# manresa

## Technology

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Saint Ignatius' College

# Contents

PHOTOGRAPHY FOR THIS ISSUE BY LUKE LIBRINO AND RANDY LARCOMBE

***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.

# Principal's Letter

LAUREN BROOKS

Not long ago, if a school wasn't rolling out iPads, interactive whiteboards, or coding classes, it was seen as behind the curve. Technology and innovation were considered one and the same. Fast forward a decade, and we're seeing a shift. Schools that prioritise handwriting, discussion, and human connection are now attracting national attention — and often, praise.

At Saint Ignatius' College, we're thinking deeply about these questions: When does technology enhance learning? When does it become a distraction? At what age are digital tools for learning appropriate? And how can we, together with families, support young people to stay grounded, curious, and connected — both in and out of the classroom?

For many families, these questions hit close to home. Managing technology in everyday life is no small task. As adults, we use our phones to check the weather, pay for coffee, read the news, send an email — and before we know it, we're deep into social media or scrolling through apps we didn't mean to open.

The smallest task often pulls us into something bigger, something addictive.

Our kids are navigating these challenges too, often without the language or tools to make sense of them. Quiet isn't always a sign of good behaviour. A child zoned out silently on a screen isn't necessarily a sign of calm or regulation. True self-regulation involves being able to manage emotions, focus attention, and respond appropriately to the environment around them. In contrast, zoning out silently in front of a device can bypass that developmental process, offering temporary stillness without the underlying emotional growth. We listened to our experts discuss this topic at our recent Tech Smart event; they suggested that over time, relying on screens for quiet or compliance can actually delay a child's ability to regulate themselves in real-world environments.

Perhaps sometimes the most joyful, engaged moments are in fact the loudest, messiest, and most alive. And that's something worth celebrating, not silencing.

We also shouldn't underestimate the value of low-tech solutions. In a world overflowing with digital messages, there's something refreshing about the tangible. For example, a printed copy of the *Manresa* in your letter box (!) often gets more attention than an email buried in an overflowing inbox. The College is continually reviewing our communication strategies and considering ways we can best keep you informed. It's a simple reminder for us all that not everything 'better' has to be digitised.

At Saint Ignatius' College, we're not anti-tech. We're pro-balance. We want to use the tools that serve us, and teach our kids to do the same, without being pulled away from what matters most. Real connection. Real curiosity. Real learning. Change is happening in schools — they're evolving deliberately, thoughtfully, and with students' best interests at heart. Educators continue to make thoughtful progress. They are the quiet innovators, balancing curriculum demands with real-world realities, often without the support or recognition they deserve.

***"At Saint Ignatius' College, we're not anti-tech. We're pro-balance. We want to use the tools that serve us, and teach our kids to do the same, without being pulled away from what matters most. Real connection. Real curiosity. Real learning."***

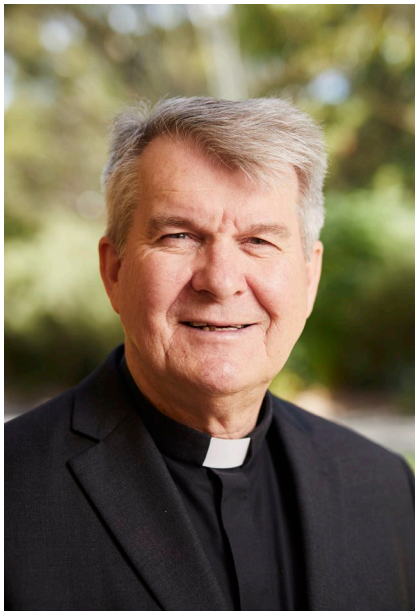
Ultimately, technology in education shouldn't be about extremes. The conversation should not be about banning all screens, nor should we be romanticising the past. But it is about wisdom. Thoughtful design. Intentional use. And, above all, people — because no app, no matter how smart, should replace the power and influence of a passionate, inspiring, caring teacher — or a classroom buzzing with real connection.

In the end, balance isn't just possible — it's essential.

**Lauren Brooks**
Principal

# From the Rector

FR PETER HOSKING SJ (CLASS OF 1974)



***"When we pay attention to where God is leading us, we not only feel stronger and more grounded, we become a source of peace and hope for others."***

FR PETER HOSKING SJ

It is easy to get caught up in endless scrolling, searching for something to grab our attention. But instead of feeling satisfied, we are often left feeling restless and empty. That emptiness is not from the Good Spirit.

Ignatian spirituality invites us to notice God's presence in everyday life, even when we are online. It encourages us to pay attention to what brings real peace and joy, versus what leaves us drained. In Galatians (5:22–23), Saint Paul reminds us that love, joy, and peace come from God, while feelings such as jealousy, anger, and hatred pull us away from the divine.

Saint Ignatius of Loyola knew this struggle well. After having been injured in battle, he spent months recovering and daydreaming. Sometimes he imagined fame and personal glory. Other times, he thought about the lives of the saints, ordinary people doing extraordinary things for God. At first, both kinds of thoughts seemed entertaining. But he noticed a difference: dreams of fame left him feeling empty, while thoughts of serving God filled him with lasting peace. This insight became the foundation of Ignatian discernment, paying attention to the thoughts and feelings that either draw us closer to God or pull us away.

Today, social media offers a new context for this discernment. Platforms such as Instagram and Snapchat focus on appearances, popularity, and instant approval. They create a world where self-worth depends on likes and comments, leaving many feeling insecure and disconnected. Endless scrolling through TikTok or YouTube might pass the time, but it rarely fills the heart. Instead, it fosters addictive behaviours, weakens attention spans, and leaves us craving more.

But there is a better way. Ignatius realised that true freedom comes from choosing practices that bring us closer to God. Today, that might mean stepping away from the endless scroll and choosing something life-giving, such as a quiet walk, a deep conversation, or something to nurture the soul. These simple moments help us reconnect with God's voice and find genuine peace.

More young people are rejecting the fake perfection of social media, choosing instead to invest in real relationships and rediscover their self-worth. This shift reminds us that the most meaningful things — love, truth, and beauty — cannot be measured by likes or comments.

The real adventure is learning to quiet the noise, connect with good people, and find true purpose. When we pay attention to where God is leading us, we not only feel stronger and more grounded, we become a source of peace and hope for others.

# College Board

SEAN KEENIHAN (CLASS OF 1988)
CHAIR OF COLLEGE BOARD

In a time of rapid information exchange, the lines between fact and opinion are becoming increasingly blurred. This shift poses new challenges for trusted institutions and erodes the public's confidence in them.

Social media, while offering unprecedented connectivity, also has the potential to amplify polarised views and deepen social divides.

We cannot afford to overlook this growing trend as it becomes normalised. Our response is to empower our young people to think critically and engage responsibly while also strengthening the bonds of trust, empathy, and shared mission that unite our community.

***"At the heart of our mission is the commitment to equip young people with the tools they need to navigate this complex world and, ultimately, reshape society into one that is just, sustainable, kind, and compassionate."***

At the heart of our mission is the commitment to equip young people with the tools they need to navigate this complex world and, ultimately, reshape society into one that is just, sustainable, kind, and compassionate.

Initiatives such as the College's recent Tech Smart summit exemplify this commitment, empowering parents and caregivers to foster a mindful and conscious approach to using social media, electronic devices, and smart technology within family life.

Programs such as Old Ignatians Week also play a vital role in strengthening the infrastructure that keeps our community closely connected and engaged.

Meanwhile, in other Board news, we continue to prioritise ongoing renewal. We are pleased to welcome Rishen Shekhar, who joins us as a new Board member, succeeding Wendy Hoad. We extend our sincere thanks to Wendy for her years of dedicated service.

Rishen is the acting Pro Vice-Chancellor (International) at the University of South Australia and brings extensive experience in the university sector. He is committed to advancing global student mobility, diversity, and employability. Rishen is also a proud parent of both a recent graduate and a current student at the College.

As well, we are fortunate to have Tessa Liberali, Michael Elias, and Paul Roocke as new members on our Finance and Audit Committee.

Tessa is a private tax and advisory manager with Deloitte Australia. Michael brings extensive experience in the not-for-profit sector, including as the CEO of the Community Business Bureau and formerly as a group CFO and general manager at the ACH Group.

Paul has worked for many years in the Catholic Education Office in South Australia, serving as Assistant Director – Finance and Infrastructure, and was also an executive officer of the South Australian Commission for Catholic Schools (SACCS).

Joining our Risk and Compliance Committee are two new members: current parent Chris Mifsud, an associate director of customer partnership at Datacom, and Kristian Roocke, the chief operating officer at Lutheran Homes Group.

I would also like to acknowledge the chairs of our committees: Marcus Black (Finance and Audit), Timothy Chia (Property and Building), Sarah Moller (Risk and Compliance), and Paula Capaldo (Nominations). The exceptional calibre of individuals on our Board is invaluable, and we deeply appreciate their voluntary contributions.

Elsewhere, the construction of the Magis Centre is progressing as planned. The Board is also focused on the path ahead, with continued commitment to advancing the College's Master Plan.

Significant progress has been made in identifying both short- and long-term needs, and we are grateful for the ongoing feedback from staff throughout this process. We remain on track to complete the Master Plan by the end of 2025.

Thank you for your continued support as we work together to shape the future of our school community.

# Raising Kids in the Digital Age

DR KIM BURLEY
CURRENT PARENT AND IGNATIUS ALLIANCE MEMBER

Drawing from personal experience and professional insight, Dr Kim Burley champions Ignatian values and calls for a renewed focus on holistic care in our technology-driven world.

My first experience of Ignatian education was from the sidelines in the 1980s when my brothers both attended the College following in the footsteps of our father, Brendan Burley (Class of 1964). The Ignatian term, cura personalis, meaning 'care for the whole person', has resonated with my family down the years as my son now continues the Burley tradition of attending the Senior School.

Yet how do we, as parents, care for the whole person in today's technology-driven world? Growing up in the digital age is very different from our childhood and remarkably different from our parents'. Most 2025 Year 12 students were born around the same time as the first smartphone was released in 2007 and, from then on, the way humans communicate and access information has evolved at breakneck speeds.

I write as a vulnerable parent of teens who constantly feels one step behind the ever-changing ways in which children engage with their friends and the wider world. But I also write as a university lecturer and researcher overseeing degrees that teach social media, organisational communication, and public relations. The attention economy has stolen our focus as well as that of our children, monetising our time and our concentration. For developing minds, this has a negative impact on children's cognitive functions, wellbeing, and social skills.

KIM'S SON, OSCAR GROVES

***"We need to teach our children that their identities and sense of self are independent of a mediated world of text messages, streaming services, social media, and its so-called 'influencers'."***

DR KIM BURLEY

I am proud that my son attends a school that has adopted Tech Smart Tuesdays and that the school is governed by brave leadership from our Principal Lauren Brooks and the school Board. In my university teaching career, my favourite classes have been those when the laptops were closed, and students where engaged in robust debates and conversations about ideas and concepts.

I am also proud that South Australia leads the way in social media reform for under 16s under our Premier Peter Malinauskas. I advocate strongly for parents and children to engage in face-to-face conversations about their beliefs and values without the presence of technology as much as possible. During dinner is one opportunity for this and, for us, on car trips to sporting commitments is another.

As a parent, I am the first to admit that I have made many mistakes in how much I've allowed the pervasiveness of

KIM BURLEY WITH HER FATHER BRENDAN (CLASS OF 1964), MOTHER STEPHANIE, AND BROTHERS HAMISH (CLASS OF 1993) AND SIMON (CLASS OF 1989)

technology into my home. On one hand, there are the appealing opportunities to remain constantly connected to our children and on the other, you have to be vigilant of online threats, which expends challenging amounts of emotional labour.

If we are to successfully care for the whole person, we need to teach our children that their identities and sense of self are independent of a mediated world of text messages, streaming services, social media, and its so-called 'influencers'. This ability to be discerning will also help in their future careers. Being able to critically analyse mediated communication and online representations I believe is vital for all young adults.

In a time when humans are more digitally connected that ever before, the more opportunities we can give our kids to build confidence conversing in real time, in a range of situations, the more they can build and practice skills that will help them in the future as they grow up. We want to give them the best chance possible to learn how to build trust and determine compatibility in relationships and lasting friendships.

# Introducing: The Ignatius Alliance

Meet some of the Ignatius Alliance Steering Committee members.

Following the Australian Government's announcement of upcoming social media restrictions for under-16s, our College recognised the need to act now. The reforms represent not just a legal shift but a cultural one, requiring collaboration, education, and collective commitment.

The Ignatius Alliance was formed as a proactive and inclusive initiative, bringing together parents, staff, students, and expert voices to support a safe and healthy approach to engaging in the digital world. More than just a response to legislation, the Alliance is a community-driven platform committed to ongoing digital wellbeing.

At its heart is a dedicated parent-led steering committee, guiding the direction of the Alliance and championing initiatives that put families and young people first. The group has already influenced significant projects, including the Tech Smart event, and continues to drive momentum for meaningful change.

## JANE MCCAFFREY

Jane McCaffrey is the South Australia Program Manager at The Cardoner Network, a Jesuit organisation offering post-graduation volunteering experiences. Concerned about the impact of screen use on children, she played a key role in founding the Ignatius Alliance to help families navigate the digital age with greater intentionality.

As a mother, she advocates for setting clear boundaries around technology and believes in leading by example. For her, creating a healthier digital culture starts with honest conversations, practical choices, and the courage to do things differently — not out of fear, but out of care and responsibility.


**SCAN THE QR CODE TO ACCESS OUR TECH SMART GUIDE — A VALUABLE RESOURCE DEVELOPED TO SUPPORT FAMILIES AND OUR WIDER COMMUNITY.**

This guide provides practical advice and knowledge to help integrate digital entertainment and devices into family life in healthy and intentional ways. It also explores smartphone alternatives and strategies for setting thoughtful boundaries around screen use, supporting a balanced and informed approach to technology at home.

## DAVID TOWNSEND

David Townsend is a Detective Sergeant with South Australia Police. Previously, he specialised in investigations into online child sexual offences. Now he focuses on the growing threat of online radicalisation. Witnessing the devastating consequences of these dangers firsthand led him to join the Alliance and contribute to building a safer digital environment for young people.

Drawing from his professional experience, he encourages parents to stay engaged in their children's online lives by asking questions, taking interest, and even participating. He believes this kind of involvement helps build trust and keeps families better informed and protected.

## ELLA MCKINLEY

Ella McKinley is the Global Sustainability Lead at Culture Amp, one of the world's leading private cloud companies. As a parent working in the tech industry, she understands both the potential and the pitfalls of technology — from addictive design features to concerns around mental health and safety.

At home, she and her husband take a hands-on approach, replacing screen time with creative activities and limiting digital distractions by removing social media and unnecessary apps. She also supports safer tech alternatives, such as cellular watches and 'wise phones', as practical tools for healthier digital habits.

## DR MAGGIE CENTENERA

Dr Maggie Centenera (Class of 1996) is a Senior Research Fellow at the University of Adelaide and the South Australian Health and Medical Research Institute, where her work focuses on improving treatments for men with prostate cancer. As both a researcher and a parent, she became concerned by the mounting data around the harmful effects of excessive screen use and social media on children.

In response, she has limited her own children's digital exposure from an early age and is committed to keeping them off social media. She believes the Alliance will empower parents with the tools, information, and confidence needed to shape a future where childhood is defined less by screens and more by real-world connection.

# Becoming Tech Smart

CARLA CARUSO
WRITER

## Experts from around the country spoke at a special College event, helping families to guide young people in navigating the digital world safely and responsibly.

***Trigger Warning: This article contains content that some readers may find distressing or triggering. Reader discretion is advised.***

There was barely a dry eye in the Flynn Theatre when SmackTalk's Wayne Holdsworth made his keynote address on 3 April.

Wayne was speaking to parents, caregivers and the wider community as part of the College's Tech Smart event – an initiative driven by the Ignatius Parent Alliance.

Wayne's 17-year-old son, Mac, was duped in a cruel sextortion con on Instagram, in which a scammer threatened to distribute a nude photo of him. Following the scam, Mac tragically died by suicide at his Melbourne home in 2023. Wayne made the discovery when he went to wake Mac that morning.

Desperate for his son's death not to be in vain, Wayne started up the non-profit organisation, SmackTalk, in 2024 to raise awareness about online threats and promote mental fitness.

"I've done some hard things in my life and had some challenges like we all have, and I'm sure in the future I'll do some hard things," Wayne told the 270-strong crowd at the College event.

"But I'll never, ever, ever do something as hard as I did that morning … to walk out into the kitchen and to tell Mac's 14-year-old sister that he had passed away."

Wayne said his son was 'a normal kid' who loved his footy. "When Mac was extorted, he changed dramatically. He became withdrawn. He gave away the captaincy of the football club, which meant so much to him. He became introverted."

LAUREN BROOKS, WAYNE HOLDSWORTH, AND SOUTH AUSTRALIAN PREMIER PETER MALINAUSKAS

Later in his address, Wayne spoke about his elation at Australia's strict new laws, banning social media for children aged under 16. "We've got to take these tech companies on; we can't sit back and wait any longer. The legislation that is going to be implemented at the end of this year is significant for this country. It's a significant time in this country's history."

In closing, Wayne gifted a baseball cap to Principal Lauren Brooks, which included Mac's favourite number, 16, and promoted Unplug24 – a national day calling for people to step away from social media for 24 hours on Mac's anniversary, 24 October.

South Australian Premier Peter Malinauskas – a current parent at the College – was also a keynote speaker at the Tech Smart event. He touched on the initiative to restrict social media access for children too, which was originally only state-level.

The initiative was inspired by his wife, Annabel West, after she'd read Jonathan Haidt's *The Anxious Generation*.

"She put the book down and turned to me and said, 'You've got to read this and then you've got to try and do something about it'," Premier Malinauskas told the audience at the Tech Smart event.

His push led to a broader federal response, with Prime Minister Anthony Albanese's government introducing a


JODIE ODDY, MADHAVI NAWANA PARKER, DR SIMON WILKSCH, AND DR DANIELLE EINSTEIN

nationwide version of the policy.

"I was very proud of the fact that by the end of the last year, Australia became the first jurisdiction anywhere in the world to legislate a social media age limit for every young person under the age of 16," the Premier said.

"There is now an extraordinary body of peer-reviewed research that makes it abundantly clear that social media is actively doing young people harm in terms of their mental health. This is not in dispute ... but more than that is the fact that these social media companies are actively industrialising addiction."

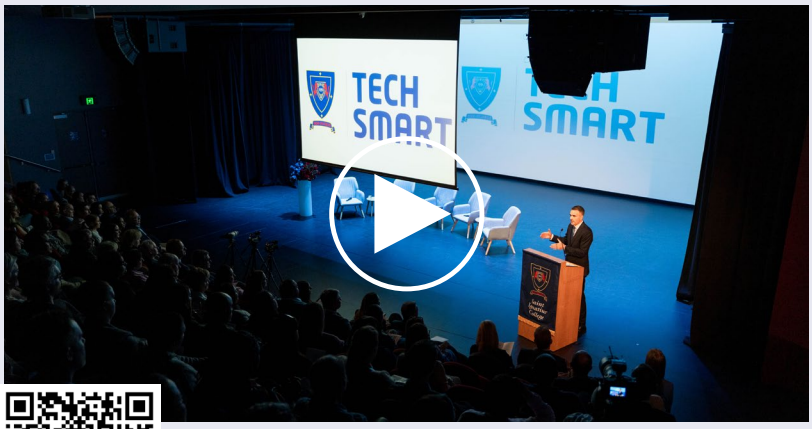
The Tech Smart event also included two panel discussions, facilitated by journalist and Nova 919 breakfast show co-host Jodie Oddy – another current parent at the College.

Those speaking on the first panel were clinical psychologist Dr Simon Wilksch (who specialises in eating disorders and child psychology), adolescent social media and anxiety research expert Dr Danielle Einstein, Heads Up Alliance co-founder Dany Elachi, and Positive Minds Australia director Madhavi Nawana Parker.

A second panel involved steering committee members of the Ignatius Alliance, including media and communications expert Dr Kim Burley, SA Police detective sergeant David Townsend, and Cardoner Network SA program manager Jane McCaffrey.

In line with the event, the College has launched a Tech Smart Tuesday initiative, encouraging students and staff to reduce their technology use and prioritise human connection every Tuesday.

**If you or someone you know is struggling, please reach out for support – you can contact Lifeline on 13 11 14, available 24/7.**




SCAN THE QR CODE TO WATCH THE FULL TECH SMART EVENT ON THE COLLEGE'S OFFICIAL SPOTIFY PODCAST, *IGNATIUS TALKING*.

# Teaching in the Age of AI

VANIA THURSTON
LEADER OF LEARNING — ENGLISH

## Instilling a lifelong love of learning through authenticity and connection: what is the role of the teacher in the digital revolution?

As teachers, many of us have a love of learning and innovation and many of us have eagerly adopted new practices over the years, as digital technology has evolved.

My own journey begins with memories of beginning university submitting handwritten essays and gradually adopting exciting new possibilities inherent in the use of the word processors, accessed via the university 'computer labs'.

Over the years, I've seen overhead projectors give way to Promethean boards, and video cassettes and DVDs — once played on televisions wheeled into classrooms — replaced by the near-limitless possibilities of the ClickView exchange.

However, sometimes that enthusiasm for innovation has been accompanied by a sense of loss. I have always thought that it's incredibly important to ensure learning across a range of modalities and I have always, unapologetically, required my students to read physical printed texts in English lessons, as a way of remaining connected with the tactile pleasures of books.

***"Without the temptation to double-check their thinking on their devices, students are making thoughtful and authentic contributions to class discussions and demonstrating increased complexity in critical thinking."***

VANIA THURSTON

Since the advent of ChatGPT in November 2022, we have been grappling with our mission as educators in the English department. If an essay can be easily generated by AI, why would it be important to teach students critical thinking via written composition? My students put it best when they told me that writing is important so that they can "express what is in our heads". Written and spoken language unlock our deepest thoughts and desires, and being able to clearly and accurately communicate that to each other is one of the most human impulses across time. Without foundational skills and training in language and literacy development, our students will forever be trapped by the application that attempts to articulate their thoughts and will ultimately lose agency and power. I think our mission as English teachers at a secondary level is very clear: we must ensure development of foundational skills to a level of sophistication that then allows our young people to be critical and creative thinkers who know how to leverage new technologies for human endeavour.

I was very pleased with the introduction of the Tech Smart Tuesday initiative, as a way of reclaiming some balance in our students' lives and creating that space and pedagogical diversity for deep thinking and engagement to occur.

In English, this has allowed teachers to embrace opportunities for low stakes handwriting. This, in turn, enhances reading comprehension levels and opportunities for deep reading, reading aloud, Socratic seminars, reading groups, class debates and discussions, role-play activities, board games, interviews, active 'games' such as character hot seat or celebrity heads, 'speed dating' (discussing ideas and responses in timed session with a few others in the class), demonstrating comprehension of a passage by illustrating it, and heading outside to read poetry aloud and write in journals. These are just a few things that teachers have shared with me, and they are all classroom practices that we have all been using and will continue to use on any day of the week, not just Tuesdays. Probably the best outcome of these methodologies in an English classroom is watching the flourishing of confidence. Without the temptation to double-check their thinking on their devices, students are making thoughtful and authentic contributions to class discussions and demonstrating increased complexity in critical thinking.

Understanding that their own thinking is valuable and important is key to lifelong learning.

# College News

## Blessing and Opening of Nature Play

On 5 May, our Junior School Nature Playground was officially blessed and opened, bringing to life a space inspired by our students' ideas and their passion for the natural world.

Designed to encourage creativity, exploration, and active play, the playground features a variety of natural elements that engage our children's curiosity and imagination.

On opening day, students enthusiastically embraced the new environment, climbing, discovering, and enjoying the outdoors.

This thoughtfully crafted space not only enhances playtime but also supports learning and wellbeing, making it a valuable addition to our Junior School campus.

FR PETER HOSKING SJ BLESSING THE NATURE PLAY AREA

STUDENTS EXPLORING AND ENJOYING THE NEW NATURE PLAY AREA ON OPENING DAY

## A Return of the China Tour

As part of the expansion of the College's Outside Ignatius programs, the first China Tour since 2018 took place in April.

Over 13 days, 25 students fully immersed themselves in Chinese culture, visiting iconic landmarks and participating in traditional activities. They also toured local high schools to gain firsthand insight into China's education system and build connections with local students.

A visit to the Jesuit heritage site at Saint Ignatius Cathedral in Shanghai further enriched their experience.

STUDENTS DRESSED IN TRADITIONAL CHINESE ATTIRE DURING THEIR CULTURAL TOUR

## First for Jesuit Football

In April, the Senior School hosted the inaugural Jesuit Australian Rules Football Carnival.

We welcomed students from Saint Aloysius College (NSW), Saint Ignatius' College Riverview (NSW), and Xavier College (VIC), offering them a unique opportunity to unite through a shared passion for the game and to celebrate the Jesuit educational tradition that connects our communities.

The event also provided a platform for students to build connections beyond the field, strengthening ties between schools and deepening their experience of our broader Jesuit network.

It was a memorable start to what promises to become a much-anticipated tradition for years to come.


**PARTICIPANTS OF THE INAUGURAL JESUIT AUSTRALIAN RULES FOOTBALL CARNIVAL GATHERED AT NORWOOD OVAL**

## The BIG Water Walk

In Term 1, each Junior School class participated in The BIG Water Walk, collectively covering an impressive 126km.

This initiative supports communities in Africa, Asia, and the Pacific, who walk long distances daily to access clean water.

Through their efforts, our students contributed to the College's total fundraising of $11,500 for Caritas' Project Compassion, supporting vital projects that improve access to safe water.

The walk not only promoted physical activity but also raised awareness of global water challenges, inspiring our students to make a meaningful impact on communities worldwide.

# College News

## Governor's Civics Awards

Congratulations to Nathan Murawala who, received a prestigious Governor's Civics Award for his outstanding persuasive writing on the importance of understanding the history of early settlers in nineteenth-century South Australia. The award was presented by Her Excellency the Honourable Frances Adamson AC, Governor of South Australia.

Students Jessica Qian also received a medallion and Olivia Cotton was awarded a merit certificate as part of the Governor's Civics Awards. These acknowledgements highlight strong engagement with civics education and excellence in academic achievement.


NATHAN MURAWALA RECEIVING THE GOVERNOR'S CIVICS AWARD FROM HER EXCELLENCY THE HONOURABLE FRANCES ADAMSON AC, GOVERNOR OF SOUTH AUSTRALIA, IN RECOGNITION OF HIS OUTSTANDING ACHIEVEMENT

## High Performance Athletes Make Senior Sporting Debuts

Students of the College's High Performance Program have earned senior-level selections, showcasing their dedication to athlete development.

- Martha Roberts debuted in the South Australia Cricket Association (SACA) Women's 1st Grade for Kensington District Cricket Club.
- Liam Murphy made his South Australia Cricket Association (SACA) Men's 1st Grade debut for Prospect District Cricket Club
- Lily Whiteman debuted in the South Australian Football League (SANFLW) Round 7 for Sturt Football Club

Their achievements mark major milestones in their sporting journeys.


MARTHA ROBERTS' SOUTH AUSTRALIAN CRICKET ASSOCIATION SELECTION


## Harmony Week Activities Celebrate Diversity and Inclusion

Harmony Week at the College was a vibrant and meaningful celebration of cultural diversity, inclusion, and community spirit across the Junior School. Throughout the week, students engaged in a variety of activities designed to promote respect, kindness, and unity within the school and beyond.

The week began with a whole-school Harmony Liturgy held in the Church, led by Year 5 Blue, focusing on the core values of respect for others, appreciation of cultural diversity, and the shared responsibility to create inclusive communities.

Student Leaders hosted a Storytelling Circle in the Mary MacKillop Library, sharing traditional stories from various cultures. This encouraged students to listen, learn, and appreciate different perspectives, highlighting the power of storytelling in fostering empathy and connection.

Creative expression was a key part of the week, with students participating in cultural art projects and exploring traditional dances. These activities celebrated the richness of global cultures and allowed students to engage through hands-on creativity and movement.

Buddy class activities offered opportunities for meaningful conversations about culture and inclusion. For example, Year 4 Gold and its buddy class, Year 2 Red, created friendship bracelets as symbols of diversity and connection. Each buddy class embraced the spirit of Harmony Week in their own way, participating in crafts, discussions, and shared reflections. A special treat of ice-blocks during lunch added a refreshing and joyful element to the celebrations.

The week concluded with students wearing a splash of orange — a colour representing communication, warmth, and mutual respect. This vibrant display underscored the community's commitment to fostering a safe, welcoming environment where everyone belongs.

# College News

## Virtual War Memorial Australia Awards

Several students were recently recognised at the Virtual War Memorial Australia (VWMA) Student Excellence Awards evening for their contributions to preserving Australia's military history.

As part of the VWMA Schools Program, all Year 9 students at the College research and write biographies of Australian service personnel. These are added to the national archive to ensure their stories are remembered.

This year's recipients were Leila Randell (Year 11), who was awarded the Premier's ANZAC Spirit School Prize, and Connor Teh and Thomas Nath (Year 10), recognised for excellence in ANZAC Soldier Research and Biography.


LEILA RANDELL RECEIVING THE PREMIER'S ANZAC SPIRIT SCHOOL PRIZE FROM BLAIR BOYER MP, MINISTER FOR EDUCATION, TRAINING AND SKILLS

## Nicholas Recognised for Ecological Impact

Congratulations to Nicholas Hauschild, who has been awarded the Laudato Si' Award at the 2025 Catholic Education South Australia Awards. This honour recognises Nicholas's outstanding commitment to ecological conversion, eco-spirituality, and social justice, inspired by Pope Francis' call to care for our common home.

As the Senior School's Sustainability Coordinator, Nicholas has led a number of impactful initiatives and implemented protocols that have significantly strengthened the College's environmental practices. His leadership has helped foster a culture of sustainability that continues to shape and inspire our school community.

NICHOLAS HAUSCHILD WITH STUDENT LEADERS ANNIE NATH AND SABINA STROJEK, TAKING PART IN A FIFTH CREEK CLEAN-UP AS PART OF THE COLLEGE'S ONGOING ENVIRONMENTAL SUSTAINABILITY EFFORTS

## National Constitution Convention

Year 12 student Yianni Datsopoulos participated in the 30th National Schools Constitutional Convention in Canberra, joining 120 students from across Australia selected through a competitive process. The event, held at the Museum of Australian Democracy at Old Parliament House, focused on the topic: *Revisiting Sections 51ii and 90 to Reimagine Australia's Fiscal Federalism.*

Over three days, delegates engaged in discussions on federal tax reform, expert-led workshops, formal debates, and a mock referendum conducted by the Australian Electoral Commission. The program also included visits to Parliament House, attendance at the Federal Budget Speech and Question Time, and a meeting with the Governor-General, Her Excellency the Honourable Ms Sam Mostyn AC.

A communiqué summarising the outcomes of the convention will be presented to the President of the Senate and tabled in Federal Parliament.

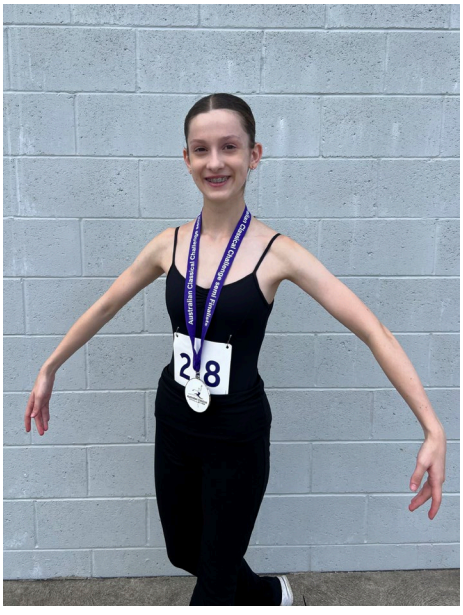
YIANNI DATSOPOULOS AT PARLIAMENT HOUSE, CANBERRA

## Ballet Star in the Making

Maisie Stark participated in the Australian Classical Challenge, a highly competitive ballet event held in Newcastle, New South Wales.

The four-day program included masterclasses and performance assessments by industry experts.

After having progressed through several rounds, Maisie successfully reached the semifinals, demonstrating strong technique and artistry among some of the nation's most talented young dancers.




MAISIE STARK AT THE AUSTRALIAN CLASSICAL CHALLENGE

# College Life

FIRST DAY OF TERM 1 (IEY)

SWIMMING CARNIVAL (SS)

XAVIER HOUSE GATHERING (SS)

FIRST DAY OF RECEPTION (JS)

SMOKING CEREMONY RECONCILIATION ROUND (SS)


GRANDPARENTS DAY (JS)

LITURGY (JS)


MOTHER'S DAY (IEY)

WOMEN IN POLITICS FORUM (SS)

YEAR 7 IGXPERIENCE (SS)

MUSIC CAMP (JS)

JUNIOR PRIMARY SPORTS DAY (JS)

# 2025 Student Leadership

Meet our College Captains, Gabrielle (Gaby) Elias and Tumbika (Tumbi) Kalua.

**WHAT LEGACY WOULD YOU LIKE TO LEAVE AS 2025 COLLEGE CAPTAIN?**

**GABY:** I hope to cultivate a strong sense of identity and belonging within our community through student individuality while fostering unity across Houses and year levels. Above all, I aspire to lead with authenticity, inspiring actions rooted in inclusion, compassion, and a shared commitment to forming genuine connections within my community.

**TUMBI:** I hope to inspire the upcoming year groups and help strengthen the bonds within our community, especially among the students. My goal is for everyone to feel a sense of belonging, knowing that their unique qualities play a vital role in shaping the rich and diverse community that makes our College so special.

**WHAT HAS BEEN THE HIGHLIGHT OF YOUR FINAL YEAR SO FAR?**

**GABY:** Too many to count! I have loved the opportunity to form deeper connections with my cohort, particularly during our Senior Sunrise and Year 12 retreat. These energetic events have allowed me to reflect upon the journey we've all been through together and fill me with excitement for the year ahead!

**TUMBI:** Seeing the togetherness of the Year 12 cohort. Throughout the year, we've had so many opportunities to connect, whether by strengthening old friendships or forming new ones. It's been really special to be part of a group that supports one another, and I think that sense of community is something that runs throughout the whole College.

**USE ONE WORD TO DESCRIBE THE CLASS OF 2025.**

**GABY:** Driven.

**TUMBI:** Synergised.

**PROUDEST ACHIEVEMENT DURING YOUR TIME AT THE COLLEGE?**

**GABY:** Looking back to 2022, reaching the national finals in Public Speaking for both Rostrum Voice of Youth and Legacy. I had the privilege of competing in Sydney and Launceston, where I was honoured to place as a runner-up in Rostrum and as a winner in Legacy. This experience allowed me to build lifelong connections with like-minded young people and gain a deeper understanding of what truly drives me.

**TUMBI:** The 2024 Jesuit Soccer Carnival in Sydney was definitely a highlight. Our team not only built strong connections but also created memories that will last a lifetime. I was lucky enough to be named one of the players of the tournament in a team that made it to the final. It was truly an irreplaceable experience.

**WHAT IS YOUR FAVOURITE SUBJECT?**

**GABY:** Definitely my 'English Lit' class. Trust me, the discussions are always eye-opening!

**TUMBI:** I love them all the same ...

**WHERE DO YOU SEE YOURSELF IN FIVE YEARS?**

**GABY:** In five years, I could be wrapping up a university degree, maybe in law, or perhaps I'll be following a completely unexpected path. I hope to be fully immersed in my passion for language learning and travel, discovering new cultures and building meaningful relationships abroad. I could even be studying or working interstate or overseas! I also see myself surrounded by family and friends, who will continue to be a big influence and source of support in my life.

**TUMBI:** Somewhere in the field of sport. Playing football professionally would definitely be the dream and is my ultimate goal.

**WHAT IS YOUR GREATEST TAKEAWAY FROM YOUR TIME AT SAINT IGNATIUS' COLLEGE?**

**GABY:** The true power of community. I've learned that a strong community isn't just about being surrounded by people; it's about the shared values and experiences that bind us together. I've seen firsthand how the strength of our school spirit can create an environment of love and inclusion. These footprints will continue to guide future Ignatians, as we are shaped by our school, and in turn, shape those who follow.

**TUMBI:** The idea of servant leadership. Now that I'm lucky enough to hold a leadership role, I strive to lead with empathy and compassion, ensuring I lead from within. I believe this approach is something I can apply to so many aspects of my everyday life.

**WHAT ADVICE WOULD YOU GIVE TO YOUNGER STUDENTS?**

**GABY:** Just say yes! Take every opportunity that comes your way, whether it's making a new friend, taking on a challenge, or stepping into something unfamiliar. These experiences will shape your journey in ways you cannot predict, pushing you to grow, discover new possibilities, and become more confident in who you are.

**TUMBI:** I know it's something that gets said a lot, but genuinely get involved. Some of my best memories come from situations you never expected to find yourself in. So, put yourself out there, whether it's with people, events, or experiences, and those unforgettable moments will follow.

**LET'S TALK TECHNOLOGY. DO YOU THINK STUDENTS ARE BECOMING TOO RELIANT ON TECHNOLOGY, OR DO YOU BELIEVE IT'S A NECESSARY PART OF MODERN EDUCATION?**

**GABY:** There isn't a clear-cut answer to this question. I believe that it is unrealistic to remove the influence of technology in modern education as its innovation guides our increasingly digital world. However, the real challenge lies in how we, as students, engage with it – whether we control technology as a learning tool or allow it to control us. Ultimately, education goes beyond simply imparting information; it encompasses critical thinking, creativity, and experiences that can never be replicated through a screen.

**TUMBI:** I think this is such a layered question, and there are strong points to be made on both sides. The truth is, technology is only going to become more integrated into our everyday lives because it makes things easier and saves so much time. That said, I still believe that especially, at a younger age, there are many skills that technology can't provide, whether they're social, educational, or just basic life skills. It's crucial to find a balance between when technology is truly beneficial and when we can make the most of what's in front of us without relying on it.


IGNATIUS
IGNATIUS

# Q&A with Jessica and Samuel

Get to know our Year 6 Leaders, Jessica Qian (Regis House) and Samuel Turner (Campion House).

**WHAT MADE YOU WANT TO BECOME A STUDENT LEADER?**

**JESSICA:** I wanted to be a student leader so I could help younger kids, be a good role model for the school, and be part of making some important decisions.

**SAMUEL:** I love getting involved in sport, and being a Campion House leader is awesome because I get to help out with all the events and activities.

**WHAT DO YOU THINK MAKES A GREAT LEADER?**

**JESSICA:** A great leader has good ideas and shares them, but also listens to others and works well with everyone.

**SAMUEL:** Someone who listens to people, includes their ideas, sets a good example, and helps others feel confident.

**HOW DO YOU HELP OTHER STUDENTS FEEL INCLUDED?**

**JESSICA:** I always make sure everyone can join in and nobody gets left out.

**SAMUEL:** I try to make people feel like they belong and are noticed. I invite them into games and include them in what I'm doing.

**WHAT IS YOUR FAVOURITE MEMORY FROM YOUR TIME AT THE JUNIOR SCHOOL?**

**JESSICA:** I've really enjoyed sports days and carnivals. They're fun and you get to work as a team.

**SAMUEL:** The school fair! I loved the rides and getting to buy cool stuff — it was so exciting.

**WHAT IS YOUR FAVOURITE SUBJECT AND WHY?**

**JESSICA:** I really like PE because I enjoy playing sport and being active.

**SAMUEL:** I like all subjects, but if I had to choose, probably PE. I love being outdoors and moving around.

**WHAT ARE YOU MOST EXCITED FOR THIS YEAR?**

**JESSICA:** I'm really looking forward to the Year 6 Migration Museum, where we'll research and present stories of Australian migrants from various periods in history.

**SAMUEL:** I can't wait for the leadership camp — it's going to be awesome.

**WHAT DO YOU WANT TO BE WHEN YOU GROW UP?**

**JESSICA:** Either a tennis player or an architect. I like designing things and I love sport.

**SAMUEL:** Maybe a professional sportsman or an engineer, because I love building and creating things. Or maybe I'll take over my dad's business one day.

**IF YOU WERE THE PRINCIPAL FOR A DAY, WHAT IS THE FIRST THING YOU WOULD DO?**

**JESSICA:** There are so many things I'd love to do — I'd need a bit more time to choose.

**SAMUEL:** I'd build a giant water slide from the classrooms all the way to the playground!

**WHAT'S A HIDDEN TALENT OR FUN FACT ABOUT YOU?**

**JESSICA:** I can touch my nose with my tongue!

**SAMUEL:** I'm a really fast runner.

**IF YOU COULD INVENT A NEW PIECE OF TECHNOLOGY, WHAT WOULD IT DO?**

**JESSICA:** I'd invent a self-driving wheelchair that helps people move around on their own.

**SAMUEL:** I'd design a super high-tech leg for people who've lost a limb, so they can still be great at sport and do everything they want to.

**WHAT IS THE MOST USEFUL THING YOU HAVE LEARNED ABOUT USING TECHNOLOGY SAFELY?**

**JESSICA:** That someone on social media might not be who they say they are, so you have to be careful.

**SAMUEL:** Passwords are really important. I've learned not to use the same one for everything and to keep them safe.

***"A great leader has good ideas and shares them, but also listens to others and works well with everyone."***

JESSICA QIAN

# Technology with Intention in Early Childhood

SUSAN LOCK
EDUCATIONAL LEADER AT IGNATIUS EARLY YEARS

Technology is often part of a child's life from infancy and should be thoughtfully and intentionally integrated into early education.

Many toddlers and preschoolers already engage with interactive media – like smart devices, TVs, tablets, and electronic games – which capture their attention and support active, sometimes self-directed, learning.

To raise responsible digital citizens, it is our role as educators, in partnership with families, to guide young children in the appropriate use of technology. At Ignatius Early Years, we are committed to ensuring that the technology used by our youngest learners is not passive, but fosters dynamic learning, sparking big ideas, big questions, and big discoveries.

We offer both functional and imaginative technologies, which are integrated into our program in ways that are developmentally appropriate, meaningful, and, most importantly, embedded within the children's play.

We actively role model the use of technology in everyday ways that help keep us safe, such as by using weather forecasting and SunSmart apps to check the weather and monitor UV levels. During reflection time, we stream calming music and visuals to support a peaceful atmosphere, and we nurture cultural awareness by guiding children to explore distant places and unfamiliar settings – all from the comfort of our learning environment.

Bee-Bot robots, meanwhile, introduce children to the basics of programming, and class iPads serve as valuable tools for documenting learning experiences, such as the process of reconstructing a skeleton using handmade salt dough bones.

Even older forms of technology, such as light tables and overhead projectors, can spark interest and a sense of wonder in young learners. This was recently evident when the children witnessed new life emerging through a simple incubator, watching in awe as twelve chicks hatched from their carefully protected eggs.

We also encourage imaginative exploration through creative play by providing broken or vintage typewriters, laptops, telephones, keyboards, and cameras for use. These items invite children to pretend they are still operational, sparking storytelling, role-play, and shared learning experiences.

Last year, our Gold Room children undertook a unit focused on technology and machines. To introduce the concept of how machines help us, we used a mystery box that allowed the children to feel an object inside and describe what they sensed. They were fascinated by the shapes and features of older machines, such as eggbeaters and apple peelers. Once the objects have been revealed, the children developed theories about how the machines worked and enjoyed experimenting with them.

As one child, Joey, explained: "You swirl the handle, and it turns like magic. The handle turns the big wheel with the little balls. They then help turn the long legs that spin."

***"When a 'tinker table' was introduced to the children, we saw their curiosity grow and their understanding of technology deepen."***

When a 'tinker table' was introduced to the children, we saw their curiosity grow and their understanding of technology deepen. Families supported this activity by donating unwanted machines, which the children carefully dismantled using tools. Working collaboratively, they investigated how the machines functioned and reflected on how they have evolved compared to those used today.

Here are a few observations shared by the children:

*"This must be the machine's engine. I think I can see a battery here. It goes in by these springs."* – Alec

*"I found a globe and a little hole. I think the light shines through here and that takes a photo to print."* – Noah

Technology serves as a bridge that connects learning from the past with the possibilities of the future. When combined with rich, hands-on play and real-world materials, it helps prepare young children to become lifelong, capable, and inquisitive learners.

# Meet Our New Digi-Tech Specialist

MELISSA DE GREGORIO
EDITOR

***"I hope [my students] remember the excitement of bringing their ideas to life, the confidence they felt when overcoming challenges, and the belief that their ideas matter."***

NICOLA MAKINGS

Saint Ignatius' College Junior School is delighted to introduce Nicola Makings, our new Digital Design and Technologies specialist. Known as 'Digi-Tech' by students, Nicola brings energy, creativity, and a forward-thinking mindset to technology education — helping students build real-world skills from Reception through to Year 6.

Her classroom is a hub of activity, where students might be programming robots, designing 3D models, or exploring AI. "We have access to various forms of innovative technology such as the 3D printers, Lego SPIKE Robots, and Bee-Bots for students to code," she explains. "Across the different age groups, we explore digital systems, design processes, and technologies in engaging and hands-on ways."

This hands-on, playful approach builds more than just technical knowledge, it fosters confidence and curiosity. "I've always been passionate about working with children because they have such a beautiful and positive outlook on the world," Nicola says. "I find it incredibly rewarding to help them expand their understanding, spark their creativity, and build their confidence."

At the heart of her teaching is a commitment to connection. Despite teaching more than 500 students across the Junior School, Nicola prioritises meaningful relationships. "I make a conscious effort to connect with them individually ... I've found that trust and respect are essential for creating a positive learning environment where students feel valued and confident to take risks."

Technology, in her classroom, is a tool, not a distraction. From coding and AI to 3D modelling, every lesson is designed to build problem-solving skills, creativity, and digital literacy in safe, age-appropriate ways. "Technology is transforming education by creating exciting opportunities for personalised learning, creative exploration, and global connection," she says. "For younger students, it's about building strong foundational skills in digital literacy and critical thinking, helping them navigate a world where technology touches almost every aspect of their lives."

Her methods balance clarity and creativity. "I'm a strong advocate for visual learning, using engaging slideshows as a key teaching tool to break down complex concepts into clear, manageable steps," she says.

Nicola is particularly excited about expanding 3D printing projects in the upper primary years. "We use a program called Makers Empire, which is highly interactive and allows students to design, create, and print their own 3D models," she explains. It's a high-tech way to give students ownership over their ideas and showcase their creativity in a physical, hands-on way.

She also fosters creative thinking through open-ended challenges and visual prompts. "I use open-ended questioning and tasks that don't have a single 'right' answer," she says. "I want students to explore, test, and adapt their ideas — to see challenges as opportunities, not obstacles."

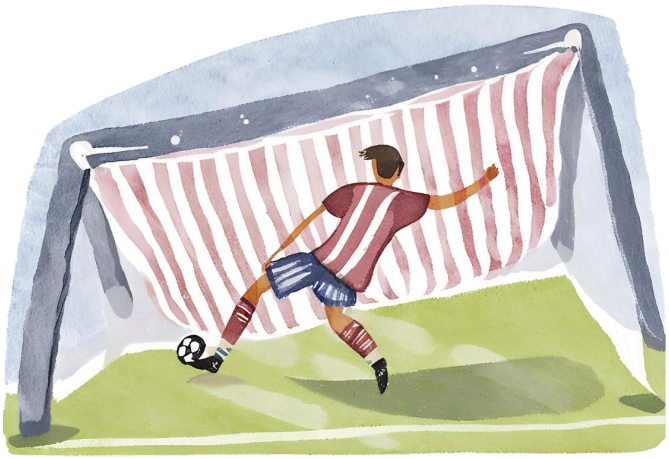
The values of resilience and creativity are central to her teaching. "Digital design and technology approaches teach students how to identify problems, come up with ideas, test solutions, and adapt accordingly," she explains. "These approaches help students become more resilient, creative, and prepared for the future."

Her hope is that students carry these experiences with them long after they leave her classroom. "I hope they remember the excitement of bringing their ideas to life, the confidence they felt when overcoming challenges, and the belief that their ideas matter."

Above all, Nicola feels grateful to be part of the College. "I feel very fortunate to share my passion for digital design and technology every day," she says. "[The students'] enthusiasm and kindness have made my role incredibly rewarding."

# What's Next?

Our Junior School students share their ideas for what could be the next big tech invention.



### SMART SOCCER BALL

A ball with AI and sensors that corrects your kick and glows when you're doing great. It can score goals by itself, but really it makes you the best soccer player in the world.

**Erin Ren**
Year 5 Gold

### HOLOPAD

A device you wear like a watch that projects a full-size iPad screen in midair using holograms. It floats in front of you, and you can type, draw, and move things with your fingers.

**Isabella Pozza**
Year 5 Gold

### SNACKCLOCK

A smartwatch that senses your energy levels and tells you when it's time to eat and drink. It even gives you food ideas depending on what vitamins your body needs.

**Estelle Eliseo**
Year 5 Red

### KIDCRUZER

A hoverboard that flies using jets and has autopilot. It comes with a helmet and GPS to take you to school or your friend's house, so your parents don't have to drive you anymore!

**Tiana Gentile**
Year 5 Red

### HELPERPAD BOT

A robot with an iPad face and robot arms. It turns on when you talk to it, helps with school, reads stories, and even high-fives you when you do a good job!

**Amayra Jain**
Year 2 Red

**MEMORY NECKLACE**
A stylish necklace with a tiny HD camera that records your adventures. It saves special moments and sends them to your tablet to re-watch or share with family.

**Eadie Milne**
Year 6 Red

**CLEANTEAM ROBOBUDDY**
A robot that zooms around cleaning floors, doing dishes, and picking up your toys. It plays music while it works.

**Ashley Fah**
Year 2 Red

**BEATBAND**
A bracelet that plays your favourite music anytime, anywhere, with tiny speakers or earbuds. It has dance lights and mood music, and lets you record your own songs.

**Aria Seneca**
Year 6 Red

**MISSILE-STOPPER DRONE**
A defense drone that patrols the sky and spots dangerous missiles before they reach people. It blasts them away safely to protect people.

**Joseph De Angelis**
Year 5 Red

**FOOD CAPSULE PLUS**
A special food pill with all the nutrition you need for the day, and it tastes like your favorite snack. You don't have to stop playing to eat, which is the best part.

**Samuel Romeo**
Year 5 Red

**LINGO GLASSES**
Stylish smart glasses that show subtitles when someone speaks a different language. They help you understand and learn languages just by listening.

**Violette Piscioneri**
Year 6 Red

# Preparing Students for the Careers of Tomorrow

ALEX MASSY GARTLY
LEADER OF LEARNING — DESIGN AND TECHNOLOGY

As industries undergo rapid digital transformation, educational institutions must adapt to ensure students are prepared for the evolving job market. Saint Ignatius' College has been shifting its focus to better align with industry demands, incorporating cutting-edge technology and fostering essential problem-solving skills to create a workforce-ready curriculum.

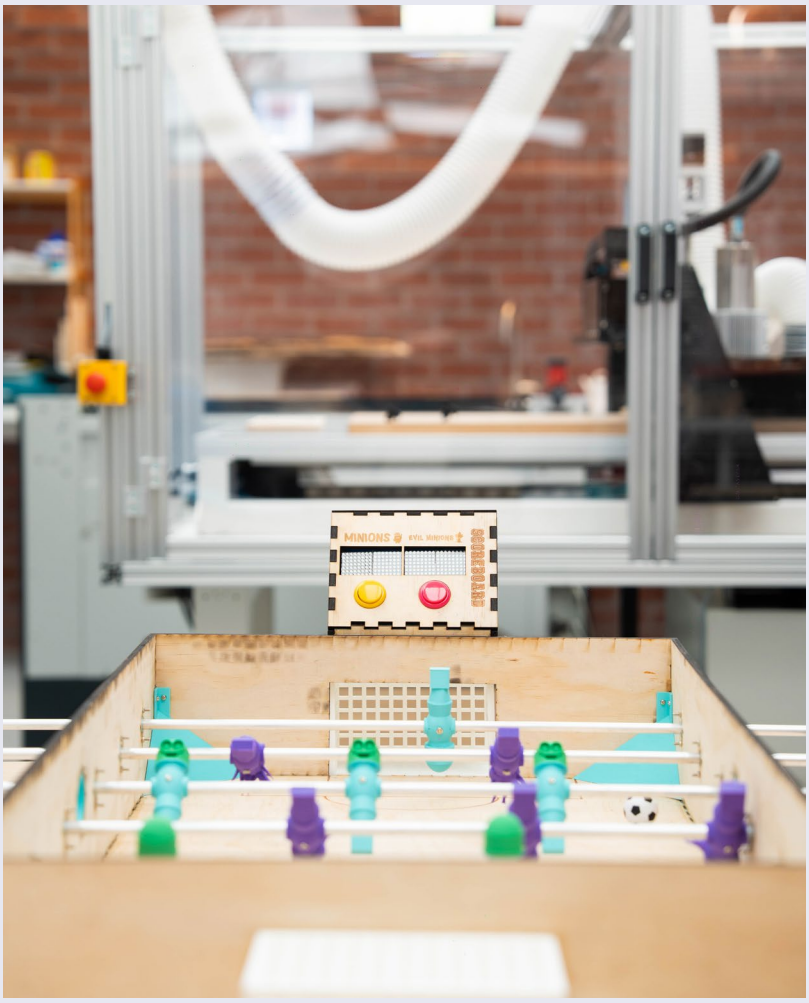
In an era where automation and artificial intelligence are reshaping industries, problem-solving remains one of the most valuable skills a professional can possess. Our curriculum is designed to encourage critical thinking, adaptability, and innovation. Through project-based learning, students tackle real-world challenges, using digital tools to prototype solutions, analyse data, and refine their designs. For example, students in our engineering program are honing valuable skills while enjoying the creative process by designing and building a foosball table. They utilise CAD software to prototype and employ 3D printing and laser-cutting to fabricate components, using AI-driven tools to enhance their designs. This hands-on approach fosters both technical expertise and creativity, preparing students for dynamic careers in modern industries.

The toolkit of tomorrow will include Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM), which are revolutionising industries from engineering to fashion. Our programs now incorporate these tools at various year levels, allowing students to gain hands-on experience with industry-standard software and methodologies. By engaging with CAD and CAM, students develop crucial technical skills while enhancing their ability to transition seamlessly into careers in advanced manufacturing, product design, and engineering.

As artificial intelligence continues to advance, it is reshaping the landscape of programming and software development. With AI-driven code generation tools streamlining workflows and automating repetitive tasks, the

focus is shifting from simply knowing how to code to understanding how to apply creativity in problem-solving. The ability to conceptualise innovative solutions, refine AI-generated code, and think critically about software applications is becoming far more valuable than rote coding skills alone. In this new setting, adaptability, creative thinking, and the ability to harness AI for strategic development will define success in the tech industry.

To this end, the job market of tomorrow demands more than just technical know-how: it requires adaptability, creativity, and a deep understanding of how technology can solve complex problems. As we continue to evolve, our commitment remains clear: to provide an education that is as forward-thinking and dynamic as the industries our students may one day enter. The future is tech-driven, and we are preparing our students to be at the forefront of this transformation.




## Students Engineer Custom Foosball Tables with Cutting-Edge Tech

As part of a hands-on project in Design, Technology and Engineering, students recently took on the challenge of creating their own custom foosball tables from the ground up. The brief required them to research existing designs before developing their own concepts within defined parameters.

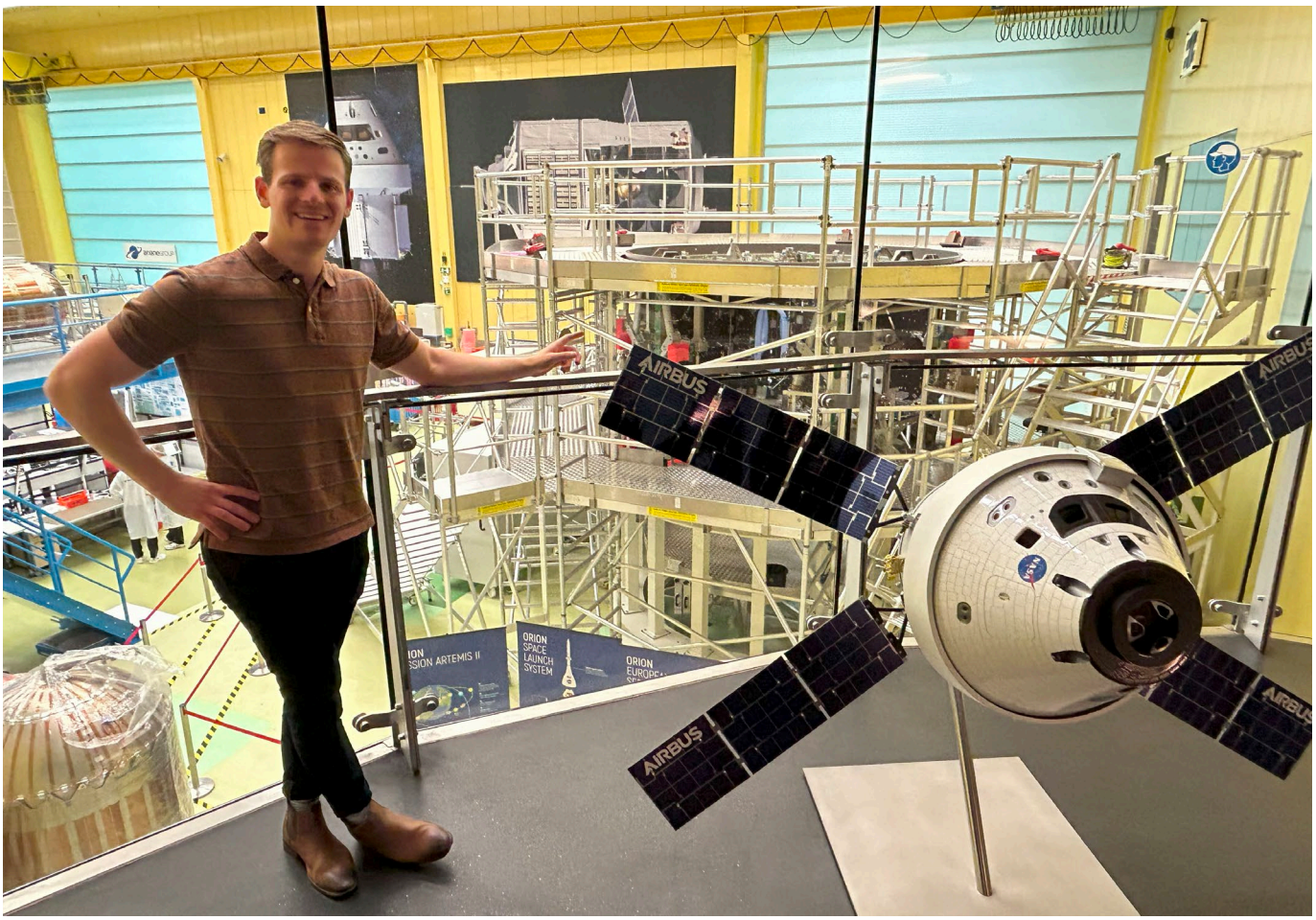
Using industry-standard CAD software, students produced precise vector drawings for laser-cut plywood components — including the playing surface, side panels, and intricate features such as players, grips, rod inserts, and ball delivery systems. Each component was prototyped and refined before students advanced to the manufacturing phase.

Equipped with access to advanced tools such as laser cutters, 3D printers, and fully stocked workshops, they brought their designs to life. To cap off the project, students engineered electronic scoring systems from scratch — designing the interface, wiring hardware, and writing custom code to operate display matrices and input controls.

This immersive, skills-based experience not only deepened students' understanding of design and fabrication but also prepared them for future product development work with a strong foundation in real-world engineering practices.

EVIE EMANUELE PUTS HER CUSTOM-BUILT FOOSBALL TABLE TO THE TEST


PATRICK WITH AIRBUS GRADUATES IN BLAGNAC, FRANCE, IN FRONT OF CONCORDE "FOX CHARLIE", WHICH COMPLETED OVER 4,200 SUPERSONIC FLIGHTS FROM 1976 TO 2003




PATRICK INSIDE THE CLEANROOM FOR THE EUROPEAN SERVICE MODULE – THE POWERHOUSE OF NASA'S ORION SPACECRAFT FOR ARTEMIS MOON MISSIONS. A MODEL OF ORION IS SEEN IN THE FOREGROUND

# The Mind Behind AI

MELISSA DE GREGORIO
EDITOR

Old Ignatian Patrick Capaldo (Class of 2017) is unraveling the decisions that drive artificial intelligence — and could be on the brink of a major breakthrough.

For most people, pressing 'enter' on a keyboard starts a program. For Old Ignatian Patrick Capaldo, it can kick off 2,000 hours of machine learning experiments – and maybe, just maybe, uncover a major breakthrough.

Patrick's lifelong fascination with space has shaped much of his academic and professional journey. "As a kid, I dreamed of a future where humans have built autonomous spacecrafts that explore the universe for us and with us," he says. That curiosity inspired him to pursue degrees in Mechanical & Aerospace Engineering and Mathematical & Computer Sciences at the University of Adelaide.

Now based in the UK, Patrick works as a machine learning software engineer at Airbus, participating in a graduate rotation program that has taken him across France, Germany, and the UK. "I did a placement in Germany in Bremen working on NASA's next moon mission, which is the Artemis mission," he says, "working on the European's contribution to that, which is called the European Service Module. So I got to do machine learning on that human-certified spacecraft, which is the dream!"

On that project, he applied machine learning to anomaly detection using AI to help identify faults in key spacecraft systems such as propulsion, thermal regulation, and oxygen supply. "You take the telemetry data, the real-time measurements from those systems, and train a model to recognise when something doesn't look right," he says. The goal was to build a tool that could spot potential issues quickly, even when Earth-based support is limited. "If you're on Mars, a message from Earth could take 4 to 24 minutes to arrive, and your reply may take 4 to 24 minutes to get back to Earth. So, you can't rely on ground control in real time. That's where autonomy becomes essential," Patrick explains.

But it's his current work in explainable AI that pushes the boundaries of what computers and humans understand. "Now I'm working in a placement in explainable AI, which addresses a key challenge with many large AI systems – often referred to as 'black box' models – we don't fully understand how or why they make certain decisions. It's essential to know this as they become more and more integrated in our lives and critical systems," he says.

The work is research-intensive. "My day to day is running learning experiments in reinforcement learning and looking at the results and seeing what works and what doesn't," Patrick explains. It requires "a lot of coding, also a lot of monitoring and experiment design ... and it being research, the direction can be unclear," he adds.

Sometimes the scale is staggering. "I'm running a current series of about 2,000 experiments; each takes about an hour, so it's about 2,000 hours of compute to run, just for the results for one paper," Patrick explains.

That unpredictability is part of the appeal. "You could do all this and the results could be bad. You could press enter on a keyboard and make a huge discovery, you never know."

Patrick is also deeply aware of the ethical responsibilities of working in AI. "If you want to be a good machine learning engineer, ethics must always be at the forefront," he says. "The model is just maths, so it's actually more a reflection of the people that create it than anything else. You may have the best intentions, but everyone has some degree of bias, so this is a constant consideration."

Patrick's advice to students? "The best career advice I could give is to build things yourself and do things yourself, and build things that make your life better ... whether that's to have more fun or to help someone that you know or love."

***"The model is just maths, so it's actually more a reflection of the people that create it than anything else."***

PATRICK CAPALDO

# The Next Generation of Tech Experts

MELISSA DE GREGORIO
EDITOR

In a world increasingly shaped by innovation, two young women, Lucy Fidock (Class of 2022) and Ania Fanok (Class of 2024), are emerging as standout voices in technology. From cybersecurity and software engineering to robotics and mechatronics, their stories reflect the drive, curiosity, and problem-solving spirit defining the next generation of tech leaders.

## LUCY FIDOCK (CLASS OF 2022)

Lucy is currently in her final year of a Bachelor of Computer Science (Advanced) at the University of Adelaide, a path she discovered after an unexpected shift during her time at the College. She had originally planned her Year 10 work placement in healthcare, but when the COVID-19 pandemic caused it to be cancelled, she instead joined a cybersecurity company. That change not only redirected her plans but also reshaped her future.

In her final year at the College, Lucy selected an engineering subject that combined coding with hands-on creation. The experience confirmed her decision to pursue a career in technology.

LUCY FIDOCK WITH THE HONOURABLE CLARE O'NEIL MP, FORMER MINISTER FOR CYBERSECURITY AND HOME AFFAIRS

Now, Lucy is thriving in the fast-paced world of tech. One of her most valuable experiences so far has been an internship with Atlassian, a highly regarded opportunity in the industry. She began with basic bug fixes and soon progressed to more complex work, contributing to cloud migration tracking systems for large-scale software projects. "I was learning new languages, using unfamiliar tools, and working on projects that had real-world impact. It was challenging, but incredibly rewarding."

Although most of her internship was completed remotely from Adelaide, a short visit to Atlassian's Sydney office gave her a firsthand look at the company's dynamic and collaborative environment. "What impressed me most was the balance — supportive mentors, a diverse group of interns, and a structure that encouraged you to take initiative." Her performance led to a full-time offer as a software engineer after graduation, providing reassurance as she approached the end of her degree. "Knowing I had a job waiting meant I could focus fully on my studies and research."

Lucy's passion for cybersecurity also grew during university. She applied for and received a Women in Cybersecurity scholarship, motivated by encouragement from her peers and a strong interest in the field. "The encouragement from friends and mentors gave me the push to go for it," she says. As part of the scholarship, she travelled to Canberra and met with Australia's Minister for Cyber Security

and Home Affairs. “Meeting the Minister, even briefly, was surreal.”

Her current research explores the security of multi-agent AI systems, a developing area with limited existing research. “There are so many unknowns in this space. That’s what excites me — the opportunity to explore uncharted territory and help shape the conversation,” she says.

Lucy also notes the progress being made in creating a more inclusive tech industry. “There’s a growing gender balance in computer science,” she reflects, “but I know that past generations experienced a much larger gender gap.” For her, that shift is a welcome one — and a sign of a changing future.

For Lucy, the ever-changing nature of the tech industry is a source of motivation. “I love how quickly things move. You’re always learning, always adapting. That’s what keeps it interesting.”

## ANIA FANOK (CLASS OF 2024)

Ania’s fascination with robotics began early, nurtured by her grandfather, a long-time lecturer in electrical engineering and home-based inventor. “During my school holidays, I would spend many hours in his workshop, asking questions about the various tools and appliances, watching him soldering and making circuit boards,” she recalls. “Avidly watching him at work over the years fomented my desire to pursue my studies in Robotics.”

This early exposure led Ania to choose Robotics as a subject in Years 10 — a decision that shaped her academic direction. “I was excited to see Robotics as an elective,” she says. “Having completed Robotics in Year 10 and 11, I knew the next logical progression was to undertake it in Year 12.”

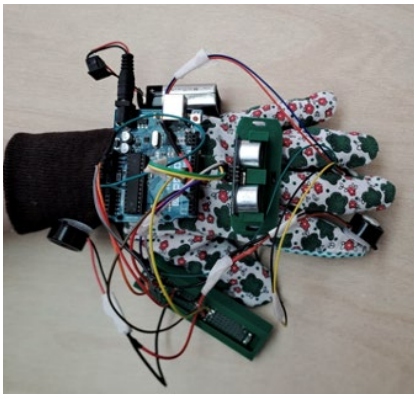
Her dedication paid off: Ania became the first student at the College to receive a SACE Merit in Robotics and


ANIA FANOK WITH MICHAELA BENSLEY, CEO OF THE SACE BOARD, AT THE SACE MERIT CEREMONY

Electronic Systems. “I was very surprised to hear that I was the first … and am honoured to represent the school in this achievement,” she shares. “Thank you also to my teacher, Mr Schapel, for his guidance that enabled me to reach this goal.”

The project that earned her the Merit was both practical and empathetic. “For my Year 12 SACE external project, I worked on developing a glove that used two different sensors to effectively alert the user of obstructions in their path,” she explains. “It was targeted as a temporary solution for visually impaired individuals to navigate small distances … and I was pleased with the outcome.”

Now, Ania is studying a four-year Bachelor of Mechanical Engineering with a focus on Mechatronics at the University of South Australia. “It has been interesting to be engaging in a new study environment,” she says. “I’m thoroughly enjoying the practical aspects of the first-year subjects and I’m looking forward to the rest of the year.”



ANIA’S ROBOTIC GLOVE CREATED TO ENHANCE INDEPENDENCE FOR THE VISUALLY IMPAIRED

Her long-term vision is clear: “My career aspirations are to be able to incorporate engineering practices, specifically in the field of robotics, that will provide practical solutions to everyday problems for the community — whether it be in healthcare, the environment, or even defence,” she says. “That is the best part about engineering, its versatility.”

# Lights, Code, Action!

MELISSA DE GREGORIO
EDITOR

## Nicholas Harding (Class of 2017) is bringing Hollywood blockbusters to life, one frame at a time.

From a young age, Nicholas Harding was passionate about movies and technology. Today, the Old Ignatian works as a layout artist at Industrial Light & Magic (ILM) in Sydney, the world-renowned visual effects company founded by George Lucas. Nicholas has since earned credits on major films including *The Batman*, *Indiana Jones and the Dial of Destiny*, *Mission: Impossible – Dead Reckoning Part One* and *Wicked*.

"I've always loved movies and technology," Nicholas says. "Growing up, I would direct and star in very amateur short films with my siblings and cousins. At school, my favourite subjects were Film and Media, and Communication Products, which led to my involvement in STIGIT and The Homegroup [the student news broadcast]."

After having graduated from the College, Nicholas studied a Bachelor of Film and Television at the University of South Australia, initially hoping to work somewhere in the film industry as a cinematographer or director. But a discovery during university would set a new course.

"It wasn't until the second year of my degree when I discovered my love for visual effects while taking a night course at Rising Sun Pictures (RSP) in 3D modelling," Nicholas explains. "From there, I specialised in VFX, and spent the third year of my degree studying at RSP full-time."

Upon completing his training at RSP, Nicholas was offered a place in the Jedi Academy at ILM in Sydney. "I completed eight weeks of full-time training before officially becoming a layout artist, and working on *The Batman* as my first project," Nicholas says.


NICHOLAS HARDING AT ILM

***"I had the opportunity to work across a lot of the defying gravity sequence ... including the shot where Elphaba first plucks her broom from midair."***

For those less familiar with visual effects, Nicholas explains the important role layout artists play. "Layout artists are responsible for setting up the foundation of a shot. We're often the first people to touch a shot, and we're responsible for placing the digital cameras, characters, and environments in the 3D scene – kind of like planning out how a shot will be filmed, but in a virtual space."

"If live-action footage is involved, we track the motion of the real camera to our virtual camera so we can seamlessly integrate the CG [computer-generated] elements into the film."

If you've ever watched a blockbuster and wondered whether you've seen Nicholas' work on screen, chances are, you have.

Most recently, Nicholas was part of the visual effects team behind *Wicked*,

THE 'DEFYING GRAVITY' SEQUENCE NICHOLAS WORKED ON FOR THE MOVIE, *WICKED*

contributing to one of the film's most memorable moments.

"I had the opportunity to work across a lot of the defying gravity sequence," Nicholas says, "including the shot where Elphaba first plucks her broom from midair — in real life, she wasn't holding anything — as well as the final shot of the film."

Reflecting on his days at the College, Nicholas sees clear links between early experiences and his current career. "I tracked my first ever piece of footage in Year 10 Film and Media, and absolutely hated it at the time, mostly because I really struggled to figure out how to do it. Now, tracking is easily the most important part of what I do every day and I love it."

"Being a part of STIGIT and contributing to The Homegroup taught me video editing, which helped me in assembling the showreel I used to apply to ILM, and so many valuable lessons in teamwork — an essential part of working in a visual effects crew."

For students interested in blending technology and creativity, Nicholas offers practical advice. "Work hard and don't be afraid to try new things, because you never know which pathway you will take," he says. "Industry connections are so important, and they include the people who teach you and the friends you study alongside."

Although Nicholas always felt a future in film was inevitable, his career has still held a few surprising moments. "Although film always felt like an inevitability, I could never have imagined I would be adding the blade to Obi-Wan's lightsaber."

# The Old Ignatian who Put the Internet in Space

MELISSA DE GREGORIO
EDITOR

Dr Daniel Floreani (Class of 1984) has spent his career working at the cutting edge of technology, defence, and space. From helping put the internet into orbit to building Australia's space cyber capabilities, his journey is one marked by bold thinking, global influence, and a willingness to dive into the unknown.

Daniel was always drawn to the complex and the challenging. "I did all the hard subjects," he says of his final-year choices — maths, physics, chemistry and Latin. Unlike many of his classmates, who went into law, he gravitated toward engineering. "At the time, I just picked the hardest thing to get into … electrical and electronic engineering."

Raised in a hands-on, practical household, he credits his father for sparking his early interest in how things work. "My dad took me to second-hand military junkyards, places full of leftover gear after World War II. We'd find old microphones, generators, speakers … and try to get them working. It was like a real-world toy kit."

DANIEL SPEAKING AT ASCF

After university, Daniel's early work in manufacturing soon led him to his true interest: technology and communications. He joined a national defence radar project (JORN), then quickly rose through the ranks. That led to a pivotal move, joining global tech giant Cisco, where he would help reshape how space and the internet connect.

"For five or six years, I was in what was called the Global Defence and Space Team," Daniel says. "I was the Global Space Architect, and we were putting routers into space, putting the internet into space. I travelled the world, talking to NASA, the European Space Agency … even chief technology officers from leading space companies."

Among the groundbreaking projects he contributed to were CLEO (Cisco Router in Low Earth Orbit) and IRIS (Internet Routing in Space) — pioneering efforts that tested whether everyday internet hardware could work in the harsh environment of space. "My super skill is turning really complex systems into simple diagrams people can understand. Some call it 'marketecture' — a mix of marketing and architecture."

After more than a decade at Cisco, Daniel turned entrepreneur. In 2016, he co-founded CyberOps, a consulting firm that works across Australia's defence, cyber, and space sectors, supporting clients ranging from start-ups to ASX-listed companies. The firm recently completed a $2.5 million national space cyber capability project and continues to work across sensitive defence and commercial environments.

CyberOps operates at the frontier of a growing threat landscape, where satellites and space infrastructure are now frequent targets for cyber interference. "Space is no longer a peaceful domain — satellites are attacking other satellites," Daniel says. "It's an extremely dynamic environment. This is what we call 'grey warfare'. Countries are carrying out activities that are very hard to interpret, as the threats can't be seen or touched. It's an area that needs to be thought through carefully."

***"Not many people can say they're still close with their school friends decades later. That's something special."***

DR DANIEL FLOREANI

To meet this challenge, his team is developing tools to monitor satellites from Earth using autonomous systems that 'listen' to space activity and try to understand who is doing what, and why. "We can't be up there all the time … so we have to listen, analyse, and try to work it out from here."

Daniel also founded the Australian Space Cyber Forum (ASCF) in 2023 to help build national expertise. "I saw this field starting to take off globally … so I thought, why not start something in Adelaide?" Now in its third year, the event has grown

DANIEL AND HIS WIFE DIANNE FLOREANI AT THE STATE SPACE DINNER

DANIEL AND GUS CZECHOWICZ (CLASS OF 1984) AT ASCF

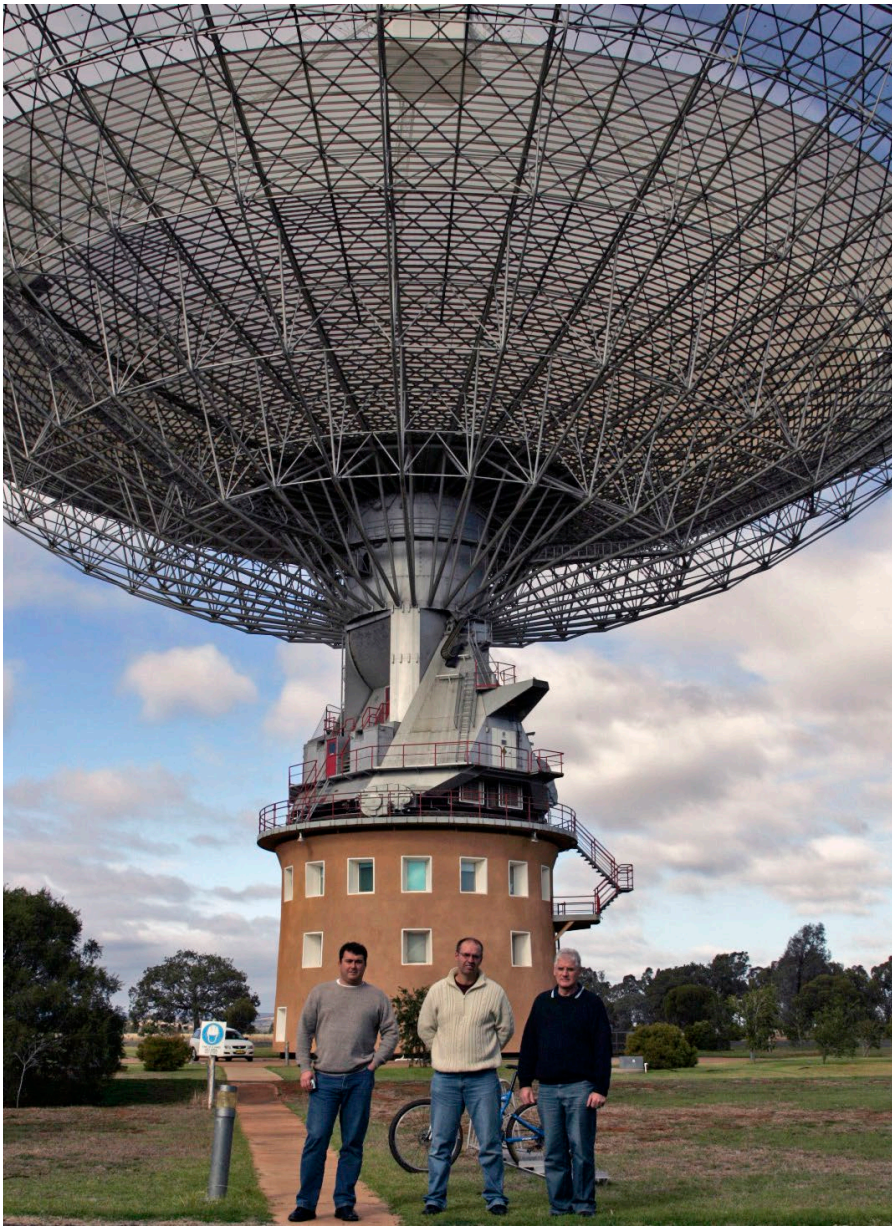
to attract major national and international figures, including heads of space agencies, defence leaders, and global industry heavyweights.

He takes pride in Australia's innovative edge, particularly in an industry shaped by major global players. "Australian engineers are really good at synthesising information and working across silos," he says. "Overseas, teams are often so large that people end up stuck in one silo."

Despite his deep technical expertise, he's quick to emphasise the importance of communication and adaptability. "You've got to be able to read a room, understand the client, and clearly explain the solution," he says. "Those were skills I started building back in school, with debating."

Reflecting on his education, Daniel values the supportive and intellectually honest environment fostered by the Jesuit priests, an experience that taught him the importance of being precise with words. He also treasures the enduring friendships formed during those years. "Not many people can say they're still close with their school friends decades later. That's something special."

From post-war junkyards to outer space, and from technical drawings to national strategy, Daniel's journey is a testament to what happens when curiosity meets courage, and when you're willing to aim for the hardest thing.



DANIEL AND THE THREE MEMBERS OF THE AUSTRALIAN CISCO SPACE TEAM IN FRONT OF THE DISH

# Technology Reshaped the Way We Work

CARLA CARUSO
WRITER

Old Ignatian Peter McCarthy (Class of 1958), a retired biochemist, reflects on how our approach to detecting maladies – in people and animals – has evolved over time.

Peter McCarthy has seen many changes in the science world over the years, particularly the impact of technology.

The 83 year old, who is an Old Ignatian, spent 35 years working as a clinical biochemist, and another 26 volunteering in the field. In fact, he continues to volunteer to this day.

For the uninitiated, a clinical biochemist helps to diagnose and manage diseases by analysing and interpreting results from tests performed on patient samples, such as blood and urine. High glucose, for example, could point to diabetes and high creatinine to kidney dysfunction.

Of his work, Peter says: "I just love it. I guess it's the biochemistry I really like. I've still got cards with notes alongside my bed, and I read the list of conditions that an abnormal result can mean to keep refreshing my memory."

***"I enjoy being part of a cohort of people who are 'men and women for others'."***

PETER MCCARTHY

Peter worked in the laboratory at the Queen Elizabeth Hospital for three years, and then in 1966 was made the senior biochemist at Daw Park Repatriation General Hospital. He remained there for 32 years until his retirement.

"In the early days, the doctors would only request the relevant tests on a sample, associated with the suspected diagnosis," Peter recalls. "And all those analyses were done manually in test tubes. The actual measurement was carried out in a colorimeter."

The colorimeter analysed the intensity of colour, produced by a chemical reaction, to determine the concentration of a specific substance, such as urea.

"While I was at the Queen Elizabeth, the laboratory purchased an analyser that was capable of doing 12 such tests on a sample simultaneously," Peter remembers.

"So, instead of asking for a couple of parameters, the medicos could request a profile of 12 tests. Now if you wanted to, you could have 20 to 30 tests done. The increase in information [can] alert the physician to an additional problem that a patient may have.

"Improvements in technology have also reduced the size of a sample required for a particular test. For example, some tests that used to require 100 microlitres for an assay now need only five microlitres. Smaller quantities of blood can be taken from the patient, which, of course, is better."

As well, Peter remembers when the technology for immunoassays came in – a laboratory technique employing an antibody-antigen reaction. In the 1960s, he undertook a month-long live-in course in Lucas Heights, NSW, on radioisotopes – or radioactive isotopes – which can be used in immunoassays.

"A group of us from all over Australia lived in accommodation at Lucas Heights, where the nuclear reactor is," Peter recalls. "It was almost like a gaol; one needed a clearance to gain access!

"Radioisotopes are still used for some things today. However, most have been replaced by newer techniques and instrumentation that have expedited the performance. These have allayed the fears held by some people who don't like the idea of using anything radioactive."

Peter's life hasn't slowed down since retirement. He now uses his skills as a volunteer at the Adelaide Zoo. "In 1999, the zoo built an Animal Health Centre, and David Schultz (Class of 1961), who's an old scholar of the College and was the senior vet, set aside one room for a laboratory," Peter says.

"When the building was finished, Brian Rich, who had a pharmaceutical chemistry background, and I were asked if we would set up the laboratory. So, we went around the city, scrounging equipment from wherever we could, and set up a lab, and the lab's been running ever since."

Unfortunately, Brian passed away three years ago. But Peter still volunteers at the laboratory two days a week. Famed patients have included the former African lion pair, Armani and Mujambi, and charismatic orangutan George.

Liaising with the vets at the zoo has really opened Peter's eyes. "The thing about being a vet is every species is not the same. The vets have an incredible amount of knowledge."

In 2019, Brian and Peter and four other volunteers at the Animal Health Centre

PETER IN THE B.G. RICH LABORATORY AT THE ADELAIDE ZOO

were honoured as Unsung Heroes at the SA Science Awards.

Beyond biochemistry, Peter is also known for his sporting talent. The grandfather of four was previously a First XI cricket and First XVIII football captain at Saint Ignatius' College, as well as the school's first Old Ignatian to play league football. He also co-founded the Old Ignatians Cricket Club, coached the Old Ignatians Football Club from 1973 to 1978, and umpired cricket at the College for three years.

Continuing the school tradition, Peter's sons, Kevin, 60 and Michael, 58, attended the College too.

Peter says his time at Saint Ignatius helped hone his work ethic for his future career. "I have always tried to aim for excellence in all that I do. I enjoy what I do and obtain a sense of pride in helping those who need help."

"In the Jesuit tradition, I enjoy being part of a cohort of people who are 'men and women for others'. I could not have achieved these goals without the support and assistance of many, many people, friends, and relatives."

FIRST XVIII FOOTBALL TEAM – CIRCA 1956 (PETER THIRD ROW, SECOND FROM THE RIGHT)

# Foundation Board

STEVE BALDAS (CLASS OF 1991)
CHAIR OF FOUNDATION

## BUILDING A BRIGHTER FUTURE, TOGETHER

***"It has been a privilege to witness firsthand the generosity of our community and the meaningful impact we continue to make together."***

STEVE BALDAS

The Foundation continues to play a vital role in supporting the growth and development of Saint Ignatius' College. With a proud legacy of fundraising, it remains firmly committed to enhancing the opportunities available to our students. As Chair of the Foundation Board, it has been a privilege to witness firsthand the generosity of our community and the meaningful impact we continue to make together.

We are excited to be moving forward with the highly anticipated Magis Centre, a state-of-the-art facility that will unite sport, learning, and community in one dynamic and inclusive space. Thanks to your generosity, we have raised an additional $50,000 since Giving Day, bringing the total funds raised to just over $300,000. This is a remarkable testament to our community's shared belief in the importance of providing exceptional facilities for future generations. With ground set to be broken soon, we eagerly anticipate the positive impact the Magis Centre will have on College life.

Recently, the Foundation has taken time to reflect on its impact across our Norwood and Athelstone campuses, unveiling a visual representation of this legacy at the College Fair.

At Norwood, the Foundation's support has brought to life a number of key learning and community spaces, including the Holy Family open areas and classrooms, the Mary MacKillop Library and classrooms, and the Mary Glowrey Centre (which houses the Tappeiner Gymnasium, Miguel Pro Auditorium, STEM and music facilities, and additional classrooms). The Foundation also supported the purchase and development of the Ignatius Early Years Centre.

At Athelstone, it has contributed to the creation of inspiring spaces for learning, creativity, and community, including the Chapel of the Holy Name, the Campion Library and Senior Years Centre, the Peter Faber Building (which houses the Flynn Theatre), the Caroline Chisholm Building, and the recently opened Andrea Pozzo Centre for Art, Design, and Technology. Each of these projects is a tangible expression of our collective dedication to providing a future-focused and inspiring educational environment.

The Foundation also remains deeply committed to ensuring that an Ignatian education is accessible to all. This belief, rooted in our Jesuit tradition, drives all that we do. In 2024, two students graduated from the College having been supported through bursaries, a powerful reminder of the difference your generosity makes in real lives.

To further this mission, I am delighted to announce a new partnership with the Sliding Doors Foundation, which offers educational opportunities to young people from socially and economically disadvantaged backgrounds. Together, we aim not only to support these students, but to empower them to thrive.

Through your contributions, we are also able to offer bursary support to refugees, asylum seekers, and First Nations students, ensuring Saint Ignatius' College remains a place where all are welcomed, lives are transformed, and hope thrives.

On behalf of the Saint Ignatius' College Foundation, thank you for your continued support and belief in our shared mission. Together, we are not only building facilities, we are building futures.

THE MAGIS CENTRE – DUE FOR COMPLETION LATE 2026



FOUNDATION BOARD MEMBERS: CECILIA WHITE, SOPHIE DOYLE, JANE PONTT, AYESHA BRINE

# From the P&F

EMMA MARKS
PRESIDENT OF THE PARENTS & FRIENDS COMMITTEE

Parents & Friends
Saint Ignatius' College

As we look back on the first half of the year, we're filled with deep pride and gratitude at the strength of our community.

The Ignatius Fair, led by the Parents and Friends Fair Committee, shone not only for its impressive scale and success, but for the extraordinary spirit it embodied throughout. With one of the largest committees we've ever brought together, the event was destined to surpass our expectations.

Following months of preparation, countless hours of effort, and the dedication of a passionate team of volunteers, the long-awaited day arrived. Blessed with perfect weather, the atmosphere buzzed with energy from the moment the gates opened. Families poured in, creating a vibrant and cheerful crowd that brought energy and warmth to the entire day. The program was packed with entertainment and activities, from bustling market stalls and thrilling amusements to live performances and delicious food offerings.

A special moment was seeing our Old Ignatians 'take back' the bar. It gave the event a wonderful reunion feel, with past students working with teachers behind the counter. The conversations, smiles, and shared memories were a reminder that the Ignatian spirit lives on long after graduation. As evening fell, a spectacular fireworks display lit up the sky.


We would like to offer our heartfelt thanks to our Fair convenors and committee, whose leadership and commitment brought everything to life. Special mentions must go to Nik Villios, Belinda Seatree, Deb Rumbelow, Jessica Mazzone, Lauren Letton, Megan Carter, and Louisa Aufiero.

We are also incredibly grateful to the many committee members who generously dedicated their entire day to volunteering at the event. Of course, our amazing students and Old Ignatians played a huge role as well. Whether helping with logistics, running stalls, or entertaining visitors, their presence and enthusiasm really added to the day.

The spirit of giving didn't stop once the crowds had gone home either. In a beautiful final gesture, a small group of committee members, Old Ignatians, and even a College grandparent gathered the leftover crockery from the fair and donated it to Vinnies.

These items will now be put to good use at St Vincent de Paul Society's Whitmore Square service, the Women's Shelter, and in support of refugee communities. It was a perfect way to conclude the event – a generous gesture that carried the day's spirit of goodwill beyond our community and into the wider world.

To everyone who helped, participated, or simply attended and enjoyed the fair – thank you. You more than just turned it into a fundraiser or school event, you made it a true reflection of what community means. We can't wait to do it all again.


P&F COMMITTEE MEMBERS: NIGEL AND BELINDA KALLESKE


# Old Ignatian News

## Claudia Honoured with AMEB Associate Award in Communication

Claudia Borgo (Class of 2024) was recently recognised for her outstanding achievement in communication, receiving the Associate in Professional Communication Australia (APCA) award at the 2024 AMEB SA & NT Awards Ceremony.

Held on 5 April 2025 at Elder Hall, University of Adelaide, the ceremony celebrated high-performing candidates across the state.

Claudia was formally presented with her award by Professor Jennie Shaw, Deputy Vice Chancellor (Academic) at the University of Adelaide.

CLAUDIA BORGO AND PROFESSOR JENNIE SHAW, DEPUTY VICE CHANCELLOR (ACADEMIC)

## Lily Making a Difference in Thailand

Halfway through her year-long placement at Xavier Learning Community (XLC) in northern Thailand, Old Ignatian Lily Anderson (Class of 2024) is already making a meaningful difference as a Cardoner volunteer. Working with students from ethnic minority backgrounds, Lily is helping improve English fluency, an essential skill for their future study and employment. But the impact goes far beyond academics.

"We came here to help them learn English," says Lily, "but they've helped us more than they know." Through everyday conversations, classroom sessions, and shared meals, they've built strong, mutual relationships that have opened up new perspectives for everyone involved. "Never have I left a conversation without a smile on my face. Their joy for life is infectious."

LILY ANDERSON IN CHIANG MAI WITH FELLOW CARDONER VOLUNTEERS

## Australia Day Honours

Gerald McGowan (Class of 1988) received a Commendation for Distinguished Service in the 2025 Australia Day Honours for his outstanding leadership in Iraq.

As Deputy Director of Plans for Operation Inherent Resolve, he strengthened Australia's coalition role, improved planning, and supported deployed personnel, leaving a lasting impact on the mission and Australia's reputation.

## Spackman Makes History

Taylah Spackman (Class of 2019) achieved a double victory at the Bay Sheffield, South Australia's famous footrace, winning both the 70-metre and 120-metre races against national-level athletes.

In doing so, she became only the fourth woman ever to win the sprint double, marking a historic moment in the event's history.

TAYLAH SPACKMAN WITH HER BAY SHEFFIELD CUP

## SAVE THE DATE
## Old Ignatians Cricket Club 60th Anniversary Dinner

O.I.C.C.

The Old Ignatians Cricket Club invites all past and present members to celebrate its 60th Anniversary Dinner. The event will be held at the Pavilion at Prospect (Prospect Oval) on Saturday, 20 December, from 7.00 pm until late.

To register your interest, please email presidentoicc@gmail.com or contact the club via its Facebook page.

## OLD IGNATIANS NETBALL CLUB

**JEMIMA LEYDON (CLASS OF 2019)**
OINC CLUB PRESIDENT & CHAIR

**After a successful 2024, the Old Ignatians Netball Club (OINC) is full of excitement heading into the Winter 2025 season.**
The club community continues to grow, fostering a welcoming environment for players of all skill levels.

Four out of OINC's five teams reached the Winter 2024 finals, and we were thrilled to see both our B3 and B1 teams crowned premiers. The Summer 2024/25 season also saw strong performances from six OINC teams.

Our players recently enjoyed a fun-filled social bowls day and are now looking forward to the upcoming Sevenhill Cellars long lunch.

The year 2024 also marked significant milestones for many of our players. Congratulations to Joanna Ceravolo (Class of 2020), Melissa Busato (Class of 2020), Jo Nelligan, Lauren Palumbo (Class of 2020), Bita Dubai, and Michelle Nong on reaching 50 games. Olivia Nguyen (Class of 2014) and Briana Knowling (Class of 2016) also celebrated an impressive 100-game milestone.

A special mention goes to Alex Besanko (Class of 2005), who played her 300th game for the club during Winter 2024. A true pillar of the OINC community, Alex's milestone coincided with her playing in the B3 premiership win and coaching our B1s to their own premiership victory.

**Thinking of joining Iggies Netball?**
The club welcomes all Old Ignatians and friends, with teams across a range of grades to suit every skill level.

Stay connected with us on Facebook (/iggies) or Instagram (@iggies.netball) for club news, or contact club secretary Sarah Randall at iggies.secretary@gmail.com.

# Old Ignatian News

DANIKA BAKER (NEE TREMONTE 2013) AND JOSIAH BAKER WELCOMED A BABY BOY, TIMOTHY GIOVANNI BAKER, ON 26 NOVEMBER 2024

HINND AHMADIE (2005) AND HER HUSBAND ANDREY TABACHNIKOV WELCOMED A BABY GIRL CHLOE TABACHNIKOV ON 20 FEBRUARY 2025

JESSICA MORRISH (NEE HOWLAND 2006) AND EVAN MORRISH WELCOMED A BABY BOY, HENRY GLYNN MORRISH, IN MARCH 2025

ALEXIA ALVAREZ (2016) MARRIED DAVID MILKY ON 21 DECEMBER 2024

DAVID ALEXANDER KELLIE (2017) MARRIED FRANCESCA COVINO ON 1 MARCH 2025

NATHAN PANELLA (2011) MARRIED DANIELLE MANHIRE ON 7 DECEMBER 2024

NICHOLAS TALLARIDA (2005) AND CONCETTA LARIZZA MARRIED ON 14 DECEMBER 2024

## REQUIESCANT IN PACE

Our sympathy is extended to families and friends of:

Trevor Casey
Patricia Underdown
William (Bill) Pick
Margaret Nicol
Ken Baillie
Giles Elswood Sewerle (1962)
Milton Anthony Collins (1958)
Fr John Prendiville SJ
Tony Capobianco (1974)
Jason George (1995)
Barbara Donnelly
Diana Jenkins
Albert Capaldo (2007)
Gregory Travers Brown (1969)

# 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

Contact

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CRICOS No. 00603F