

# School Performance Report 2021



*Saint  
Ignatius  
College*

Go, set the world *alight*.

# SAINT IGNATIUS' COLLEGE SCHOOL PERFORMANCE REPORT 2021

*Under the Australian Education Act, all schools are required to report School Performance Information annually to their communities. The following information relates to Saint Ignatius' College, Adelaide, for 2021.*

## COLLEGE FEATURES

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

In 2021, there were a total of 1,380 students – 860 at the Senior School and 520 at the Junior School. At the Senior School, 53% were males and 47% females. These percentages were 58% boys and 42% girls at the Junior School. In 2021, there were two enrolments of students of indigenous background, and all students were enrolled as full-time students.

The College is one of five Australian Jesuit colleges that form part of the network of over 1,000 international Jesuit educational communities throughout the world that began with the visionary Saint Ignatius Loyola some 460 years ago. There are also a number of 'Companion Schools' in Australia who have a Memorandum of Understanding with the Jesuits to espouse the ethos of Jesuit education in their own schools while remaining independent in governance. These schools, along with the five Jesuit Colleges, form JACSA – the Jesuit and Companion Schools Association. Collaboration between these schools occurs at all levels, from regular meetings of principals and rectors as well as pastoral care and curriculum leaders through to interschool sporting carnivals. A Jesuit education is based on Christian humanism and emphasises the development of 'the whole person' – spirit, mind, heart, body, will. It embraces the intellectual and the affective, the spiritual and the physical dimensions of the human person, fostering the imagination and the ability to evaluate critically.

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

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

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



## STUDENT ATTENDANCE 2021

At the Senior School, the average student attendance was 95.5 %, and at the Junior School, student attendance was 93.7% in 2021.

Overall attendance within each year level was as follows.

|           |       |
|-----------|-------|
| Reception | 95.0% |
| Year 1    | 96.2% |
| Year 2    | 95.4% |
| Year 3    | 95.1% |
| Year 4    | 95.1% |
| Year 5    | 95.7% |
| Year 6    | 96.0% |
| Year 7    | 95.3% |
| Year 8    | 95.2% |
| Year 9    | 93.3% |
| Year 10   | 93.3% |
| Year 11   | 92.2% |
| Year 12   | 92.9% |

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

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

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

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



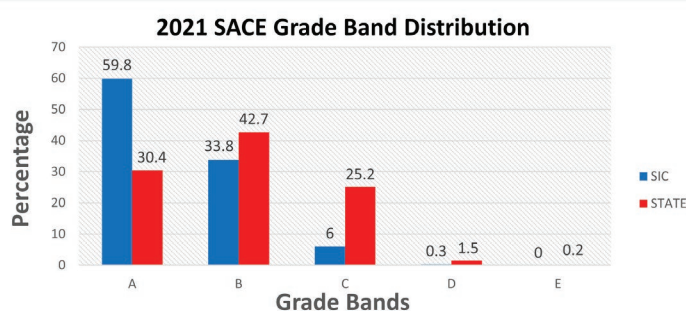
## SECONDARY SCHOOL OUTCOMES

Our Year 12 2021 results have been reported via the College Welcome Circular, distributed to parents at the start of the year, as well as on the College website and via an insert in the College's prospectus available from the College Registrar.

The College is particularly pleased with the fine academic results achieved by the cohort, particularly as the students have continued to negotiate the challenges presented in these uncertain times of the COVID pandemic.

Some key aspects of the results achieved are listed below.

- All of our Year 12 students gained their South Australian Certificate of Education (SACE).
- Our students gained 110 A+ grades, including 48 Merits, 219 As, and 189 A-s – a total of 518 (59.8%) grades in the A band.



- The average ATAR was 85.3 and the median score was 89.1.
- Twenty-four students achieved 48 Merits. This included one Year 11 student who studied a subject externally.
- Merits were achieved in 16 subjects involving 26 teachers.
- Thirteen students (9.1%) achieved an ATAR of 99 or above, i.e., in the top 1% of the state.
- Forty-three students (30.1%) achieved an ATAR of 95 or above, in the top 5% of the state.
- Sixty-six students (46.2%) achieved an ATAR of 90 or above, in the top 10% of the state.

Special achievements are outlined below.

- One of our Year 12 students was the recipient of the prestigious Governor of South Australia Commendation Award. The award recognises not only outstanding academic achievement but exemplary service to the wider community in one or more of the SACE Capabilities. Only 29 students in the state received this award.
- Another student was recognised as being one of only two award winners in the state for Economics.
- Three students received a scholarship to participate in the Adelaide University Headstart program where they achieved High Distinctions in both semesters. Similarly, one student participated in the Flinders University Extension program, also receiving High Distinctions in both semesters.

A high ATAR score affords students greater opportunities to access university or TAFE courses of their choice. Of the 138 students who received an offer at a tertiary institution, 92% received their first or second preference, and 95% received their first, second, or third preference. Students were accepted into a range of courses, with Engineering (16), Nursing (11), Health and Medical Science (8), Psychology (7) and Commerce (6) being the most popular degrees. We also had three students gain entry into Medicine.

Students continued to access a wide variety of Vocational Education and Training (VET) courses from a range of Registered Training Organisations (RTOs), and this trend has continued steadily over recent years. There has been a significant shift in student attitudes to and perceptions of VET courses, as it is viewed as a way of gaining important employability skills while experiencing work in an industry the student is interested in pursuing. All students undertaking a VET course in 2021 found it to be a very positive experience that complemented their subjects at school. Of these, 51 completed a Certificate III and a further three completed a Certificate II. Courses included Fitness and Sport Recreation, Construction, Child Care, Hospitality, and Media. Some students went on to take up opportunities as apprentices in carpentry and general construction. Many students are realising the importance of gaining a true perspective of industry while at school, and VET affords an opportunity to develop important transferable employability skills.

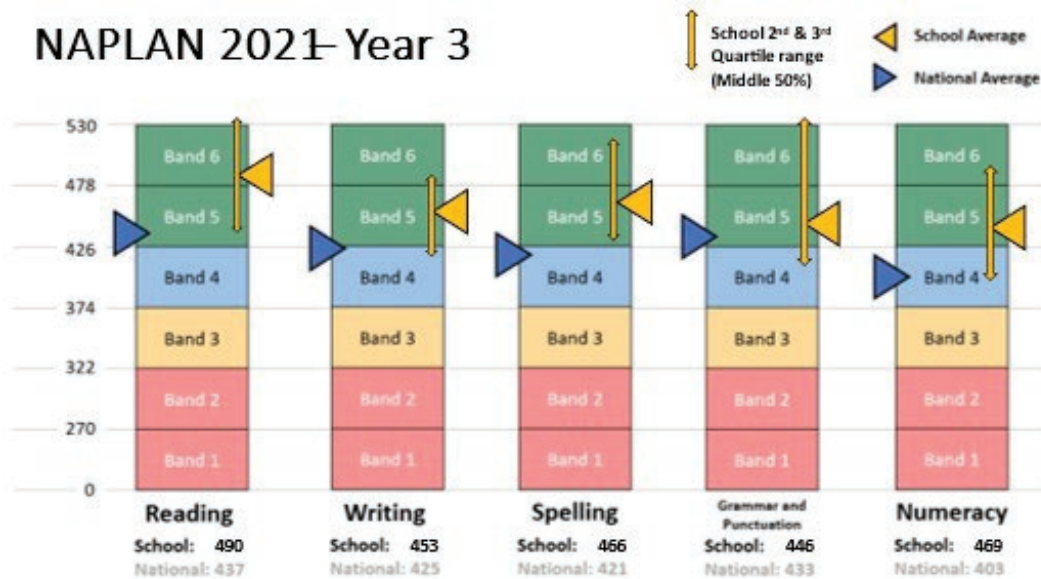
## NAPLAN RESULTS

Covid lockdowns in 2020 meant that 24 months went by between NAPLAN tests across the nation between May 2019 and May 2021. This, of course, could affect the longitudinal data patterns since the regime's inception in 2008. However, even with the omission of 2020, Saint Ignatius' College's trends in 2021 continued in the school's well-established and respectable performance trend. The introduction of online testing in 2019 does not appear to have had any noticeable effect on longitudinal results. Students in all year levels performed above state and national averages in all tests. A very small number of students who performed at or below the national minimum standards (the area shaded pink in the following charts) have Personal Learning Plans in place or are supported by inclusive education.

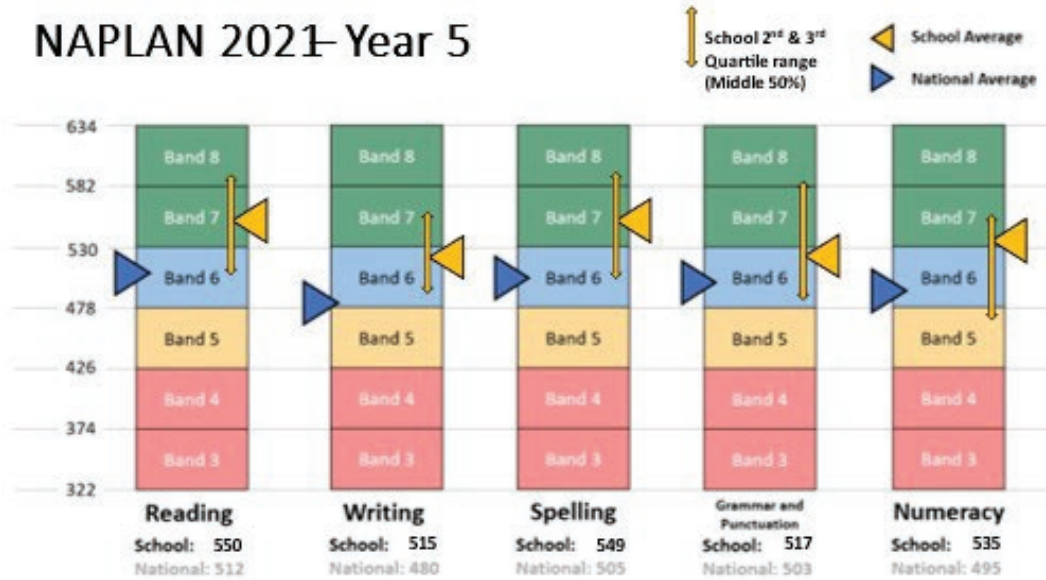
The 2021 cohorts performed strongly in the program. The College has developed an enviable record of accomplishment in these tests, which provide some parity with and insight to Year 12 ATAR achievement,

and the 2021 students should feel proud of having maintained this record. The tests were done wholly online in 2021, with all Ignatian students showing confident familiarity with the platform. Additionally, in all the test domains other than writing, branching testlets were used. This allowed an individual student's pattern of test questions to be determined in response to their completed answers, allowing each student to be tested at the most appropriate level.

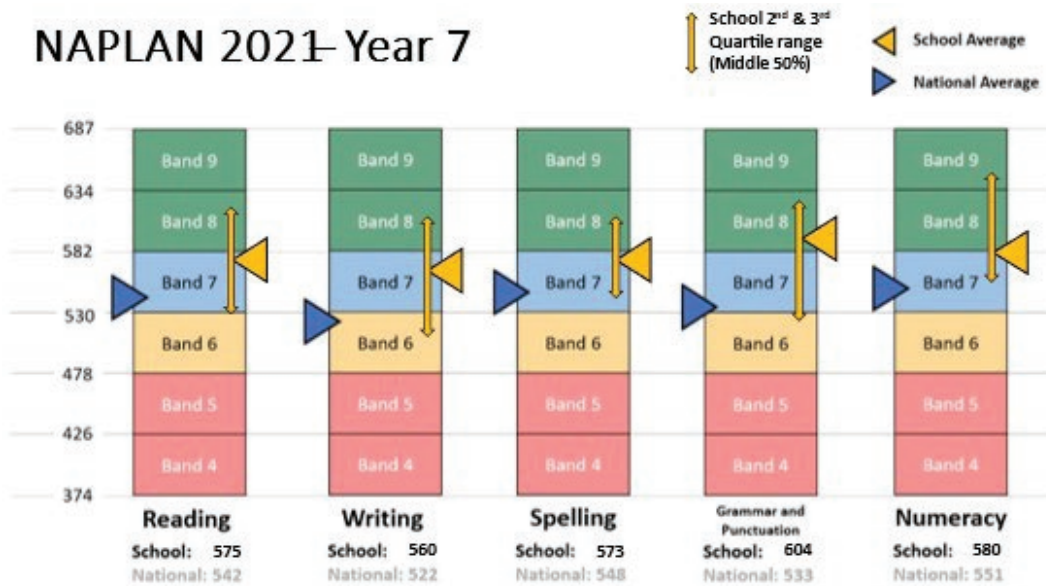
As NAPLAN tests are national benchmark tests, means of the College are compared to the national candidature in the following charts. In general terms, between 60 and 75% of the cohorts performed above the national mean in all tests. The large cohorts at Saint Ignatius allow for the school means to be a fair representation of the College regardless of the extremes of high and low scores from some students. For an additional perspective of the range of student abilities within the cohorts, the centre two quartiles (or middle 50% of the students) is also shown.



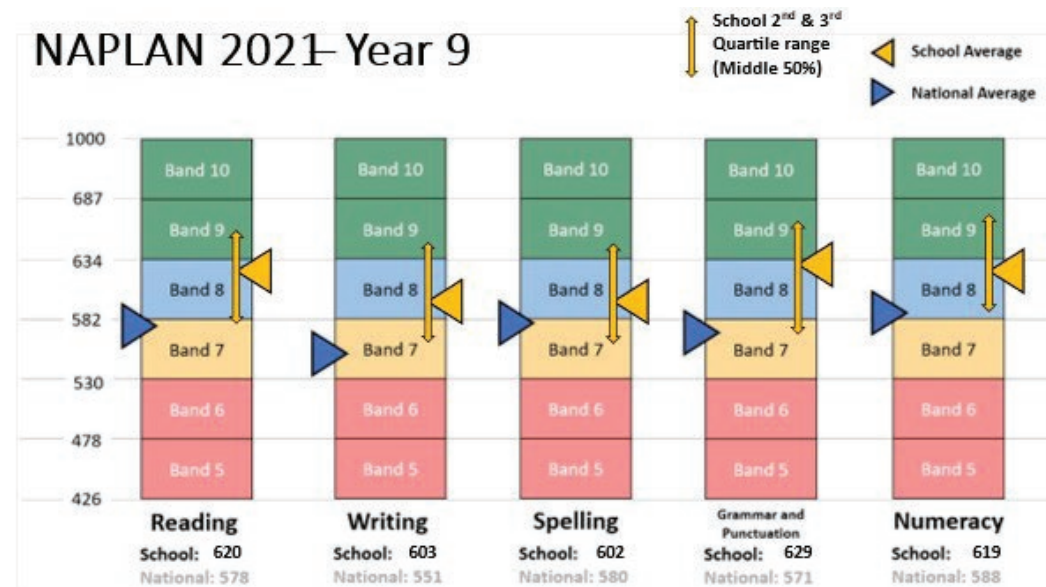
## NAPLAN 2021–Year 5



## NAPLAN 2021–Year 7



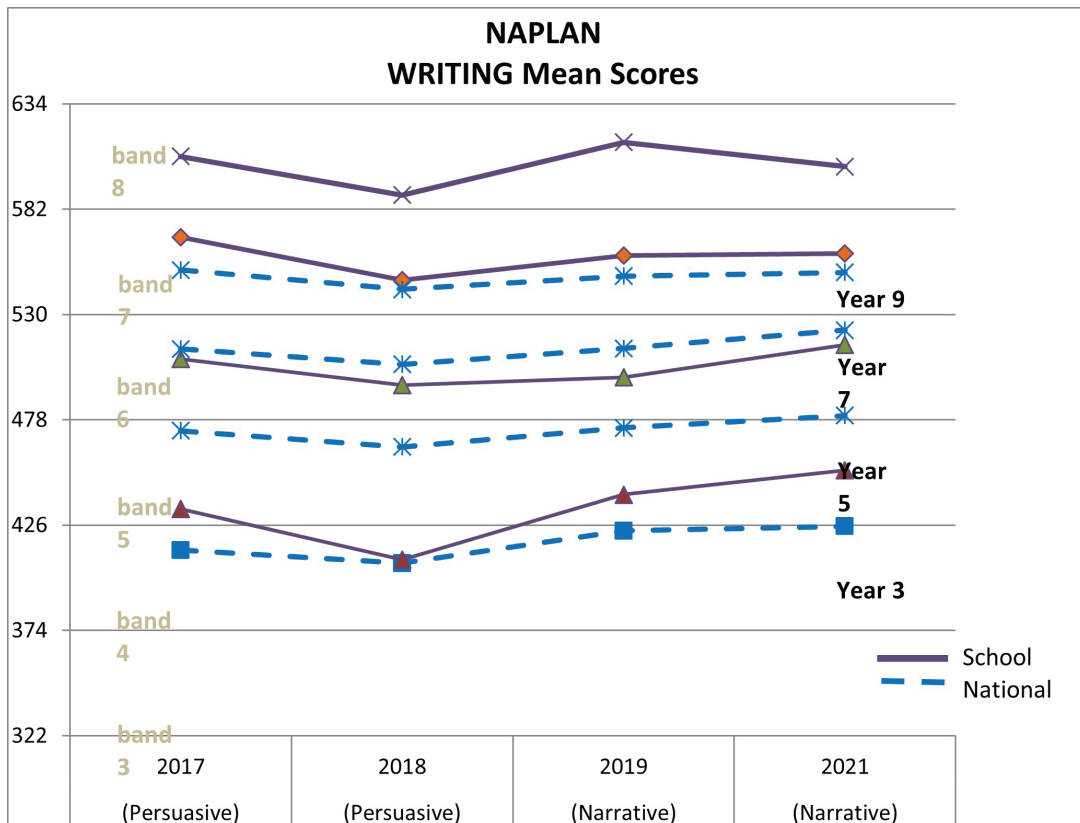
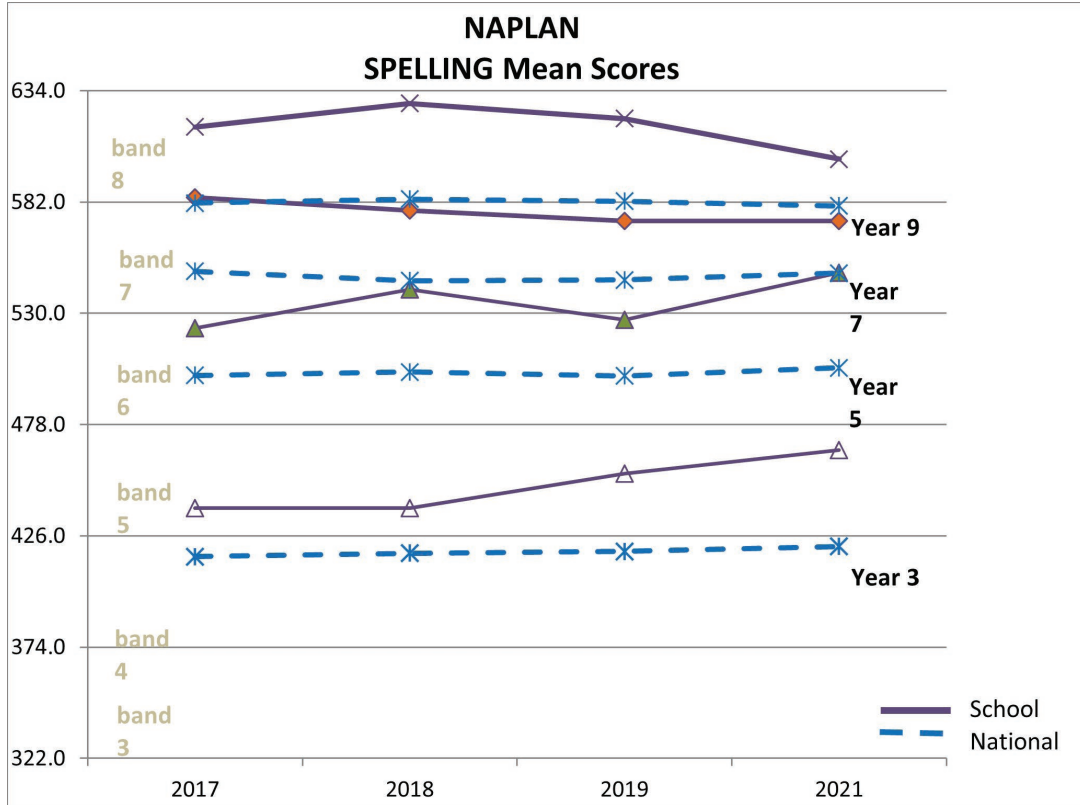
## NAPLAN 2021–Year 9

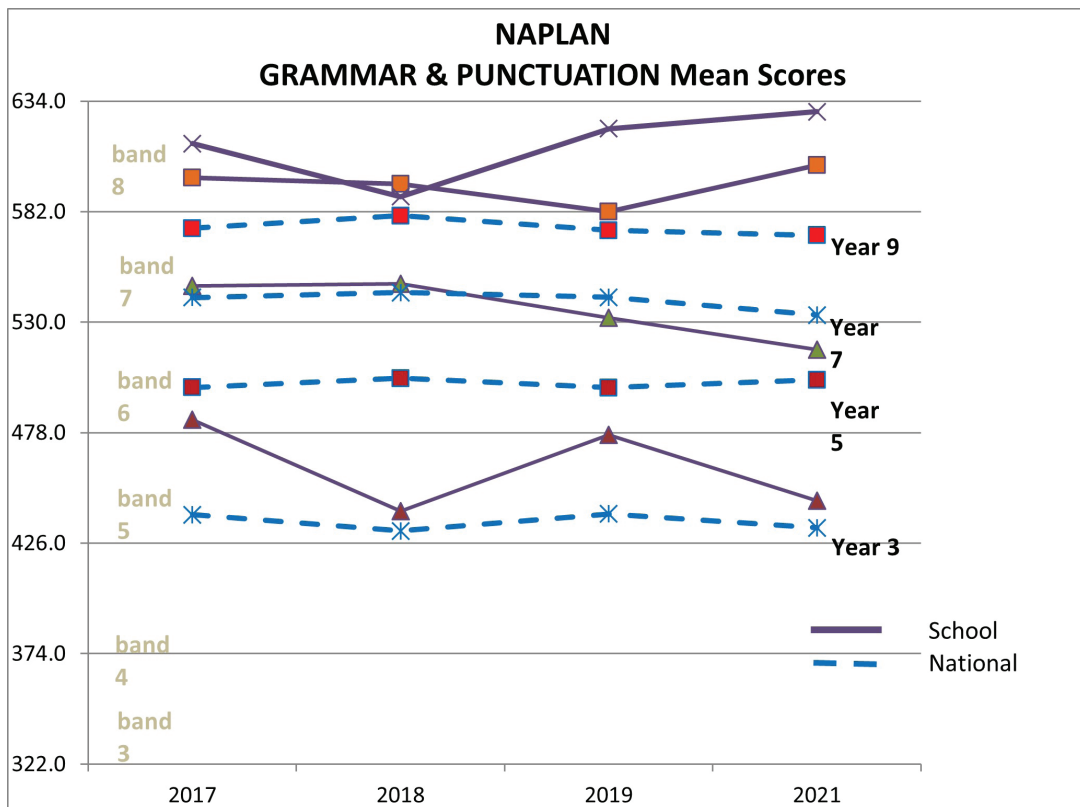
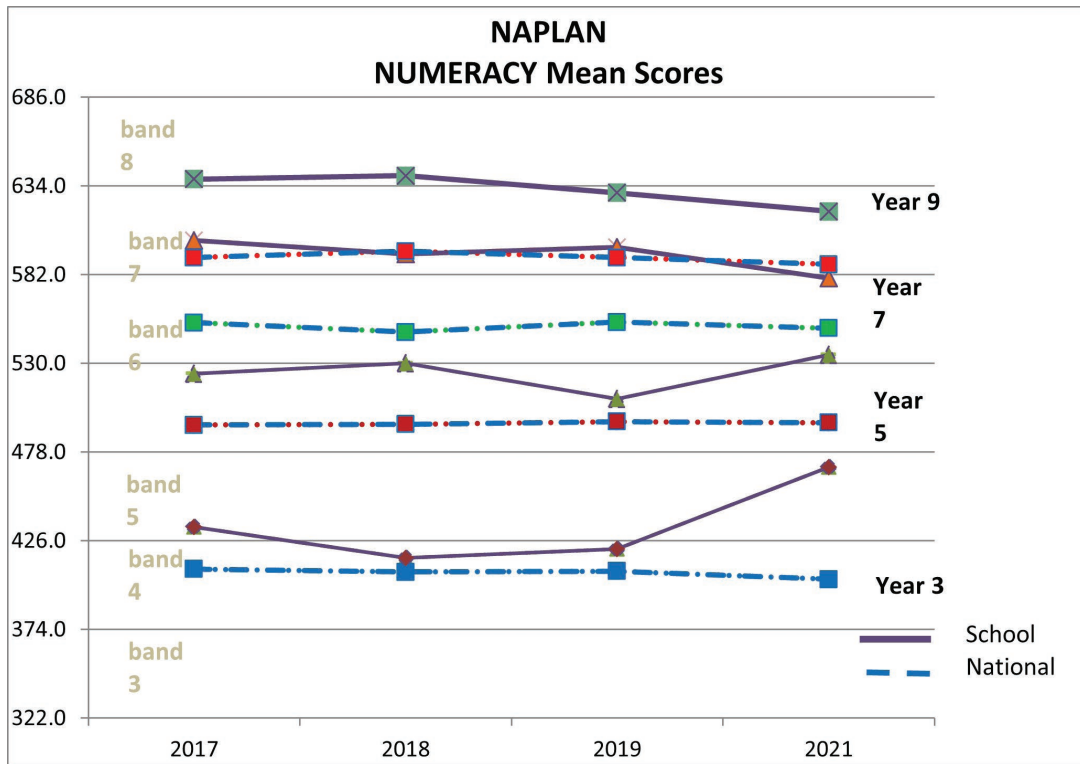


# NAPLAN RESULTS ctd.

## Longitudinal Trends

Due to individual student differences from year group to year group, it is inevitable that some small variations exist through time. However, the following charts indicate trends for student performance at a particular age over the last five years.





Teachers at both the Junior and Senior schools use the data from this testing in conjunction with other student performance data to direct learning and teaching initiatives and to offer required support and tailored learning at the various year levels. Achievements, areas for improvement, and resulting actions for ongoing implementation have been shared with all teaching staff, who are committed to all being teachers of literacy and numeracy, in order to uphold these fine results in the future.





## POST-SCHOOL DESTINATIONS

Of 138 students who completed their SACE, 133 students made an application through SATAC for university placements. Of these students, all were offered a place at tertiary level. Five students did not submit an application with SATAC. Two students (one of whom had applied to university but withdrew) are pursuing apprenticeships, and three applied interstate and accepted offers at ANU, the University of Queensland, and Bond University. Two are working and one is completing his military service in his home country overseas. Overall, 84% of students (116) were offered their first preference, 9% their second, and 2% their third. Five students received their fourth preference and two their fifth. One student is undertaking Foundation Studies at UniSA as a preparation pathway to future tertiary study.

Of the students who were offered a place at tertiary level in South Australia this year, more students applied to the University Adelaide (70) than the University of South Australia (48). Fourteen students applied to Flinders University and one to CQ University (who was not accepted). The range of courses that students applied to was broad; an obvious surge in popularity was experienced by Engineering, which was the most popular choice across a variety of disciplines including the Pathways option. The next most popular course selected was Nursing, then the Allied Health field, with Physiotherapy, Occupational Therapy, Podiatry, and

Speech Pathology proving very popular. This pattern was obvious across many health-related courses, with Health/Medical Sciences and Paramedic Science also popular amongst our students. Three students received a direct entry offer into Medicine, two at the University of Adelaide and one at the University of Queensland.

## STAFF PROFILE

### Teacher Standards And Qualifications

In 2021, at the Senior School, we had 70 teachers with a minimum of a Degree and/or Diploma, 15 with Double Degrees, nine with Honours, 19 with a Masters, and one with a Doctorate.

At the Junior School, 40 had a minimum of a Degree and/or Diploma, 13 with Double Degrees, and four with a Masters.

All teaching staff had approved teaching status.

### Workforce Composition

Saint Ignatius' College employs 208 permanent staff members – 137 at the Senior School and 71 at the Junior School. At the Senior School, 44% are males and 56% are females, with 17% males and 83% females at the Junior School. At the Senior School, 34% of staff are employed on a part-time basis, with 54% at the Junior School being part-time.

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

## COLLEGE SATISFACTION

Saint Ignatius' College is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the College with both its operational and strategic planning

and its determination to continually improve the educational experience offered to the students.

In 2021, 157 parents and 193 students from selected year groups participated in surveys and provided views on areas such as academic performance, student wellbeing, religious formation, co-curricular and sport, communications, reputation, and facilities.

## PARENTS

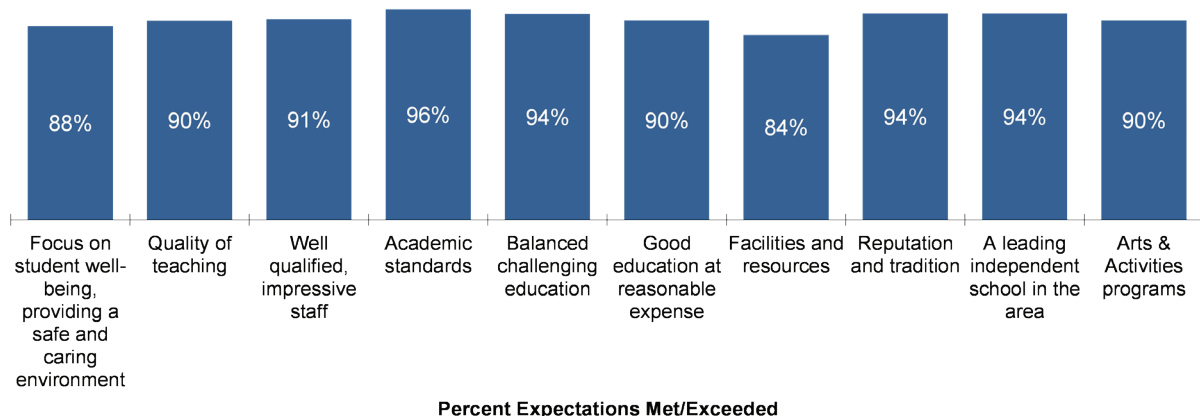
A selection of the parents' top-level findings is detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

The top five areas are noted below.

1. Eighty-eight percent of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, with the College providing a safe and caring environment.
2. Ninety percent of parents noted their expectations were met or exceeded in relation to the quality of teaching.
3. Ninety-one percent of parents noted their expectations were met or exceeded in relation to the well-qualified, impressive staff.
4. Ninety-six percent of parents noted their expectations were met or exceeded in relation to the academic standards.
5. Ninety-four percent of parents noted their expectations were met or exceeded in relation to the balanced, challenging education.



2021 SIC Adelaide Parents - Expectations Met/Exceeded - Top 10 (n=157)





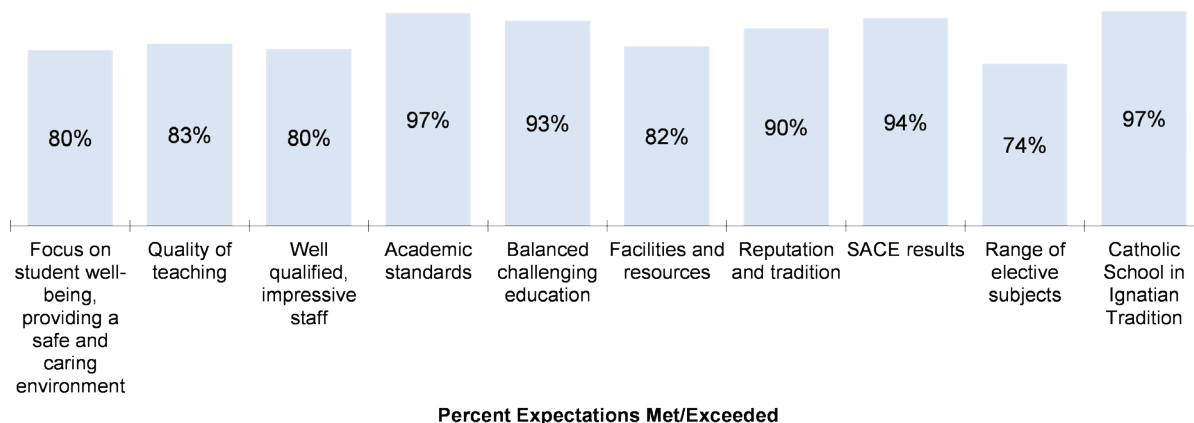
## STUDENTS

A selection of the students' top-level findings is detailed below, ranked in order of the importance the students placed on reasons for choosing a school.

The top five areas are noted below.

1. Eighty percent of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, with the College providing a safe and caring environment.
2. Eighty-three percent of students noted their expectations were met or exceeded in relation to the quality of teaching.
3. Eighty percent of students noted their expectations were met or exceeded in relation to the well-qualified, impressive staff.
4. Ninety-seven percent of students noted their expectations were met or exceeded in relation to the academic standards.
5. Ninety-three percent of students noted their expectations were met or exceeded in relation to the balanced, challenging education.

2021 SIC Adelaide Students - Expectations Met/Exceeded - Top 10 (n=121)



Parents and students were asked to provide open responses to the most valued aspects of Saint Ignatius' College. The most frequently nominated aspects are outlined below.

## PARENT QUOTES ON WHAT THEY VALUE ABOUT SAINT IGNATIUS' COLLEGE

*A wonderful education that has encouraged our daughter to do her best in all things. The positive approach of teachers and sport coaches. The friendships made by our child and by us.*

*Community and friendship make school life wonderful.*

*Cura personalis - the fact that not just the academic is pushed but a well-rounded student leaves the school better than when they entered.*

*Great environment for my child to enjoy and succeed in his studies.*

*Great ethos for children to learn and grow as young adults.*

*I have always valued the lifelong learning and social justice focus that a Jesuit education has provided to me and feel grateful to have been able to provide the same to my child.*

*I value all the associations with the College; it is really an excellent experience.*

*It gives us comfort that our child is being well educated with a solid foundation in values that we subscribe to. It has a good reputation in many regards.*

*Pastoral care and sense of community.*

*The Ignatian ethos and ability to have a lifelong association through the Old Ignatians and broader Ignatian community.*

## STUDENT QUOTES ON WHAT THEY VALUE ABOUT SAINT IGNATIUS' COLLEGE

*The whole learning process and being able to grow up here and learn with excellent resources and education.*

*The teachers and the amount of care and respect that they have for students, especially in Year 12.*

*The sense of community and Ignatian spirit/culture amongst current scholars and old scholars.*

*The life lessons and morals that they stand for and have taught me.*

*The community aspect that goes beyond education/schooling.*

*I value the opportunities this College has given me to develop as a person. This College has equipped me with the necessary skills and qualities I need to be successful in life, and I feel comfortable going out into the real world because of this.*

*I value the opportunities it has presented me with and the part it played in getting me to grow to who I am today.*

*I value being part of a College known for its Ignatian values and ideals.*

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Parents who enrol via our Early Years are regularly consulted, and their opinions are sought regarding the Quality Improvement Plan for the centre. Parent satisfaction levels are very high. The main area of challenge identified is being able to provide places for all applicants who seek them.

Our Junior School Out of School Hours Care service also regularly conducts parent surveys and seeks feedback regarding each of the Quality Areas for that service. This is a major component of the regular audits of this service and informs many aspects of its program. Parent satisfaction is seen to be very high across all Quality Areas. An area of challenge is that some views have been expressed seeking an expansion of the service beyond the times already available.

Various working parties have been established by the College to allow staff members to contribute to the decision-making processes and provide feedback to initiatives. Groups such as the Consultative Committee, the Ignatian Ethos Committee, and the Staff Professional Development Working Party continue to seek feedback from staff via participation and membership. These groups provide a conduit between staff members (both teaching and administration) and the College Executive.

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

## COLLEGE INCOME

In 2021, income for the College's educational program was derived from the sources listed below.

| <b>Recurrent Income</b>                | <b>\$</b>                |
|--|--------------------------|
| Private Income                         | 21,359,934               |
| Sundry Income                          | 1,800,118                |
| Australian Government Recurrent Grants | 10,558,388               |
| State Government Recurrent Grants      | 2,930,083                |
| <b>TOTAL RECURRENT INCOME</b>          | <u><u>36,648,523</u></u> |

| <b>Capital Income</b>                |          |
|--------------------------------------|----------|
| Private Income                       | 119,747  |
| Australian Government Capital Income | <u>0</u> |
| <b>TOTAL CAPITAL INCOME</b>          | 119,747  |



## COLLEGE IMPROVEMENT

### Self-Assessment Process

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

The key priorities of the Strategic Plan include:

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

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

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

For the purposes of this report, the Annual Improvement Plan is cross-referenced with the domains (*Catholic Identity, Focused Vision and Goals, Strong Leadership, High Expectations of All, High-Quality Teaching and Learning, Effective Use of Data, Orderly and Safe Learning Environments, Strong Home/School/*

*Community Engagement*) specified in the Continuous Improvement Framework for Catholic Schools.

### Care of Students

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

A significant focus in the articulation of the College's care of students was the development of a new pastoral care structure based on a House system to be implemented at the Senior School. The new structure began development in 2019 with a review of the pastoral care structures following feedback from the community as to how to use current best practices to care for our students. The initial plan was for the new structure to be introduced in 2020. Due to the significant impact of COVID-19, the introduction of the new structure was considered to be another disruption that could be avoided and so the implementation was postponed until the start of 2022. However, the working party continued to plan throughout 2021. This involved consultation with students, staff members, and families to ensure all members of the College community were well informed about the new pastoral structure. A series of screencasts were developed to inform parents and caregivers as well as students and teachers.

The ongoing impact of COVID-19 during 2021 resulted in several initiatives being undertaken by the College. These included ongoing communication from the



principal to the community via news bulletins and screencasts. Further to the communication from the principal, Junior School classroom teachers and Senior School pastoral care teachers contacted families to check on the wellbeing of students. If contact via telephone was not initially possible, email contact was made to find a mutually convenient time for a telephone call to be made. During times of lockdown, regular contact with students via the College's LMS was made by both pastoral care teachers and subject teachers. Wellbeing check-ins were part of the contact, and the College has since taken part in trials of wellbeing check-in apps for mobile phones and other devices as it was found many students enjoyed this form of care. Even after students were able to return to face-to-face teaching, some students, identified as being at risk and required to stay at home, were in regular contact with pastoral care and subject teachers via a range of methods.

Cleaning products were provided in classrooms to wipe desks and surfaces, and hand sanitiser was provided. Co-curricular practices and training sessions were redesigned to comply with state health regulations. A number of activities were either postponed or cancelled and, while this was disappointing for those involved, the safety of all the community was foremost in any decision-making regarding postponements or cancellations.

### **Human Excellence**

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

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

Once again, COVID-19 had an impact on the mode of delivery of the curriculum. The teaching staff are to be congratulated on their ability to manage the changing expectations resulting from hybrid learning modes including both online learning and face-to-face teaching methodologies. When the risk of lockdowns



first occurred, teachers were given time to redesign programs and upskill in online methodologies including the use of Forums on SEQTA (the College's LMS) as well as other software platforms such as Microsoft Teams, Class DOJO, and Zoom. First preference was to use Forums as the College's LMS, with some work also being carried out on Teams. Presentations such as information evenings that traditionally had large numbers of attendees were delivered to parents/caregivers via a secure login using platforms such as YouTube. Teachers and other staff members continued to develop skills in these technologies. The success of the delivery methods



resulted in some changes being incorporated on a more permanent basis where dual modes of delivery were used for events such as information evenings and curriculum interviews.

All teaching staff continued to be encouraged and supported to attend professional development activities in their curriculum areas or general teaching practices in COVID-19-safe formats. Many teachers of senior classes engaged in assessment activities as setters, markers, and/or moderators with the SACE Board.

Student engagement in online learning, when required, was very high, which reflected the students' willingness to engage in their education in trying circumstances. This was also reflected in the extraordinarily high level of participation in a wide range of College activities outside the traditional learning space of the classroom, such as the Year 6 cohort travelling to Canberra as part of the Civics and Citizenship program. Despite interruptions due to COVID-19, many co-curricular activities offered by the College allowed students to continue their learning in a range of settings including sports, drama, music, debating, public speaking, social justice initiatives, chess, Brain Bee Challenge, Ethics Olympiad, and Future Problem Solving.

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

The Learning and Teaching Framework, published in 2019, continued to be the key document used by teaching staff to develop quality educational experiences for students. It provides a clear articulation of what it means to learn and teach at Saint Ignatius' College. It is based on Jesuit documentation including the Ignatian Pedagogical Paradigm and the Characteristics of Jesuit Education.

The increased use of the College's LMS, SEQTA, supported teachers and learners during the disruptions due to COVID-19, as more resources were uploaded and shared via the LMS. Improved feedback to students and families was another feature of SEQTA that teachers began to access and trial throughout 2021. Further refinement of the reporting process occurred during 2021 to ensure that our reporting processes reflected the new framework and improved consistency of language and ideals between the framework and reporting processes.

### **Faith in Practice**

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

The College places high value on its Catholic identity and Jesuit heritage. We are extremely fortunate to have a strong Jesuit presence in the College, with two Jesuits actively engaged full-time on staff as well as regular visits by other Jesuits. Normally at the Senior School, significant feast days are celebrated each term with whole-school masses. However, the impact of COVID-19 limited the ability to have large gatherings, meaning these masses had to be rethought, and the use of broadcasting facilities was investigated. Fortunately, the College has access to high-quality video cameras and streaming



facilities. This allowed masses to be broadcast directly to classrooms, which enabled students to safely engage in liturgies and masses. Prayer is practised regularly, including at the start of the day and before each lesson. A Jesuit reflective practice, the Examen, was expanded to be conducted twice weekly.

Due to COVID-19, the College was unable to offer students the opportunity to engage in several community service activities across all year levels. Alternative ways of providing a service to the marginalised were investigated and included preparation of meals to deliver to facilities such as Moore Street Centre supporting the homeless in Adelaide and increased donations to providers such as Caritas Australia and St Vincent de Paul.

At the Senior School, each year level participates in a Day of Reflection at least once during the year. A number of these events needed to be rescheduled and reformatted, but all year levels were still able to have such an experience despite the impacts of COVID-19. Unfortunately, the opportunities for students in Years 11 and 12 to participate in four-day residential retreats were somewhat limited, and instead of the usual four retreats offered, there were only three. At the Junior School, there were similar opportunities to participate in reflective practices designed to be age appropriate.

The decision was made that the opportunities for students in Years 10 and 11 to participate in immersions, or Journeys of the Heart, to either indigenous communities in the Northern Territory or overseas in Vietnam and Cambodia, India, or Timor-Leste, would not occur in 2021. This was very disappointing for those students and staff who were planning on being involved, but necessary considering travel restrictions and the wellbeing and safety of those in our community. However, we were fortunate to be able to introduce an intrastate experience – Ikara, Flinders Ranges – where groups of Year 10 students were able to experience an eight-day immersion working with First Nation peoples to discover more about the history, geography, and ecology of the Flinders Ranges.

### **Ignatian Ethos**

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

The vision for Saint Ignatius' College is strongly influenced by the ethos of all Jesuit educational institutions – 'Finding God in All Things'. The College aims to provide high-quality education of an academic nature to a broad range of students. The profile of our graduates at graduation is that they are open to growth, intellectually competent, loving, faith-filled, and committed to justice. At the centre of all strategic decisions are the students in our care.



One of the key leadership roles in the College is that of the Rector, a Jesuit who has oversight of the entire College and its Jesuit identity. He is supported by a Head of Ignatian Identity and Ethos. The Junior School has a Religious Education Coordinator. The Senior School has a Faculty Director supported by two Curriculum Coordinators – one for middle years and one for senior years – to develop and manage the Religious Education curriculum. Religious Education is compulsory at each year level across the College.

Each year the Head of Ignatian Identity and Ethos coordinates a number of staff formation opportunities including new staff formation in Ignatian Ethos, a whole-staff day dedicated to Ignatian Ethos, and short-term retreats with smaller groups aimed at deepening understanding of Ignatian ministry.

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

As explained above, there were significant challenges in 2021 for all programs to run as they had in previous years, but a great deal of energy, time, and creative thought was invested to ensure there were programs in some form available for those in our community.

### **Stewardship and Sustainability**

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

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

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

Fortunately, after some delays due to COVID-19, the new building project at the Junior School, comprising a

gymnasium and music and STEM rooms, as well as open learning spaces and additional classrooms, commenced at the start of 2021 and is due for completion in early 2022. Once completed, this new resource will provide contemporary learning spaces to facilitate creative and collaborative learning at the Junior School.

Refurbishment of a science laboratory at the Senior School continued in 2021, improving the facility available to students.

In response to the challenges of sustainability, and under the direction of parents who are experts in the field of environmentally sustainable buildings, the College carried out an audit of its carbon footprint. A report was presented to the College Board in early 2021 with a number of recommendations to be implemented over the coming years.



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

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**IGNATIUS EARLY YEARS**  
*Early Learning Centre*

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Tel: (08) 8130 7180

**JUNIOR SCHOOL**  
*Reception to Year 6*

62 Queen Street  
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**SENIOR SCHOOL**  
*Years 7 to 12*

2 Manresa Court  
Athelstone SA 5076

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