



*Saint  
Ignatius'  
College*

Early Years to Year 12  
2025

# School Performance Report



Go, set the world *alight*.

# SAINT IGNATIUS' COLLEGE SCHOOL PERFORMANCE REPORT 2025

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 2025.

## COLLEGE FEATURES

Saint Ignatius' College is a Catholic, independent, coeducational school. The Junior School, for Early Years (IEY), 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.

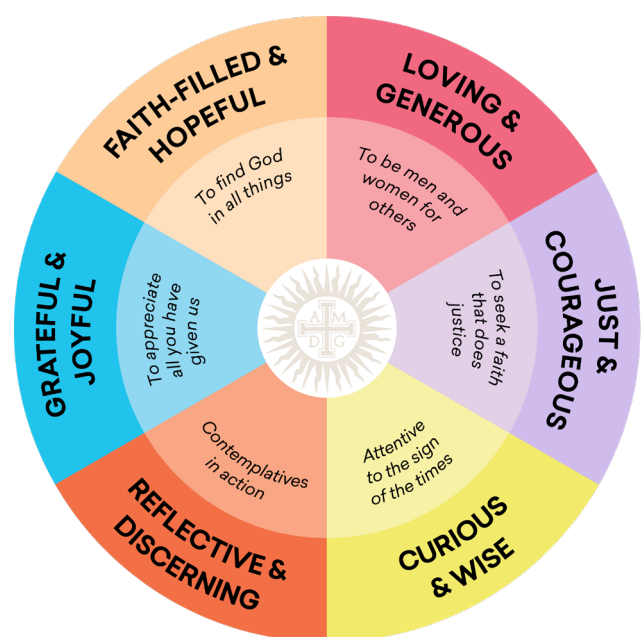
In 2025, there were a total of 1,398 students – 869 at the Senior School and 529 at the Junior School. At the Senior School, 53% were males and 47% females. These percentages were 56% boys and 44% girls at the Junior School. There were approximately 100 enrolments at the IEY. In 2025, there were four enrolments of students of Indigenous background, and all students were enrolled as full-time students.

The College is one of five Australian Jesuit colleges, which form part of the network of over 1,000 international Jesuit educational communities throughout the world that began with the visionary St Ignatius Loyola some 485 years ago. There are also a number of 'Companion Schools' in Australia and New Zealand, which 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 Australasia. 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 inter-school 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 means caring for and supporting 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, in a way that 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 2025

In 2025, at the Senior School, the average student attendance was 92%, and at the Junior School, student attendance was 94%.

Overall attendance in each year level was as follows.

Reception	94%
Year 1	93%
Year 2	93%
Year 3	94%
Year 4	94%
Year 5	95%
Year 6	93%
Year 7	94%
Year 8	92%
Year 9	93%
Year 10	92%
Year 11	90%
Year 12	89%

The attendance roll is taken at the start of the day. Parents/caregivers are expected to telephone/email the College before 9.30am 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 identify and address any issues that may be causing the non-approved absences.

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 moving forward.



## SECONDARY SCHOOL OUTCOMES

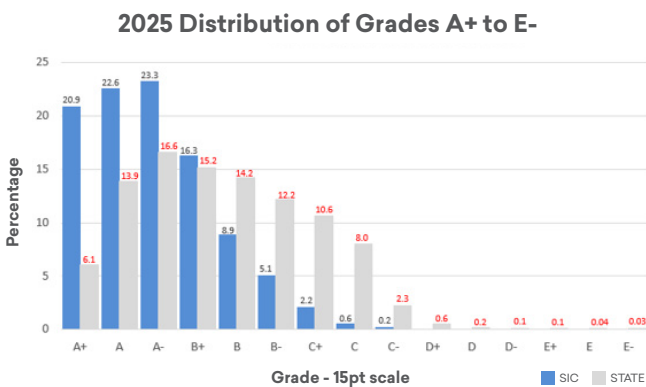
### STAGE 2 RESULTS AND ACCOMPLISHMENTS

Our 2025 SACE Stage 2 results were 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.

#### General Information

- Students gained 185 A+ grades, including 68 Merits, 200 A’s and 206 A-’s – a total of 591 (66.8%) grades in the A band.

The graph below shows the College’s result, as a percentage, for each of the 15-point grading scale in comparison to the state.



- The average ATAR was 85.7 and the median score was 88.5.
- One student achieved our highest ATAR score of 99.65.
- Fifty students achieved 68 Merits. This included eighteen Year 11 students.
- Merits were achieved in 22 subjects involving 33 teachers.
- Twelve students studied a university subject each semester during the year, and one student studied a university subject in Semester 2. Three students participated in the University of Adelaide Headstart Program, while 6 students studied subjects as part of the Flinders University Extension Studies program. In addition, 4 students participated in the University of SA ACCELERATE program. These students achieved exceptional grades, culminating in 12 High Distinctions, and 13 Distinctions (three students achieved a High Distinction in both semesters). University results contribute very

favourably to the overall learning experience and academic outcomes for our students.

- Eleven students (7.6% of the cohort) achieved an ATAR of 99 or above, placing them in the top 1% of the state.
- Forty-four students (30.3% of the cohort) achieved an ATAR of 95 or above, placing them in the top 5% of the state.
- Sixty-six students (46% of the cohort) achieved an ATAR of 90 or above, placing them in the top 10% of the state

### SPECIAL ACHIEVEMENTS

- Four Visual Arts students had their work selected to be displayed in the 2026 SACE Art Show.
- The ‘Overall 2025 Dux’ prize for the University of Adelaide Headstart program was awarded to one of our students.
- The Annie Montgomerie Martin Prize for Stage 2 Modern History, recognising the top performing student in the state in the subject, was awarded to one of our students.
- Two students were recipients of the ‘Governor of South Australia Commendation Excellence Award’. The award not only recognises outstanding academic achievement but a person’s service to the wider community in one or more of the SACE Capabilities. Only forty students in the state were selected to receive this award in 2025.
- A student from the College was the Tennyson Medal winner, recognising them as the top Stage 2 English Literary Studies student in the state.

### TERTIARY DESTINATIONS & PATHWAYS

The majority of the Class of 2025 pursued a university pathway. Of the 140 students who applied through the South Australia Tertiary Admissions Centre (SATAC) and received a tertiary offer, 95% were granted their first or second preference. Students were accepted into a broad range of courses (details outlined opposite).

Three students received offers to study Medicine (two at Adelaide University and one at Flinders University). Allied Health was the most popular field, with 34 students choosing this pathway, including 11 enrolling in Physiotherapy. Law was the most popular degree, followed by Engineering degrees, most commonly

Mechanical Engineering, Business, Finance, and Commerce degrees also attracted strong interest, with 14 students enrolling in single degree or as part of a double degree.

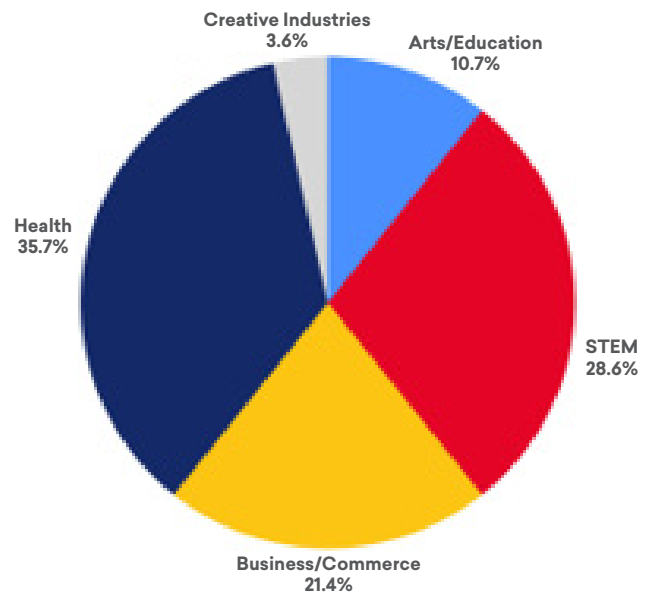
An emerging trend for 2025 included increased enrolments in Construction Management, with eight students choosing the Bachelor of Construction Management (Honours), and growing interest in Cyber Security, which attracted four offers. Six students were offered places in Nursing and ten in Psychology.

Eight students did not apply through SATAC. Two commenced apprenticeships (Carpentry and Automotive Spare Parts), one enrolled in a flight school, and one has engaged with disability employment services through Maxima. Two students took time out to explore future options. Three students relocated interstate to study at the University of Melbourne and did not accept their SATAC offers.

Gap years remain popular. Nine students from the Class of 2025 have confirmed plans to dedicate their gap year to serving communities both in remote Northern Territory locations and overseas through *The Cardoner Network* - a Jesuit young adult ministry based in Australia that offers transformative volunteering experiences locally and abroad. These students will step away from formal study to immerse themselves in service, supporting disadvantaged communities and building meaningful connections. The Cardoner Network has renewed its partnership with MCPS School on Bathurst Island, Tiwi, and will send volunteers there starting July 2026. This growing momentum for gap years of service is fueled by the heartfelt testimonies of past volunteers and the unwavering support of the Saint Ignatius' College community, especially our Faith and Service Team, who continue to champion these life-changing opportunities.

Top 5 degree choices (# of students)	
Law	14
Engineering	13
Physiotherapy	11
Business	11
Psychology	10

### CHOSEN PATHWAYS



## VOCATIONAL EDUCATION AND TRAINING (VET)

VET participation has continued to steadily grow at the College. Year 12 figures for 2025 are elevated, reflecting the delayed resulting of approximately half of the Year 11 Screen and Media cohort in 2024. Enrolments are expected to normalise in 2026 now that all auspiced Screen and Media courses are resulted in the calendar year of completion. Year 10 participation remains high due to the compulsory First Aid course undertaken by all students, while lower Year 11 numbers may be influenced by the increased popularity of Headstart and Extension programs, alongside the limitation of 20 SACE credits for recognised learning in ATAR calculations.

Certificate III Business was the most popular external course, with 20 students enrolled across four Registered Training Organisations. This demand has informed the College’s decision to auspice Certificate III Business in 2026, alongside Sports Coaching. Students also accessed a range of other courses including Pathways to Construction, Salon Assisting, Fitness, Information Technology, Animal Care, and Game Art Foundations. Certificate II Cookery and Certificate III Hospitality remain strong pathways, with eight of nine students securing employment as a direct outcome of their participation.

These achievements are a testament to the shared efforts of our Teaching and Learning Area teams, in collaboration with families and students.

## NAPLAN RESULTS

Our students continue to perform at a high standard of literacy and numeracy across all year levels. These results provide students, families, and teachers with an opportunity to gain a detailed understanding of a student’s knowledge, understanding, and skills in Writing, Reading, Spelling, Grammar and Punctuation, and Numeracy at a given point in time. This information, along with students’ achievement in class by teachers and results from other standardised testing (for example, ACER PAT testing), will further support staff in providing more personalised, developmentally appropriate, learning experiences that encourage students to strive for excellence within the classroom.

Some value can be found in comparing our results to those of other students across Australia; a measure which shows that our students across all year levels tested, continue to excel in these areas, often performing above (that is more than 10 points above) or well above (more than 20 points above) their peers. The cohorts also performed close to the results of other ‘like schools’.

The table below shows the College’s NAPLAN results for 2025. The mauve boxes show the College’s average test results at that year level and the green boxes show the national averages for those tests. The lighter green indicates the College is performing ‘Above’ the national averages and the dark green shows results ‘Well above’ national averages.

2025 NAPLAN Results

Test	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	444	447	437	463	452
	ALL 402	ALL 414	ALL 405	ALL 408	ALL 405
Year 5	535	546	538	545	543
	ALL 492	ALL 480	ALL 487	ALL 497	ALL 492
Year 7	590	603	594	604	616
	ALL 538	ALL 538	ALL 542	ALL 539	ALL 545
Year 9	615	646	607	621	622
	ALL 568	ALL 575	ALL 569	ALL 559	ALL 573



## STAFF PROFILE

### TEACHING STANDARDS AND QUALIFICATIONS

In 2025, at the Senior School,

- 80 teachers with a minimum of a Degree and/or Diploma,
- 20 with Double Degrees,
- 16 with Honours,
- 31 with Masters,
- and two with Doctorates.

At the Ignatius Early Years and Junior School,

- 33 had a minimum of a Degree and/or Diploma,
- 12 with Double Degrees,
- and five with a Masters.

All teaching staff had approved teaching status.

### WORKFORCE COMPOSITION

Saint Ignatius' College employs 228 permanent staff members – 156 at the Senior School and 72 at the Junior School.

At the Senior School, 37% are males and 63% are females, with 17% males and 83% females at the Junior School.

At the Senior School, 31% of staff are employed on a part-time basis, with 57% 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. In 2025, families of students in 'transition' years (final year of Ignatius Early Years, Year 6 and Year 12) were invited to participate in surveys to gauge satisfaction levels. Questions were framed around the four pillars of the College's Strategic Plan; Mission, Learning, Wellbeing and Stewardship. Responses were over-whelming positive with almost all responses being either in the Strongly Agree or Agree band.

## MISSION

- Very strong affirmation that the College promotes Catholic faith through Jesuit tradition; responses were overwhelmingly positive.
- Service/outreach seen as positively influencing empathy, leadership, and social justice.

## LEARNING

- Strong agreement that the programs are high quality and that children are engaged in their learning.
- Families praised thoughtful curriculum design and the way learning is delivered.
- Appreciation for educators' professionalism, care, and going "above and beyond."
- Broader subject offerings and VET pathways have been very welcomed.
- Noted the College is exceptional for academic students and strong academic culture.
- Co-curricular perceived as valuable for character/skills development.

## WELLBEING

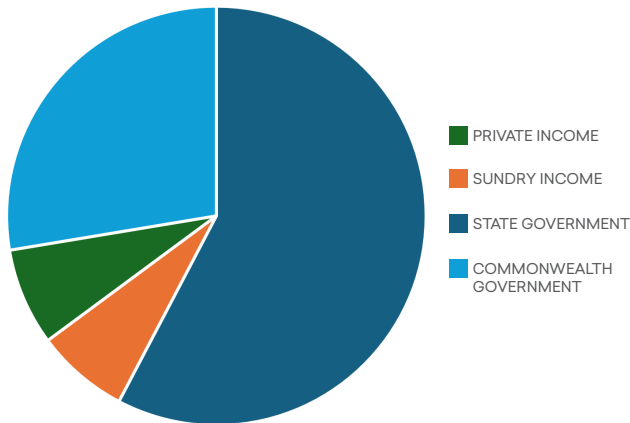
- Strong consensus that the College is inclusive and provides a safe, supportive community.
- Strong appreciation for the breadth of wellbeing supports and trusted staff relationships.
- Community belonging, caring staff, responsive wellbeing support, strong academic preparation, leadership and immersion experiences, mentor and new pastoral structure benefits all identified as strengths of the College.

## STEWARDSHIP

- Facilities/grounds seen as high quality; investment in new buildings is excellent (e.g., Magis Centre) and very welcomed.



## COLLEGE INCOME 2025



## COLLEGE IMPROVEMENT

### SELF-ASSESSMENT PROCESS

The vision for Saint Ignatius’ College – ‘Go, Set the World Aight’ – is strongly influenced by the ethos of all Jesuit educational institutions. 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.

The College Leadership Team, who maintain oversight of any final decision-making, either directly or via delegation of key personnel, continue to use the College Strategic Plan 2024–2028, *Inspiring Minds, Igniting Hearts* to report to the College Board. This tool is also used to undergo self- assessment.

The strategic pathways of the plan include:

- Mission
- Learning
- Wellbeing, and
- Stewardship

### MISSION

The College places high value on its Catholic identity and Jesuit heritage. We are extremely fortunate to continue to have a strong Jesuit presence in the College, with Jesuits actively engaged full-time on staff, as well as having regular visits by other Jesuits.

Across all campuses, alternative ways of providing a service to the marginalised were investigated and included preparation of meals to deliver to facilities such as the Moore Street Centre, supporting the homeless in Adelaide, and increased donations to providers such as Caritas Australia and St Vincent de Paul.

In 2025, each House at the Senior School had a particular charity it was responsible for in terms of fundraising, giving staff and students a greater focus and understanding of the needs of each of these charities.

At each campus, each year level participates in a Day of Reflection, or similar age-appropriate activity, at least once during the year. The opportunities for students in Years 11 and 12 to participate in more extensive, four-day residential retreats continued in 2025, and there were four retreats offered.

Year 11 were also invited to participate in overseas immersions, or Journeys of the Heart, in Vietnam and Cambodia or Timor Leste. Year 10 students also had the opportunity to travel on immersive experiences where they were able to experience an eight-day immersion working with First Nations peoples to discover more about the history, geography, and ecology of the lands of these Indigenous groups.

Looking back over 2025, the Junior School made significant progress in the Mission strategic pathway. Our renewed commitment to Aboriginal Education involves the exploration of Kaurna language learning opportunities within classrooms and meaningful cultural enrichment across the school. We are committed to embedding RAP Commitments across our learning environment, including the implementation of a Reception to Year 6 Aboriginal Cultural Learning Pathway. The work which has been undertaken by all staff in their collective responsibility successfully contributed towards a dynamic and thriving community.

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## LEARNING

During 2025, a major focus across the whole College was a review of the use of digital technologies. The College is deeply committed to supporting families in navigating the complexities of raising children in a digital age. As technology continues to shape the way young people learn, connect and grow, it is more important than ever that we approach its use with intention, balance and care. Digital technologies offer extraordinary opportunities for creativity, collaboration and access to information. Yet they also present challenges around reduced attention, concerns with screen time and wellbeing and issues related to online safety.

In 2025 the College introduced the *Tech Smart School Model* which prioritizes holistic development and human excellence ensuring that students are deeply grounded in human skills and foundational learning skills, well prepared to navigate the complexities of an increasingly digital world.

### The Tech Smart School Model

Reception to Year 3: No personal digital devices.

Years 4 to 6: A limit of 60 minutes of personal digital devices per day.

Years 7 to 9: In each subject, approximately 50% of learning activities and assessments throughout the year will be completed without the use of digital devices.

Years 10 to 12: Continued Tech Smart approach wherever possible, with subject-based discretion.

At the Senior School, the *Learning* focus has been on

- Broadening elective opportunities, Gifted & Talented focus, strengthening our academic culture.
- Review of technology and digital practices at the College, including a clear AI strategy
- Creating opportunities to strengthen a kind, professional and dynamic team to achieve outstanding outcomes.

These were addressed in the following ways.

- New elective subjects include; Dance, Outdoor Education, and Philosophical Thinking.
- The Ignatian Challenge Program was piloted during 2025 for Year 7 students. Using a range of diagnostic tools as well as information from interviews and

transition notes, a number of students were identified to participate in either a Maths/Science stream or English/Humanities stream, or both. In this program, students were placed together in a learning group that allowed teachers and students to explore topics to a greater depth and range working with like-minded students enabling them to have their learning needs met to a greater degree. Gifted and talented students in Years 8 and 9 were offered the opportunity for a number of extension days each term, rather than separate learning groups. The results of the pilot program were such that the program will be continued to Year 8 in 2026.

- Generative AI and Data Analytics - the College undertook substantial strategic work in Generative AI and data analytics, supported by partnerships with industry experts Matthew Esterman (The Next Word) and Jesus Camacho-Morles (Analytics for Schools). In collaboration with Matthew, the College engaged in an extended consultancy focused on building staff, student, and community understanding of Generative AI, while establishing clear guidelines to ensure its use aligns with Ignatian values. This work included the design and delivery of a whole-staff Professional Learning Day, ongoing professional learning opportunities, parent masterclass and policy and curriculum review. Complementing this, a targeted group of staff worked closely with Jesus Camacho-Morles to design and develop bespoke data dashboards that consolidate student learning, pastoral, and community engagement data into a single, accessible platform. This work incorporated staff feedback cycles and will continue through beta testing and iterative refinement in 2026, supporting a broader Senior School rollout. Together, these initiatives represent a coordinated approach to strengthening data-informed practice and integrating emerging technologies in ways that enhance teaching, learning, and decision-making across the College.
- During 2025, initial planning commenced developing a new learning program titled *The Ignatian Way*. This bespoke initiative brings together knowledge and skills from across learning areas to support students as they navigate the complexities of the modern world. Complementing the College's existing curriculum, the program provides non-

assessed, cross-curricular learning experiences with a strong focus on competency-based learning, reflection, and personal growth. Across their time in the Senior School, students engage in a series of short courses designed to foster holistic formation, encourage critical thinking, and develop transferable skills grounded in Ignatian pedagogy. *The Ignatian Way* reflects the College's commitment to nurturing each student's individual development and will play a significant role in shaping confident, thoughtful, and capable young people prepared for life beyond school.

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. During 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.

The College recorded over a thousand co-curricular activity selections, reflecting a strong culture of student engagement and a commitment to holistic education beyond the classroom. Students participated in a wide range of programs including music, drama, debating, public speaking, chess, and social justice initiatives. Highlights included participation in a national public speaking title, 12 ensembles performing throughout the year, participation in Generations in Jazz, and the staging of the biennial musical *Mamma Mia* in which over 100 students were involved.

2025 saw a range of new offerings and initiatives in the co-curricular space.

The Reception Multi Sports Program was a valuable addition to the College's Junior Primary co-curricular offering. Each term, participating Reception students are introduced to a new sport, including cricket, basketball, soccer, and netball, supporting skill development, confidence, and enjoyment of physical activity.

In Term 2, the Girls in STEM Co-Curricular program was launched at the Senior School, providing exciting opportunities for girls with an interest in this field of study to explore their passions in rich and engaging ways.

Also in 2025, an enhanced coach induction program was implemented as well as ongoing training and professional development opportunities for all co-curricular coaches.

### WELLBEING

The use of external expert providers in areas such as health and wellbeing (both physical and mental) supplement programs run by teachers and counsellors at all three campuses. One of the aims of the Wellbeing strategic pathway is to foster Belonging, Engagement, Growth and Companionship.

The whole staff professional learning day in Term 2 was dedicated to staff wellbeing with a number of activities provided for staff. Conducted at the Senior School and utilizing the facilities, both built and natural, staff were able to engage in various workshops that shared ideas and strategies to support staff wellbeing such as bushwalking, arts and craft, meditation, preparing meals for the Adelaide Day Centre, photography and tree planting.

More specifically, at the Junior School, connection and belonging in through the Wellbeing Pathway, was conducted on improving and promoting positive social connection beyond weekly meeting cycles. And at the Senior School as part of our Tech Smart initiative, regular morning teas were offered to promote collegiality away from digital devices.

### STEWARDSHIP

At the Junior School *Stewardship* has been addressed through a commitment to sustainability by developing and implementing a whole-school Scope and Sequence that deliberately integrates Catholic Tradition, Integral Ecology and Catholic Social Teaching. Students will have the opportunity to engage in the Stephanie Alexander Kitchen Garden Program (SAKGP) will integrate within our curriculum, involving the

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opportunity for larger scale ecological conversion for many year levels across the school.

After significant planning, construction commenced for the new gymnasium and multi-purpose learning space at the Senior School. The 'Magis Centre' will provide new basketball, volleyball, and badminton courts, and new change rooms, as well as a weights room, a rock climbing wall, and a number of classrooms. This new space will enhance teaching and learning opportunities for students at the Senior School, as well as an auditorium large enough for the whole school to gather to celebrate whole school activities along with smaller function rooms.

The governance structure has a board made up of community members who contribute talents, experience, and enthusiasm. Current members bring particular experience in education, finance, law, business, engineering, and ICT. The board-approved Strategic Plan is a working document that is used to give direction on how the College grows and develops.



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world *alight*.**

***ignatius.sa.edu.au***

**IGNATIUS EARLY YEARS**

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