

Prospectus



*Saint
Ignatius'
College*

Go, set the world alight

A single spark has the power to ignite a lifetime of possibility. When it is fuelled by compassion and generosity, there is no telling the potential reach of its impact.

Saint Ignatius' College brings 480 years of Jesuit tradition to spark fire in the hearts of every student.

Our caring staff and inclusive College community foster an environment of growth and discovery that empowers young people to explore with passion, effecting positive change wherever they choose to go.

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





College Philosophy

Ite Inflammate Omnia.

Saint Ignatius' College is a Catholic school established by the Jesuits over 70 years ago. Our Jesuit tradition is foundational to Saint Ignatius' College and helps to define our philosophy.

When Saint Ignatius Loyola, the College patron and founder of the Jesuit order, missioned his friend Francis Xavier to Asia, he gave him the simple instruction: "*Ite, inflammate omnia.*"

Go, set the world alight.

Since 1951, we have instilled this directive into each and every graduate of Saint Ignatius' College. By helping young people to first ignite their own hearts with compassion and their minds with possibility, they can then go and spark the fires of change in their communities and the world.

Jesuit education is founded on the principle of *cura personalis* – care for the whole person. Saint Ignatius' College reaches beyond academic achievement to shape character, virtue and human

excellence. Our approach to pastoral care champions inclusivity and compassion, relying on the development of one's conscience. In doing this, we seek to form people who live fully when they live not just for themselves, but for others too.

Our College philosophy has attracted a community of like-minded people dedicated to fulfilling its mission: caring and skilled staff committed to guiding young people on their paths; Old Ignatians who share their valued experience; parents and caregivers who support and engage in College activities; and the students themselves, whose thirst for discovery breathes spirit into the College.

As a Catholic school in the Jesuit tradition, we seek to deliver an educational experience that helps young people find God in all things, nurture their relationship with Christ, understand they are loved by God, and live the Gospel value of justice. When you join the Saint Ignatius' College community, you become part of this educational tradition that dates back more than 480 years.

Faith and Service

We seek for our students to become contemplatives in action, able to find God in all things, and committed to a faith that does justice. The Religious Education curriculum is taught across all year levels. We encourage sharing in the Catholic faith through prayer, reflection, and liturgy. And we promote a life of service, especially in accompaniment and solidarity with the disadvantaged. This begins with involvement in liturgies and community service initiatives in the primary years and encompasses leadership in social justice, immersion programs, and retreat experiences during the senior years.

Students regularly participate in chapel services, liturgies, Masses, Reconciliation services, prayer, and the Examen. The sacraments of Reconciliation, Confirmation, and Holy Communion are offered formally in the Junior School. Days of Reflection provide an opportunity for students of a particular cohort to engage with staff in faith-based learning and reflective practice. Kairos retreats are voluntary retreats over several days for Year 11 and 12 students.

Students engage in a range of social justice, sustainability, and reconciliation initiatives. Our Ignatian Service program fosters authentic engagement from our students at every year level so students grow in their generosity as people for others. Immersions, deepen our service learning and open our eyes to the world. These include opportunities in India, Cambodia and Vietnam and Timor-Leste as options in Year 11 and with First Nations peoples in the Ikara Flinders Ranges and Lake Mungo in Year 10.

Through a combination of academic learning, social engagement, faith formation, and a heart for social justice, students better understand issues facing the oppressed and the marginalised. This fosters a sense of gratitude and a capacity to be agents of change in their future endeavours.



**Finding
God in all
things**

Ignatian Learning

From their earliest actions, the Jesuits recognised the apostolic potential of schools and have sought ways to find the most contemporary and relevant approaches to deliver a quality education. Importantly, they have always viewed a student's formation as the primary good, aiming to deliver to the full an individual's gifts and talents. An education of the head, heart, and hands for each student reflects this desire, as is reflected in our whole-of-College Learning and Teaching Framework.

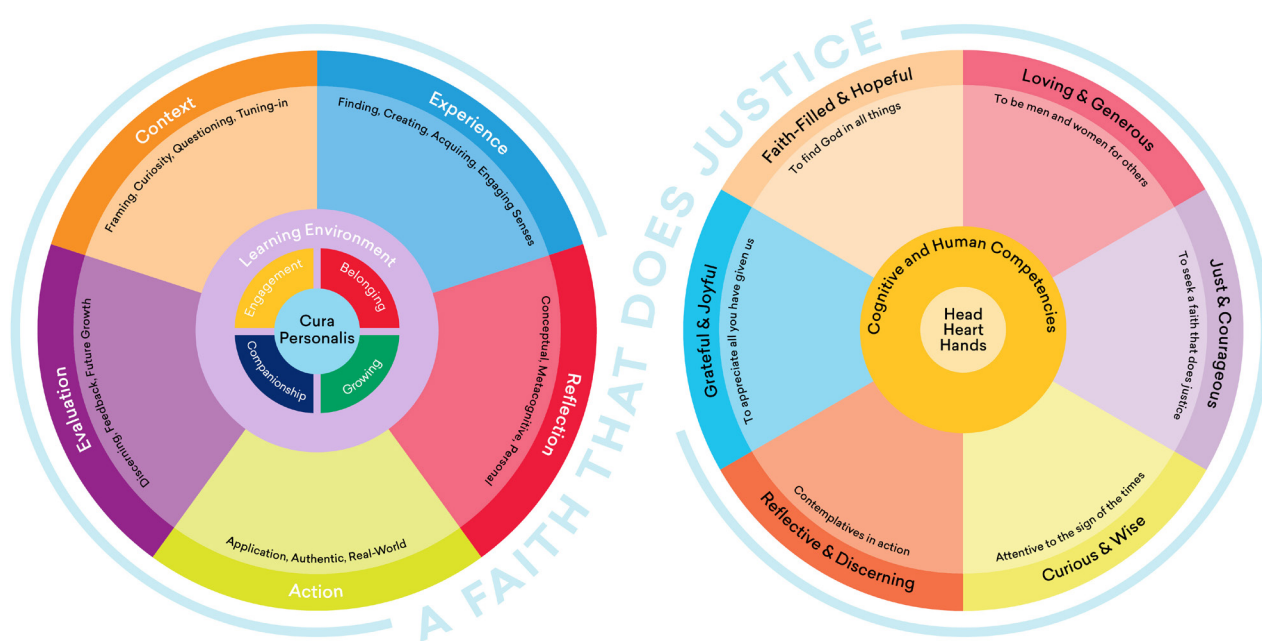
Our students are graduating in

a time of both great challenge and great promise. It is vital that humankind work together in our globalised world in a manner that improves the state of the world and promotes humanity. As such, we seek 'human excellence' from all in our community. In this sense, excellence is evident through both moral and intellectual action, where action is seen as a long-term, authentic, real-world application of learning.

Our expression of Ignatian pedagogy is consistent with the belief that education needs to be flexible, innovative,

contextual, and reflective. Ignatian pedagogy provides a framework that allows for the development of deep cognitive and human competencies through the ongoing interplay of experience, reflection, and action. This affords students opportunities to develop deep conceptual, metacognitive, and personal skills and understandings that can be applied for the 'greater good'.

Explicitly linking excellence and action ensures our students are well prepared to make a difference in the world and to 'go, set the world alight'.



LEARNING AND TEACHING FRAMEWORK





**Where individuals
can thrive,
in community
with others.**

Wellbeing

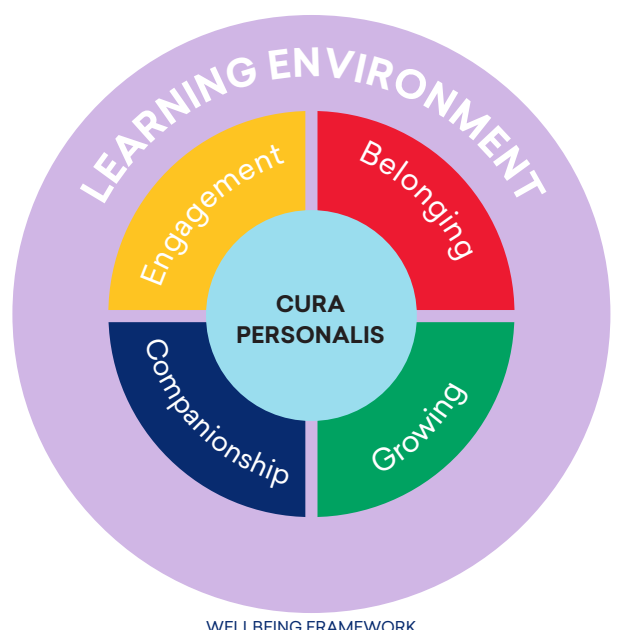
In Jesuit education, *cura personalis*, or care for the whole person, stems from our understanding that each person is personally known and loved by God. As a guiding principle, *cura personalis* promotes respect for all that makes up an individual.

The aim of our Student Wellbeing Framework is to support our community with a system of care and culture that gives contemporary expression to *cura personalis* – the spiritual, emotional, social, physical, and intellectual growth of all people in our care.

The four pillars of the framework – Belonging, Engagement, Growing, and Companionship – encourage a quest for human excellence, reflection, the development of individual

gifts and talents, the ability to establish and maintain positive and nourishing relationships, and a lifelong openness to growth where individuals can thrive, not only as unique individuals, but in community with others.

The Student Wellbeing Framework guides our approach to wellbeing across all campuses and is put into practice in a variety of ways that are relevant to the needs of students and their families.



Wellbeing

At Ignatius Early Years, every effort is made to provide a nurturing, secure, and responsive environment in which children play, create, learn, and explore together with their teachers and feel they belong. The child and their family are valued for the unique contribution they bring to the learning environment. Trusting, supportive relationships and collaborative partnerships are developed and maintained with families. High importance is placed on conversation and active listening between all in the Early Years community.

At the Junior School, students are recognised as unique individuals and are encouraged and challenged to be the best versions of themselves. Various programs and initiatives are offered to provide them the support and the skills to do so.

- At the start of every year, each student, along with their parents, meets with their class teacher for a **Three-Way Conversation** to share learning expectations, foster positive working relationships, and open lines of communication about what is most important for the care of the whole child in the year ahead.
- **Friendology 101** empowers students with the skills, language,

and self-confidence to be better friends and to develop healthier relationships.

- **The Resilience Project** takes children through the components of gratitude, empathy, and mindfulness, teaching them strategies on being able to handle setbacks and bounce back from them.

At the Senior School, a House-based **pastoral care** structure allows for the deepening of relationships between teachers and students and their families. Mentor Teachers are responsible for nurturing the pastoral, academic, and faith and service formation of each student in their small Mentor Group.

Mentor Time is integral to the care of the individual. Students spend 30 minutes with their Mentor Teacher each day, focusing on the development of their sense of belonging, growth, engagement, and companionship through the themes of Wellbeing, Faith and Service, Cura Personalis, Celebrate, and Community.

- Through the **Wellbeing** theme, students explore topics such as respectful relationships, study skills, safe partying, and cyber safety.

- During **Cura Personalis** time, Mentor Teachers meet individually with students to focus on goal setting, problem-solving, mentoring, and companionship.

Counsellors work with the wellbeing teams at the Junior School and Senior School to provide individual and group support to students and families.

The **Examen** is a daily practice across the Junior School and Senior School where students take time to reflect on the events of their day, give thanks, and discern God's direction for them. This technique of prayerful reflection is a key part of Ignatian spirituality and is practised across the globe by Jesuit schools and ministries.





**Supporting the culture
of belonging, growth,
engagement, and
companionship**

Co-curricular

Co-curricular exists to support learning and enhance wellbeing. This is achieved through its contributions to the culture of belonging, growth, engagement and companionship for students and the College community.

Through involvement in co-curricular, students experience belonging to the smaller communities of their sports, activities, teams, and groups. They are provided with opportunities to grow in physical, cognitive, and human competencies, reflective of our Ignatian values. Students are afforded opportunities to engage in both performance and participation

experiences enhancing self and social development. The Co-curricular Program invites students to benefit from and contribute to the formation of community through the companionship experienced between students and their families and with teachers and coaches.

Students are expected to contribute to co-curricular at the College and are offered a wide range of programs through which to do this, including creative and cognitive arts, and sport. Within each program, students have the opportunity to engage in experiences ranging from participation through to high performance.

Co-curricular

CO-CURRICULAR: ARTS & ACTIVITIES

For centuries, Jesuit education has placed a particular focus on imagination and creativity. Exploration of The Arts is very much a part of the formation of our students.

Supported by strong instrumental music programs, the College has an extensive range of co-curricular music ensembles at both the Norwood and Athelstone campuses. Students have the opportunity to engage in choirs, concert bands, orchestras, guitar ensembles, and jazz and big band ensembles, as well as various other small ensembles.

The College supports an extensive theatre program including a biennial Junior School musical, various biennial theatre performances, and a biennial Senior School musical.

The College has a strong tradition of involvement in both debating and public speaking programs and competitions. At the Senior School, Orator Eloquens (the eloquent speaker) is the society that encompasses both Debating and Public Speaking.

The STIGIT (SainT IGnatiUS Information Technology) program

allows students to explore various aspects of STEAM, including coding, robotics, photography, and digital media.

In addition to the above programs, the College participates in a range of cognitive arts including Chess, Future Problem Solving, Tournament of Minds, the Australian Brain Bee Challenge, and Philosothon.

CO-CURRICULAR: SPORT

Saint Ignatius' College strongly believes in the role sport has to play in the physical and character development of young people. In pursuit of the development of the whole person, all students are required to participate in the sporting co-curricular program.

The sporting co-curricular program allows students to participate in regular exercise, which is vital for growing bodies. It also provides the opportunity to experience an activity that may become a lifelong interest.

Character development is encouraged in the sporting co-curricular program in a variety of ways. Students learn about commitment, group work, leadership, work ethic, and perseverance. They also learn how to win humbly and lose graciously.

Students and teams of exceptional ability are given the chance to participate and represent the College at the highest levels. While most sports are played as part of a competition, there are a number of select sports and teams that cater for those who prefer a non-competitive setting. Students involved at a high level in activities outside the College are also supported.

At both the Junior and Senior Schools, a wide range of sporting activities are offered. These activities are organised, supervised, and coached by specialist coaches, staff members, parents, friends, caregivers, and Old Ignatians.





**Where a lifetime
of possibility
and love of
learning begins**

Ignatius Early Years

The curriculum of the Ignatius Early Years introduces characteristics of Jesuit education and draws inspiration from the schools of Reggio Emilia, allowing children's curiosity and potential to drive their learning experience.

Children attending Ignatius Early Years express themselves in a variety of ways, referred to as 'The Hundred Languages'. Our teachers nurture each child's natural imagination and creativity through play and exploration. Extensive planning has gone into both the indoor and outdoor learning settings, with the child's perspective at the forefront of our minds.

Here, a warm, caring, and secure environment helps young minds grow in confidence and self-esteem. We encourage children to remain open to new ideas and respect others' thinking, always celebrating wonder and discovery of self, their community, and the wider world. It is a time for the formation of the whole person (and their family) – spiritually, socially, culturally, academically, and physically.

This is where a lifetime of possibility and love of learning begins.

Junior School

In the Junior School, our broad and balanced curriculum focuses equally on academic, spiritual, emotional, social, and physical growth to develop well-rounded young people.

We continue to motivate young minds to be inquisitive and imaginative at every opportunity, cultivate a love for learning, and foster children's emerging awareness of compassion for those around them.

The Junior School strives to develop in our students, practices and principles that will guide them for years to come. This includes teaching children how to learn, as well as focusing on learning itself. With an emphasis on building learning assets, our students are taught to question, communicate, research and collaborate in order to unlock their learning potential.

The curriculum has a strong emphasis on literacy and numeracy, a focus on Religious Education and exploration of faith, and a focus on prosocial education. The curriculum is challenging, contemporary, and child-centred, drawing on the characteristics of Jesuit education.

Students experience the support of specialist teachers in the areas of Science, Digital & Design Technologies (robotics), Art, Music, Physical Education, Modern Language (Mandarin), and Library. There is also a strong Inclusive Education Team that monitors students' learning and conducts a large number of programs that cater for a range of needs. The team also provides enriching educational provision to extend students of high intellectual potential.

Our school is an active community in which children thrive on their sense of belonging. Our nurturing environment fosters individual care for each child through strong teacher student relationships, cross-age buddy system and supportive wellbeing framework. In the students' final year in the Junior School, a transition program helps prepare them for the move into the middle years at the Senior School in Athelstone.

The Junior School environment encourages students to discover a love of learning, a desire to achieve personal excellence, the knowledge, skills, and dispositions that support them to navigate and contribute to a changing and complex world.



**Teaching children
how to learn, as
well as focusing
on learning itself**



**Supporting young
adults as their hearts
and minds mature**

Middle Years

Saint Ignatius' College's middle years extend across Years 7, 8, and 9. We recognise that adolescence and growth into emerging adulthood is an important period in the life of a young person.

To support a safe and positive learning environment for our students, the College's academic structures are complemented by the close pastoral network, with each student's Mentor Teacher and House Leader advocating for and taking a vested interest in each student in their care.

Leaders of Learning in each key learning area take responsibility for coordinating the development of students' knowledge and character through learning activities appropriate to students of this age group within the guidelines of the Australian Curriculum. Each Leader of Learning is supported in these endeavours by the Deans. The Leader of Learning for Diversity & Inclusion is responsible for monitoring and organising support for students with special needs.

Extension and enrichment courses and activities are also provided for students of high intellectual potential and are monitored by the Gifted Education Coordinator.

The emphasis of the middle years curriculum is on the core subjects: Religious Education, English, Mathematics, Science, History, Geography, Health and Physical Education and the study of a language (Latin, Chinese, Italian, or French). Other subjects are also studied in Years 7 and 8 by all students before becoming elective choices; for example, Drama, Art, Digital Technologies and Music. A further range of electives are offered as students transition into the senior years. All these subjects champion the arts, the intellect, and the imagination, which are at the core of our Ignatian ideals.

This coordinated team approach reflects a College commitment to strengthening support of young adults as their hearts and minds mature.

Senior Years

While the final years of secondary schooling represent the culmination of one learning process, they also herald the beginning of many others. During this important period of a young person's life, Saint Ignatius' College is dedicated to producing young Christian people who are able to think independently and demonstrate compassion for others, and who can move forward confidently and competently to make a positive impact in their chosen path.

We are proud of our record in helping our students to achieve results that allow them to confidently pursue their chosen career paths, with the largest proportion of our graduates choosing to go on to further education at university, TAFE, or other tertiary institutions.


Over the final years of schooling, the subjects offered meet the requirements for the South

Australian Certificate of Education (SACE). In Year 10, all students commence their SACE studies by completing the Personal Learning Plan.

The remaining SACE requirements are studied during Years 11 and 12. The SACE program at the College has been strengthened to ensure it meets the needs of our students, families, higher and further education providers, employers, and the community.

While these are important years and the pressure to succeed is ever-present, it is not at the sacrifice of our Jesuit philosophy of caring for the whole person. Our students are actively encouraged and supported in continuing their co-curricular activities outside the classroom.

As learning is a lifelong process, Jesuit education tries to instil a desire to explore with passion that will remain beyond school days.



**Exploring with
passion that will
remain beyond
school days**



Governance

Saint Ignatius' College is a ministry of the Australian Province of the Society of Jesus (the Jesuits). Saint Ignatius' College (Adelaide) Limited is the separately incorporated legal entity that conducts the College, with which stakeholders engage, and is the employer of all of the staff at the College. The College Board of Directors reports to Jesuit Education Australia (JEA) and, through it, to the Society of Jesus in Australia (SOJA). JEA has overall responsibility for ensuring that the College operates as a Catholic school in the Jesuit tradition.

The College Board is responsible for the strategic direction and oversight of the College, ensuring that outcomes remain aligned with Jesuit traditions and values. The Board guides the College's strategic direction, developing the annual budget, and addressing the risks faced by the College. The Board is assisted by the Finance and Audit, the Risk and Compliance, the Property and Building, and the Nominations Board Committees.

Saint Ignatius' College comprises the Senior School (Years 7 to 12), the Junior School (Reception to Year 6), and Ignatius Early Years. The Principal and Rector report to the Board and share responsibility for day-to-day leadership and operations of the College. The Principal is the Chief Executive Officer of the College and is responsible for the management, good order, and quality of performance of the College, including our educational and wellbeing programs. The Rector is a Jesuit with particular responsibility for pastoral care, Ignatian charism, and Jesuit mission.

The Head of Senior School, the Head of Junior School, and the Head of Ignatius Early Years have delegated responsibility from the Principal for the day-to-day running of their respective campuses. The College Leadership Team comprises the Principal, Rector, Head of Senior School, Head of Junior School, Head of Ignatius Early Years, Head of Business, Head of Studies and Innovation, and Head of Co-curricular.

Community

A supportive and inclusive community strengthens every aspect of Saint Ignatius' College. There are numerous ways for a person to strengthen their connection to the College and support its mission, that are made possible by a number of community groups. We greatly value the work and contributions of these groups, each supporting the advancement of the College in a variety of ways.

COLLEGE FOUNDATION:

The Saint Ignatius' College Foundation seeks the philanthropic support from current families and members of the wider College community. This support enhances all aspects of the learning environment for our students and teachers.

It is a deeply held tradition of the College and Jesuit charism that an Ignatian education remains available for all people despite their financial means; therefore, the College supports the enrolment of students and families each year through the **Ignatian Bursary Fund**. This fund is sustained by the generosity of donors from our community.

Capital development fundraising supports the College's commitment to offering our students and teachers the very best in contemporary facilities

in order to enhance their experience of an Ignatian education. Many capital works projects have been possible thanks to our community's philanthropic support.

PARENTS AND FRIENDS ASSOCIATION:

The Parents and Friends Association is a voluntary organisation run by an energetic committee that supports the College in the promotion of generosity, community-building, and hospitality; its primary focus is friendship-raising. Our Parents and Friends Association connects the community while also seeking to raise funds for various College projects through the hosting of events and fundraising initiatives.

FIDELIS ASSOCIATION:

Fidelis means faithful. In 1983, Fidelis was formed by a

small group of past mothers of the College who had spent many years working together for the benefit of the College, and in so doing had formed friendships they wanted to continue. Our Fidelis members are past parents and friends of the College who stay connected with the College community through social gatherings held during the year.

OLD IGNATIANS' ASSOCIATION:

The Old Ignatians' Association retains links with Saint Ignatius' College through participation in a range of community functions and activities. The aim of the association is to engage Old Ignatians and to share the Ignatian spirit with the broader community in a way that upholds Ignatian tradition and values.





An Ignatian seeks to be ...

Curious and wise

Our world is forever changing; hence our students need to be inquisitive and engaged. They need to be agile in their thinking, but they are also called to be respectful and prudent. We endeavour for our students to be searchers for the truth and attentive to the signs of the times.

Reflective and discerning

Ignatius of Loyola desired for his followers to be contemplatives in action. This requires listening to others, ourselves, and God. Our young people need to be considered and thoughtful, and constantly reflective in order to make wise decisions and to continually review their way of proceeding.

Grateful and joyful

When students are grateful and joyful, they appreciate all their gifts, and the gifts of others and of creation. It enables them to be confident, resilient, and open to growth. By recognising all that is good in their lives, they are empowered as they embark on their life journey.

Faith-filled and hopeful

By finding God in all things, students are enabled to be spiritually alive, to be morally conscious, and to seek the truth. They have a strong foundation from which to set out in the world, embrace it, and change it for the better.

Loving and generous

Christ as our model for human life taught us to love one another, to be truly present to the other. We hope for our graduates to be models of gracious service, compassionate, wholehearted, and steadfast: to be men and women for others.

Just and courageous

We seek for each graduate from Saint Ignatius' College to be countercultural in a world that promotes self above others. We challenge our students to embrace diversity, walk with the marginalised, care for creation, and live out a faith that does justice.

Go, set the
world *alight*.

ignatius.sa.edu.au

IGNATIUS EARLY YEARS

*Early Learning Centre
Est. 2009*

58 Queen Street
Norwood SA 5067

Tel: (08) 8130 7180

JUNIOR SCHOOL

*Reception to Year 6
Est. 1951*

62 Queen Street
Norwood SA 5067

Tel: (08) 8130 7100

SENIOR SCHOOL

*Years 7 to 12
Est. 1967*

2 Manresa Court
Athelstone SA 5076

Tel: (08) 8334 9300

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