

# manresa

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2020



*Saint  
Ignatius'  
College*



# Contents

4

**PRINCIPAL'S LETTER**



6

**FROM THE RECTOR**



8

**FOUNDATION BOARD**



24

**INQUIRY AT THE JUNIOR SCHOOL**



26

**WHY VET?**



32

**FROM NURSE TO TEACHER**



50

**COLLEGE BLUE: DAMON GAMEAU**



54

**ALEX ARGENIO'S FAMILY TAIL**



58

**OLD IGNATIAN NEWS**



# 14

## CAREER CONVERSATIONS



# 16

## ASK THE EXPERT: JOB SEEKING



# 18

## COLLEGE NEWS



# 34

## Q&A WITH SILAS AND ZARA



# 36

## HELPING YOUTH FIND GOD



# 42

## OLD IGNATIANS ASSOCIATION



## NATIONAL CAREERS WEEK 17–23 MAY

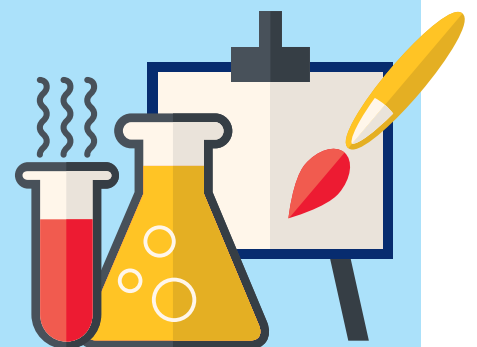
### EVENTS HOSTED AT SAINT IGNATIUS' COLLEGE:

MONDAY 18 MAY: **PARENTS AS CAREER TRANSITION SUPPORTERS**, 7PM, BELLARMINE ROOM (SS), PRESENTED BY CAREER DESIGNS

TUESDAY 19 MAY: **YEAR 11 "FLASH MENTORING"** PRESENTED BY FLINDERS UNIVERSITY

TUESDAY 19 MAY: **ANNUAL CAREERS MARKET**, 7PM–8.30PM DENNETT CENTRE (YEARS 10, 11, AND 12 WELCOME)

RUNNING DURING LUNCHTIMES ALL WEEK **"MEET THE EXPERTS"** PRESENTED BY UNIVERSITY OF ADELAIDE



# Principal's Letter

PETER COFFEY (CLASS OF 1978)



To suggest that our world is changing at an ever-increasing pace is not really that unreasonable. The students in our care are exposed to more sources of information and influence than ever before, and schools must be responsive to this new landscape.

Our responsibility at Saint Ignatius in working with our families in the formation of our students is to try to ensure that they leave us well equipped for the world that awaits them post-school.

There are some foundational statements associated with Jesuit schools that are very applicable in this sense.

The first of these statements and perhaps the one that is best known is that we are encouraged to 'Find God in all things'. Such a view may help to motivate us to fully accept all the opportunities and challenges that we may encounter in all our activities. It also hopefully contributes to our students' discernment about their future vocations and career paths.

In a similar vein, the second foundational statement that suggests that 'The glory of God is revealed in man and woman fully alive' is particularly inspiring for all who reflect on it. Our studies, activities, play, and even work should make us come alive and, that being the case, we use our gifts and graces for others as well as ourselves.

The final statement I wish to refer to here is very ambitious since it states that 'Our world should be better because our students are in the world'. This sense that we make all our communities better because of our own presence in those communities is very powerful.

What all three statements have in common though is that our students and any graduates from an Ignatian school should fully embrace God's creation of the world. We are not to remove ourselves from the complexity of the modern world but to act as agents for change and influence so that those on the margins are not left behind. Jesuit-educated students, wherever they are on the planet, should be identifiable because of their actions and attitudes in the world. Their engagement with the world should be wholehearted and generous, loving and hopeful.

This edition of *Manresa* focuses on some ways in which the College prepares our students for the world that they will encounter in the future.

I hope you enjoy it.

*Deo Gloria*

A handwritten signature in black ink, appearing to read 'Peter Coffey', with a stylized flourish at the end.

**Mr Peter Coffey**  
**Principal**





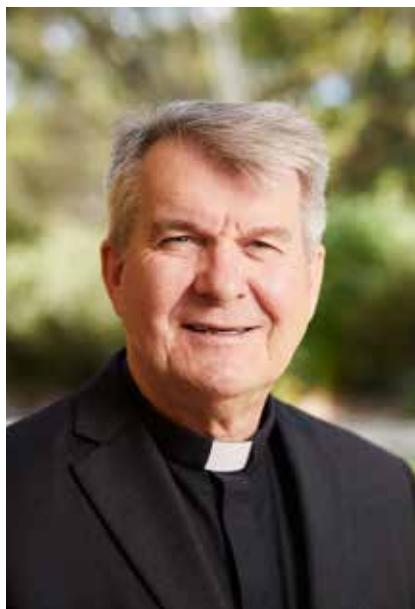
MR PETER COFFEY AT THE SACE MERIT CEREMONY WITH MERIT RECIPIENTS, STELLA COLGRAVE, ANTONY CAMERON, OLIVIA LAURENDI, CHARLOTTE PEACOCK AND JEMIMA LEYDON FROM THE CLASS OF 2019

***"Graduates from an Ignatian school should fully embrace God's creation of the world. We are not to remove ourselves from the complexity of the modern world but to act as agents for change and influence so that those on the margins are not left behind."***

MR PETER COFFEY  
PRINCIPAL

# From the Rector

FR PETER HOSKING SJ (CLASS OF 1974)



Internationally, a diverse group have attended Jesuit schools or universities. These include politicians such as Charles de Gaulle, Jose Rizal, and Bill Clinton. There are thinkers such as Rene Descartes, Xu Guangqi, and Will Durant. There are authors and Hollywood stars such as Tom Clancy, Alfred Hitchcock, Bill Murray, and Denzel Washington, and musicians such as Bing Crosby, Freddie Mercury, and Harry Connick Jr. The full list is much larger, and not all drew the fruit we might have hoped from their Jesuit education.

In 1973, then Superior General of the Jesuits, Fr Pedro Arrupe, spoke to the International Congress of Jesuit Alumni of Europe in Valencia, Spain, on the Feast of Saint Ignatius. The address stirred people because it called for graduates of our colleges to be committed to a faith that does justice and to be women and men for others. He reminded us that promotion of justice and the liberation of the oppressed is a constitutive element of the mission of Christ and the Church.

Father Arrupe called us to become men and women who will live not for ourselves but for Christ who lived and died for all the world. Our spirituality invites us to any service that may be demanded of us in light of the Gospel and by the signs of the times. He encouraged us to reflect on justice among persons and justice before God, personal and social reform, and human development through Christian values and social ideologies. Gifted with conscience, intelligence, and influence, we are called to give ourselves to others in love and service.

Not all our graduates will achieve this merit of character proposed by Father Arrupe 47 years ago, but many do. Not all will be renowned, as most will give their loving service humbly and honestly.

Readers may have outstanding people to suggest as they reflect on some graduates of Saint Ignatius' College.

Our College was founded nearly 70 years ago. Our archivists have drafted a list of people of conscience, compassion, competence, and commitment who have assumed positions of responsibility and had a positive influence on others. They recognise that any list will be controversial and would appreciate your suggestions about who else should be added.

In the area of Business/Law/Politics/Public Service, we have Old Ignatians such as Tim Anderson, Michael Armitage, Elaine Bensted, Anthony Besanko, Michelle Chan, John Doyle, Peter Joseph, John Mansfield, Richard Marshall, Brendan Nelson, Christopher Pyne, and Paul Rofe. In Academia/Medicine/Science, we have people such as Sam Alfred, Jim Barber, Justin Beilby, Shaun Brennecke, Frances Daily, Bernard Doube, Gerald Dunne, Mark Henschke, Christopher Kennedy, Suzanne Le Mire, Peter Reilly, James Rice, Franklin Rosenfeldt, and John Warhurst. In Media, Entertainment, and Arts/Sport, we have Benedict Andrews, Dave Disher, Damon Gameau, Danielle Grant, Jeanette Kieboom, Fletcher McEwan, Lucy Parrington, Hugh Sheridan, and Patsy Tierney. In the area of International/Human Rights/Clergy/Armed Services, we have Sean Cleary, Michael Hourigan, Phil Marshall, Robert McEvoy, Greg O'Kelly, Leonard Roberts-Smith, John Scanlon, Bill Smith, Paul White, and Samuel Winston-Smith.

Any such list is limited by subjectivity. Of course, there are so many others. Ideally, any list would include the many quiet achievers who have given of their integrity to change the circumstances of the oppressed.





THREE OLD IGNATIANS LEND A HAND AT THE COLLEGE'S 2019 FAMILY FUN FAIR - SEAN CARR (CLASS OF 1977), FR PETER HOSKING SJ (CLASS OF 1974), AND DR BRENDAN NELSON AO (CLASS OF 1975).

***"Our spirituality invites us to any service that may be demanded of us in light of the Gospel and by the signs of the times."***

FR PETER HOSKING SJ  
RECTOR

# Foundation Board

JAY MCGRATH  
CHAIR OF FOUNDATION

A warm welcome is extended to our new families; it was wonderful to meet many of you earlier this year at the New Parents Welcome at the senior campus.

We are excited to share the updated plans for the new Junior School development, which is the most significant development for the Junior School in recent times, and will enhance our teaching and learning space for our community. It is also a privilege to share with you all the philanthropic efforts of our community in 2019. The College community donated just under \$130,000 to the Junior School development. The Foundation Board and College are deeply grateful. Thank you. The "Bursary" Beanies, developed in 2019 in collaboration with student leaders, and the 5th Term branding associated with them, will continue to promote our conversations with you aimed at continually improving a greater

awareness and interest in the Bursary. The Foundation are equally excited to share with the community that the Bursary Campaign in October 2019 raised over \$38,000.

Whilst understanding that many families have directed their philanthropic focus to those across the nation affected by the recent bushfires, we are hoping to build on the support the Foundation has received from the community in the last 12 months into 2020. We look forward to sharing the progress with this Junior School development as it advances.

For our new families, we invite you to explore the history of Sevenhill and our connection with the Clare-based winery. This year marks the second year of partnership with Sevenhill in support of the Foundation Bursary program. Over 700 community members supported this initiative in 2019, and we look

forward to broadening the interest in this mutually beneficial arrangement, with the first offer for 2020 promoted in this edition of the Manresa.

We are pleased to announce our guest speaker for the 2020 Foundation Breakfast will be Dr Brendan Nelson AO. Brendan is currently President of Boeing Australia, New Zealand, and Oceania and Chairman of Boeing Australia Holdings. His former roles include Director of the Australian War Memorial; Diplomat; Federal MP, Minister, and Opposition Leader; President Australian Medical Association; and Medical Practitioner. Brendan has led and continues to lead positive change throughout his distinguished career, and we look forward to hearing him speak this August.

**Jay McGrath**  
Chair of Foundation

SAVE THE DATE

FOUNDATION  
BREAKFAST  
2020

FRIDAY 28 AUGUST  
HILTON ADELAIDE

WITH GUEST SPEAKER

**Dr Brendan Nelson AO**  
(Class of 1975)

"You only have one life, one chance to use life in a way that makes a difference to the lives of others and the world in which we live. Informed by the values of your Jesuit education, pursue those things to which in your own heart you feel best suited, fulfilling the goals you have set for yourself and not by others – parents especially. Be true to yourself, keep an open mind, be prepared to take risks, learn from disappointment, see the world through the eyes of others and remember that transcending everything is character." Dr Brendan Nelson AO



# The dawn of a new era

AS THE CENTRAL HUB FOR SCIENCE, TECHNOLOGY, ENGINEERING, THE ARTS, AND MATHEMATICS, THE JUNIOR SCHOOL STEAM AND GYMNASIUM DEVELOPMENT WILL BRING THE COLLEGE'S LEARNING AND TEACHING FRAMEWORK TO LIFE IN AN EXCITING AND SOPHISTICATED WAY. STUDENTS WILL FIND NEW OPPORTUNITIES TO DEVELOP THE SKILLS REQUIRED FOR THE WORKPLACE OF THE FUTURE.

## THANK YOU

In 2019 we received just under \$130,000 for this development. We look forward to your continued support.



ABOVE & BELOW: ARCHITECTS IMPRESSIONS OF THE FACADE OF THE JUNIOR SCHOOL DEVELOPMENT



**SEVENHILL**  
CLARE VALLEY

### SEVENHILL CELLARS APRIL 2020 COMMUNITY WINE OFFER

Sevenhill Cellars is pleased to continue to offer the Saint Ignatius' College community an attractive sales promotion and the opportunity to contribute to a worthy cause. For every six bottles of wine sold, Sevenhill will forward \$10 to the College Foundation in support of building the Saint Ignatius' College Foundation Bursary Fund. To find out more or to make a purchase visit: [ignatius.sa.edu.au/community/sevenhill/](https://ignatius.sa.edu.au/community/sevenhill/)

# Foundation Donor Thank You 2019

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# Preparing students for the future

KAIN NOACK  
HEAD OF STUDIES & INNOVATION

Significant research bodies, such as the World Economic Forum, have for the past few years highlighted the changing nature of the modern workforce and how we must ensure our children are being adequately prepared to enter it.

Globalisation, artificial intelligence, and technology are having a direct impact on the workplace that our students will enter. Research highlights the increasingly complex and dynamic working world young people will navigate. Australian workers are already spending less time on routine and manual tasks and more time on complex activities that require a high degree of creative thinking, decision-making, problem-solving, interpretation of information, and personal interaction. Importantly, to remain competitive, our

future workers will need to acquire new skills continuously, requiring adaptability, a growth mindset towards being lifelong learners, and an ongoing curiosity.

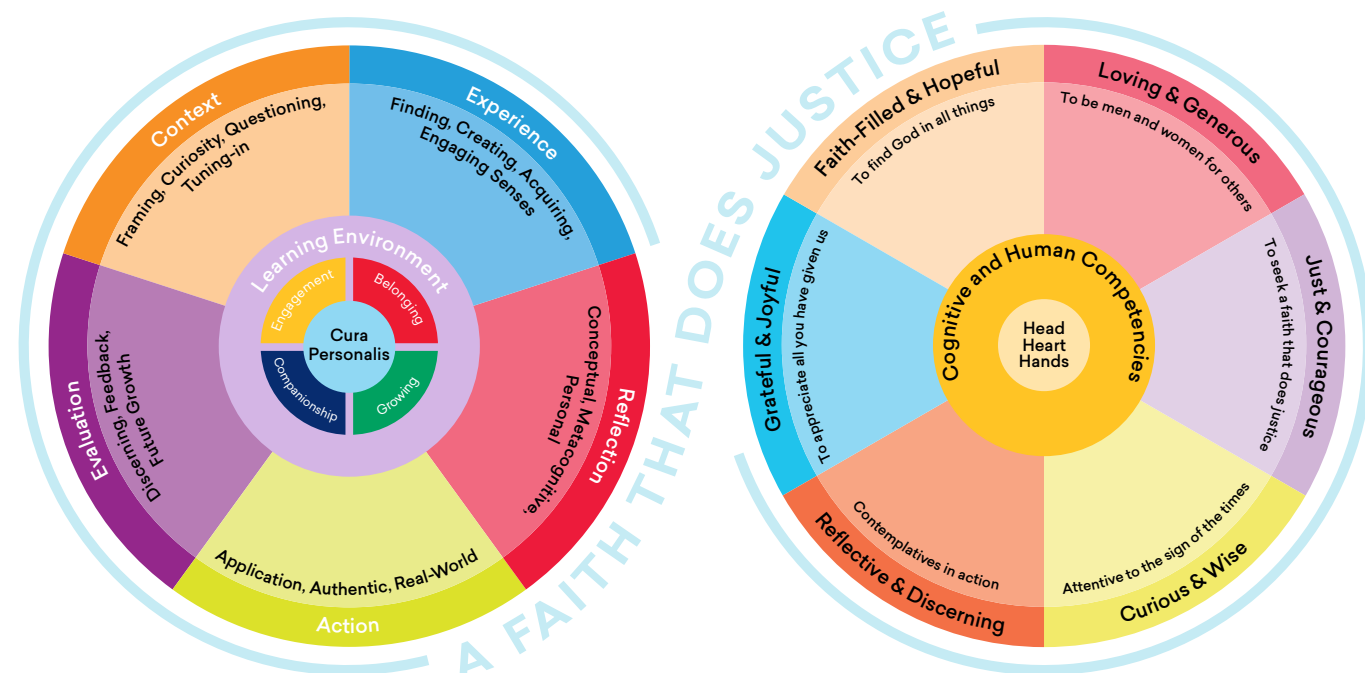
So how do we best prepare our students for this?

In short, we need to develop capabilities (competencies) in our students. Gone are the days of simply filling our students with information. Capabilities, on the other hand, are the combination of knowledge, skills, behaviours, and attitudes (virtues) that will allow students to convert their knowledge into meaningful action in a range of different settings. These capabilities are both 'cognitive' and 'human'. That is, the development of social and emotional

dispositions are of equal importance to the cognitive and metacognitive aspects of the student, with workforces placing an increasing emphasis on the employability of people with social-emotional (human) skills.

As a college, we are well placed to prepare our students for their future workplace. Our Learning and Teaching Framework is centred on capabilities (competencies) and imbued with a distinct and deliberate integration of our Ignatian virtues. It is clear on how we draw these capabilities out in our students. We are committed to ensuring our students are equipped with the knowledge, skills, and virtues that will see them make a significant difference not only in their workplace, but in the world.

## THE SAINT IGNATIUS' COLLEGE LEARNING & TEACHING FRAMEWORK



**Learning & Teaching Culture:** This frames our way of proceeding. It describes how learning occurs through a contemporary application of Ignatian Pedagogy. Our culture inspires learning to be a life-long process.

**Learner & Teacher Profile:** This frames the aspirations for the formation of the whole person. It describes the virtues of an Ignatian person, expressed through competencies that equip one to 'set the world alight'.

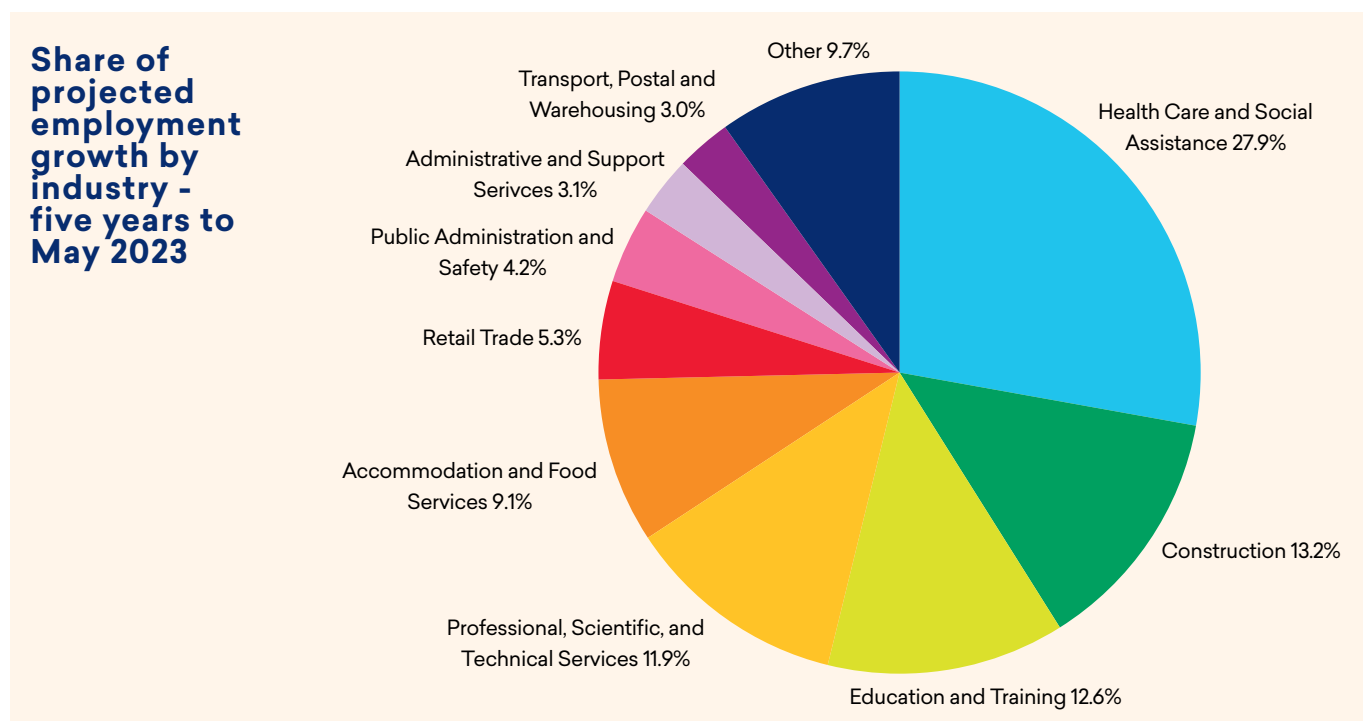


## IN-DEMAND SKILLS FOR THE WORKFORCE

2018	Trending, 2022	Declining, 2020
<ul style="list-style-type: none"> <li>Analytical thinking &amp; innovation</li> <li>Complex problem-solving</li> <li>Critical thinking &amp; analysis</li> <li>Active learning &amp; learning strategies</li> <li>Creativity, originality, &amp; initiative</li> <li>Attention to detail, trustworthiness</li> <li>Emotional intelligence</li> <li>Reasoning, problem-solving, &amp; ideation</li> <li>Leadership &amp; social influence</li> <li>Coordination &amp; time management</li> </ul>	<ul style="list-style-type: none"> <li>Analytical thinking &amp; innovation</li> <li>Active learning &amp; learning strategies</li> <li>Creativity, originality, &amp; initiative</li> <li>Technology design &amp; programming</li> <li>Critical thinking &amp; analysis</li> <li>Complex problem-solving</li> <li>Leadership &amp; social influence</li> <li>Emotional intelligence</li> <li>Reasoning, problem-solving, &amp; ideation</li> <li>Systems analysis &amp; evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Manual dexterity &amp; precision</li> <li>Memory, verbal, auditory, &amp; spatial abilities</li> <li>Management of financial, material resources</li> <li>Technology installation &amp; maintenance</li> <li>Reading, writing, maths, &amp; active listening</li> <li>Management of personnel</li> <li>Quality control and safety awareness</li> <li>Coordination &amp; time management</li> <li>Technology use, monitoring, &amp; control</li> </ul>

SOURCE: CENTRE FOR THE NEW ECONOMY AND SOCIETY, WORLD ECONOMIC FORUM (2018), THE FUTURE OF JOBS REPORT, GENEVA

## TOP GROWTH INDUSTRIES IN AUSTRALIA



SOURCE: AUSTRALIAN GOVERNMENT, DEPARTMENT OF JOBS AND SMALL BUSINESS (2018), JOB OPPORTUNITIES IN THE FUTURE

## OCCUPATIONS WITH THE LARGEST PROJECTED EMPLOYMENT GROWTH FIVE YEARS TO MAY 2023

1. Aged Care and Disabled Carers	6. Education Aides
2. Registered Nurses	7. Chefs
3. Child Carers	8. Primary School Teachers
4. Software and Applications Programmers	9. Advertising, PR, & Sales Managers
5. Waiters	10. Bar Attendants & Baristas

SOURCE: AUSTRALIAN GOVERNMENT, DEPARTMENT OF JOBS AND SMALL BUSINESS (2018), JOB OPPORTUNITIES IN THE FUTURE





# Career conversations

LISA MCDONALD  
VOCATIONAL SERVICES COORDINATOR

## WHEN IS THE BEST TIME TO START TALKING CAREERS WITH CHILDREN?

Traditionally, parents and students turn their attention to career planning in the senior years of schooling. It is formally embedded in our curriculum through the SACE subject PLP (Personal Learning Plan) in Year 10, but when is the optimal time to start career conversations?

By 15 many adolescents have already either consciously or subconsciously made decisions about subject selection, career aspiration, and their identity formation. It may be surprising to parents to know that, in fact, children as young as four are already able to articulate a “strong gender bias” in career aspiration (Trice & Rush 2010), and that most seven year olds can discern the difference between “realistic” and “fantasy” careers.

Leading UK career education academic Tristram Hooley states that eight and nine years of age is the optimal time to begin career discussions both in the classroom and at home (Hooley 2015). These can take the form of conversations that expose children to the world of work and the types of careers available, working with them to break down gender stereotypes, and providing opportunities through play and excursions to explore a wide variety of careers.

In the junior years, discussions about skills and behaviours, rather than a focus on specific jobs, are recommended. At the College, Junior School students begin gaining skills for the workplace through participation in STEAM inquiry tasks, where they have the opportunity to connect their learning with real-world experience. By applying the inquiry process to purposefully designed activities such as coding and manufacturing, students develop learning assets such as collaborating, communicating, and thinking. Our Year 6

students began this year exploring these assets and developing posters to show what success looks like in each of them.

By the time students reach the Senior School, more formal career activities can occur. Between Years 7 and 9, the emphasis should be on self-awareness. Discussions that parents could initiate may focus on their child’s favourite subjects, subjects they are good at, subjects they could improve on, the careers they have ideated already, what they would like for a part-time job, and what types of industries they would like to investigate for work experience.

The College’s formal Career Education Program begins with The World of Work in Year 8 and Jobs of the Future in Year 9, where students complete activities in self-awareness, interests, and values exploration. A resource that can assist families at this stage is the College’s Careers mini site Career Tools, which can be accessed via the College website or SEQTA. Career Tools is a one-stop shop for all things careers, SACE, job-seeking skills such as resume writing, apprenticeship information, and VET (Vocational Education and Training).

In Year 10 things get hectic with the implementation of PLP and a variety of events and programs. We return to self-awareness through the Coaching Young People for Success program, My Career Match, and Career Voyage. Students can chat with industry professionals at the annual Careers Market and will learn “on the job” through our Work Experience program. In addition, our Job-Seeking Skills unit assists students with developing skills in applications and resume writing, culminating in a Mock Interview.

In Years 11 and 12, parent conversations should focus on employment demand and growth, and keeping an open and unbiased view concerning vocational learning (apprenticeships and TAFE) and university, as gone are the days when students can assume that university is the best pathway to fulfilling employment. The Careers Industry Council of Australia (CICA) has some excellent resources on employment demand and growth and the changing landscape of VET. The Job Outlook and myfuture websites can facilitate conversations around skills and qualities required in different roles as well as pathways, courses, and prerequisites. Our annual Mentors Breakfast here at the College for Year 12s is an excellent way for students to gain a deeper insight into courses and careers of interest as they can speak to people with lived experience.

We hope that, by the conclusion of schooling, whilst students may not know exactly what it is they want to do (they may not be cognitively and neurologically able to make this decision just yet and a gap year can be an excellent option in this case), they are equipped with the knowledge and skills they require to make plans A, B, and often C, and are sufficiently flexible and resilient to navigate their futures.

Finally, as the primary influence on your child’s career development, keep yourself up to date. Visit the parent section on the Career Tools site and keep an eye on The Ignatian newsletter for parent events, such as the upcoming Parents as Career Transition Support (PACTS) event to be held here at the College during Careers Week in May.

# Job seeking: How to get noticed

**WHETHER YOU ARE JUST STARTING OUT IN YOUR CAREER OR SEEKING CAREER ADVANCEMENT, THE HUNT FOR A NEW JOB CAN BE AN OVERWHELMING PROCESS. FORTUNATELY, THERE ARE SOME SIMPLE YET CRUCIAL THINGS YOU CAN DO TO HELP YOUR NAME MAKE IT TO THE SHORT LIST. WE SPEAK WITH HINND AHMADIE (CLASS OF 2005), SENIOR RECRUITMENT AND APPOINTMENT OFFICER FOR THE UNIVERSITY OF ADELAIDE, FOR SOME TIPS TO IMPROVE YOUR ODDS AT LANDING THAT POSITION.**

## Curriculum Vitae (CV)

Word count matters. A CV should be no more than four pages. Hinnd suggests using dot points to be more concise and refraining from embellishing your copy with extra words.

When it comes to discussing past jobs, only include details about the jobs you have had in the past 10 years. For positions you have held over 10 years ago, only state the title, date, and month.

Present your core competencies (technical and behavioural competencies) in relation to the requirements of the position description on page one. Change this section of your CV every time you apply for a new job so that the competencies are tailored to the position.

Some other do's and don'ts for a CV include:

- do put key achievements in dot point form
- do include your education and any certificates
- do include volunteer positions
- do have your current role on the front page, if possible
- don't copy and paste from the position description (recruiters will always pick this up)
- don't include your reference details – under 'references', add the text 'References available upon request'.

## Social Media

If you are wondering whether employers refer to social media to screen applications, the answer is yes. Hinnd insists that social media can be highly advantageous when used correctly. LinkedIn, the top social media network for professionals, has become a must-have for job seekers.

"Setting up a profile on LinkedIn is vital," Hinnd says. "Be professional on this medium; list what positions you're interested in and where your skills lie. If you're a graphic designer for example, list websites you've worked on, campaigns, adverts you've worked on, etc."

Not having a presence on social media does not just limit your ability to promote your personal brand, it also means you could be missing out on relevant job advertisements.

"Some companies post jobs on Facebook, Instagram, etc., so it pays to be in this space," she says.

"If you're looking for a new position, you can set up job alerts through LinkedIn."

## Interview

Congratulations, you have made it to the interview stage; now it's time to get serious on preparation.

"Research the organisation fully,"

Hinnd says. "For example, if they have a strategic plan, know where this position will fit within the plan."

"Have relevant examples ready from your current and/or past jobs that closely relate to the position description and selection criteria. Have responses ready for behavioural and technical questions. For example, if you're applying for an IT position, be prepared for the technical questions relating to specific programs and methods."

Hinnd stresses the importance about being clear on the work you have completed personally.

"When providing examples, use 'I' rather than 'we', as the panel want to know what you have done rather than what the team did," she says.

Hinnd's other tips include:

- when addressing the panel, ensure you maintain eye contact
- do not ask about remuneration (this is usually mentioned in the advert and if it is not, the employer will usually bring this up with you)
- assess the vibe of the panel; are they more formal, casual?
- ensure you are well presented. If possible, find out what the dress code is, but it is always better to be overdressed than underdressed.



TWINS NICHOLAS AND MADELINE ARE SURE TO STAND OUT FROM THE CROWD!

***"When providing examples, use 'I' rather than 'we', as the panel want to know what you have done rather than what the team did."***

While your responses to the panel's questions will make or break your success, the questions you ask of the panel will also be analysed. You can also use this time to work out if this is the right career move for you. Some questions you could ask include the following.

- What's the team culture like?
- What are your expectations of the successful candidate in the first 90 days?
- Is this a new role or a replacement?
- How will this role fit into the team

and broader branch?

- When are you looking at someone to commence?
- If it's a management role, how many people would I be managing?
- Are there opportunities for further development and training?

### Networking

Hinnd's final piece of advice to job hunters is not just to stick to the job boards when seeking employment. Find other ways to get yourself known in your industry or with potential employers.

"Take advantage of networking events and opportunities," Hinnd says.

"Use your existing contacts to make new contacts within your industry. Utilise social media such as LinkedIn to connect

with these new contacts once you have met them."

"Remember, don't burn any bridges because a lot of industries are small, and you may find yourself in an interview with someone who knows someone who has worked with you previously. Their opinion of you may be a deal-breaker."

**HINND AHMADIE ('05) COMPLETED A BACHELOR OF COMMUNICATION, MEDIA AND CULTURE AT THE UNIVERSITY OF SOUTH AUSTRALIA. AFTER GRADUATION SHE GAINED EMPLOYMENT AT RECRUITMENT AGENCY, RANDSTAD, WHERE SHE RECEIVED VALUABLE ON-THE-JOB TRAINING IN HUMAN RESOURCES. IN 2014 SHE TOOK UP THE POSTION OF HR SYSTEMS AND SUPPORT ANALYST AT THE UNIVERSITY OF ADELAIDE, BEFORE MOVING INTO HER CURRENT ROLE OF SENIOR RECRUITMENT AND APPOINTMENTS OFFICER AT THE UNIVERSITY.**



# College News

## 2019 SACE SUBJECT MERIT CEREMONY

We commenced the year celebrating the very fine academic achievements of the graduating Class of 2019. The most satisfying aspect of the results was that once again 100% of our students achieved their South Australian Certificate of Education (SACE). It indicates a very significant achievement and reflects the efforts of teachers and students who worked collaboratively to reach this great outcome.

Thirty-five students (including three Year 11 students) achieved 51 SACE Stage 2 Subject Merits. On Tuesday 4 February, this group attended the SACE Merit Ceremony at Government House.

The names of students who received subject Merits in 2019 or in previous years are listed below.



FRANCESCA CEHIC, ALANA STONE, AND OLIVIA ROBINSON AT THE 2019 SACE MERIT CEREMONY

Phoebe Baily	Business and Enterprise	Alessia Mercurio	Religion Studies
Lauren Baso	Philosophy	Samuel Osborn	Biology
Harriet Bennett	Workplace Practices	Juliet Rose Palm	Integrated Learning A and English
Antony Cameron	Research Project B	Charlotte Peacock	Integrated Learning A
Francesca Cehic	Biology, Chemistry, and English	Charlie Roberts	Essential English
Chloe Colgrave	English	Grace Roberts	Biology and Chemistry
Emily Flaherty	Psychology	Olivia Robinson	Biology and Psychology
Abbie Gordon*	Integrated Learning B	Mikayla Santillo	English
Matthew Griffin	Research Project B	Annabelle Simpson	Research Project B, English, and Psychology
Silas Hansch-Maher*	Mathematical Methods, Chemistry	Alana Stone	Research Project B, Integrated Learning A, Legal Studies, and Modern History
Neve Ingram	General Mathematics	Jemma Valente	Research Project B
Leo James	Workplace Practices	Henrietta Walters	Workplace Practices*, Research Project B, and Drama
Carla Landolfi	Business and Enterprise	Sara Washer	English
Olivia Laurendi	Psychology	Stephanie Watts	Integrated Learning A
Jemima Leydon	Research Project B	Cleo Wilson	Research Project B
Ayush Lohana	Business and Enterprise and Research Project B	* = Year 11 student   ^ = studied externally	
Yasmin Luu	Research Project B	Francesca Cehic was awarded the Hardwicke College Prize for Biology in recognition of her attaining an exceptional overall result in the subject.	
Mason Manning*	Mathematical Methods		
Eva McKean	Business and Enterprise		
Trishna Menon	Psychology, Integrated Learning A, and Research Project B		

## FIREFIGHTER VISIT

On 12 February, metropolitan firefighter Genevieve Rueger visited Year 5 students to chat to them about her job and share the experience of her deployment to Kangaroo Island in January to fight the catastrophic bushfires.

The mother-of-two became a firefighter in May 2019 after having graduated from a four month-long recruitment course. For 22 years prior to this, she was a Black Hawk helicopter pilot in the Australian Army and now serves as a Reserve.

During her visit, Genevieve stressed the importance of teamwork in her deployment and how she assessed what strengths and weaknesses each of her team members had so they could work in the most efficient way. She described how the CFS, MFS, helicopter pilots, and farmers all had to work together in Kangaroo Island to make an impact.

Genevieve and the students discussed types of bushfires and the different causes of bushfires. They also discussed prevention methods. Genevieve talked to the students about how we are seeing more extreme weather events as a result of climate change and how strong winds, extreme heat, and prolonged drought are increasing the incidence of bushfires.

Together the students discussed what they could do as individuals to help slow down climate change. Suggestions included using fewer resources, recycling, using green bins for organics, and finding opportunities to use fewer fossil fuels.

At the end of the visit, the students asked Genevieve if she loved her job, to which she responded:

"I absolutely love my job a lot. I get to help out in the community every single day that I go to work, and it might be somebody's worst day of their life, but I get to be there for them."



GENEVIEVE WITH YEAR 5 STUDENTS ALICE, JAMES, GRACE, AND ANDRZEJ



THE STUDENTS TIMED GENEVIEVE ON HOW QUICKLY SHE COULD GET HER FIREFIGHTING GARMENTS ON.



# College News

## RALLY FOR RELIEF

Students and staff at the Senior School went head-to-head in a thrilling match of volleyball at lunchtime on Friday 14 February to raise funds for bushfire relief.

A determined team of staff members gave their all to the game, but it was not enough to get past the strong competition put on by the students.

This was a wonderful initiative for a great cause, made possible by the Senior Leaders managing the Social Justice, Sustainability, and Community portfolios.



THE DENNETT CENTRE CAME ALIVE DURING A THRILLING MATCH OF STUDENTS VS STAFF VOLLEYBALL.

## YEAR 6 CANBERRA TRIP

From Tuesday 10 March to Friday 13 March, Year 6 students took part in the inaugural Canberra Camp.

The trip provided a rich, authentic, and engaging experience for the students in relation to the Civics and Citizenship content of the Australian Curriculum.

During their stay, the group visited a number of sites including the Australian War Memorial, Australian Institute of Sport, Parliament House, National Portrait Gallery, and the Canberra Deep Space Communication Complex.

The insight they have gained from the camp will support the further learning that takes place in the classroom and assist with bringing the Australian Curriculum alive.



YEAR 6 STUDENTS ENJOYED THE RICH EXPERIENCE OF THE CANBERRA CAMP.



## AROUND THE COLLEGE IN PICTURES



ORIENTATION DAY (SS)



FIRST DAY OF SCHOOL (JS)



SRC BADGE PRESENTATION CEREMONY (JS)



MASS OF THE HOLY SPIRIT (SS)



# College News



HOUSE SWIMMING CARNIVAL (SS)



HOUSE SWIMMING CARNIVAL (SS)



YEAR 7 ACTIVITY DAY (SS)



## AROUND THE COLLEGE IN PICTURES



YEAR 7 ACTIVITY DAY (SS)



NEW PARENT WELCOME EVENING



HOUSE ATHLETICS CARNIVAL YEARS 3–12 (SS)





# Inquiring minds make a difference

**OUR IGNATIAN APPROACH TO TEACHING PROVIDES A CONTEMPORARY FRAMEWORK FOR INQUIRY AND WONDER. THE INTERPLAY OF EXPERIENCE, REFLECTION, AND ACTION FACILITATES A DEEPER LEVEL OF THINKING WHERE THE EXCELLENCE OF ONE'S LEARNING IS APPLIED THROUGH REAL-WORLD ACTION. IT IS OUR DESIRE THAT STUDENTS WILL DEMONSTRATE 'EXCELLENCE THROUGH ACTION' THROUGHOUT THEIR LIVES FOR THE GREATER GOOD OF THE WORLD AROUND THEM.**

Students of Reception Blue began the year in inquiry-based learning by looking at living things. Developing on what many of the students had learnt during their study of the human body at Ignatius Early Years, the class researched a variety of life forms and looked at their similarities and differences.

As part of this unit, students focused on the koala species. A preserved koala

was on loan from the Nature Education Centre, giving students the opportunity to study its body parts in detail and discuss what each part was for. The students gained much enjoyment from the opportunity to touch the koala and feel its fur.

"They're so soft!" Joseph noted.

"I love their furry ears," Tiana confessed.

The students also discussed the impact of the recent Australian bushfires on koala populations. As a result of this discussion, the idea arose to raise money as a class to "adopt" a koala affected by the disaster. Since then, the students have been donating their tuckshop money and weekly pocket money to help cover the costs to care for these beloved animals.

**WHAT DO KOALAS NEED TO SURVIVE? THIS IS A QUESTION THAT WAS POSED TO RECEPTION BLUE. HERE ARE SOME OF THEIR RESPONSES.**



**TERRY: KOALAS NEED WATER TO DRINK AND LEAVES TO EAT.**

**OLIVIA: KOALAS EAT GUM TREES. THEY GET SOME AIR.**



**MIA: THEY NEED LEAVES TO EAT BECAUSE THEY GET HUNGRY.**

**WESLEY: THEY NEED AIR BECAUSE THEY NEED TO BREATHE IN OXYGEN.**



**LAUREN: THEY CAN USE LEAVES TO GET WATER BECAUSE LEAVES HAVE WATER INSIDE THEM.**

**CRUSOE: THEY WILL DIE IF THEY DON'T GET ANY SHELTER BECAUSE THEY WILL GET VERY HOT.**



TIANA AND JOSEPH ENJOY THE OPPORTUNITY TO STUDY THE FEATURES OF THE KOALA IN DETAIL.

# Why VET?

**A KEY CONSIDERATION IN CHOOSING A PATHWAY POST-SCHOOL IS THAT THERE ARE MANY WAYS IN WHICH STUDENTS CAN GAIN THE KNOWLEDGE AND SKILLS FOR AN INDUSTRY, AND NOT ALL INVOLVE UNIVERSITY IN THE FIRST INSTANCE. BY COMPLETING A VET COURSE, STUDENTS ARE GAINING VALUABLE TRANSFERABLE SKILLS IN AN INDUSTRY CONTEXT, AND THIS CAN POTENTIALLY LEAD TO MORE DIVERSE EMPLOYMENT OPPORTUNITIES.**

VET (Vocational Education and Training) courses deliver industry-endorsed units of competence from nationally endorsed training packages. VET courses provide students with the opportunity to personalise their learning pathways and develop and practise business- and industry-specific

skills, including on-the-job structured workplace learning.

At Saint Ignatius' College, students traditionally undertake VET courses in Year 11, though these courses can also be negotiated in Years 10 and 12. The courses can be pursued internally

or externally, and support in program selection is offered through extensive course counselling to guide students in their exploration and pursuit of a career path. Some examples of courses accessed by students have been Construction, Individual Support, Business, and Animation.

## INSPIRED TO SERVE: CERTIFICATE III IN INDIVIDUAL SUPPORT

Last year, I completed a Certificate III in Individual Support (Disabilities) at Queensford College, supported by the Saint Ignatius VET program. I was inspired to do this course after my experience in the Caroline Chisholm Program in Year 10, where I visited Comrec Modbury Heights, a day service for people with disabilities. This week was a breakthrough moment for me – I had always known that I wanted to be in an industry where I was helping and working alongside people, but I had never known what shape this might take. I was inspired by the care, patience, and dedication shown not only by the carers towards clients, but also between clients themselves, all with the common focus of helping people to achieve their goals and develop their physical, literacy, emotional, or social skills. I didn't know what to expect when undertaking the course and was originally apprehensive about taking on the theory work as well as the 120 hours of work placement alongside my Year 12 studies. However, the College helped me

to accommodate this, so that it definitely felt achievable.

My favourite part of the course was the work placement, where I was finally able to use the skills I had learnt. I completed my placement in the Memory Unit of Saint Hilarion House, working with people with various forms of dementia. I can't deny that I found this challenging, often expounded by the language barrier I shared with many of the clients. As dementia progresses, most people revert to their mother tongue. Saint Hilarion's large Italian population meant that I often worked with clients who spoke little to no English (and I myself spoke no Italian prior to the experience!). Whilst this was often difficult, it was also part of what made my experience special. Not only did the clients fluent in English enjoy teaching me basic Italian terms (laughing at my pronunciation), but I also learnt that some things are universal. Whilst I might not have known why they were upset,

sometimes sitting with someone, nodding and holding their hand, was all that was needed. Experiencing some of the clients being upset or angry (due to the disease) was also confronting at first, but the moments where I was able to provide someone with comfort were some of the best highlights of the entire experience.

Completing this course not only contributed to my SACE, but also gave me a qualification that I can use to gain work in the Health Services industry. Having undertaken my Research Project on the Hogeweyk Care Concept (an alternative method of caring for people with dementia), I was able to combine my interest in caring for people with disabilities with another love of mine, psychology, which I will be studying this year. I am now inspired to become a psychologist for people with dementia or disabilities.

**Emily Flaherty (Class of 2019)**





INSIDE THE FILM & MEDIA STUDIO AT THE SENIOR SCHOOL (PHOTO BY DAMON CALLER)

## FREEDOM OF CREATIVITY: CERTIFICATE III IN SCREEN AND MEDIA

Last year I completed the course Communication Products: Certificate III in Screen and Media. I chose the course hoping to gain a greater understanding of how the world of screen and media works, while also being able to input into the creative side of my learning. I was expecting to have a lot of creative freedom to create short movies or advertisements around most topics.

The subject involved a few assessment tasks, mainly write-ups around the short film that we had been tasked to create, where we were asked to explain what creative choices we had made and why we had made them.

What I enjoyed most about this course was being able to make creative choices and get outside of the classroom to do hands-on learning. One of the things

that I found most challenging was completing the critical analysis of my own films, as translating the ideas to words was a lot harder than translating the ideas into film techniques.

I am very glad that I completed a Certificate III in Screen and Media because it gave me a creative outlet last year, while also giving me the reassurance of a backup subject for Year 12. Although I am planning to get into the aviation industry after school, having completed this course has given me an alternative career pathway if my plans are to change.

**Damon Caller (Year 12)**

SAINT IGNATIUS' COLLEGE OFFERS A CERTIFICATE III IN SCREEN AND MEDIA IN PARTNERSHIP WITH ACCESSKILLSTRaining. THIS COURSE REFLECTS THE ROLE OF A SKILLED OPERATOR IN THE DIGITAL FILM AND TELEVISION PRODUCTION INDUSTRY. STUDENTS WORK IN A RANGE OF PRACTICAL ROLES, INCLUDING COLLABORATIVE PIECES AND INDIVIDUAL TASK COMPETENCY-BASED ASSESSMENTS ACROSS A COMPREHENSIVELY STRUCTURED THEORETICAL BASE. STUDENTS ALSO LEARN HOW TO BROADCAST AND STREAM THEIR PRODUCTS ACROSS BOTH COLLEGE AND LOCAL COMMUNITY NETWORKS. THE COURSE IS DELIVERED IN OUR FILM AND MEDIA STUDIO, DESIGNED WITH THIS COURSE IN MIND.

# Careers guide

STUDENTS OF IGNATIUS EARLY YEARS



**WHAT DOES A DOCTOR DO?**  
**NICHOLAS: FIXES PEOPLE**



**WHAT DOES A NURSE DO?**  
**ELENA: LOOKS AFTER PEOPLE**



**WHAT DOES A POLICE OFFICER DO?**  
**HUGO: GET ROBBERS**



**WHAT DOES AN ARTIST DO?**  
**GRACE: AN ARTIST CAN PAINT ANYTHING**



**WHAT DOES AN ENGINEER DO?**  
**PATRICK: HELPS THEIR FRIENDS BUILD**



**WHAT DOES A DOCTOR DO?**  
**JOANNA: CHECKS PEOPLE**



**WHAT DOES A FIREFIGHTER DO?**  
**HENRY: PUTS OUT FIRES ALL THE TIME**



**WHAT DOES A PAEDIATRICIAN DO?**  
**OTTILIE: HELPS BABIES**



**WHAT DOES A PILOT DO?**  
**SATVIA: HE CAN FLY**





IN THE WORLD OF ROLE-PLAY: DOCTORS AND NURSES ATTEND TO A SICK PATIENT AT IGNATIUS EARLY YEARS HOSPITAL.



# The beauty of innovation

**AS PART OF THE YEAR 10 SCIENCE COURSE, STUDENTS COMPLETE A STEAM PROJECT THAT GIVES THEM REAL-LIFE EXPERIENCE IN INNOVATION AND A TASTE FOR ENTREPRENEURSHIP.**

Using project-based learning and design thinking, in their final term, Year 10 students apply the knowledge and skills gained throughout the year to form an idea, prototype, or product. A great deal of time is spent breaking down a question or problem and then applying this information to a new context. The chosen projects cover a range of areas such as sports engineering, biofuels, water sustainability, and sustainable cosmetics.

This collaborative exercise concludes with a marketing pitch. Students present their idea, prototype, product, or findings to guests at a Venture Showcase Evening held at the end of the year.

We chat with Abby Valana and Bethany Rodda who spent their time in the course last year creating a line of cosmetics, Natural by Nature.

## **What was the problem you wanted to solve with your product?**

We wanted to have a natural product that was simple and was suited to all ages and skin types to keep your skin feeling silky and smooth. We wanted to overcome the problem of chemicals in skin care while still achieving the same results as well-known brands. The products that we created had a simple formula for all to enjoy without getting any nasty rashes or damaging the environment.

## **What did the research and development process involve?**

We had to research many things including how to create a natural lip balm and moisturiser and what

ingredients were best to achieve this. We were originally asked to try to incorporate native aboriginal plants such as muntries; however, this was not possible due to stock limitations. Along with this, research into the skin and its properties was required to find which natural ingredients would be best for our products.

***"We wanted to overcome the problem of chemicals in skin care while still achieving the same results as well-known brands."***

## **How did you come up with the branding?**

The brand name that we came up with was Natural by Nature. We decided on this name as our initial aim was to make something natural and beneficial for the skin. Our lip product, Honey Lips, was named this as the primary ingredient was beeswax, which has good moisturising properties for your lips and skin.

## **Were you happy with the final product?**

We think that the final product was successful as it achieved our goal of moisturising all skin types using natural ingredients. We were very happy with how the products turned out, and the feedback from the public during the marketing night was very positive.



**ABBY AND BETHANY AT THE 2019 VENTURE SHOWCASE EVENING**



**"BUTTER ME UP" NATURAL MOISTURISER**

# Turning career dreams into realities



## LOCATED NEAR THE GOLDEN TRIANGLE, JESUIT MISSION'S XAVIER LEARNING COMMUNITY EMPOWERS YOUNG PEOPLE FROM ETHNIC MINORITIES THROUGH TERTIARY EDUCATION.

Chiang Rai, in Northern Thailand, is one of the most underdeveloped regions in the country. With only two major universities in the northern part of Thailand, there is a serious shortage of tertiary education available. For the people from marginalised ethnic minorities, made up of many different tribes known as the 'Hill Tribes', the situation is much worse. They often don't have the necessary documentation to be accepted into schools and universities. Even if they did, their remote location and financial situation prohibit them from receiving any quality education.

Jesuits in Thailand saw the urgent need to establish an educational institution for the young people from

these marginalised groups, and created their first educational project of Jesuit Foundation for Education in Thailand.

With support from Jesuit Mission friends, Xavier Learning Community (XLC) is in its third year of operation. With 79 students currently residing and studying, the institution offers a Bachelor degree in English with profession-based training, including ecotourism and hospitality.

As a Jesuit institution, XLC is committed to forming graduates who are ethical and others-centric. The students' professional skills are bolstered by their capacity for critical thinking and the desire to find meaning in life.

Through education and formation, upon graduation, students will be armed with life skills and academic knowledge that will empower them to be in control of their futures. This empowerment will lead to better employment opportunities and community development that will uplift not only their own lives, but those of their whole community.

**You can make a real difference to individuals and communities overseas through a donation to Jesuit Mission. To find out more about how you can support the work of this international development organisation, visit: [jesuitmission.org.au](http://jesuitmission.org.au)**



STUDENTS OF XAVIER LEARNING COMMUNITY ON AN OUTREACH PROGRAM



# From nurse to teacher

**STATISTICS SUGGEST THAT THE AVERAGE PERSON WILL CHANGE CAREERS FIVE TO SEVEN TIMES DURING THEIR WORKING LIFE. WE SPEAK WITH NERISSA O'BRIEN, DIRECTOR OF LEARNING & TEACHING AND TEACHER OF YEAR 6 RED, WHO MADE THE MOVE FROM NURSING TO TEACHING.**

## **Tell us about your career in nursing.**

I started working as a nurse when I was 21 years old. I completed my Bachelor of Nursing at university and it was one of the first years where nursing had changed from hospital-based training to university. It was quite a challenging time as most of your learning really took place when you finished your degree and started on the wards. I remember feeling very green and having to take a lot on board in a short amount of time! I worked as a general ward nurse for a number of years while I was building my skills and eventually took an interest in cardiac nursing. After having completed my critical care certificate, I found a permanent home on the cardiac ward and really enjoyed my time there. I loved caring for patients after they had had a significant event, such as bypass surgery, in their lives and helping them come to terms with lifestyle changes.

## **How did the career change happen?**

Working as a shift worker was great when my children were little as I was able to still go and help with reading in the classroom and most days either pick up or drop off my children. When our children were little, we lived in London for a year and I worked in a cardiac hospital, and this was a fantastic experience. After having returned from overseas, I started to feel that a change of career was needed. My children were getting older, and I really wanted to be home at nights and watch them play their sports on the weekend. Teaching was an easy choice for me because I had always enjoyed mentoring new nursing staff and supporting them with their journey.

I went back to university and completed a post-graduate degree in education

where I was able to finish a two-and-a-half-year course in 18 months. It was a very busy time, but I was extremely committed to my decision and knew that my best learning would happen once I started working. I had to reduce my shifts to fit in study time and spent most of my weekends completing assignments. I was only working five shifts in the fortnight so that I could balance my time between family, work, and study. While this made budgets tight, I knew it would be of benefit in the long run.

University was a very different experience the second time around. The first thing I noticed was that I kept on stepping on peoples' heels because I was always walking too fast! Nursing was always such a hectic pace that I found it hard to slow down. The study itself was interesting as it had changed a lot from my first university experience where everything was printed and handed up, timetables weren't online, and work wasn't handed up online either, so this took a bit of getting used to. I found that I was definitely more motivated and the study was very much a priority. I certainly didn't spend much time at the university unless I was in a lecture or a tutorial. I was far more organised and had a lot more experience when it came to balancing due dates and children's co-curricular! I would not have been able to do it without the support of my husband and other close family members.

## **Did you have any regrets?**

I didn't have any regrets as it just felt like the right time. It was interesting feeling quite vulnerable as an adult who had a lot of life experience but this just reminded me of how important it was to challenge myself and get out of my own comfort

zone. You really learn a lot about your character and what you are capable of when you expose yourself!

## **What do you love about teaching?**

I love working with children and supporting them on their learning journey. I am extremely grateful to be teaching in a Jesuit school where I have the opportunity to help develop the whole child. Supporting students to be just and courageous when facing challenges and developing a sense of being loving and generous towards one another when collaborating and making informed decisions is just as important as knowing content. I am also lucky to be in the role of teaching and learning and excited about our new framework, which can only add benefit to our teaching and support our students to become men and women for others. When we connect with others and make a difference, this is what truly makes us human.

## **Is there anything you miss about nursing?**

I do miss nursing, but I find that I get the same sense of helping and supporting others through teaching, so whilst it is a change in career, my values are still the same; my focus hasn't really changed.

I feel I have a lot to give in the teaching and learning space, and my experiences through nursing have helped me see teaching in a different light. My past experience helps me keep an open mind and reminds me to try to always be positive with the people with whom I interact because we never know what is around the corner. Teaching is a gift, and I feel very privileged to share the journey with my students, peers, and families.



NERISSA O'BRIEN WITH YEAR 6 STUDENTS ERICA NGUYEN, GRACE LENDEN BARNES, BRANNON CHONG, AND NICHOLAS BCHARRANI AT THE CANBERRA CAMP HELD IN MARCH 2020



# Q&A: Zara Toffoli & Silas Hansch-Maher

## WE SPEAK WITH OUR COLLEGE CAPTAINS ABOUT LIFE AFTER SCHOOL.

### How do you feel about finishing school and beginning a new chapter of your life next year?

**Zara:** I'm both excited and nervous to finish school and go out into the "real world". I think the idea of being able to control my direction and have more flexibility is really appealing and exciting, yet I'm unsure about leaving the everyday routine that has become going to school.

**Silas:** I'm looking forward to it and the challenge that it presents, but I will certainly miss school.

### Are you planning to commence tertiary study right away?

**Zara:** I am hoping to, mainly because I'm eager to jump right into learning about my future career. I'm also a person who loves having things on the go and learning new things, so the idea of a year off doesn't appeal to me personally.

**Silas:** I am because I think that I would get bored if I took a gap year.

### Do you feel that you are efficient with your time?

**Zara:** I feel that I am fairly efficient with my time (there's always room for improvement) mainly because of the busy life I live. Being involved in various activities in and outside of school, I have to be really organised when planning my week and make the time I've dedicated to a task worthwhile.

**Silas:** I do; I think that I'm able to manage my time and focus my attention during that time very well.

### How do you do your best thinking?

**Zara:** Usually my best thinking happens when I centre myself and free my mind from the many thoughts and loud noise from the world around me.

**Silas:** Sometimes my best ideas about something come to me when I'm not thinking about it or when I'm thinking about something else. I suppose that I do my best thinking by not thinking.

### What do you like to do to unwind?

**Zara:** I usually spend time with my family, watch TV, or paint.

**Silas:** I like to listen to music or talk to some of my friends.

### Do you have a career vision?

**Zara:** I'm in a few minds at the moment about exactly which field and path I want to take, but at this point in time I'd love to be a paramedic or teacher.

**Silas:** Not particularly, at the moment I'm just trying to keep my options open.

### How important is loving your job to you and why?

**Zara:** Very important. There's nothing worse I can think of than having to return to a job every day to do something you dislike. I want to be able to love what I do and remember the reason I chose to do it in the first place.

**Silas:** Loving my job is incredibly important to me. Firstly, I'd rather not dislike the thing I'll have to spend a large part of my life doing. But moreover, I believe that if I don't enjoy what I'm

doing, I won't be able to do it as well as I could, which then impacts whoever is relying on me.

### What impact do you want to have on other people's lives or in the world?

**Zara:** The impact I'd most like to have on other people's lives is actually best described through a quote I came across a few years ago. Unfortunately, I can't find the author, but the quote goes as follows: *"always leave people better than you found them. Hug the hurt, kiss the broken. Befriend the lost, love the lonely."* Ultimately, it means to make as many people as I can happier.

**Silas:** I want to be of assistance to others in whatever way I can, be it big or small.

### Where do you see yourself in 2030?

**Zara:** I'm not really sure. Usually I take each day as it comes rather than stressing about the future but, if anything, I hope that I'm happy and enjoying the life I lead.

**Silas:** I don't really think that far ahead. All that matters to me is that I'm enjoying myself and having a positive influence on those around me. What that ends up looking like isn't particularly important to me.

### What are you hoping to achieve by the end of your time as College Captain?

**Zara:** To make the relationships and bonds between students from all year levels stronger by initiating opportunities to do so. Also, to really encourage students to get involved, speak their mind and, above all, enjoy being at school.

**Silas:** I hope that throughout the year we help to provide students with as many opportunities as possible to come together and connect, within their own year levels but also between year levels. I also hope that we give students opportunities to pursue their passions and raise awareness about issues that are important to them.

**What advice would you give to a Year 7 student beginning their journey at the Senior School?**

**Zara:** I'd tell them to take advantage of the opportunities presented to them and enjoy each day as it comes. We are so fortunate to go to an incredible school that provides us with countless opportunities each day, whether it be immersions, co-curricular activities, or simply the facilities we are able to use. These and many more of the smaller daily opportunities are often overlooked, and sometimes we forget how lucky we are. Also, the passing days quickly turn to years, so really embrace the time you have here.

**Silas:** Make a lot of mistakes. Over the next few years you're given a lot of opportunities to learn about yourself, what you enjoy, how you study most effectively, etc. The best way you're going to learn that though is by making mistakes.





# Called to help young people find God

**UPON GRADUATING FROM A BACHELOR OF LAW/BACHELOR OF ARTS IN 2007, FR KIERAN GILL SJ MADE A LIFE-ALTERING DECISION. ABANDONING THE CAREER PATH ON WHICH HE HAD EMBARKED, FATHER GILL CHOSE TO FOLLOW A NEW DIRECTION IN WHICH HE WAS BEING CALLED. BY THE FOLLOWING YEAR, HE HAD JOINED THE SOCIETY OF JESUS. FATHER GILL WAS ORDAINED IN JUNE 2019 AND IS NOW AWAITING TERTIANSHIP, WHERE HE WILL MAKE HIS FINAL VOWS AS A JESUIT PRIEST.**

## **What led you to join the Jesuits?**

I felt inspired by the Jesuits I had met and inspired by what I had learned about the ministries and history of the Society of Jesus. I was particularly inspired by the Jesuits' spirituality of companionship with Jesus and by their availability to serve where the needs are greatest. I felt called to enter the Society of Jesus and I received spiritual direction from Jesuits who helped me to follow this call. I never saw any dramatic bright light as Saint Paul did, but I felt the Lord's call in subtle ways within me.

## **Did you have to make any sacrifices in order to follow this path?**

Yes. Parents and spouses make sacrifices for their families, and priests and Jesuits are called to make similar sacrifices for the benefit of other people. I have certainly said no to many things in order to be a Jesuit and a priest. I believe that the sacrifices I have made have been life-giving, and I am grateful to have said yes to so many gifts that I have received in my life as a Jesuit and as a priest.

## **Describe your life during your formation with the Jesuits?**

During my time as a Jesuit in formation I lived in communities with Jesuits from Australia, New Zealand, and all over the world. We shared a common spirituality and mission as Jesuits in formation. We lived under the direction of our superiors, who encouraged us to take responsibility and show initiative in our studies and in our spiritual and pastoral formation. I received numerous opportunities to grow through my studies and through pilgrimages, retreats, and pastoral work, whereas before I joined the Society of

Jesus my life experience was limited to the study and the work I was doing, and I was free to organise my time as I wished. Jesuits in formation have a clear mission to pray, study, and work not as we ourselves wish but in response to the Lord's call, which we receive through our Jesuit superiors. In this way, Jesuit formation was very different to the studies and work I had done before I entered the Society.

## **What do you love about your current vocation so far?**

I have been blessed to work in a variety of ministries – parishes, schools, university campuses, prisons, and retreat ministries. I have enjoyed all my ministries, particularly the parish where I worked in Boston. I have loved working alongside great priests from the Archdiocese of Boston and great Jesuits here in Australia and in the United States. I love accompanying students in the classroom and outside the classroom, and accompanying people in a whole variety of situations in their lives.

Sacramental ministry as a priest has been overwhelmingly consoling. I love celebrating the Eucharist, and seeing the devotion of so many people as they look at the Host while I am distributing Holy Communion. Being with people at significant times in their lives such as baptisms, weddings, illnesses, and bereavements is a very humbling experience.

## **What are the challenges?**

The religious vows of poverty, chastity, and obedience are challenging. But these religious vows enable us to grow closer to Jesus and to serve Him and His

people in the world today.

## **Where do you see your role in being relevant to the youth of today?**

In recent decades the Society of Jesus has been called in a special way to the service of faith and the promotion of justice. I feel called to do this in my work as a priest and as a teacher. Many people, including young people, can feel like the man in Saint Mark's Gospel who says to Jesus, "Lord I believe, help my unbelief." (Mark 9:24). The Catholic Church's tradition of faith and reason has so much to offer young people who may be questioning their faith. I feel called to help young people appreciate the richness of Catholic philosophy and theology. This tradition enables us to think rationally about our faith and about every aspect of our experience.

## **Any advice for someone considering becoming a priest?**

A spiritual director is someone who can help you to pray and to grow more attuned to the Lord's presence within your heart. I would encourage anyone considering becoming a priest to find a good spiritual director who can help you to notice where the Lord is leading you. I would encourage you to pray, to participate in the Mass, to receive the sacraments regularly, and to be actively involved in the life of the Church. I would also encourage you to respond wholeheartedly to the Lord's invitations because I believe that Blessed John Henry Newman's words are true of every person: "God has created me to do Him some definite service; He has committed some work to me which He has not committed to another ..."



FR KIERAN GILL SJ WITH STUDENTS OUTSIDE THE CHAPEL OF THE HOLY NAME AFTER THE ASH WEDNESDAY LITURGY HELD ON 26 FEBRUARY 2020



# Forward thinking

WE ASKED JUNIOR SCHOOL STUDENTS WHAT THEY MIGHT LIKE TO DO FOR A CAREER...



GEORGIA CALO



ALEX AINSCOUGH



JEMIMA DOYLE



PARKER HANSON



LUCY ABBOTT, LILY WHITEMAN, JACOB BRACCHI, AND DANTE SPINELLI



TARAN HAENEY



ALIYAH STENTA



SAM TURNER





KRISTIAN D'ALOIA



OLIVIA DAIR



MARC ANTONY IASIELLO



OSKAR SEMETS, JOSH GIBBENS, LIRAN MA, AND KHYARA BRINE



ADELAIDE DOYLE



ALLEGRA GREENE



HARRISON SPARROW



SOPHIE TUKJA



# Parents and Friends

NIK VILLIOS  
PRESIDENT

Hello all.

The Parents and Friends Committee held their Annual General Meeting last year, and with the formation of the new committee, we have grown to a sizeable committee looking forward to bringing many events to the College community in 2020.

## **The new committee comprises the following:**

President – Nik Villios  
Vice-president, Senior School – Megan Leydon  
Vice-president, Junior School – Emma Marks  
Secretary – Gen Lyall  
Treasurer – Kylie Gallasch  
Parent Rep Coordinator – Grace Eliseo  
Communications/Marketing – Lydia Williams

## **General members returning:**

Pete Goodwin  
Kathy Rboub  
Veronica Mignone  
Mayo van der Kroft  
Ivanka Ricciardelli  
Megan Carter

## **New members:**

Paramjit Singh Budwal  
Simone Hansch Maher  
Belinda Seatree  
Alison Cappel  
Anthony Landolfi  
Melissa Librandi

Many would know some of the work of the Parents and Friends Committee as a voluntary organisation to support the College, mainly around fundraising for the College community.

A prime example of the fundraising events we are hosting this year is the Gala Ball on 15 August at the Convention Centre, and the convenor, Belinda Chhabria, is working on putting together another wonderful event. The Gala Ball again this year will be a combined effort with the Old Ignatians Association. We are grateful to have them partnering us again.

A lot of the work we as a committee do, however, goes more towards what we refer to under the banner of 'friend raising'. The Parents and Friends Committee work hard to be the conduit between the larger College community and the College, and in the meetings held once a month, new initiatives are constantly being brought to the table and proposed to the College.

Many of these initiatives are embraced by the College and have proven beneficial to not only the students of the College but to the parents and caregivers of those students.

We are looking at introducing a parent/caregiver and child cricket match as a community-building event. Plans are being put together to see how and when we can fit this in, but we will be providing details as they are finalised.

More information on this and other events the committee are planning are always released on our Facebook page.

If you would like to stay informed of all the P&F events coming up, follow our Facebook page to ensure you receive notifications.

Visit : <https://www.facebook.com/ParentsAndFriendsCommittee/> or email me at [pandf@ignatius.sa.edu.au](mailto:pandf@ignatius.sa.edu.au)



MEMBERS OF THE PARENTS AND FRIENDS COMMITTEE FOR 2020



*Parents  
& Friends*  
Saint Ignatius' College

TICKETS TO  
MAIN EVENT  
& SIDESHOW  
ON SALE SOON

# THE GREATEST GALA BALL

## 2020

 Saint Ignatius' College  Parents & Friends  Old Ignatians' Association

▪ SAINT IGNATIUS' COLLEGE ▪ THE GREATEST GALA BALL ▪ SATURDAY, 15 AUGUST 2020 ▪  
▪ ADELAIDE CONVENTION CENTRE, NORTH TERRACE, ADELAIDE ▪ 6.30PM PRE-DINNER DRINKS FOR 7.00PM START ▪  
▪ DRESS: FORMAL ▪ WANT TO PARTY ON? JOIN US AT SIDESHOW, THE AFTER PARTY ▪ FROM 12:00AM TO 2:00AM ▪



# Old Ignatians' Association

## EDDY GLAVAS (CLASS OF 1992) PRESIDENT

The Old Ignatians Association has had another strong start to 2020. The Committee welcomed its newest cohort of Old Ignatians, from the Class of 2019, back to the College for a barbecue on the Bellarmine Lawns. It was a very enjoyable evening, with over 80 alumni in attendance.

The Parents and Friends Association and the OIA are joining forces again this year to create another unmissable Gala Ball. We are very excited to be bringing the community together once again on 15 August 2020. We hope to see you all there.

The OIA would like to introduce its Committee for 2020:

President – Eddy Glavas ('92)

Vice-president – Sam Hooper ('07)

Secretary – Marius Zanin ('05)

Treasurer – Daniel Panella (Class of '05)

Old Ignatians Sports Club Liaison

Officer – Julian Titaro ('15)

Marketing and Communications Officer  
– Christina Gavrilouk ('15)

General committee members – Josh Abbott ('92), Alessandro Borrello ('14), Carmine Ciccocioppo ('88), Matt Doman ('80), Adrian Lanzilli ('92), Jarrad Moffa ('15), Jean-Marie Nguyen ('14), Madison O'Brien ('15), and Steve Uren ('88).

On the Old Ignatian achievements front, we wish to congratulate Professor Shaun Brennecke AO ('70) who was recently awarded an Officer (AO) in the General Division of the Order of Australia for distinguished service to medical education and research in the

fields of obstetrics and gynaecology, and to professional societies.

The OIA are hosting another year of Old Ignatian reunions, so keep an eye out for your invitations, and don't forget to keep your records up to date. If you are living interstate or overseas and would be interested in hosting a gathering, please email [oia@ignatius.sa.edu.au](mailto:oia@ignatius.sa.edu.au) to register your interest.

We look forward to another successful year ahead.



OUR NEWEST OLD IGNATIANS WERE WELCOMED BACK TO THE COLLEGE AT THE WELCOME TO NEW OLD IGNATIANS BBQ IN JANUARY 2020.

## OLD IGNATIAN MENTORING PILOT PROGRAM LAUNCH

On Tuesday 25 February, the Old Ignatians Mentoring Program was launched with a social event for mentors and mentees. We have 16 participants in the program this year - a great start for the pilot. It is a small group, but there is truth in the quote that "great things start from small beginnings". We as an alumni community have vast experiences across many industries, activities, occupations, and disciplines. We are made up of people with extraordinary life experiences and achievements to aspire to, and we can help guide and influence each other, provided the opportunity is there. This program provides Old Ignatians with opportunity, and it is a platform to start conversations, to ask questions, to share successes and failures, and to enrich us with knowledge through the conversations we have with each other.



MENTORS AND MENTEES AT THE LAUNCH OF THE OLD IGNATIAN MENTORING PILOT PROGRAM

**For information about the Old Ignatian Mentoring Pilot Program, contact Belinda Mears, Advancement Manager, at [b.mears@ignatius.sa.edu.au](mailto:b.mears@ignatius.sa.edu.au)**

## MENTOR IN FOCUS: ERICA PANAGAKOS

Erica was admitted to practice in 2011, having graduated from the University of Adelaide with honours in 2010. Erica started her career in general practice at a long-standing Adelaide law firm where she gained a solid grounding working on a variety of legal matters. Erica now practices predominantly in family law where she works hard to encourage sensible dispute resolution.

Having acted for a broad range of clients, Erica is a passionate advocate and prides herself on delivering practical and cost-effective legal advice.

Erica is a collaboratively trained practitioner and a nationally accredited mediator.

Erica is fluent in Italian and attributes her strong work ethic and 'can do' attitude to the values instilled in her by her immigrant grandparents.

Erica supports the development of young lawyers in Adelaide through her involvement as a Chair of the Law Society of South Australia's Young Lawyers' Committee.

When she is not at the office or supporting the Port Adelaide Football Club, Erica enjoys cooking, fitness, and spending time with her family and friends.





# Old Ignatian Reunions



10-YEAR REUNION CLASS OF 2009



20-YEAR REUNION CLASS OF 1999

## REUNIONS FOR 2020

**10-Year Reunion – Class of 2010**  
Friday, 16 October

**20-Year Reunion – Class of 2000**  
Friday, 2 October

**30-Year Reunion – Class of 1990**  
Friday, 23 October

**40-Year Reunion – Class of 1980**  
Friday, 9 October

**50+ Year Reunion (Classes 1956–1970)**  
Sunday, 15 November

**60+ Year Reunion (Classes 1956–1960)**  
Friday, 31 July



40-YEAR REUNION CLASS OF 1979



50-YEAR REUNION CLASSES OF 1956 – 1969

## STAY CONNECTED WITH US

To update your details to ensure you keep receiving communication from the College, please contact Emily Chadbourne on 08 8334 9306 or [e.chadbourne@ignatius.sa.edu.au](mailto:e.chadbourne@ignatius.sa.edu.au) To keep up to date with news and events in the Ignatian alumni community, please subscribe to *Ignatian Community News* via the College website or via the OIA Facebook or Instagram feeds.



# Old Ignatians Soccer Club

STEVEN SINCLAIR (CLASS OF 2005)  
TREASURER

Season 2020 is one where the club looks to build on the strong results achieved in 2019.

Season 2019 saw the A grade, again led by coach, Daniel Rossi ('05), and captain, Julian Sartoretto ('11), equal their highest ever Division 1 finish of third, the side being the pacesetters for the opening half of the season and one of a trio of sides jostling for the title in the closing weeks. What was equally pleasing as the result was that almost 80% of the A grade squad were Old Ignatians, something that is fantastic for the future of the club and shows that the link between College and club remains strong.

After a slow start to the season, the B grade performed admirably, also finishing third. The C grade were unable to do the 'three-peat', finishing fourth in a very competitive league. Ensuring the club still won some silverware in 2019, our D grade were dominant, taking out their league after having lost only one game along the way.

Our Lady Wolves moved up a division in 2019 and had another strong season, finishing third and welcoming a lot of new talent into the club, which is a positive for the future of the side.

Season 2019 also saw the club launch its first dedicated over 35s side, which was a resounding success not only on the field where the side performed admirably but also in getting many new and returning faces back into the club.

Off the field, 2019 also saw the club undertake a significant rebrand, launching a new and contemporary version of the club logo and the release of new design playing kits and apparel, which look fantastic and provide a new and fresh look for the club.

We were also pleased to induct Martin Radcliffe as the club's 16th life member at the 2019 AGM and also pay tribute to David Leach who, after 32 seasons and a club record 561 games and 511 goals, decided to hang up the boots.

On a committee level, season 2020 sees Julian Soriano ('10) continue as president and Steven Sinclair ('05) as treasurer, whilst Matthew Chandler ('08) assumes the mantle of secretary, replacing Michael Pannunzio ('06) who stepped down after five years in the role. We are also pleased to announce that Daniel Rossi will continue as head coach in 2020.

Season 2020 is set to be another big year for the club as we aim to field five men's teams and our women's side, all of whom will be hoping to go one better than last year. New players are always more than welcome, no matter your skill level. Make sure that you keep up to date with club events and fixtures by checking out Facebook or oisc.com.au



2019 MEN'S BEST & FAIREST WINNERS - (L-R) NEIL O'REILLY - OVER 35S, JAMES MERCURI ('07) - B GRADE, STAVROS GRAFYADEL ('13) - A GRADE, CHRIS RICCI - C GRADE, JOEL ORTNER ('04) - D GRADE



JULIAN TITARO ('15) - A GRADE VS BOSA



DAVID LEACH



DAVIDE CAVUOTO ('07) - B GRADE VS ADELAIDE PUMAS





PAST OICC PRESIDENTS



PERRY ('82) AND JACK REGINATO



THE SCHULTZ FAMILY

# Old Ignatians Cricket Club

LIAM CARR (CLASS OF 2005)  
PRESIDENT

At the halfway mark of season 2019-20, we have celebrated many milestones and achievements as a club and as players.

With the success of season 2018-19, after which three out of four teams moved up a division, all four teams are sitting mid-table at the halfway mark. Our A grade has had some solid wins over ROCS, Payneham, Woodville Rechabites, and Unley. Captain, Mitchell Humphris, continues to lead with both bat and ball. Our B, C, and D grades have also had mixed success, with the C grade team the most likely to challenge for finals in March.

In November 2019, Jim Tsekinis passed Peter McCarthy's longstanding record for most club runs (7055). Jim, a former NSL player, came to the club in 2004 and has played a major role in the success of many teams. Furthermore, at the time of writing, Gavan Carey ('86) is only four one-day games away from breaking another one of Peter McCarthy's records for most club games. We look forward to celebrating with Gavan and Jim later this season.

In January 2020, we had three generations of the Schultz family represent our club in a D grade game against Unley. David ('61), Andrew, Tim ('88), and Sam ('18) all donned the whites together for the first time. David now moves to 199.5 games and we hope we can get him to 200 games. Also in the game, former club great Perry Reginato ('82) and his son Jack played together.

Off field the club continues to advance itself with several social and fundraising events. Our annual Test Match Lunch with guest speaker Darren Lehmann was another great success. 'Boof' reflected on his time as a player and now coach and shared some insights into the modern game. Our first Bunnings barbecue held at Windsor Gardens was also a success. We have been fortunate to successfully obtain grants from Cricket Australia, the Office for Sport and Recreation, and the Federal Government, which have been used to purchase equipment and infrastructure for our players to thrive each weekend.

Thank you also to our club sponsors for season 2019-20: the Bath Hotel

(Franzon Family), AFM Services (John Zerella), Integrated PS (Mark Carey), Prospect Conveyancing (Geoff Stevens), John Humphris, and Matt Devine. We also thank the College, Old Ignatians Association, and Development Office for their support.

In season 2020-21, we are looking at entering a women's cricket team for the first time. If you wish to attend one of our come 'n' try days, please follow our Facebook page – Old Ignatians Cricket Club – which will have all the details. To enter a women's team, we are looking at establishing a squad of 12-15 women, with the minimum age of 14 required.

If you wish to get involved with our club, please do not hesitate to contact me via email – [presidentoicc@gmail.com](mailto:presidentoicc@gmail.com)



# College Blue: Damon Gameau

**SINCE LEAVING SCHOOL, DAMON GAMEAU ('93) HAS EARNED A NAME FOR HIMSELF IN THE ENTERTAINMENT INDUSTRY. PLAYING A NUMBER OF SIGNIFICANT ROLES IN FILM AND TELEVISION, DAMON LED A SUCCESSFUL LIFE AS AN ACTOR, BUT IT WAS IN FILMMAKING THAT HE FOUND HIS TRUE PASSION. HE FOUND MEANING IN BEING ABLE TO TELL HIS OWN STORIES – STORIES THAT CAN MAKE A POSITIVE IMPACT ON OTHERS AND ON THE WORLD IN WHICH WE LIVE. IN 2020 THE COLLEGE IS PROUD TO HONOUR DAMON GAMEAU WITH A COLLEGE BLUE FOR HIS OUTSTANDING ACHIEVEMENTS AND BOLD COMMITMENT TO MAKING A DIFFERENCE.**

Damon Gameau commenced in Year 3 at Saint Ignatius' College in 1984 and graduated with the Class of 1993. At the Senior School, he was a high achiever and consistently noted for his positive application. In Year 11, since Drama was not offered as a SACE subject, he studied it off site while still completing a full study load at Ignatius. In that same year, he played the role of the Papal Ambassador in the senior drama production *Little That We Are*. In Year 12, Damon played the lead role of Macbeth in the senior drama production and won the Burnett Prize for Drama.

After having graduated from the College, Damon was a member of the Old Ignatians Court Theatre Company, playing lead roles in *Fortune and Men's Eyes* and *Court Circles*, as well as performing in the State Theatre companies.

Around the same time, Damon commenced tertiary studies and, in 1999, he graduated from Australia's National Institute for Dramatic Arts (NIDA). From there he has worked in both film and television as an actor, director, documentary filmmaker, and writer, and as a corporate speaker and presenter. Productions to which Damon has contributed include *Love My Way*, *Howzat*, *Underbelly*, and *Puberty*

*Blues*, as well as *Gallipoli*, *The Tracker*, *Thunderstruck*, *Balibo* and *The Kettering Incident*.

In 2014 he produced the documentary *That Sugar Film* and wrote a companion book for the film. The film went on to be the highest grossing Australian documentary released in cinemas in Australia and New Zealand, and the companion book reached the top of the health and wellbeing bestsellers list in Australia.

*That Sugar Film* was also selected for the Berlin Film Festival and International Documentary Film Festival Amsterdam (IDFA). It remains the highest grossing Australian documentary of all time across Australia and New Zealand – an outstanding achievement. In addition, in 2015 Damon won the Best Feature Length Documentary Award for *That Sugar Film* at the Australian Academy of Cinema and Television Arts Awards (AACTA Awards). This was not his first success with awards, however, as in 2007 he won the Best Actor Award for his role in *Vermin* at the Sydney Underground Film Festival, and he was also nominated for Best Supporting Actor for *Balibo* at the Australian Film Institute (AFI) Awards in 2009. In 2011 he won the short film competition Tropfest with his animation *Animal Beatbox*.

It is obvious from all of this that Damon is widely recognised and appreciated for his talent in filmmaking. More recently, and inspired by his four-year-old daughter and his worry about the world she will inherit if action isn't taken, Damon created his most recent film, *2040*. In this film, he explores what the future could look like by the year 2040 if we simply embraced the best solutions already available to us to improve our planet and shifted them rapidly into the mainstream. As a result of this, Damon was nominated for the NSW Australian of the Year 2020 for his work in creating the Regeneration Movement, which is associated with his film *2040*.

A College Blue may be awarded to Old Ignatians who have excelled in sporting or cultural fields after graduation. In 2020 Saint Ignatius' College is very pleased to award Damon Gameau a College Blue for his outstanding work in the area of film and media. The College sees Damon as an Old Ignatian who provides a great role model for our current students and families, and we congratulate him on all that he has achieved.



DAMON GAMEAU WITH FR PETER HOSKING SJ, CATHY FLEMING, SUSTAINABILITY COORDINATOR, AND PETER COFFEY AFTER HAVING BEEN PRESENTED WITH A COLLEGE BLUE AT A SPECIAL ASSEMBLY HELD AT THE SENIOR SCHOOL ON 10 MARCH 2020



# A rock star life

## PAOLO SOSSI ('06) TAKES US INSIDE THE WORLD OF PLANETARY SCIENCE.

### **Tell us a bit about your current role.**

I'm a research fellow and junior group leader in the field of planetary science, a position funded by the Swiss National Science Foundation. Scientifically, I am interested in understanding the way in which the planets (particularly within our solar system, though not exclusively) formed from a collection of tiny grains of dust and gas. To do so, I investigate rocks returned (the Apollo missions) or that fell to Earth as meteorites from rocky bodies (such as the Moon and Mars) and perform high-pressure and high-temperature experiments in the laboratory to explore the conditions under which they might have formed. My role (as with many scientists engaged in research at a tertiary institution) includes identifying new avenues of research, mentoring young PhD and Masters students, teaching physical science courses at the university, writing grants to obtain research funding, travelling to conferences to disseminate my work, as well as peer-reviewing scientific articles from other researchers from around the world.

### **Where are you based currently?**

The ETH Zürich, which is the federal polytechnic institute of Switzerland and the alma mater of some of the most prolific scientists of the 20th century, including Albert Einstein and John von Neumann.

### **How do you think the research work to which you are contributing will impact on future generations?**

In terms of fundamental science, Enrico Fermi noted that "An experiment disproving a prediction is a discovery," which articulates how progress is made,

not only by confirming something we already know, but also by challenging and finding evidence for something that is contrary to common belief. In my work, this may be detecting signatures of life in observations of extra-solar planets (exoplanets), or determining how different substances evaporate in order to form atmospheres. The broader goal is instilling in people a culture that encourages one to ask "why" – to be inquisitive and search for observations that substantiate or refute one's beliefs or thoughts.

### **What has the journey been to get to where you are in your career today?**

I was interested in science from a young age, since reading the story in my father's encyclopaedia of how the volcano, Parícutin, emerged essentially overnight in a farmer's cornfield in Mexico in 1943. I studied physics and chemistry at Saint Ignatius in my senior years before undertaking a Bachelor of Science at the University of Adelaide. There, I was able to gain firsthand experience in working in a laboratory on fascinating projects; for example, the investigation of rocks that formed just after the "Snowball Earth" period about 635 million years ago, and collecting samples from active volcanoes. After having completed my Honours studies, I undertook a PhD at the Australian National University in Canberra. Over the course of a PhD, students are nowadays expected to publish one or two articles in scientific journals; one that I had published was reviewed by a professor in Paris, France, whom I subsequently met at a conference in Vienna, Austria. Apparently having thought positively enough of my work, he offered me a post-doctoral position at the Institut de

Physique du Globe de Paris (Institute of Physics of the Globe of Paris), a position I happily accepted and where I spent four years from 2015 to 2019. The dynamic atmosphere in one of the world's leading Earth science labs was extremely stimulating and facilitated international collaboration and cutting-edge research. However, to pursue a career in science, one must also demonstrate the capacity to define and lead projects, which prompted me to seek a new position, independently of my former advisors, and I was lucky enough to be awarded a research fellowship at ETH.

### **Have you had to make many sacrifices to get to where you are in your career?**

I don't consider anything to be a sacrifice as such, as I have taken the path I was most interested in; to not have done so would have been a sacrifice. The most difficult part of pursuing a career internationally is certainly being away from family and friends, and watching people grow in different directions. However, it does provide additional satisfaction to see people developing in their own way; one becomes more cognisant of such changes when contact is infrequent.

### **What do you enjoy most about your role?**

The excitement of making a new discovery, and particularly understanding observations made in experiments through the development or application of a fundamental physical law that enables predictions to be made. That is, the realisation that your results are not only relevant for a specific set of conditions you investigate, but that they are applicable to an entire class of conditions and hence useful for the community at large.



**What area do you find most difficult?**

Perhaps the most frustrating aspect of research is having your work rejected for publication for obscure/unjust reasons, and the undercurrent of politicking that exists in the upper echelons of science. Because science is fundamentally a human construct, it cannot be objective; this is why the peer-review system exists. Its function is that, over time, the inherent human bias in the application of the scientific method is smoothed out due to the number of independent studies made on the same or similar topics. Yet, on a personal level, science remains necessarily subjective, which can lead to friction and may at times leave a sour taste. However, one can rest easy in the knowledge that good science always gets to the forefront, eventually.

**Which of your accomplishments makes you the proudest?**

For me it is the summation of hard work that has allowed me the freedom to pursue my career in the manner I had hoped for. In turn, this has enabled me to interact with people from all four corners of the globe and significantly expand my horizons in numerous facets of life. Charles V said, "To possess another language is to possess

another soul," and after having become accustomed to things in another country, you have a profoundly different outlook on the world.

**Are you confident at work most of the time?**

Yes, it helps to be in a friendly environment, so I try to foster this by my own positive actions and treating others as I would wish to be treated.

**What would be your number-one performance barrier?**

At the moment it is the inability to effectively communicate in the Zürich dialect of Swiss German (Züritütsch), the lingua franca of the ETH. Although fellow scientists all have an excellent command of English, the administrative staff, technicians, and engineers are largely Swiss, and are the heartbeat of the institute. Therefore, communicating with them on a more natural level would permit an even better performance, and help with settling in the new environment. I am currently taking German lessons and working on the language in my spare time by watching videos, reading books, and going to language exchange meetings.

**What is the most valuable lesson you've learned in your career so far?**

To always act with integrity and to the best of your ability. You cannot control the actions of others, but you can always dictate your own.

**Where do you see yourself 10 years from now?**

I would like to find a professorship in Italy and settle there on a permanent basis.

**What advice would you give to anyone striving to meet their own career aspirations?**

Do what you enjoy most doing and identify the ways you can make a viable career from it. Usually, there is a balance to be struck between satisfying others and satisfying yourself. If you feel that one side begins to predominate over another, then try to shift the balance towards a happy medium. Do not sacrifice your principles or ethics to please others, and try to surround yourself with like-minded people that you trust. Your positivity and hard work begets the same in others, and people will start seeing you for what you hoped they would.



# A family tail

**ALEX ARGENIO ('06) CUDDLES PUPPIES FOR A LIVING. SO DO HER HUSBAND, DANIEL, AND THEIR FOUR-YEAR-OLD DAUGHTER, EVIE. THE HAPPY TRIO SPEND THEIR DAYS TOGETHER RUNNING DOGCITY DAYCARE, THE LARGEST DAY CARE FACILITY FOR DOGS IN THE WHOLE OF AUSTRALIA AND A NATIONAL INDUSTRY LEADER.**

At 24 years of age, Alex, made the bold decision to leave her job as a primary school teacher and venture into the world of business ownership with her then boyfriend, Daniel. The young, ambitious couple acquired a small business still in its infancy, stripped it back to its roots, immersed themselves in research, developed a network of business owners, and started to build the Dogcity brand.

With hard work and determination, the risk paid off, and their business has experienced exponential growth over the past six and a half years. While the days may be long for Alex and her family, their passion never wavers, and how could it when they see the happiness it brings their furry clientele!

## **How did Dogcity Daycare begin?**

My husband, Daniel, and I actually purchased the business while it was still in its infancy; the business had a handful of staff, one rather aging facility, and a much smaller number of regular clientele. At 24 and 26 years of age, I guess you could say we took a big, dog fur-covered risk in giving up our day jobs (I was a primary school teacher and Daniel was regional manager of an international energy drink brand) and jumping into the very, very deep end of business ownership in an industry we were mostly unfamiliar with. But with an opportunity like Dogcity in front of us, how could we say no?

Thankfully, it worked; we have established an incredible team of people (with more knowledge than us), and together we work hard every single day to be the very best

that we can be. Working in the service industry, and particularly when caring for much-loved, totally adorable, furry family members, we are constantly motivated to do better for our clients and for our community. We never want to offer a 'benchmark' service, because the sky is the limit, right?

## **What resources were most invaluable to you when starting your business?**

Establishing a team of professional allies who would work both alongside and for us. While Daniel and I may be the 'Chief Puppy Cuddlers', we certainly are only two of the pieces that make up the diverse, rich, and meaningful jigsaw puzzle that is Dogcity Daycare.

In addition to this – and on more of a personal yet rather simplified level – the ability to work really, really hard. In the beginning, it felt like we were working every single minute of every single day – and we were! But all of that input only intensified our passion and determination to drive our business further and further.

... Well, all of that and a little bit of naivety! You don't tend to place as much pressure on yourself, nor do you create such high expectations while you're still learning and navigating a new business/industry. Unlike now!

## **Have you always wanted to run your own business?**

If you had asked me that question years ago, I would have said no. Now, can I see myself ever not being self-employed? That's a no, too!

I think in life – particularly while we're young – we often place such harsh expectations on ourselves to map out our future, and that goal setting is great, but as long as you allow yourself flexibility within that. I loved being a primary school teacher; I jumped out of bed every morning to head into school, and then we were presented with a new, totally different opportunity, and now that makes me jump even higher out of bed each morning.

## **What are your biggest challenges?**

Time! We're still searching for those illusive extra hours in the day. When you're so invested in and passionate about what you do, you're always creating, innovating, and coming up with better ways to do things. It's hard to find enough hours in the day to be able to achieve everything we want to achieve, and sometimes that means having to put ideas that really excite us on the backburner while we focus on driving our core business.

## **What would you say is the biggest thing that holds people back from taking the leap into business ownership?**

I think for a lot of people it can be the fear of the unknown. Often, you're leaving a life of professional – and financial – security to follow your passion, and that can be a really big leap of faith. You can business plan all you like, but business is one of those things that you just don't 'get' until you live and breathe it.

Daniel and I definitely had all of those feelings of uncertainty and doubt, but at the end of the day we figured if having



ALEX WITH HER HUSBAND, DANIEL, AT DOGCITY DAYCARE

a go and failing was the worst-case scenario, then it was a risk we were willing to take. We often grow up fearing failure, but it's just another fact of life; it should never be the reason to not try something we love. Failure of one thing only offers opportunity for another, so why not give it a go?

**Which of your accomplishments makes you the proudest?**

We have never felt prouder than when we are able to sit back and watch our team deliver a standard of service like no other, where we see clients smiling ear to ear, thanking us for what we do. Watching people do what they do with love, watching people love what we do, and knowing that we've played even the tiniest part in that, that's what it's all about!

Sometimes those smiles, that feedback, and those puppy cuddles are all you need to get through.

**What is your favourite part of running your own business?**

I love the community we have as a result of Dogcity Daycare. We now have this incredible extended family of clients, dogs and, of course, our amazing team. It's a community where we can watch

– and sometimes even help – our team grow and develop both professionally and personally. An inclusive, meaningful client community where people come together and are able to experience and engage with a whole new level of happy (because who doesn't smile at dogs!). AND, it's the community that our daughter Evie is growing up as a part of. Evie has spent A LOT of hours at Dogcity; she works in the play pens with the dogs, she hangs out with the staff on their lunch breaks, and they all devote so much time to including her in their passion and what they do, and that's something pretty extraordinary to be involved in.

**Are there any things you don't enjoy?**

Not being able to switch off – while it really is a gift to be able to live and work your passion, it comes with a level of responsibility that you just cannot switch off from. We have such a great responsibility to our clients – particularly the furry ones – and to our team, and that is sometimes a lot to carry. It means we work late, we talk about work almost ALWAYS, and we don't take the time off that probably we should. Thankfully, there is so much good in what we do that it's just one small part of our reality.

**How do you manage work-related stress?**

It's very easy to get caught up in what's not 'right' or what we could be doing better, but at the end of the day we just can't give those thoughts too much time in our heads; we just try to sit back and look for the meaning in the day-to-day things that we are lucky enough to be a part of, and focus on the good parts. Evie also does a really excellent job at keeping us distracted by involving us in all of her four-year-old games.

**How do you find the balance between being a mother and running a business? What advice would you give to other women in a similar position?**

What's 'balance'? No, seriously, I think for me it's that I'm able to so seamlessly merge my two worlds of 'mum life' and business owner. When we opened our second facility, Evie was still a baby, so we made sure we chose a building that had space for her to have her very own sleep and playroom. We hired an amazing nanny who would spend a couple of days a week with Evie, and we were just very fortunate that things seemed to work so well.

Evie has been coming to work with me since she was a few weeks old, and so I learnt how to do 'business' while she slept





**JUNIOR PUPPY CUDDLER, EVIE**

and then while she was awake we'd chat with clients, spend time with the staff, or play with the dogs. The older she gets, the easier it becomes, because now Evie is actually a really great asset within Dogcity. She helps with tasks, sorts treats and toys, and even has her own uniform so she can work in the play pens with the dogs.

My advice would be to not let being a mum count you out of entrepreneurship. Running a business is undeniably a lot of work, but if being a mum has taught me anything, it's that we're very good at 'juggling' all that our lives entail. Being a mum comes with a set of skills that fare so well in business like multi-tasking, flexibility, adaptability, creativity, being able to form meaningful connections, and problem-solving, to say the least.

#### **What do you think makes a good leader?**

At Dogcity Daycare we're very passionate about not 'managing' any of our team; we always, always lead. We have nine exceptional leaders who work alongside Daniel and me, and together we're able to achieve almost anything.

There is no job in the business that we haven't done, or that we don't do every

single day. It would be easy to prioritise sitting at our desks trying to get through the plethora of paperwork that comes with business, but we can't, and we don't.

We try to always be present and to work alongside our team, rather than above them. We've learnt that our time is better spent creating and nurturing a positive environment and culture where our team can feel supported and motivated rather than barking orders or telling people how to do things.

If you create the right environment, everything will grow.

#### **What's the most valuable lesson you've learned in starting and running your own business?**

Don't set unrealistic expectations for yourself or your business; sometimes the littlest ideas can bring about the greatest change, and vice versa. You've got to be willing to fail at some things, and some ideas need to fail so that others can flourish.

#### **Would you say that you are in your dream job? Are you planning to do this forever?**

Absolutely ... for now! I like to think of

everything I do as an opportunity. Daniel and I often say, "Everything is always a 'maybe' first," and we take that with us throughout everything that we do and all of the opportunities that are presented to us. Do we absolutely love what we do now? Are we outwardly passionate about it? Do we jump at every opportunity to 'work', and do we see it as more of a hobby than a job? YES! Absolutely! Life is a series of opportunities, and it would be remiss of me to say that my dream job now will be my dream job forever – I don't think future planning that far ahead works anyway!

#### **What advice would you give to anyone considering starting their own business?**

You'll learn more from your own experiences and failures than you will from any book or blog, so just get out there and try something. Do something and at the end of that you'll learn either what works or what really doesn't, and that's the most meaningful feedback you'll probably ever get. Business is so evolutionary; what works today won't work tomorrow, and that's actually a really great thing because it means that your business is moving forward – it's growing and it's changing.

Save the date...

# MOTHER'S DAY LONG LUNCH

Hosted by the Parents and Friends Committee

Friday 8 May 2020

Saint Ignatius' College Junior School

100% of proceeds will be donated to the  
Junior School Development.

with guest speakers:



Tony Shepherd

Tory Shepherd is The Advertiser's State Editor and a senior columnist. During her 14 years at the paper, she has regularly written about religion, mental health issues, the NDIS, human rights, and politics. She is a Walkley Awards judge, and has completed a Churchill Fellowship on responsible reporting on child sex abuse. She is also the author of *On Freedom* and a regular panel member on ABC radio and television shows including *Sunrise*, *The Project* and *The Drum*.



Sarah Sutter

Sarah Sutter has been the CEO Nature Play SA since its inception in 2014. The vision for NPSA is simple - to empower the SA community to get more children outside playing in nature. Prior to NPSA, Sarah had extensive corporate experience with Qantas in various management roles domestically in Sydney and internationally in San Francisco. Prior to her working life, Sarah was an elite athlete. She represented her country in netball and has achieved every title a netballer could dream of - Commonwealth Gold Medallist, World Champion, and National Champion. She was the vice-captain of the inaugural Adelaide Thunderbirds.



Natasha Morgan

Natasha Morgan, recognised as a Top 30 Franchise Executive for 2019 & 2020, is the Founder, CEO, & Featured Home Security Expert of award-winning Australian franchising network, My Home Watch. Natasha, a home security and safety advocate, founded My Home Watch, one of Australia's fastest growing franchise networks. Already taking over Australia, My Home Watch is now branching out into International locations such as NZ, South Africa, and the UK. Natasha's passion for being a safety and home security advocate has recently seen her become the Co- Founder of SafeStay - Australia, and an advisory board member of the SSAA (Safe Stay Association of Australia).



# A journey to fulfilment

PROF SHAUN BRENECKE AO  
CLASS OF 1970



"Indecision – thy name is Brennecke!" would have been the cry from my much-admired Jesuit English teacher back in 1970 as I pondered my future career path during my Matriculation year at Saint Ignatius' College, Athelstone.

To what calling was I to commit the rest of my life? A daunting decision indeed for a callow youth, and hence my indecision! I was certain I wanted to go to university, but which course to choose?

Neither of my parents had had the opportunity to attend university, though I believe they both would have had the capacity to do so, had they grown up in different circumstances. However, I shall be forever grateful to them for enthusiastically fostering my appetite for learning and for the sacrifices they undoubtedly made in providing me with a Jesuit education, which instilled in me the understanding of the difference between a job and a vocation.

My Jesuit schooling also enhanced my enjoyment of all scholarly endeavours. Consequently, as my secondary education proceeded through its last three years of Intermediate, Leaving, and Matriculation, I only very begrudgingly relinquished subjects (such as Biology, which I especially relished) to accommodate the narrowing study focus required by the curriculum at that time.

This focus left me with English, Latin, Physics, Chemistry, and Mathematics as my Matriculation subjects. However, subjects such as English and Latin did not seem to provide any obvious career path for me, and moreover, I felt I could maintain an interest in them as hobbies rather than vocations.

As for pursuing careers in Physics, Chemistry, or Mathematics, as interesting and worthy as they might have been, I did not anticipate they would necessarily provide me with the type of vocation I was seeking. In the end, my application for a place in a medical course at university was a rather pragmatic one.

Given I particularly enjoyed Biology as a subject, I thought life as a doctor would feed this interest, and that as a member of the medical profession, I would likely be able to make a worthwhile contribution to society. As it turned out, I was fortunate enough to gain a place at the University of Adelaide Medical School. I say fortunate because, back then, it was not necessary as it is today to achieve the extraordinarily high scores to secure a place in an Australian medical course. However, once I commenced my medical studies, there was no looking back. I found everything in the field of medicine fascinating, and still do so today.

I was led to my eventual choice of medical specialty, Obstetrics, involving the care of pregnant women and their unborn babies, by several considerations.

In my early years of clinical work, I began to appreciate how important a responsibility motherhood is for the overall welfare of society, and therefore how important it is to ensure the health and wellbeing of individual mothers.

As well, a profound effect on my career direction was the insight that, whilst from conception to adulthood involves 47 cell divisions of a fertilised ovum, 42 of these 47 divisions occur in fetal life prior to birth. This simple numerical observation impressed on me the impact of fetal health and wellbeing on the eventual health and wellbeing of children and adults.

Obstetrics also allowed much scope for the holistic care of both soma and psyche, a personally appealing aspect of medical practice, and for the application of the wise aphorism (often attributed to Hippocrates) that doctors should aspire to cure sometimes, relieve often, and comfort always.

***"In my early years of clinical work, I began to appreciate how important a responsibility motherhood is for the overall welfare of society, and therefore how important it is to ensure the health and wellbeing of individual mothers."***

Keeping mothers and their unborn babies fit and well and free from



ABOVE: SHAUN AGED 7 ON HIS FIRST DAY OF JUNIOR SCHOOL IN 1961  
INSET: SHAUN IN THE BIOLOGY LAB DURING A VISIT TO THE SENIOR SCHOOL IN 2010

pregnancy complications therefore became and remains my life's passion.

In summary, for me, the combination of clinical service, biomedical research, and teaching/mentoring opportunities provided by a life in medicine has generated a completely satisfying and totally absorbing career that hopefully

has contributed in meaningful ways to the health, welfare, and overall betterment of society.

ON AUSTRALIA DAY 2020, PROFESSOR SHAUN BRENNECKE AO ('70) WAS AWARDED AN OFFICER (AO) IN THE GENERAL DIVISION OF THE ORDER OF AUSTRALIA FOR DISTINGUISHED SERVICE TO MEDICAL EDUCATION AND RESEARCH IN THE FIELDS OF OBSTETRICS AND GYNAECOLOGY, AND TO PROFESSIONAL SOCIETIES.

***"I found everything in the field of medicine fascinating, and still do so today."***

PROF SHAUN BRENNECKE AO



# Wisdom from our Old Ignatians

**"If you do what you love, magic will follow."**

Damon Gameau ('93)  
Film director 'That Sugar Film', '2040'

**"Embrace your differences; forge your own path."**

Catherine De Conno Telegramma ('82)  
Director, High Speed Weapons Program  
Defence Science and Technology Group

**"Often one version sounds good but only until another version is told."**

Honourable John Doyle AC ('62)  
Retired Chief Justice of South Australia

**"People skills matter, so work on them. Listen. Look people in the eye. Shake hands. Be engaged in that conversation at that moment."**

Patrick Keane ('84)  
Office of the CEO, Australian Football League

**"You only live once. Don't be afraid to do the things you are passionate about."**

Ruby Chew ('06)  
Visual Artist and DJ

**"There is a composer in everybody. You only need your ears and your imagination."**

Julian Ferraretto ('89)  
Jazz violinist, composer, and animator

**"Sometimes you have to take a step back, to achieve a leap forward."**

Marius Zanin ('05)  
Head of Marketing & Communications,  
Adelaide United Football Club

**"Find a role that fits with your passion – having clear purpose and making a difference is fulfilling."**

Elaine Bensted ('80)  
Chief Executive, Zoos South Australia

**"You only have one life, one chance to use life in a way that makes a difference to the lives of others and the world in which we live."**

Dr Brendan Nelson AO ('75)  
President of Boeing Australia, New Zealand and Oceania and  
Chairman Boeing Australia Holdings

**"Be proud of what you do, and how you go about doing it."**

Marco Spinelli ('81)  
Director/Architect, Architects Ink

**"You learn more from your failures than you ever do from your successes. Never be afraid to take risks."**

Steve Baldas ('91)  
Chief Operations Officer (COO)  
South Australian Cricket Association (SACA)  
General Manager  
Adelaide Strikers BBL and WBBL teams

**"Make yourself invaluable in your organisation."**

Erica Panagakos ('06)  
Senior Associate, Belperio Clark Lawyers

**"Work passionately to help those people around you, but most of all love life, love the people in it and love every second of the journey along the way."**

Dr Anthony Chitti ('93)  
Paediatrician, Adelaide Paediatrics, Calvary Hospital and Flinders Medical Centre

**"Love what you do and do what you love."**

Jean-Marie Nguyen ('14)  
Diocesan Youth Ministry Support Officer,  
Catholic Office for Youth and Young Adults

**"Opportunities don't happen, you create them." - Chris Grosser**

Richard Scollin ('79)  
Neighbourhood Links Facilitator, Hills Community Options

**"Don't be overwhelmed by options. Choose the job that you think is right for now, and focus on doing it extremely well. From there you will have a platform to do other things and good opportunities will flow; but never take your eyes off what you were employed to do, and do it well."**

John E. Scanlon AO ('78)  
Special Envoy, African Parks

**"As you begin your career, prioritise finding the very best people in your chosen field and learn from them."**

George Capozzi ('95)  
Stockbroker, Taylor Collison

**"Think about what your passions are, what skills you have, and foster these talents into your perfect career regardless of how hard that may be."**

Dr Gabrielle Caruso ('06)  
Dentist, Perfect Smile

**"Find a role that will motivate you to jump out of bed in the morning, and you will never work a day in your life."**

Madison O'Brien ('15)  
People and Culture Coordinator, SWEAT

**"Carpe diem! Seize the day!"**

Prof Shaun Brennecke AO ('70)  
Dunbar Hooper Professor of Obstetrics and Gynaecology  
University of Melbourne

**"A work life where you have passion and a chance to enjoy others company will continue to motivate you."**

David Harben ('71)  
Teacher of Mathematics and Commerce  
Saint Ignatius' College Adelaide



# Old Ignatian News



GENE COLOMBO ('03) MARRIED ALISON DE SOUZA ON 23 NOVEMBER 2019.



CHANELLE CARETTI ('06) MARRIED DAMIAN CUNNINGHAM ON 21 DECEMBER 2019.



NICHOLAS TAGLIAFERRI ('03) AND CAITLIN BATTY WERE ENGAGED ON 5 DECEMBER 2019.



SAM HOOPER ('07) MARRIED REBECCA BUTCHER ON 19 OCTOBER 2019.



HANNAH KLINGBERG ('03) MARRIED PHIL HARRINGTON ON 15 DECEMBER 2019.



ADAM ROWAN-KELLY ('06) AND HIS WIFE EMMA WELCOMED A BABY BOY, SAM ZACHARY, ON 15 OCTOBER 2019.

### REQUIESCANT IN PACE

Our sympathy is extended to families and friends of:

#### Old Ignatians

Gabrielle Simionato ('12)

Mark Andrew Griffin ('74)

#### Community

Margaret Magarey

Willem Cranendonk

Maureen Marshall

Eric Webb

Gary Burgess

Victor Bradley



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

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

**EARLY YEARS**

58 Queen Street  
Norwood SA 5067

Tel: (08) 8130 7180

**JUNIOR SCHOOL**

62 Queen Street  
Norwood SA 5067

Tel: (08) 8130 7100

**SENIOR SCHOOL**

2 Manresa Court  
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