

On leaving teaching at the College, some clear losses to me have become clear. The day-to-day involvement with the students is something that I miss greatly. Whether it be the banter in the classroom or the chat while walking around at recess or lunch, it is an area of my life that has gone missing. The same issue relates to my colleagues, whose companionship and friendship I still cherish but I miss the immediacy of their company.

Teaching in a college of the quality of Saint Ignatius has been a privilege. I have been given the respect of the students, so I have been allowed to give of my best. Long may that continue.



**DAVID WITH THE 2010 YEAR 9 BOYS SOCCER DIVISION A TEAM**



**2003 MISSION FETE**



**CHRIS TOOME, PETER ROSSI, IAN DALES, ROCCO D'ONOFRIO AND DAVE HARBEN ALL COMMENCED TEACHING AT THE COLLEGE IN THE 1980'S**

# Old Ignatian News



LUKE SULLIVAN (2016) AND TRACEY SULLIVAN WELCOMED A BABY BOY, GORDON MICHAEL SULLIVAN, ON 23 DECEMBER 2023.



DANNY PANAGARIS (2007) AND CHRISTINA CAPARSO WELCOMED A BABY GIRL, IRIS PANAGARIS, ON 4 OCTOBER 2023.



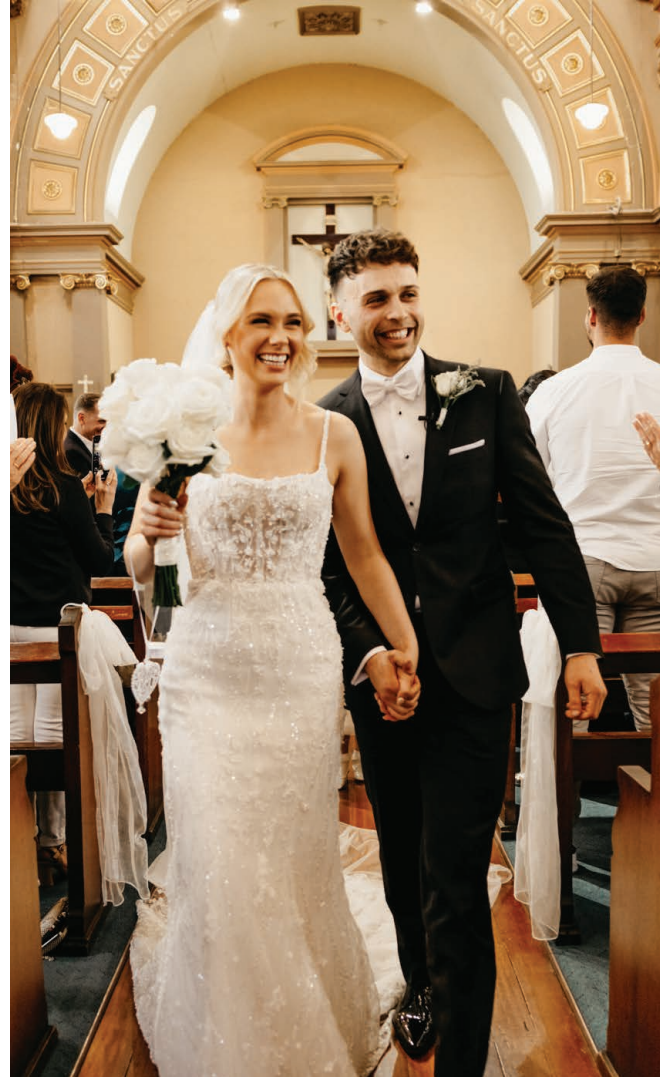
DANIKA TREMONTE (2013) MARRIED JOSIAH BAKER ON 1 NOVEMBER 2023.



BLAKE STEELE (2010) MARRIED TENILLE SCHAMMER ON 18 MARCH 2023.



**STEFAN ROSSI (2015) MARRIED LAURA CARR ON 25 NOVEMBER 2023.**



**CHRISTOPHER MAGLIO (2014) AND BRIGETTE STAPLETON (2015) WERE MARRIED ON 7 OCTOBER 2023.**

## **REQUIESCANT IN PACE**

Our sympathy is extended to families and friends of:

Christopher Ramsay McCarthy (1965)  
Brendan Patrick Ryan (1959)  
Franco Giacomo Moretti (1959)  
Michael John Peake (1964)  
Paul Gerard Doube (1970)  
Gregory Olbrich (1988)  
Christopher William Morris (1986)

Kathleen Patricia Tymukas  
Margaret Mary Hogan (Mary)  
Gerald Leland Dutcher (Leland)  
Helen Polomka  
Judith Ann Zollo  
David Hards  
Margaret Hourigan

Ivan Gill  
Angelo Kapnistis  
Brian Anthony Floreani  
Yvonne Slee  
Harry Smith  
Stella Tirimacco

**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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