

School Performance Report 2022



Saint
Ignatius
College

Go, set the world *alight*.

SAINT IGNATIUS' COLLEGE SCHOOL PERFORMANCE REPORT 2022

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 2022.

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 2022, there were a total of 1,397 students – 862 at the Senior School and 535 at the Junior School. At the Senior School, 52% were males and 48% females. These percentages were 58% boys and 42% girls at the Junior School. In 2022, there were four 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 2022

At the Senior School, the average student attendance was 89.1%, and at the Junior School, student attendance was 90.9% in 2022.

Overall attendance within each year level was as follows.

Reception	90.9%
Year 1	89.8%
Year 2	93.2%
Year 3	90.3%
Year 4	90.5%
Year 5	91.1%
Year 6	90.1%
Year 7	92.2%
Year 8	90.8%
Year 9	89.9%
Year 10	85.8%
Year 11	87.9%
Year 12	86.6%

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 2022 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.

Some key aspects of the results achieved are listed below.

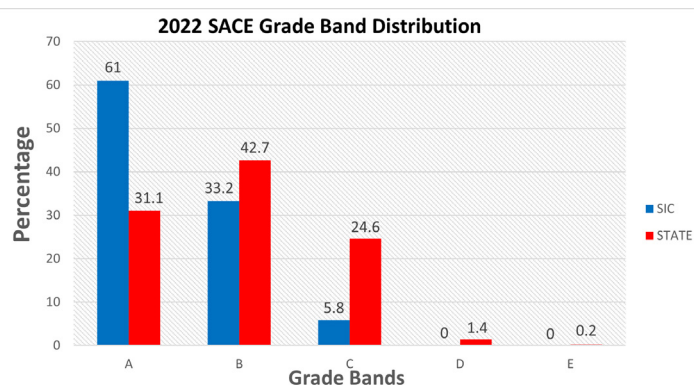
- All our Year 12 students gained their South Australian Certificate of Education (SACE).
- Our students gained 128 A+ grades, including 55 Merits, 234 A's and 184 A-'s – a total of 546 (61%) grades in the A band.

- 65 students (50% of the cohort) achieved an ATAR of 90 or above, placing them in the top 10% of the State.

A high ATAR score affords students greater opportunities to access university or TAFE courses of their choice. To this end, of the 128 students who received an offer at a tertiary institution, 93% 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 (14), Health and Medical Science (10), Law (9), Business (8), Psychology (7), Speech Pathology (6) and Commerce (5) being the most popular degrees.

In 2022, students engaged in a wide range of Vocational Education and Training (VET) subjects. This comprised 138 students in Year 10, 97 students in Year 11 and 15 in Year 12. Of these students, 9 completed a full certificate II, 97 a full certificate III and the 138 Year 10's a partial qualification through our First Aid program, "Try a Trade" days or White Card training days. It was pleasing to see Certificate II in Aquaculture back on the curriculum. What was most significant was the rising number of students who utilized their VET studies to enter trades and seek apprenticeships. In 2022 there were two Year 12 students who followed this pathway with another three in Year 11 and the same number in Year 10 tracking in this direction. The "Try a Trade" day was the likely reason for this development. The Certificate III in Screen and Media continues to grow in number. The second most popular course is the Certificate III in Business, followed by Certificate III in Sport and Recreation Management, Certificate III in Early Childhood Education and Care, Certificate III in Hair and Makeup along with Certificate II in Construction Pathways and Stackable VET Advanced Carpentry. The increase in numbers was due to First Aid being included in the data at Year 10 which had not previously been the case. We had five students apply via the VETRO application system for Funded VET placements for 2023, and another eight completing Fee for Service courses.

The VET opportunities available to support student learning at the College continues to flourish and the College is greatly appreciative, as are our students and their families, for the hard work undertaken by our VET Coordinator, Mrs McDonald. She is not only knowledgeable in this space but always has the best interest of the student at heart when offering guidance.



- The average ATAR was 86.7 and the median score was 90.0.
- Two students achieved our highest ATAR score (99.8).
- 37 students achieved 55 Merits. This included eight Year 11s and two Year 10s. Four Merits were achieved by students who studied a subject externally.
- Merits were achieved in 21 subjects involving 35 teachers.
- One student achieved four Merits, three students were awarded three Merits and nine gained two Merits.
- Three Visual Arts – Art students had their work selected to be displayed in the 2023 SACE Art Show.
- Four students participated in the University of Adelaide Headstart Program and achieved mainly High Distinctions in their respective courses.
- 9 students (6.9% of the cohort) achieved an ATAR of 99 or above, placing them in the top 1% of the State.
- 43 students (33.1% of the cohort) achieved an ATAR of 95 or above, placing them in the top 5% of the State.

NAPLAN RESULTS

The College's students performed very well in 2022 NAPLAN tests. It was these students who two years previously did not sit NAPLAN due to the initial Covid-19 outbreak thwarting the safe delivery of the nation-wide tests.

A meaningful measure of student growth has been made difficult for these students due to the absence of longitudinal data. It is likely temporal comparisons into the future will remain difficult as the reporting of NAPLAN bands changes into the future.

The NAPLAN tests are now more interactive. Not all students sit the same test: rather, the questions that a student progressively answers through the tests alter depending on how well they have answered previous questions, allowing a more fine-tuned gauge of student ability across the spectrum to be made.

Compared to Saint Ignatius' past results, the almost 300 senior campus students tested were well on par with previous performance, with our Year 9 literature results being the strongest in the last few years.

In addition, our comparison to the national average is very favorable, with over 80% of Ignatian students achieving higher than the national average in almost all test domains, as shown in the table below.



A comparison of 2022 Saint Ignatius' College students' NAPLAN scaled scores with national averages across all test domains.

	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
Year 3	456 440-471			443 430-456			441 427-455			460 444-447			430 416-443		
	SIM 482	ALL 438		SIM 453	ALL 422		SIM 454	ALL 418		SIM 479	ALL 443		SIM 437	ALL 400	
Year 5	550 535-565			525 510-540			551 537-565			543 526-559			526 512-539		
	SIM 554	ALL 510		SIM 525	ALL 848		SIM 543	ALL 505		SIM 543	ALL 499		SIM 530	ALL 488	
Year 7	576 565-586			576 564-588			592 581-603			574 562-586			600 590-611		
	SIM 588	SA 537	ALL 543	SIM 577	SA 521	ALL 530	SIM 589	SA 540	ALL 547	SIM 583	SA 526	ALL 533	SIM 583	SA 535	ALL 533
Year 9	626 616-637			632 618-645			626 614-637			641 611-630			621 611-630		
	SIM 623	SA 571	ALL 578	SIM 609	SA 557	ALL 580	SIM 612	SA 571	ALL 577	SIM 625	SA 566	ALL 584	SIM 625	SA 575	ALL 584



POST-SCHOOL DESTINATIONS

Of 137 students who completed their SACE, 129 students made an application through SATAC for 2023. Of these students, all were offered a place at tertiary level. Nine students did not submit an application with SATAC. Two students are pursuing apprenticeships, and four applied interstate and accepted offers at UNSW, University of Queensland and two at Bond University receiving scholarships. Overall, 109 students were offered their first preference, twelve their second, and three their third. Three 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 (75) than the University of South Australia (41). Eleven students applied to Flinders University. The range of courses that students applied to was broad; the most popular choice was Health and Medical Science (11) and Psychology, followed by Law (9). In the Allied Health field, Occupational Therapy (4) and Speech Pathology (6) are proving very popular. This pattern was obvious across many health-related courses, with Nursing (4) and Midwifery (2) and Paramedicine also favoured amongst our students. One student received a direct entry offer into Medicine.

STAFF PROFILE

Teacher Standards And Qualifications

In 2022, 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 213 permanent staff members – 139 at the Senior School and 74 at the Junior School. At the Senior School, 42% are males and 58% are females, with 14% males and 86% females at the Junior School. At the Senior School, 32% of staff are employed on a part-time basis, with 47% 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 2022, 262 parents and 330 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

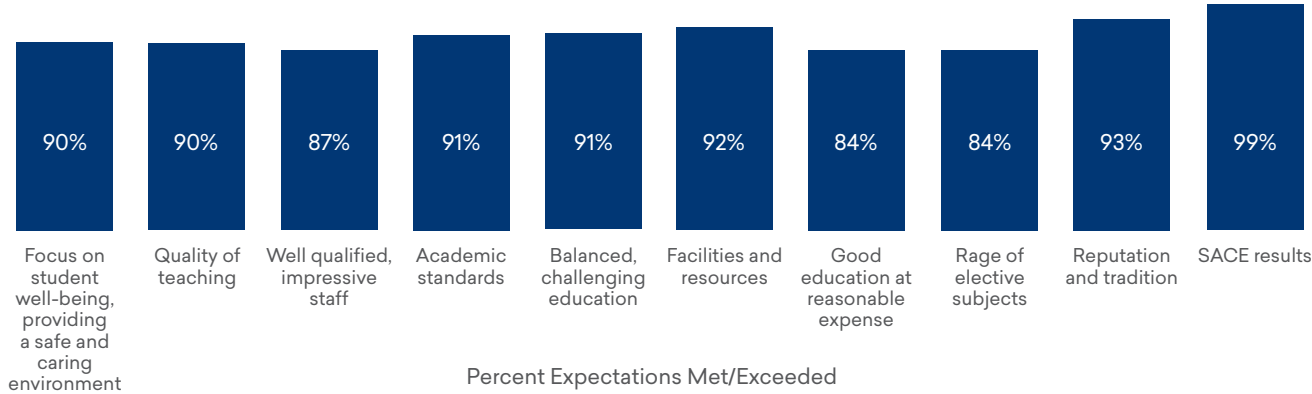
A selection of the parents' top-level findings is detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

The top five areas are noted below.

- 1. 90% of parents noted their expectations were met or exceeded in relation to the Focus on student well-being, providing a safe and caring environment.
- 2. 90% of parents noted their expectations were met or exceeded in relation to the Quality of teaching.
- 3. 87% of parents noted their expectations were met or exceeded in relation to the Well qualified, impressive staff.
- 4. 91% of parents noted their expectations were met or exceeded in relation to the Academic standards.
- 5. 91% of parents noted their expectations were met or exceeded in relation to a Balanced challenging education.



2022 SIC Adelaide Year 2, 6, 9 & 12 Parents - Expectations Met/Exceeded - Top 10 (n=262)





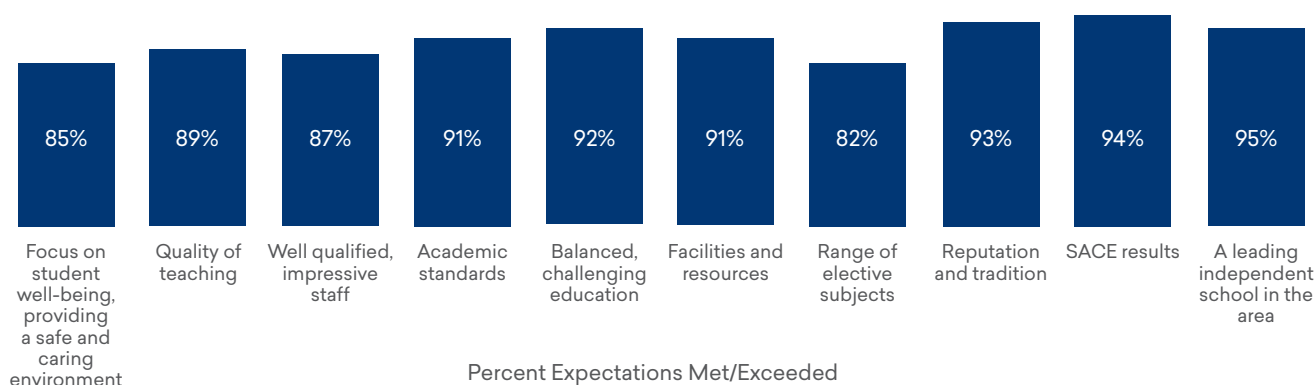
STUDENTS

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. 85% of students noted their expectations were met or exceeded in relation to the Focus on student well-being, providing a safe and caring environment.
2. 89% of students noted their expectations were met or exceeded in relation to the Quality of teaching.
3. 87% of students noted their expectations were met or exceeded in relation to the Well qualified, impressive staff.
4. 91% of students noted their expectations were met or exceeded in relation to the Academic standards.
5. 92% of students noted their expectations were met or exceeded in relation to a Balanced challenging education.

2022 SIC Adelaide Year 9 & 12 Students - Expectations Met/Exceeded - Top 10 (n=256)



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.

2022 SIC Adelaide Yrs 2 & 6 Parents - What do you value most about your association with the College? (Top 5)
The College community
The College culture & values
Safe, caring & supportive environment
Happiness attending school
Jesuit education
2022 SIC Adelaide Yr 6 Students - What do you value most about your association with the College? (Top 5)
Quality of teachers & staff
Friendships/connections developed
Academic curriculum & standards
Safe, caring & supportive environment
Sports Program
2022 SIC Adelaide Yrs 9 & 12 Parents - What do you value most about your association with the College? (Top 5)
The College community
Friendships/connections developed
Quality of teachers & staff
Safe, caring & supportive environment
Academic curriculum & standards
2022 SIC SA Year 9 Students - What do you value most about your association with the College? (Top 5)
Friendships/connections developed
The College community
Quality of teachers & staff
Sports Program
Academic curriculum & standards
2022 SIC Adelaide Year 12 Students - What do you value most about your association with the College? (Top 5)
Friendships/connections developed
The College community
Quality of teachers & staff
Academic curriculum & standards
the College values

PARENT QUOTES ON WHAT THEY VALUE ABOUT SAINT IGNATIUS' COLLEGE

Being catholic school.

Excellent community and education that creates exemplary young people.

Friendships, families with the same values as my own

I value the care of my child

I love the feel of community and the sense of belonging. I know our children are in the best place academically and emotionally. They are both so happy.

It is a Jesuit school. Not too showy and has a diverse population.

Jesuit philosophy and Christian teaching instilling value based education to our children in the current challenging world!

We value the emphasis upon social justice and inclusion that the college teaches our children.

I feel the support we have had in helping our daughter be the best version of herself has been exceptional. I am grateful that our values align with those of the College and individual staff members. Staff members truly have the best interest of the students at heart.

Strong academic focus combined with supportive, caring staff who genuinely care for our kids.

We have most valued the lifelong friendships that our children have developed with their peers as a lot of them have been together since reception, but we also value the friendships that us as parents have developed with both staff and other college parents along the way. We also value the genuine care, compassion and interest that most of the staff have shown our children over the years

We've met new friends and families within the school community and have a well balanced and happy Year 12 student with good mental health. It has been a successful journey for us.

STUDENT QUOTES ON WHAT THEY VALUE ABOUT SAINT IGNATIUS' COLLEGE

The musical, knitting, sport, school spirit, teamwork, welcoming, positive energy, the oval, new gym and classrooms.

What I like most about the school is the wellbeing, academic, music, flexible, sports/co-curricular and the specialist lessons.

What I like the most about the college is the teachers because they are really nice and kind and most of them are fun teachers.

What I value most about the college is the subjects that they do and how they teach us in different ways.

I value my ability to become a part of a community where I am able to be supported and loved by students and peers. I also value that even though I may struggle with some areas the ability of having support at the school has helped me grow and develop.

I value the community and sense of belonging that exists within the school. My association with it has allowed me to grow through my sporting, co-curricular endeavors. As well as building my spirituality and virtues for the world.

I have valued their support and guidance throughout my 13-year journey. The teachers have been really helpful in keeping the College community alive. They have been there for me to support me when I need them. The music department has been fantastic in supporting me in my final year too, as well as all the other years I have been at the college.

Saint Ignatius' College is a loving community that truly cares about & provides support to each individual & that in itself makes me proud to be a student at this school. Also, the inclusive ed department has been super supportive and I appreciate each & every staff member apart of it.

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.

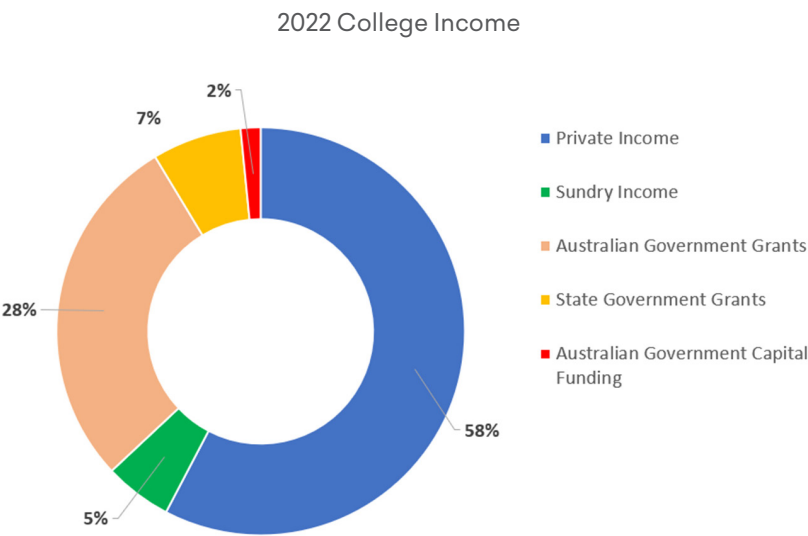
Various working parties have been established by the College to allow staff members to contribute to the decision-making processes and provide feedback to initiatives. Groups such as the Consultative Committee, the Ignatian Ethos Committee, and the Staff Professional Development Working Party continue 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 2022, income for the College’s educational program was derived from the sources listed below.



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 has been the development of a new pastoral care structure based on a House system to be implemented at the Senior School. The implementation was delayed several times due in part to Covid. However, it was most pleasing that the new structure was finally implemented in 2022. The transition to the structure was very smooth, due in part to the extensive planning, but also because of the willingness of the community to engage with the new structures. Ongoing review throughout the year will result in some minor changes in 2023.

A range of programs and activities such as gender-inclusivity workshops, anti-bullying programs, the Friendology program at the Junior School, 'buddy' programs at both the junior and senior school, student developed 'bullying' plays by our Year 11 Drama students, Blue Week activities, RUOK day, Dr Tessa Opie's presentation on Consent, the Power to End Violence against Women, the Empowered program and Wear it Purple Day are also run to support a range of different needs within our community.



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.

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

Student engagement in online learning at the start of the year, 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. 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, 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.





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 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. 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.

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. 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 Year 11 to participate in immersions, or Journeys of the Heart, overseas in Vietnam and Cambodia, India, or Timor-Leste, would not occur in 2022.

However, students in Year 10 did have the opportunity to travel on an intrastate experience – Ikara, Flinders Ranges – where they 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.

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. 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, was opened in early 2022. This new resource provides contemporary learning spaces to facilitate creative and collaborative learning at the Junior School.

Refurbishment of a science laboratory at the Senior School continued in 2022, improving the facility available to students.

In 2022 planning for a new Art, Design and Technology centre at the Senior School was undertaken and work commenced during Term 4 2022.



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

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IGNATIUS EARLY YEARS

Est. 2009

58 Queen Street
Norwood SA 5067

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JUNIOR SCHOOL

Est. 1951

62 Queen Street
Norwood SA 5067

Tel: (08) 8130 7100

SENIOR SCHOOL

Est. 1967

2 Manresa Court
Athelstone SA 5076

Tel: (08) 8334 9300

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