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Prayer of Saint Ignatius

Dearest Lord, teach me to be generous,
Teach me to serve You as You deserve,
To give and not to count the cost,
To fight and not to heed the wounds,
To toil and not to seek for rest,
To labour and not to ask reward,
Save that of knowing I do Your holy will.

The College Hymn

DEO GLORIA

A noble cause we stand united
Following Ignatius’ lead.
Our Hist’ry’s proud, great our ideals
We’re called to serving others.

Deo Gloria! To the glory of our God.
To give and not to count the cost.
Ignatius proud we sing.

Our school comprises one communion
Friendship gained through love unspared,
And nought can ever break our union –
Spirit’s call to sharing.

Deo Gloria! To the glory of our God.
To fight and not to heed the wounds.
Ignatius proud we sing.
Ignatian banner’s now unfurled
Wherever there’s found pain and needs.
In our misguided broken world,
Not thoughts, not words, but deeds.

Deo Gloria! To the glory of our God.
To toil and not to seek for rest
Ignatius proud we sing.

As we proclaim our holy holy
God within and God transcending,
Christ’s our light, our purpose wholly,
Life now, life unending.

Deo Gloria! To the glory of our God.
To labour and not wish reward.

Ignatius proud we sing.
A Brief Account of the Society of Jesus

Raised as an **hidalgó** in the Age of Discovery at the time of Spain’s greatness, Ignatius of Loyola lived a full life as a young man, with all the enthusiasm of a Basque. Several of his brothers died fighting in the service of the King of Spain, and Ignatius himself was wounded in the French attack on Pamplona, in 1521, at the age of 29. During convalescence, he read the Gospels along with lives of the saints, and pondered the question: ‘What have I done for Christ, what am I doing for Christ, and what ought I do for Christ?’

In answering those questions, he was led into the ways of God’s grace and love and tried various lifestyles while learning to discern what God’s will was for him. During his search he was subjected to the investigations of the Inquisition no fewer than eight times, and these experiences helped rescue him from naivety and forced him to take up book learning. It was a long struggle for him but he was convinced of the need for learning. Eventually he completed his Master’s degree at the University of Paris and, while there, gathered a group of nine young men around him, students in their late teens and mid-twenties who became the ‘First Companions’, ‘friends in the Lord’, and who took vows in the Chapel of Saint Denis at Montmartre in 1534. The group included Peter Faber and Francis Xavier, and from those first Companions the Society of Jesus grew, being ratified by Pope Paul III in 1540.

Saint Ignatius insisted on a number of innovations: his men would not wear a religious habit; they would not chant the Office in choir; their General would be elected for life; they would not accept any ecclesiastical dignities; and the name of the order was to be and to remain the Society of Jesus.

It was no mere desire to be different that inspired these changes. Ignatius intended his Society to be a mobile force whose members would go anywhere and undertake any work for the greater glory of God. The Order grew rapidly; and it branched out in all directions. As Fr Broderick relates in The Origin of the Jesuits, ‘Ignatius found it difficult to keep a single one of his men in Rome, so great was the demand for them elsewhere.’ Within sixteen years Jesuits ‘had crossed all the seas of the world and landed in Britain, Ireland, India, Japan, Brazil, Abyssinia and China’.

The richest legacies that the saint left his sons were the Spiritual Exercises and the Constitutions of the Order. Ignatius spent almost twenty years preparing the Constitutions and three years writing them. They are a remarkable blend of high spirituality and hardheaded practicality. The Spiritual Exercises were composed out of his own experiences as he noted the movement of God within him. They are not to be read (for they read dully) but to be prayed for a month; the Exercises is a class of Christian spirituality and forms the basis of the spirituality of the Order which strives, like its Founder, ‘to find God in all things’.

Restless to go anywhere ‘for the greater glory of God’ (ad maiorem Dei gloriam – one of his frequent phrases), Ignatius was forced to work at a desk for the last sixteen years of his life, organising and directing the extraordinary growth of the Order. Remarkable men joined the Companions in the first decades and made their mark on the Church which now reveres them as canonized saints: Francis Xavier, Peter Faber, Francis Borgia, Aloysius Gonzaga, Robert Bellarmine, Peter Claver, Stanislaus Kostka, Peter Canisius, John Berchmans, Alphonsus Rodrigues, John de Brebeuf and Isaac Jogues, John Francis Regis, Edmund Campion and Robert Southwell, to mention some of them. The path to God that Ignatius traced was clearly fruitful. The work of these saints was very diversified; they were schoolmasters, preachers, scholars, missionaries and workers with the poor. The accounts of the Jesuit missionaries in India, Japan, Vietnam, China, South and North America were widely circulated by the Order and attracted young men of generosity. In numbers of those countries the Jesuits were the first Europeans to make contact, and they introduced items from those countries back to Europe, such as the umbrella and ‘china’ from China and quinine from South America.

Soon after the death of Saint Ignatius, Pope Paul IV wanted the Jesuits to sing the Divine Office in choir and to elect a new General every three years. Pius V wanted them likewise to sing the Office, and to take solemn vows before ordination. Sixtus V wanted to alter the name as well as the nature of the Society. And the Spaniards, both lay and Jesuit, wished the Society to be more monastic, more contemplative and more Spanish. The Jesuits treated these high demands in the only way they could: by prayers, by representation and explanation of Saint Ignatius’ ideal and in the last result, when a Papal order was given, by absolute obedience. So, for a number of years Jesuits sang the Office, and altered the order of their vows. The accession of a new Pope restored to them their original practice. The changes intended by Sixtus V were never carried out. They were lying on his desk in draft form when the Pope died of fever; and so the Order retained its cherished title.

Only eleven years after the death of the Founder there were 3,500 Jesuits; in 1530 there were 5,000, in 1615 there were 13,000 and ten years later, 15,500. The General could always use more men than were available. Bishops and princes all over Europe importuned him for Jesuits to catechise children, to give retreats and preach missions, to educate boys, to lecture to undergraduates, to write books and to risk the hangman’s rope in England and Ireland. Even louder than all those calls was that of the boundless missionary horizons opened, in the Far East, by Francis Xavier and, in America, by Franciscan pioneers.
Moreover, the fourth vow of special obedience to the Pope was fully availed of by the Holy See in that age of Catholic resurgence. When Pius IV wanted Papal theologians to represent him at the final session of the Council of Trent, he sent four Jesuits. When Gregory XIII devised his literally epoch-making reform of the calendar, he commissioned a Jesuit mathematician, Clavius, to compose the final draft and to explain and defend the changes in an 800-page volume.

This same Pope, hoping to reconcile King John II of Sweden and his country to the Church, and incidentally to negotiate a Swedo-Spanish treaty, chose Fr Possevino for the difficult mission. It was such cases as this that sometimes made the confidence of the Supreme Pontiff embarrassing to the Jesuits. Saint Ignatius had very wisely instructed his sons to keep out of politics and out of the bishoprics, but the favours of the Pope tended to entangle them in both.

If the blessing of the Pope lay sometimes heavily on the Society, the patronage of other princes could be crushing. In 1575 Henry II of France chose a Jesuit as his confessor. French fashions were then influential; in time every Catholic court followed his lead.

Thenceforward the enemies of the Society saw the shadow of a Jesuit behind every royal decision and every royal lapse: behind the amours of Louis XIV, the Revocation of the Edict of Nantes, the romantic dream that led young Prince Sebastian of Portugal to his premature death in Africa. The Jesuit confessors, thus accused, and bound by the sacramental seal, could not defend themselves. They could only continue to use what influence they had to help their penitents to live as Catholic Kings and princes should.

The greatest work of the Society was done far from such dangerous eminence. These were the years when Jesuits earned the title of Europe’s schoolmasters. The Society was the first religious order to adopt the education of youth as a special ministry on a par with preaching and missionary work, and directed, as they were, to the glory of God and the salvation of souls.

The aim of Jesuit education was clearly defined: to produce good Catholics with a reasoned knowledge of their faith and the ability to think clearly and to express themselves eloquently in Latin, the international language of the time. As the vernacular languages grew in importance they were given a correspondingly larger place in the curriculum.

The renowned Ratio Studiorum, composed over a period of fifty years from precedent, experience and what we would now call educational psychology, was simply a detailed method of organising and teaching a school. Jesuits everywhere believed in it and followed it with extraordinary success. By 1750 the Society had 6,720 schools and 24 universities: but a finer testimony than numbers is the long list of saints, scholars and scientists who were formed in Jesuit schools.

Ever since Francis Xavier in India wrote his burning appeals for more missionaries, the Society has reserved a proportion, usually about one-sixth, of its best men for the Indies, Japan and America.

In the plains of Paraguay the Jesuits built their famous Indian state of thirty city-states which enjoyed one hundred and fifty years of growth and peace, free from slave traders.

In China Fr Matteo Ricci and his companions preached Christianity to a cultured people more ancient and self-assured than their own. They adopted mandarin clothes and manners, and by their superior knowledge of mathematics and astronomy, their respect for what was good in Chinese tradition and, above all, by the holiness of their lives, succeeded in breaking down the massive prejudice against things Western and Christian. In similar manner Fr Robert de Nobili adopted the life of a Brahmin in India.

No wish of Saint Ignatius was granted more satisfactorily than his prayer that the Society, like Our Lord, should never be free from persecution. Up to the time of the Spanish Civil War and Nazi Germany over 900 Jesuits had been killed for Christianity and many are recognised by the Church as martyrs. Others, like those who have been jailed in China since 1949 and are still alive in prisons, have had decades of their lives removed in a living martyrdom. In recent years, in Rhodesia, Central and Southern America more than twenty others have been killed as part of the struggle of those seeking social justice.

A great blow fell in 1759. In that year the Jesuits were expelled from Portugal. Three years passed; then in 1762 the French Jesuits were exiled. Four more years and Spain outlawed the Order. The final stage was reached in 1773 when Pope Clement XIV issued the Brief of Suppression: ‘We dissolve, suppress, extinguish and abolish the said Society’.

Why were these things done? Exile and suppression are punishments; what were the crimes of the Jesuits? The triple expulsion from Portugal, France and Spain was brought about, as Pope Pius XI wrote, by ‘a conspiracy of government and the sects that controlled them, anxious to obstruct all religious activity, a conspiracy against God and against the Church and in consequence (glorious consequence!) a conspiracy against the Society of Jesus.’ Atheists, Jansenists, fickle Catholics, men of title and authority played a big part in that conspiracy. If the Pope did not yield there might have been an ugly schism in the Church: there would certainly have been mounting strife. Clement XIV capitulated by signing the Brief of Suppression.

That should have been the end of the Society of Jesus, but it was not. God in His providence had ordained otherwise. The Order lived on in Prussia and, of all places, Russia. Frederick II and Catherine II, who ruled those states, refused to promulgate the Brief in their dominions. They were unwilling to lose the service, gratuitously given, of so many educators; and they refused to participate in the scheme of the Bourbon Kings.

This posed a problem for the Jesuits concerned: did loyalty to the Holy See demand they disregard the wishes of Frederick and Catherine? Should they consider themselves suppressed, promulgation or no promulgation?
If they did not, what was their standing in Rome? The Society’s survival in those far off places was at first tolerated, approved some ten years later, and finally, in 1801, confirmed by the Holy See. Long before that date, however, Frederick’s successor had banished the Jesuits.

The tiny remnant in Russia grew numerically as time went by. Many ex-Jesuits, when the storm clouds had rolled away, were allowed to rejoin. The Jesuit Order was fully restored by Pope Pius VII in 1814. Before that year the Pope had approved the Society not only in Russia and Italy, but in England, America and elsewhere. With all due consideration he now designated July 31st, 1814, the anniversary of Saint Ignatius’ death, as the date for the publication of the Bull of Restoration. It was not possible, however, to complete the preliminaries in time; the Bull was published on August 7th, the octave of the Feast of Saint Ignatius.

The words of the document are kindly and must have done much to wipe away the tears and dispel the sorrow of the suppression years: ‘The Catholic world unanimously demands the re-establishment of the Society of Jesus. We have resolved to do today what we have longed from the first day of our pontificate to be able to accomplish’.

Fr Thaddeus Brzozowski had been General of the remnant in Russia since 1805. Now in 1814 he was declared General of the restored Society. He lived for six more years endeavouring to cope with the appallingly difficult task of administration: he was refused permission to leave Russia, even to visit Rome; his work and that of his fellow Jesuits in Russia was under constant government supervision: he was too far removed from Italy and the rejuvenated Society which was already attracting great numbers of recruits.

In 1820 the Jesuits were ordered to leave the Russian Empire perhaps the only expulsion which they rather welcomed. They had opposed the wholesale diffusion of a corrupt version of the Holy Bible which followed the Emperor’s recent proclamation that all religions were alike. The conversion to Catholicism of some distinguished Russians was also cited as a charge against them; since all religions were alike, conversion was unnecessary and regarded as an insult to the Emperor.

But the troubles and storms were not all past. They continued, now here, now there, right through the century. Successive upheavals saw the Society expelled from the Netherlands (1816), Spain (1820 but returned four years later), Portugal (1834) and Spain (1835 – 1940). The Italian revolution of 1848 did not pass the Society by: Fr Roothaan, the General, had to leave Rome; the Italian provinces of the Order were dispersed and remained so until 1850. In 1848 too, the Jesuits were banished from Austria, Galicia, Switzerland and Silesia.

So the years went by: dispersion in Spain (1851), in Venice and Turin (1859), in Naples and Sicily (1860). The coming of Garibaldi brought abuse, ill treatment and expulsion for 1,500 Jesuits. The Spanish upheaval of 1868 saw the Society lose all its property; its unfortunate members were again exiled; and a stiff decree forbade any Spaniard to join the Order.

In 1872 the Kaiser drove the Jesuits (and other religious) from Germany. A similar decree exiled them from Portugal in 1910. In France, all Jesuit houses were closed and the communities scattered to various parts of Europe. That was in 1901. Years later they were recalled, with Frenchmen the world over, to take their places as chaplains, soldiers and hospital helpers in the First World War. Between them, incidentally, they won 1,056 citations for valour.

In 1912 the Society had 16,545 members. It now has 26,000.

During this century-and-a-half of fluctuating fortune the Society has taken up the strands of its broken missionary work and has knitted them together again. Approximately one-sixth of the Order’s members are manning missionary areas today.

The work of education, in schools, universities and seminaries continues. Jesuits are involved in retreat work, writing, most branches of secular and sacred learning, the social apostolate, parishes, media, work with refugees and the dispossessed: trying and according to the charism of Ignatius ‘to find God in all things’, working for His greater glory.

### The Jesuits come to Australia

To understand the Jesuits one must understand their context and their spirituality. Ignatius grew up in sixteenth century Europe, one of the “New Ages” of the world, the time of the Reformation and the Renaissance and the Age of Discovery. One of his brothers died in Mexico as a Conquistador, another brother died fighting the Turk. It was the era of great advances in new learning, the finding of new continents, and the move of Europe towards the East, an age of great minds and artists, and of major religious upheaval. Another part of the context of Ignatius was the University of Paris, where he drew around him a group of fellow students, and from the outset the Jesuits maintained an esteem for learning. His spirituality was partly but strongly expressed in a number of phrases, such as, “finding God in all things”; “love is found in deeds rather than words”; “for the greater glory of God”. It was a spirituality that said God is to be found in the world, not withdrawn from it, that all human endeavour could lead to God. It meant that Jesuits were soon involved in all types of activities, as missionaries, scholars, teachers, preachers and confessors, writers, artists, musicians and astronomers. Ignatius’ phase “to love and to serve” sent them among the poorest of the poor, from African slaves to the Indians of South America. The esteem for learning made them tutors of the Emperor.

It was a spirituality that encouraged imagination and reflection, and this saw great missionary innovations in India, Japan, China and South America. Respect for learning led them to founding the first network of schools and colleges in Europe and the New World and earned them the description “the schoolmasters of Europe”. Large numbers of young men, some very talented and some very holy, were drawn to them, nurtured by a spirituality of companionship, first with Christ and then with each other as “friends in the Lord”.


The Jesuits come to Australia

Being involved in so many areas and wielding significant influence, the Jesuits were also seen as strong and competent defenders of the Church in a time when Nation States were growing more powerful and rejecting the notion of the universal authority of the Church. For various reasons, but often to weaken the Church, the Jesuits were expelled from various countries, and when the Bourbon monarchs threatened schism from the Church unless the Jesuits were disbanded, the Pope ordered the suppression of the Society just before the French Revolution. Forty years later another Pope reconstituted the Jesuits and the Society of Jesus began again to grow, slowly and with a very strict and orthodox views, being "the Pope’s men". This in turn brought them into trouble in the nineteenth century when the age of liberalism saw the Church as reactionary. To weaken the Church the Jesuits were again expelled from various European countries. One such expulsion occurred from the Austrian Empire in 1848. It was a time when German emigrants were being encouraged to settle in the new colony in South Australia, and two young and hastily ordained Jesuits set off with a group of Prussian Germans, arriving “at the other end of the earth” on 8 December 1848, commencing the Jesuit work in Australia. It was a young and burgeoning and primitive colony, with a small population of poorly educated Catholics scattered thinly across a vast land. The great needs were pastoral care for a moving pioneering population, for the provision of schooling and for the training of a local priesthood. These works, and a care for the aboriginal people, occupied the Australian Jesuits in the fifty-three years of their Mission in South Australia. They settled at Sevenhill out of poverty but there established a centre from which they undertook 1000-mile horseback journeys throughout the interior, built some thirty churches and a similar number of schools, established two schools of their own, a seminary, novitiate, mission centre and vineyards, and a twenty-year Mission to the aborigines of the Northern Territory.

The early Australian Church was an Irish Church, and after a number of petitions the Irish Jesuits arrived in Melbourne in 1865, where they found a population which had grown five times in ten years as a result of the Gold Rushes. Again the need was for pastoral organisation, the forming of parishes, the training of local priests, and most especially education for a Catholic population that was largely illiterate. Just as Fr Aloysius Kranewitter, the pioneer Jesuit at Sevenhill, put his thumbprint on that Mission, so the first Irish Superior, Fr Joseph Dalton, exercised a huge influence on the Irish Mission. He sent Jesuits into St Patrick’s College, formed the Richmond and Hawthorn parishes, purchased the land for Xavier College, established St Aloysius’ College in Sydney, the North Sydney parish, and Saint Ignatius’ College, Riverview, as well as another school in Dunedin.

The Australian Jesuits worked largely in rural districts, handling over parishes as diocesan priests became available. In Adelaide they were champions of the excommunicated Mary MacKillop. The Irish Jesuits included some figures of extraordinary calibre who became spokesmen for the Church in many areas. By 1901, when the Austrians and the Irish merged to form the Australian Mission, there were twelve Jesuit communities in Melbourne, Sydney, Sevenhill and Adelaide. Over the next fifty years, colleges, parishes, the giving of retreats, the training of diocesan priests, publications and University involvement became the main works of the Australian Mission.

1951 marked a great milestone when we became a Province in our own right and founded our own Mission in India. The decade after that was one of great expansion – new work in education, parishes, University, social apostolate, print media and our indigenous people again. With fewer but still a steady number of vocations and new realizations of the role of the laity, growth has taken new forms. There is a stronger sense of internationalism and substantial efforts to share leadership and our spirituality with committed lay colleagues, fellow workers with us. The Province now sees itself more broadly, as an entity of Jesuit and lay, endeavouring to better serve the Church and the world in this day and age, and to serve peoples that thirst and yearn and need to hear and know the word of life who is Jesus.

1848
• Arrival at Port Adelaide on 8 December of Frs Kranewitter and Klinkowstroem as Chaplains to 150 Silesian immigrants.

1851
• Sevenhill property acquired.
• Arrival of Brothers John Schreiner and George Sadler.
• Br Schreiner plants the first vines.

1852
• Jesuits given spiritual charge for the area of the colony north of a line drawn from Morgan across to Spencer’s Gulf. (The size of France.)
• Beginning of month-long horseback missionary journeys, to stations 250 miles north of Sevenhill, and covering an area of 40,000 square kilometres.

1853
• St Francis Xavier Church built at Bomberney, now an abandoned town. This was the first Jesuit church built in Australia.

1854
• Start the building of the College at Sevenhill.

1856-86
• St Aloysius College, Sevenhill functioned as a boys’ secondary boarding school (c. 450 pupils), a Seminary, novitiate, mission centre, and ‘mother house’. (Between 1848 and 1880, 27 churches and 26 schools were built from Sevenhill. By the nineties, the number of stone churches built was at least 30, besides those made of wood and iron, and the schools and halls. Sevenhill built the foundations of the Port Augusta diocese.)

1864
• Start made to St Aloysius Church, Sevenhill.
• First of the Corpus Christi processions.
• Church built at Undalya.

1865
• First death of a Jesuit in Australia (Br Sadler), and the first Australian enters the Society.

1867
• Opening up of Port Lincoln area with missions from Sevenhill.

1869
• New church at Saddlesworth SA.
• Jesuits take over Norwood area, comprising Norwood, Burnside, Rose Park, Toorak Gardens, Stepney, St Peters, Kent Town, Hectorville, Magill, Tranmere and Athelstone.
The Jesuits come to Australia

1870
- Fr Kranewitter transferred to Melbourne. The Austrian mission consisted of eight priests, three scholastics, eight brothers and two novices.

1871
- Mother Mary MacKillop, excommunicated foundress of the Josephite Sisters, takes refuge in the St Ignatius Church, Norwood.

1872
- New church and Jesuit residence at Manoora.
- New church at Pekina.
- New church and Jesuit residence at Georgetown.

1873
- New church at Clare.
- Opening of the Collegiate school of St Francis Xavier in Franklin Street. Adelaide staff: one priest, one scholastic and two lay teachers. Closed in 1874.

1875
- New church at Burra.
- New church at Laura.
- New church at Redhill.
- New church at Narridy.
- New church at Port Pirie.
- New church at Yarcowie.
- New church at Jamestown.
- New church at Caltowie.

1878
- Larger church built at Jamestown.

1879
- New church at Crystal Brook.

1880
- New church at Peterborough.

1881
- New church at Gladstone.

1882
- Larger church built Port Pirie.
- New church at Warnertown.
- New church at Terowie.

1882-1889
- Mission to the Aborigines of the Northern Territory conducted by the Austrian Jesuits. Nineteen Jesuits, eight priests and eleven brothers, were to labour in four mission stations in the Territory. One of the stations was at Palmerston (Darwin) and the other three along the Daly River, where European settlers had not been seen before. Their missiology was based on that of the Jesuit Reductions in Paraguay, and they had contact with some hundreds of Aboriginal people of this region. Their history is a thrilling one of great courage and tragedy.

1886
- St Aloysius College Sevenhill closes as a secondary school.
- Second station opened in Northern Territory, on the Daly, 'Old Uniya'.

1888
- New church built in Beulah Road, Norwood.

1889
- Third station opened in Northern Territory at Serpentine Lagoon, twenty miles west of the Daly.

1890
- The merger of the Austrian and Irish Missions decided upon. As a preliminary, all save two of the Jesuit parishes in South Australia to be handed over gradually to diocesan priests.

1891
- Closing of three stations in the Northern Territory. Concentrated effort upon a new, fourth one (New Uniya) on the Daly.

1894
- School commenced in Darwin NT for aboriginal and white children. (Closed in 1901.)

1899
- Closing of the mission to the aborigines along the Daly River NT.

1901
- Amalgamation of the Austrian and Irish missions under the Irish. (A total of 59 Austrians had worked in South Australia and the Northern Territory. Given the option of remaining in Australia or returning to Austria, 28 (13 priests and 15 brothers) remained, and 17 returned, including the first Australian to have entered.)

1910
- New church built at Blyth as part of the Sevenhill parish.

1916
- Church-school built at St Peters.

1917
- Church-school built at Hectorville.

1919
- Church-school built at Dulwich.

1929
- Church-school built at Tranmere.

1934
- St Peters, Dulwich and Hectorville become independent parishes conducted by the diocesan clergy.

1950
- Archbishop Beovich asks the Society to conduct Aquinas College, Catholic Residential College at the University of Adelaide.

1951
- Blessing and opening of Saint Ignatius’ College, Norwood.

1967
- Blessing and opening of the Senior Campus at Athelstone.

1972
- Commencement of extra-presbytery ministry, Salisbury North SA.

1976
- Sevenhill parish SA, extended to include five towns.

1977
- Retreat house commenced at Sevenhill.
The Jesuits come to Australia

1979
- Jesuit founding headmaster of St Thomas More College SA.
- Commencement of street ministry for homeless youth, St Kilda, Vic.
- Commencement of ministry to Vietnamese refugees, SA.
- Foundation of Townsville residence for Aboriginal apostolate.
- Rectorship of New Zealand seminary assumed by diocese.

1982

1983
- Commencement of Jesuit Refugee Service.

1984
- Australian Province assumes responsibility for Pakistan mission, 4 priests and 2 brothers – university centre and parish.
- Withdrawal from Papua New Guinea.

1985
- Former Captain of Riverview, Mark Raper, appointed to head the South East Asia Jesuit Refugee Service.

1988
- Commencement of University apostolate in New Zealand, 2 priests.

1989
- (January) Assembly of the whole Jesuit Province at Riverview.

1990
- Jesuits assume responsibility for Saint Canice’s parish in Sydney’s King Cross.
- (September 27) Beginning of Ignatian Year, celebrating throughout the international Society 500 years since the birth of Ignatius of Loyola in 1491 and 450 years since the official approval of the Society of Jesus by Pope Paul III in 1540.

1992
- Blessing and opening of the new Jesuit Community residence ‘Loyola’ at Riverview.
- The blessing of the new school, Loyola College, at Mt Druitt, NSW. The College to receive its first students in 1993.

1996
- Introduction of Junior Primary classes (R-2) at the Norwood campus.
- Year 7 shifted from Norwood to Athelstone to establish a Middle School (Years 7-10).
- Introduction of girls in all year levels.

1998
- Blessing and opening of the Bellarmine Building at the Athelstone campus on 5th April.

1999
- Celebration of Jesuit Sesquicentenary in Australia.

2001
- Celebration of the 50th anniversary of Saint Ignatius’ College, Adelaide.

2002
- Blessing and opening of the Holy Family Building at the Norwood Campus on 24th March.

2006
- Blessing and opening of the Chapel of the Holy Name at Athelstone.

2009
- Blessing and opening of Ignatius Early Years at Norwood.

2010
- Blessing and opening of the Campion Library and Senior Study Centre at Athelstone on 21st February.

2011
- Blessing and opening of the MacKillop Building at Norwood on 2nd September.

2014
- Blessing and opening of the Saint Peter Faber Music and Drama Centre (incorporating the Richard Flynn Theatre) at Athelstone.
Saint Ignatius’ College was established by the Jesuits at Norwood in 1951, and in 1967 a second campus was opened at Athelstone to accommodate the growing Senior School.

As one of the five Colleges of the Australian Jesuit Province, Ignatius is part of the international educational community of over seven hundred Jesuit schools throughout the world, reflecting the contemporary and traditional emphases of Jesuit education, and is part of a tradition of schooling in the Church that commenced in 1548 when Saint Ignatius of Loyola, founder of the Society of Jesus (the Jesuits) took the radical step in a Europe starved of priests to commit his Order to found a school for boys. The Jesuits were engaged in many activities at the time, in missions in Europe and Asia, preaching and retreats, and in the intellectual apostolate, serving a Church fragmented by schism and corruption. It seemed folly to many to commit scarce priests to teaching mere boys, and Ignatius came late to the idea. He died eight years after founding the first Jesuit school, but by then had already opened or authorised a further forty! The Society quickly saw the importance of this work, and the schools spread throughout Europe and the New World, to the extent that their critics, because of the effectiveness of these works, labelled the Jesuits ‘the Schoolmasters of Europe’. In brief, Ignatius was convinced of the need for sound education and formation as the bases for sound virtue being practised in the world of the present age. ‘The education of youth is the renewal of the world’, wrote one of those early Jesuit priest-schoolmasters.

This emphasis persisted in Australia. Having been in South Australia just over seven years, with only three Priests and two Brothers, and with commitments to help establish the Church throughout vast areas of the pioneer Colony as new areas opened up for pastoral runs, wheat and mining, and new towns sprung up throughout the mid-North, the first Jesuits in Australia, exiled members of the Austrian Province which had been expelled from the territories of the Hapsburg Empire, opened their first College at Sevenhill near Clare in 1856, and named it after Saint Aloysius.

When the Jesuits came to open the Norwood Mission (most of the eastern suburbs) in 1869, they drew up plans for a College on the Norwood property, but the Bishop asked them to assume direction of St Francis Xavier’s Collegiate School in Franklin Street in 1871. The opening by Irish Jesuits of boarding schools in the eastern colonies, and the establishment of Christian Brothers’ College, Wakefield Street, in 1878 removed the need for the Austrian Jesuit schools here, and enabled them to concentrate on the Adelaide and Northern parishes, and to found a Mission amongst the aborigines of the Northern Territory. Xavier in Franklin Street closed first, and Aloysius in Sevenhill closed in 1886, having educated over five hundred young South Australian and eastern colonial.

Responding to new needs, the Saint Ignatius’ School for Boys opened in Queen Street, Norwood, in 1901 as a parish ministry and was soon entrusted to the Marist Brothers who ran it until 1944. After the War the buildings were used for St Joseph’s Higher Primary School for Girls, until the Sisters transferred to what is now Mary MacKillop College.

In 1950 Archbishop Beovich asked the Jesuits to resume direct responsibility for a boys’ school, which they did, opening Saint Ignatius’ College in February 1951, with fifty-two boys and six Jesuits. The College has grown greatly since then, accepting girls into the Senior School in 1971, broadening its curriculum and co-curricular activities consistently and according to its character as a Jesuit school, and its old scholars contribute significantly to the well being and leadership of their milieu.

What is a Jesuit School? It is one based on Christian Humanism, which sees the growth of all the humane as important, and which knows that ‘the glory of God is man and woman fully alive’. Hence we have always emphasised the development of ‘the whole person’—mind, heart, body, will; the intellectual and the affective, the spiritual and the physical, the imagination and the sense of critique. Our ideal is to see our students as unique and gifted, no matter the range. In traditional Jesuit terms, they are to be treated with ‘cura personalis’, individual care, ‘like the several instruments of an orchestra, each with its own timbre and quality’, so that each may play the part in the world that only he or she can fulfill, the role they are called to play in the Mind of God. Our ideal graduates are to be ‘young men and women of competence, conscience and compassion’, with an attitude of excellence and service, knowing that they are called to be ‘men and women for others’. In the words of Ignatius, our young people are called ‘to praise, to revere and to serve’, and they are to do this by developing their talents, the potential within them. Their search should be to find God in the world, and in their hearts and minds, as they grow through life in their love of Christ and their neighbour. They should grow as young people able to use their judgement, to discern the direction of the paths into which they tend, whether such paths lead to greater love and truth or to hate and evil in the world. And they are to be young people of great heart, ‘fully alive’, and of great generosity: ‘Lord, teach me to be generous’ towards God and towards neighbour, was Ignatius’ own prayer.

What is the style of Saint Ignatius’ College? The atmosphere of a school becomes the formative context for its students and staff, so our ideal is to create a sense of friendly and respectful community, where people treat each other with dignity, kindness and good humour. There is a framework to guide the community of the school, entitled ‘Required Conduct for a Student of Saint Ignatius’ College’. It speaks of ‘our way of proceeding’ (a much-used phrase of Saint Ignatius) as something to be respected because it enshrines the practical consequences of a view of another person as created in the image and likeness of God, and in terms of concrete practice it has clearly stood the test of time. ‘Respect for another’, ‘kindness and courtesy’, ‘accountability and reliability’, ‘human dignity and strength of character’, these are among its key phrases.
Our Philosophy

What is the scholastic curriculum at Saint Ignatius' College? In the tradition of Christian Humanism, our education places an experience of Humanities as a key part of a distinctive curriculum, with studies in Science and Technology also now of increasingly high importance. The strong co-curricular programme in Drama, Debating, Speech and Music reinforces this approach of the education of ‘the whole person’.

It is an education that requires a commitment to reading and sustained study, and so suits well those students whose enquiring minds take them to books as well as computers! Because of the tradition of respect for scholarship, our curriculum suits good readers. Our efforts towards those who find this approach difficult have been improved by the employment of teachers skilled in Special Education.

One of our aims is to produce the ‘vir eloquens’, a Renaissance ideal that has accompanied Jesuit schools from their inception, and which in today’s terms may be rendered as the student who is able to communicate well, pleasantly, and persuasively.

What is the co-curricular life of the College? So much of a proper sense of community spirit and a sense of individual worth can be achieved through a sound co-curricular programme. Note that it is described as ‘co-’, and not as ‘extra’, because these activities are regarded as integral, not additional to our endeavours. Each student is encouraged to learn a musical instrument, participate in drama and debating, and take part in team and individual sports. Most of these activities are compulsory in Junior and Middle Schools.

What are the pastoral programmes of the College? We are a Catholic school, and families coming to us must be prepared to accept the fact that the Christian Faith is central to our purpose and very reason for existence. Our education is in a real sense a preparation for life here, and the life to come. That is our perspective. We believe Christians are to play their part as members of the Body of Christ in the world, to use Saint Paul’s metaphor. Our Religious Education programmes attempt to present the content and challenge of the Faith of the Church. Our pastoral programmes include activities such as Days of Reflection, Retreats, and private and communal prayer. Our ideal and practice also is to involve the students in a liturgical programme which is rich in its opportunities for prayer and worship.

In a word, Jesuit education since 1548 has concerned itself with self-expression. But what is the self that is to be expressed forth as it grows from childhood into young adulthood? Each self is unique, unrepeatable, created in the image and likeness of God to play a role no one else has ever or will ever have, an individual vocation set in the context of the wider community.

Parents and teachers, working together, must help the personality of the child grow in wisdom and knowledge, like the young Christ, and deepen in a faith that does justice. In the words of Saint Ignatius, the calling of each of us, parent and teacher and child, is ‘to love and to serve, for the greater glory of God’.

The College Crest

The IHS, abbreviation for the Holy Name of Jesus, (in Greek, IHΣΟUS), is the Sacred Monogram of the Jesuit Order - the Society of Jesus.

The wolves are from the Coat-of-Arms of the House of Loyola, the family to which Saint Ignatius, founder of the Society of Jesus, belonged.

The four stars represent the Southern Cross of Australia.

The motto is Deo Gloria, ‘To God, the Glory’, reflecting a favourite phrase employed by Saint Ignatius - Ad Maiorem Dei Gloriam, ‘To the Greater Glory of God’. It also reflects the insight of Saint Ignatius ‘that the glory of God is a man or woman fully alive’. We offer God the glory in our full development of mind and heart, body and spirit.

Names, Places and Their History

Atkinson Oval - named for Mrs Catherine Atkinson whose family sold their farm site to the Society of Jesus for the new school. The Addison family had first mortgaged the forty-acre site in 1863 and commenced farming. Addison Ave is named for the family.

Barden Room - a large meeting and reception room opened at the Junior Campus in 1990 to commemorate the work of Father Thomas Barden SJ, second Headmaster of the College from 1954 to 1961 and who then continued to serve in a regular teaching capacity for many years afterwards.

Baulderstone Oval - this large oval commemorates the generosity of the late Mr Bert Baulderstone who donated the change rooms for the sports complex and was responsible for the construction and levelling of the large upper playing areas at the Senior Campus. After his death in 1972, Mr Charles Baulderstone and Mr Murray Baulderstone continued the generous work.

Bellarmine Building - opened in 1998, this three level building features an atrium, which links the original classroom building, (1967) to a complex of new classrooms. The ground floor of the Bellarmine Building takes the form of an undercroft and houses a sculpture of Saint Ignatius. The building is named after Saint Robert Bellarmine SJ, Cardinal, Archbishop, Doctor of the Church and theologian who lived from 1542 to 1621.

Bellarmine Room - a spacious seminar room named after Saint Robert Bellarmine SJ, Cardinal, Archbishop, Doctor of the Church and theologian who lived from 1542 to 1621.

Bourke Oval - named after Father Thomas Bourke SJ who was the Rector of the College from 1960 to 1966, and who was responsible for the negotiations in 1966 to secure the property of the future Senior School at Athelstone. He bowled the first ball on the new cricket pitch in 1967!
Names, Places and Their History

Campion Library and Senior Year Centre – named after Saint Edmund Campion SJ. Campion was a scholar and a man of great charm who ministered to Catholics in Elizabethan England. He was martyred in 1581.

Carey Oval - the Junior School oval commemorates the lifetime of generous service of Mr Jim Carey to the Junior School, a career which concluded in 1993 when he stepped down as Head of the Junior School.

Chapel of the Holy Name - on 26 March 2006 the chapel was opened by the Provincial Fr Mark Raper, SJ, and consecrated by the Vicar-General, Monsignor David Cappo. The Jesuits have a tradition to the devotion to the Holy Name of Jesus, which is the title of the Order, the Society of Jesus. The mosaics of the Saints were given by the other Jesuit Colleges in Australia. There are links in the stonework with the pioneer Jesuit establishment in Australia at Sevenhill. The inscription over the door reads Jesus Hominum Salvator – Jesus Saviour of all People.

Dennett Centre - the large multi-purpose sports centre at the Senior Campus is named for Father Charles Dennett SJ (1915 to 1993). He began work at Norwood in 1954 and only retired from teaching Mathematics in 1988. Even then he continued an active ministry maintaining contact with past students and keeping archival records.

Holy Family Building - opened in 2002, this two-level building at the Junior School holds eighteen classrooms, offices and an activity area. The ground floor of this building takes the form of a large undercroft and houses the sculpture of the Holy Family by Brooke Maurice.

Kostka Building (formerly the Art Centre) – named after Saint Stanislaus Kostka, a novice in the Society of Jesus, Kostka overcame great hardship to join the Society of Jesus before tragically dying at the age of 18.

Kranewitter Hall - this Hall at the Senior Campus, opened in 1967, is named after pioneer Jesuit, Fr Aloysius Kranewitter SJ. Fr Kranewitter SJ and Fr Klinkowstroem SJ, were the first Jesuits to arrive in Australia, arriving at Port Adelaide on 8 December 1848. The young Fr Kranewitter, ordained only six weeks, was an exile from the Austro-Hungarian Empire and was attached, as Chaplain, to a Silesian group, emigrating to the 12-year-old colony of South Australia. In 1851, Fr Kranewitter went to live in the Clare Valley and was instrumental in planning the St Aloysius’ Church and St Aloysius’ College at Sevenhill. Fr Kranewitter lived from 1817 to 1880.

MacKillop Building - the MacKillop Building was opened in September 2012 as one of the Federal Government’s BER projects. It is named after Saint Mary of the Cross MacKillop, Australia’s first saint. The building preserves part of the Refuge where Mary MacKillop stayed during her years in Adelaide and honours her close association with the Jesuits during this time. It contains the Junior School Library and Year 6 classrooms.

McAreavey Room - Fr John McAreavey SJ was the Headmaster of the College from 1962 to 1964 and Prefect of Studies and teacher of Classics and Biology in the years before that. It was he who was principally responsible for the selection and permission for the Senior School site at Athelstone to be purchased. He was a most competent and very popular teacher and died in the residence on 25th March 1975.

Saint Peter Faber Music and Drama Centre – named after Peter Faber (1506 – 1546) who shared rooms with Ignatius and Xavier at the University of Paris. Faber was one of the founders of the Society of Jesus and the first ordained Jesuit priest. He was canonized as a saint in 2013. This building, completed in 2014, has a 300-seat auditorium named after Mr Richard Flynn, a pioneering lay member of staff and great promoter of Drama at the College. In addition the building has specific performance rooms for music and drama as well as IT facilities, offices and meeting rooms.

Regis Building (formerly Science Block) – named after Saint John Francis Regis SJ who was a missionary and teacher in France. He dedicated his life to work against religious bigotry and moral indifference.

Rupert Meyer Building – named after Blessed Rupert Meyer, a courageous German chaplain and preacher who was wounded in the Great War and won the Iron Cross. He became an outspoken opponent of Nazism, was sent to a concentration camp and died shortly after his release in 1945.

Saint Genesius Drama Building - named after this legendary martyr and patron saint of actors. He was supposedly acting out a travesty of Christian rites when he was converted. He was subsequently martyred on the orders of the emperor Diocletian.

Tappeiner Room – named after Joseph Tappeiner, an Austrian Jesuit who arrived in South Australia in 1852. He was in charge of the Jesuit Mission, centred on Sevenhill, and later parish priest of Norwood. There he ministered to the beleaguered Mary MacKillop after her excommunication. He became well known for his missions and retreats to the clergy. He died in Adelaide in 1882.

Wallace Oval - the small oval was named for Father Frank Wallace SJ (1914 to 1993) who was Headmaster of the College from 1965 to 1972 which included the first difficult years on the Athelstone site.

Xavier Wing - this two level complex of classrooms at the Senior campus, opened in 1983, is named after Saint Francis Xavier, SJ (1506-1552) one of Ignatius’ first companions in founding the Jesuits, and sent by him as a missionary to India, Japan and China. Francis Xavier was one of the patron Saints of Australia and has been chosen as a house patron for the College.
The Houses

CAMPION HOUSE

Motto: The Expense is Reckoned

Colour: Green

Campion House: Named after Saint Edmund Campion SJ (1539-1581) a popular figure at Oxford and the scholar who represented that University when Queen Elizabeth I visited. He later became a Catholic and then a Jesuit and was sent with the first party of Jesuits to found the English Mission. He moved among Catholics and published effectively. Arrested, he was tortured then martyred at Tyburn. He was chosen as House Patron for his example as a scholar-saint, a man of wit and charm, and an adventurer, loyal to the Church.

XAVIER HOUSE

Motto: And Not to Count the Cost

Colour: Red

Xavier House: Named after Saint Francis Xavier SJ (1506-1552) one of Ignatius’ first Companions in founding the Jesuits, and sent by him as a missionary to India, Japan and China. He was one of the patron Saints of Australia. Chosen as a house patron because of his great generosity of soul as a young man and his tireless dedication in spreading the love of Christ in our part of the world.

KOSTKA HOUSE

Motto: Walk in Strength

Colour: Gold

Kostka House: Named after Saint Stanislaus Kostka (1550-1568) a novice in the Jesuit Order who had to walk from Vienna to Rome via Germany to achieve his goal of being allowed to enter the Jesuit Order. The international patron of youth, he was chosen as house patron to illustrate that God’s universal call to holiness can be answered by Christians of all ages.

REGIS HOUSE

Motto: He Guides My Ways

Colour: Blue

Regis House: Named after Saint John Francis Regis (1597-1640) a Jesuit mission worker and school teacher in Southern France. Chosen as house patron because of his determination and dedication to his work against the background of a harsh climate, religious bigotry, moral indifference and civil war.

Our Objectives

The objectives of Saint Ignatius’ College fall into three categories:

- personal
- intellectual and
- religious.

PERSONAL OBJECTIVES

Each person in the Community strives to grow by:

- taking responsibility for one’s religious, social, emotional, physical, and intellectual development.
- accepting oneself, and seeing oneself as lovable and loved.
- understanding one’s feelings and emotions and expressing them in an authentic and constructive manner.
- becoming flexible and open to others and their points of view.
- developing a habit of reflection on the experience of life.
- learning to trust.
- confronting personal prejudices and stereotypes in order to recognise the basic dignity of each individual.
- integrating sexuality into one’s whole personality.
- finding life enriched through friendships and service to others.
- becoming sensitive to the beauty of the created universe and appreciative of life and the natural environment.
- seeking new experiences, even those which involve risk or the possibility of failure.
- learning to work with others towards a common goal.
- taking pride in school accomplishments.
- providing opportunities to develop leadership.

INTELLECTUAL OBJECTIVES

Each person in the Community strives to grow by:

- recognising one’s intelligence as a gift.
- developing a curiosity to explore ideas and issues.
- thinking critically and logically.
- expressing oneself clearly and coherently in both oral and written presentations.
- mastering academic skills needed to pursue a successful college education.
- relating current issues and perspectives to their historical antecedents.
- understanding public policy implications of the uses of science, technology and capital.
- understanding the rights and responsibilities of Australian citizens.

RELIGIOUS OBJECTIVES

Each person in the Community strives to grow by:

- developing one’s personal understanding of and empathy for the Catholic Faith and Practice.
- expanding one’s knowledge of the broader context of Christianity and its historical and cultural heritage.
- developing a respect for all people and an understanding and appreciation of the diversity of beliefs, culture and history.
- learning to identify, relate to and act upon the Jesuit ministry; men and women for others.
Saint Ignatius’ College provides all students enrolled at the College with Information and Communication Technologies (ICT) facilities for educational use. Students may use these facilities for class work, research, the preparation of assignments and communication. The resources provided include computers and peripherals, access to network resources at College and at home, email and the Internet.

Care must be taken to ensure the resources are protected from harm and that users are not exposed to materials considered offensive or illegal. Students and parents should carefully read the conditions below. To have access to the College’s ICT resources, students must agree to abide by the College’s ICT Acceptable Use Agreement Policy.

1. Only software purchased or approved by the College, and installed by the College, can be used on the College equipment.
2. Software copyright is to be observed at all times. It is illegal to copy or distribute College software. Illegal software from other sources is not to be copied to or installed on College equipment.
3. Students must follow the rules posted for the use and care of computer equipment at all times, especially no foods, liquids or containers in computer rooms.
4. Students using the ICT facilities may do so only under the supervision or direction of College teaching staff and out of hours care staff. Any student not following staff instructions may have further access to their login account restricted or denied.
5. Privacy and network security is to be observed. Students must not under any circumstances access personal files belonging to others, software or areas of the network which are designed for their use.
6. The sharing of passwords is a security risk and students must not give their password to any other students or log in with another users name under any circumstances. Intentionally seeking unauthorized information from another users account is strictly prohibited.
7. All users must log off when leaving a computer.
8. The students’ network drive is to be used for College files only. Any social or inappropriate material such as personal music, games and personal photos will have these items removed from their drive.
9. There should be no disruption to class activities by unauthorised broadcast messages or video images across the College network.
10. External networks such as 3G, 4G mobile networks are not permitted. All Internet access is provided by the College through password-protected wireless points. Phone tethering and sim-related dongles are not to be used and are strictly prohibited on the College premises.
11. Virus protection is very important. If students use DVD/CD/Laptops/USB Drives/SD cards/Cloud storage to transfer work between the College network computers and computers outside the network, USB drives should be scanned for viruses prior to use on the College network. Virus checking software is available on College computers for this purpose.
12. Printing of colour materials of a personal nature or unrelated to College activities is not permitted.
13. Listening to iPod/iPhones, phones, music via College computers, or other music and video devices is not permitted during class time unless this is under teacher direction for educational purposes.
14. The use of ICT facilities, specifically the internet, is for educational, communication and research purposes only:
   - Deliberate attempts to look for or download and use material that is illegal or which would be thought offensive is not permitted.
   - Downloading large files is not permitted unless the student has teacher permission. If unsure, students should check with their teacher.
   - If students should accidentally navigate to a website that contains material that may be considered offensive, they must immediately notify the teacher.
   - Students must not use inappropriate language or harass others when communicating online or through email.
   - Direct online communications are to be under direct approval and supervision of a staff member and must only be a part of online educational activities.
   - Students are not to provide personal details locally or online unless permission is given by a teacher.
15. Students caught playing computer games both online and/or locally that do not relate to their lesson may have their computer account/network access disabled for a determined period.
16. Students who bring their own personal ICT devices to the College as part of the Bring Your Own Device (BYOD or College Portal devices) must complete a BYOD Device Register form. Students bringing any ICT devices do so at their own risk and are urged to take all precautions to care for and protect their property.

Deliberate misuse of computer equipment and software or deliberate breaches of the conditions of the Information and Communication Technology Acceptable Use Policy may result in access restrictions to ICT facilities by the student(s) involved and result in discipline by the College administration.

Advice for Parents

Students may have access to online services at home. The College suggests that you apply similar rules and standards of behaviour as are required of the student when using the College facilities.

Specific Suggestions

- Regularly monitor the use of online facilities, including material and services being accessed.
- Consider locating the computer facilities in an open access area such as a family room.
- For further information about computer safety, please feel free to talk to the College ICT Support Staff or the ICT Curriculum Manager.

(Revised August 2016)
Transport

Morning Services

**CAMPUS-LINK**

Departs: **Senior School** (7.45am) Gorge Rd, Stradbroke Rd, Montacute Rd, St Bernards Rd, Penfold Rd, Kensington Rd, Portrush Rd, The Parade, Queen St, **Saint Ignatius’ College (Junior School)** (8.15am).

Departs **Junior School** (8.18am) William St, The Parade, Portrush Road, Payneham Rd, Lower North East Rd, Gorge Rd, **Senior School** (8.40am).

**FROM ATHELSTONE TO JUNIOR SCHOOL:**
ROUTE: **School Bus 620**

*Time 7.50am*

Departs: Coulls Rd (Stop 37), Gorge Rd (Stop 31 – adjacent to College Uniform Shop) Stradbroke Rd, Graves St, Newton Rd, Cresdee Rd, Reserve Rd, Clairville Rd, Heading Ave, Lower North East Rd, Glynburn Rd, The Parade, Shipsters Rd, Kensington Rd, Portrush Rd to The Parade setting off students at the **Junior School** and Mary Mackillop.

**FROM GLEN OSMOND:**
ROUTE: **School Bus 622**

*Time 8.00am*

Departs: Bus stop 19 Portrush Road then via Portrush Rd (past the **Junior School** at Norwood), Coorara Ave, Gage St, Marian Rd, Glynburn Rd, Hectorville Rd, Montacute Rd, Stradbroke Rd, Gorge Rd, Manresa Crt to the **Senior School**.

**FROM PARADISE INTERCHANGE:**
ROUTE: **School Bus 928**

*Time 8.05am Currie Street Stop C1*

Currie Street, Grenfell Street, Stop F2 to **Klemzig** and **Paradise Interchange**, departing 8.26am express to Senior School via Darley Road, Gorge Road, Manresa Court.

**FROM NORWOOD:**
ROUTE: **School Bus 623**

*Time 8.03am*

Departs from Stop 4 Kensington Rd, then via Glynburn Rd, Hectorville Rd, Montacute Rd, Stradbroke Rd, Gorge Rd terminating at the **Senior Campus**.

**FROM PAYNEHAM - ROUTE:** **School Bus 624**

*Time 7.50am*

Departs: Stop 5 Payneham Rd, Portrush Rd (Stop 137 8.02am), Portrush Rd (**Junior School**, Norwood). Departs corner of Kensington & Portrush Rds at 8.16am, Glynburn Rd, Magill Rd, St Bernards’ Rd, Newton Rd, and then Gorge Rd, terminating at the **Senior Campus**.

**FROM PARA VISTA TO NORWOOD:** **School Bus 922**

*Time 7.20am*

Departs: Stop 59 Hancock Rd, Grenfell Rd, Milne Rd, Hancock Rd, St Agnes Shopping Centre, Lwr Nth East Rd, George St, Ryan Ave, Gorge Rd, Manresa Crt, **Senior School** (7.55am), Gorge Rd, Stradbroke Rd, Montacute Rd, Hectorville Rd, Glynburn Rd, The Parade, Bridge St, Portrush Rd, **Junior School** (8.20am), Kensington Rd.

**FROM CITY: ROUTE 178:**

*Time 7.22am; 7.39am; 7.54am* (King William Street) Stop W2

Departs: **Victoria Square** via King William St, North Tce, Payneham Rd, Montacute Rd, Maryvale Rd, alighting Stop 33

FROM CITY to Paradise Interchange:


**FROM MILE END VIA BURNSIDE VILLAGE:** ROUTE 580 to Paradise Interchange

*Time 7.03am Richmond Road*

Departs: Greenhill Rd Stop 10 (7.16am), Hallett Rd, Kensington Rd, Penfold Rd, St Bernards Rd, Newton Rd, Darley Rd, **Paradise Interchange** arriving at 7.46am

**FROM MAWSON LAKES:** ROUTE 501 to Paradise Interchange

*Time 6.57am; 7.14am; 7.29am*

Departs: Mawson Interchange, Main St, Mawson Lakes Blvd, Uni SA, Mawson Lakes Blvd, Park Way, Montague Rd, Walkleys Rd, Sudholz Rd, alighting Stop 28 at 7.27am; 7.44am; 7.59am.

**FROM PARADISE INTERCHANGE TO SENIOR CAMPUS:** 178x

*Time 7.27am; 7.54am; 8.27am*

Departs: Darley Rd, Gorge Rd, Silkes Rd, George St, Lower Athelstone Rd, Coulls Rd (arriving 7.51am; 8.20am; 8.50am) Gorge Rd, Maryvale Rd exit bus at Stop 33.

**Information is correct at the time of printing.**

Please see [www.adelaidemetro.com.au](http://www.adelaidemetro.com.au) for the latest times and routes. School bus timetable and routes information is under Timetable and Maps - Special Services.

All times listed are a guide only and may be affected by student or traffic conditions.
Transport

Afternoon Services

**CAMPUS-Link – FROM NORWOOD**
Time 3.25pm

**Departs:** Junior School, Queen St, Kensington Rd, Penfold Rd, St Bernards Rd, Montacute Rd, Stradbroke Rd, Gorge Rd, Manresa Crt, Senior School.

**Departs 3.50pm Senior School,** Gorge Rd, Lower Northeast Rd, Payneham Rd, Nelson Street, Osmond Tce, The Parade, Queen St, Junior School arriving approx 4.25pm.

FROM ATHELSTONE – ROUTE: **School Bus 928**
Time 3.45pm

**Departs:** Senior School, Manresa Crt, Gorge Rd, Darley Rd, Paradise Interchange then via Busway, Part Tce, Hackney Rd, North Tce, Pulteney St, Grenfell St.

FROM ATHELSTONE – ROUTE: **School Bus 626**
Time 3.45pm

**Departs:** Senior School, Manresa Crt, Gorge Rd, Stradbroke Rd, Graves St, Newton Rd, Cresdee Rd, Reserve Rd, Clairville Rd, Heading Ave, Lower Northeast Rd, Payneham Rd then normal route to City. Arrive King William St approx 4.25pm.

FROM ATHELSTONE – ROUTE: **School Bus 627**
Time 3.45pm

**Departs:** Senior School, Manresa Crt, Gorge Rd, Newton Rd, St Bernard’s Rd, Magill Rd, Glynburn Rd, Marian Rd, Gage St, Coorara Avenue, Portrush Rd, Gilles Rd, Sunnyside Rd, Dashwood Rd, Glynburn Rd to Stop 21.

FROM ATHELSTONE – ROUTE: **School Bus 628 (After Sport Bus)**
Time 5.08pm

**Departs:** Senior School, Gorge Rd, Stradbroke Rd, Montacute Rd, Glynburn Rd, Marian Rd, Gage St, Coorara Ave, Portrush Rd, Cross Rd, Fullarton Rd, Glen Osmond Rd Stop 1 (Parkside)

FROM ATHELSTONE – ROUTE: **School Bus 629**
Time 3.50pm

**Departs:** Senior School, Manresa Crt, Gorge Rd, Newton Rd, St Bernards Rd, Magill Rd, Glynburn Rd, Kensington Rd to Stop 7 (Loreto College).

FROM ATHELSTONE – **School Bus 630**
Time 4.13pm

Gorge Rd, Stop 31 (adjacent to College Uniform Shop), Stradbroke Rd, Graves St, Newton Rd, Cresdee Rd, Reserve Rd, Clairville Rd, Heading Ave, Lower North East Rd, Payneham Rd, North Tce, Botanic Rd, North Tce & King William St to stop F2 Victoria Square.

FROM JUNIOR SCHOOL NORWOOD: **School Bus 922**
Time 3.35pm Mon, Wed, Thurs, Fri and 2.55pm Tues.

**Departs:** Stop 7, Kensington Rd, Portrush Rd, Junior School (3.40pm), The Parade, Glynburn Rd, Hectorville Rd, Montacute Rd, Stradbroke Rd, Gorge Rd, Manresa Crt, Senior Campus (4.05pm) Gorge Rd, Ryan Ave, Lwr Athelstone Rd, George St, Lwr Nth East Rd, Hancock Rd (St Agnes Shopping Centre), Milne Rd, Golden Grove Rd, Grenfell Rd, Hancock Rd Stop 59.

FROM ATHELSTONE – ROUTE: **School Bus 625**
Time 3.50pm

**Departs:** Senior School, Manresa Crt, Gorge Rd, Darley Rd, Paradise Interchange then via bus Stop 10 Kensington Rd, Portrush Rd, Cross Rd, Fullarton Rd to Glen Osmond Stop 1 (Parkside)

Scheduled Services

FROM ATHELSTONE – ROUTE: 178
Time: 3.50pm; 4.05pm; 4.20pm; 4.35pm; 4.50pm; 5.05pm

**Departs:** Coulls Rd, Gorge Rd, Maryvale Rd, Stop 33 (Senior School), Montacute Rd, Payneham Rd, North Tce, King William St (Stop C2) arriving 4.35pm; 4.50pm; 5.03pm; 5.19pm; 5.36pm; 5.51pm.

FROM PARADISE INTERCHANGE – ROUTE: 501 to Mawson Lakes
Time: 4.10pm; 4.39pm; 5.09pm; 5.24pm

**Departs:** Paradise Interchange, Darley Rd, Sudholz Rd, Walkleys Rd, Montague Rd, Mawson Lakes Blvd, Park Way, Mawson Lakes Blvd, University Roadway to Uni SA, Main St to Mawson Interchange arriving 4.39pm; 5.09pm; 5.39pm; 5.54pm.

Information is correct at the time of printing.
Please see [www.adelaidemetro.com.au](http://www.adelaidemetro.com.au) for the latest times and routes. School bus routes and timetable information is under Timetable and Maps - Special Services
All times listed are a guide only and may be affected by student or traffic conditions.
Schedule of Fees and Charges

FOR 2017
At the time of printing, the fee schedule for 2017 had not been determined, but details of the 2016 schedule and structure is provided herein for your information.

The College Council has determined that the following scale of fees and charges will apply for the 2016 school year:

**Application Fee**
A non-refundable application fee of $75.00 per child is applicable on submission of an application for admission.

**Confirmation of Acceptance Fee**
A non-refundable Confirmation of Acceptance fee of $900.00 per child is payable on confirmation of an enrolment prior to the student commencing at the College. The Confirmation of Acceptance Fee is not refundable, nor transferrable and cannot be carried forward. If the student does not remain at the College for each year level (apart from any approved leave and subsequent holding fee) the Confirmation of Acceptance Fee is forfeited.

Should more than one child from the same family commence at the College at the same time, the following discount will apply:
First Child $900.00 | Second $750.00 | Third $600.00

**Enrolment Bond**
The Enrolment Bond is the equivalent to the cost of one school term’s tuition fee for each enrolled child and will be invoiced in Term 2 of the year prior to commencement. The Enrolment Bond is payable by 30 June of the year of invoicing.

The Enrolment Bond will be refundable after Year 12 is completed, upon request in writing and within three months of the end of Year 12. If the student departs the College Prior to completing Year 12 (apart from any approved leave) the Enrolment Bond is forfeited.

The Enrolment Bond will be refunded after all other commitments to the College have been discharged.

**Termination of Enrolment**
Parents are required to give the College Registrar a minimum of two full term’s written notification of withdrawal of a student, unless otherwise approved.

**Cancellation Prior to Commencement**
In the event that an acceptance of enrolment is cancelled prior to the student commencing at the College, both Acceptance Fee and Enrolment Bond are forfeited.

**Annual Fees**
Fees are due at the beginning of each term and are payable in advance.

**Reception to Year 11 Fees Invoices**
Fees are due and payable by the following dates:
- Term 1: 5 February 2016
- Term 2: 6 May 2016
- Term 3: 29 July 2016
- Term 4: 21 October 2016

All fees must be finalised by the end of October 2016 unless a prior arrangement has been made with the Head of Business.

**Year 12 Fees Invoices**
Year 12 school fees are allocated and invoiced across Terms 1, 2 and 3. Fees are due and payable by the following dates:
- Term 1: 5 February 2016
- Term 2: 6 May 2016
- Term 3: 29 July 2016

There is no fees invoice issued for term 4.

The Year 12 students will be charged $35 for an Old Ignatian Membership fee.

**2016 Annual Fees**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Tuition Fees</th>
<th>Fixed Fees</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>$7,101</td>
<td>$3,539</td>
<td>$10,640</td>
</tr>
<tr>
<td>Year 1</td>
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<td>$10,640</td>
</tr>
<tr>
<td>Year 2</td>
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<tr>
<td>Year 5</td>
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<td>$3,539</td>
<td>$14,606</td>
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<tr>
<td>Year 6</td>
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<tr>
<td>Year 7</td>
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<tr>
<td>Year 8</td>
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<td>Year 9</td>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>Year 12</td>
<td>$14,049</td>
<td>$2,732</td>
<td>$16,781</td>
</tr>
</tbody>
</table>

**Tuition Fee**
The tuition fee is a compulsory fee and includes all costs associated with the direct education and support for the education of your child(ren); this includes staffing and associated salary expenses and curriculum materials.

**Fixed Fee**
The fixed fee is a compulsory fee and is inclusive of a wide range of College-based costs that meet the wider curriculum needs of College students. This includes a composite fee for Junior School students, co-curricular activities, careers, publications, asset development for co-curricular activities, copyright, insurance, capital expenditure and loan servicing.

**Maintenance and Improvement Fee**
The maintenance and improvement fee is a compulsory fee of $100 per child per term. This fee will enable the College to ensure the upkeep and improvement of the fabric of the school’s campuses at Norwood and Athelstone.

**Family Annual Fees**
The following are invoiced per family on an annual basis and are included with the eldest child’s term one fees:
- College magazine ($55)
- Parents and Friends levy ($40)
### Schedule of Fees and Charges

#### Settlement Discount
A discount of 3% of tuition fees if applicable if the annual tuition fee, fixed fee and maintenance and improvement fee are paid by 5 February 2016.

#### Sibling Discounts
- A reduction of 10% in tuition fees is allowed for the second child
- A reduction of 20% in tuition fees is allowed for the third child
- A reduction of 30% in tuition fees is allowed for the fourth child and subsequent children

#### Method of Payment of Fees
Payment options are cash, cheque, BPAY, EFT, direct debit and credit card (Mastercard, Visa). Mastercard and Visa payments can be made online through secure website: ignatius.sa.edu.au/the-college/finance/ NB: No surcharge.

The College will accept an instalment plan of fortnightly or monthly payments from bank accounts or credit cards. For an application form please contact the Finance Department on 8334 9339.

#### Fees Contract
Saint Ignatius' College, like any other independent school or college, relies on the prompt payment of fees to enable the College to operate. The policy that outstanding fees and charges are settled within the agreed terms will continue to be administered. This is normal practice in all schools or colleges. You will understand that the College is not in a position to carry debts outside the agreed trading arrangements and your co-operation in complying with the College policy is appreciated. If fees are not paid promptly according to any of the above methods of approved payment, or a satisfactory agreement reached between the parents and the College, the student may not be permitted to return to the College at the beginning of the next term following the breach of arrangement.

If there is a specific difficulty concerning the payment of fees, please contact the Head of Business on 8334 9346.

*Note: The College Council allocates some funding each year to assist parents whose financial circumstances change significantly. Priority is given to providing short term assistance to students which allows them to continue their education at Saint Ignatius’ College. If in real need of financial assistance, parents are invited to make application for bursaries to the Rector or Head of Business. Such applications will be dealt with in the strictest confidence.*

#### Interest and Charges on Overdue Accounts
The College reserves the right to recover collection costs and charge interest as the result of accounts being overdue.

#### Text Book Hire
Text books for Year 7-11 are hired. Hire fees apply per student:
- Year 7: $180 per annum
- Years 8-10: $200 per annum
- Year 11: $200 per annum
- Year 12: New textbooks are purchased through the College.

#### Stationery
Stationery to commence the school year is ordered online through a designated supplier or by returning the stationery pack order form to the Senior School Bookroom or Junior School Front Office.

#### Foundation (Tax Deductible Donation)
The College is supported by an active Foundation. The mission of the Foundation is to raise financial support for the College building program, sporting and other infrastructures. Active participation by all members of the College community in the Foundation’s work is expected. If you require further information, please contact the Director of Community Engagement on 8334 9356.

#### Private Music Tuition
The College provides facilities for a number of music tutors to teach privately. It is stressed that private music tuition is an arrangement between parents/guardians and the relevant tutor and a signed agreement with the tutor will be arranged for each individual student. Payment of music tuition fees should be forwarded directly to the music tutor concerned and not to the College.

Students in Years 3-11 may undertake 30 half-hour lessons and Year 12 students may undertake 25 half-hour lessons per school year. Tuition fee per half-hour is $30.00.

#### Ignatius Early Years
The College operates an Accredited Early Learning Centre at 58 Queen Street, Norwood from 7.30am – 6.00pm for 48 weeks per year. The Ignatius Early Years is for 3 to 5 year olds.

The preschool program runs during school terms with extended care available before and after preschool and during school holidays. Details regarding session times and applicable charges are available by contacting the Centre on 8130 7180 or referring to the College website.

#### Out of School Hours Care
The College operates an Out of School Hours Care (OSHC) program at the Junior School and at Ignatius Early Years.

Details regarding session times and applicable charges are available by contacting the OSHC centre on 8130 7113.
Adaptive Education

1. Learning Support Programme and
2. SHIP Programme (Students of High Intellectual Potential) for academically talented students

Adaptive Education teachers work with Faculty Directors, Curriculum Coordinators, Year Directors and subject teachers to cater for students with diagnosed special needs and exceptional abilities. This includes students having difficulties in certain areas of learning and students of high intellectual potential.

The role of the Adaptive Education Department is to assist and support students, teachers and parents in developing each student’s potential.

Students new to Years 7 and 8 are asked to attend a testing session in the year prior to entry. All remaining students new to the school are assessed within the first few weeks of Term 1.

1. STUDENTS NEEDING LEARNING SUPPORT

Students included in the Support programme may have:

- specific learning difficulties or disabilities
- associated motivational/organizational difficulties

Help given may be individual tutoring, small group withdrawal, or in-class assistance, and continues as long as the need exists. All students participating in the programme have been assessed using standardized tests. Results and recommendations are passed on to all subject teachers. Participation of students in learning support is regularly reviewed with reference to academic achievement. Curriculum, teaching strategies, assessment procedures, reporting and timetable structures can be adapted to suit the individual’s needs.

Adaptive Education teachers also offer after-school assistance sessions which are open to all students.

2. SHIP PROGRAMME

Purposes:

- To help academically talented students gain a sense of identity by spending some time in small groups with their intellectual peers.
- To help academically talented students to understand more about themselves - socially and emotionally.
- To provide students with opportunities to work at a faster pace and in greater depth on a regular basis.

Extension can be via withdrawal and (increasingly) delivered within the regular classroom. Academically talented students may be grouped according to different arrangements at different times throughout the year. This may include some form of individual or subject acceleration. Several co-curricular activities such as Future Problem Solving or Tournament of Minds also provide for their needs.

Vocational Services Programme

Vocational services are available for students in various ways. In Year 10, students explore, develop knowledge about and reflect on possible pathways and courses for their futures. Through the compulsory SACE Stage 1 subject, Personal Learning Plan, they develop skills and abilities that allow them to investigate career planning and preparation for workplace learning. A Work Experience placement is an integral part of the Personal Learning Plan and is also available to Years 11 and 12 students as a voluntary exercise on an individual basis.

As preparation for making subject selections based on career choices, in Term 3, Year 10 students attend a presentation by Faculty Directors who describe Stage 1 and Stage 2 subjects on offer at the College. Year 10 students and parents also attend a SACE Information Evening, followed by a Subject Counselling Day. These two events facilitate individual assistance in selection of SACE subjects. A further Subject Counselling Day is also available in December where subject selections may be reviewed if required.

Early in Term 3, Year 11 students attend a presentation by the Faculty Directors on subject offerings available at Stage 2. Year 11 students and parents also attend an Information Evening during the term where tertiary information is distributed. A Subject Counselling Day is held for individual assistance in selecting Stage 2 subject selections and is followed up, where necessary, with an Interview Day for students and parents in December. Students also attend the Tertiary Studies and Career Expo.

A Tertiary Information Session is presented mid-year for Year 12 students to assist in providing information about university/TAFE applications and the undergraduate handbooks from each university, as well as the SATAC and University handbooks are distributed. In addition, a SATAC Parent Information Evening is also held during the application period. Senior Year students are able to make appointments for interviews for individual counselling with the Vocational Services Coordinator. Year 12 students may also attend Vacation Counselling at the College after their SACE results are released in December if they would like further assistance with possible vocational pathways.

The Year 12/Old Scholar Mentor Scheme aims to introduce students to old scholars, who then deliver practical advice, hints and suggestions about studying, working in and enjoying a particular career. Initially, there is a breakfast where the scheme is launched and after that students may continue contact if they would like additional mentoring.

A Careers Market is held for Years 10, 11 and 12 students. Saint Ignatius’ Old Scholars and other community members share information about employment experiences and relevant further study options. This evening provides first-hand information from approximately 70 occupations, as well as our South Australian tertiary institutions, who provide general information regarding admissions procedures, courses etc.

The Vocational Services Report, a regular newsletter distributed via The Ignatian, aims to keep parents and students up-to-date with what is happening in careers. This information includes the latest news relating to universities, TAFE, employment vacancies, overseas study programmes, scholarships and relevant web sites.
Plagiarism

What is Plagiarism?
Plagiarism is the act of using another author’s words or ideas and representing it as one’s own work, without acknowledging what has been copied or acknowledging its source. This is regarded as fraud as the student is pretending that someone else’s work is his/her own. “Work” is someone else’s writing, words, drawings, audio-visual program, graphics, computer information, digital file or object.

A student commits plagiarism if he/she includes as work:
1. Part or all of a written, spoken or computer-generated assignment copied from another person’s assignment, manuscript, notes or digital files without correct acknowledgement.
2. Part or all of an assignment copied, paraphrased or accessed from a print source or a digital source without correct acknowledgement.
3. Ideas, designs, graphics, pictures belonging to another person without correct acknowledgement.

A student is an accomplice to plagiarism (and equally liable) if he/she:
1. Allows others to access his/her files or writing (in draft or finished format).
2. Completes an assignment for another student.

How is someone else’s work acknowledged correctly?
Students should use the “Online Referencing Generator” located on the Senior School Intranet Portal (MOODLE) under Library Pages. If students require assistance, they should ask either a teacher or one of the library staff to explain the guidelines.

Consequences of committing plagiarism:
The Subject Teacher will have no option but to give zero for any assignment or section of an assignment in which plagiarism has been proven. The student will be asked to resubmit the assignment to demonstrate that he/she has met the required outcomes, however, the penalty of the zero grade will stand. Other actions may be taken in accordance with College policies, including more severe disciplinary action.

Students must:
1. Be able to produce all the steps (notes, drafts etc.) that they went through in creating the assignment, in case they are needed for review. In some subject areas, students will be required to produce a Research Log to both document and authenticate the work. Students are requested to keep all drafts of work until the assignment has been marked and returned. Students may also be required to produce their work electronically so that software can be used to determine its originality.
2. Be confident that they know what plagiarism means.
3. Correctly acknowledge the work used in creating an assignment.

Use of Computer Devices

The College aims to ensure that all students have access to opportunities to learn with the use of technology and that they have the tools that make this possible. This is based on the ideal that teaching and learning in the classroom is enhanced when students have direct access to a computer device in all their lessons. In other words, learning should not be impeded or dictated by the availability of a computer room. As a result, a Bring Your Own Device (BYOD) scheme for Year 7 to 12 students is in place.

Use of Computer Devices

BYOD devices are required to meet minimum standards and requirements in order to carry out the normal learning within the College. This information is available in the Bring Your Own Device Handbook.

The College does recommend specific devices that are suitable for the demands and complexity of the workload at specific year levels and these can be purchased through the College’s Parent Purchase Portal. A College-recommended device exists for Years 7 to 9 and another for Years 10 to 12.

Assignment Work on Computers

Students who complete assignment work on a computer must also ensure that all draft and research material is available to be handed up with the assignment if required. Printed copies of draft work must be kept for this purpose.

This will assist in the College’s efforts to eliminate plagiarism and will be used when a student has computer/USB/printing problems.

Students are also reminded to save their work in more than one location, e.g. the hard drive of a home computer, a USB and on the network at the College.

If a student has computing problems at home, he/she is required to notify the teacher of the difficulty and then email the completed work to the teacher by 5.00 pm on the due day.

If the problems occur at the College, the student is required to notify the teacher by 3.45 pm on the due day. The teacher may then access the work direct from the network.

In addition, the student is required to complete the Overdue Assignment Computer Related Problems form and pass to the subject teacher by the commencement of the next lesson. Subject teachers will then forward forms to Home Group Teachers.

Submission of Work Outside of Usual Lesson Time

Years 10, 11 and 12 students who are unable to directly submit assignment work/assessment tasks to their specific subject teacher will be required to complete a work submission register available at the Front Office and leave their work in the tray provided. Under no circumstances is work to be submitted via another teacher, a staff study or the staff common room.

The following details will need to be recorded in the work submission register:
• Date of submission
• Time of submission
• Subject
• Teacher’s Name
• Student’s Name

A member of the administrative staff will sign the register to confirm that receipt of the assignment/assessment task.

All work submitted in this manner must be clearly identified and students are reminded to include footers on their work.

By the end of the day, all tasks will be placed in the relevant teacher’s pigeon hole.

The above procedure is being put into place to safeguard all student work.
Work Deadlines

YEAR 11 AND 12 DEADLINES

Assessments – these are pieces of work that span a number of homework nights.

In Years 11 and 12, students will be required to complete a variety of assessment tasks. It is important to learn the skill of prioritising work demands and completing all work requirements by the due date. The general principal expected by the College is that the final due date, as prescribed by teachers, must be adhered to by all students. It is understood that in some circumstances this is not possible.

If a student is absent on or for part of the day of submission of an assessment task or summative test or examination, parents/guardians and students are reminded that a medical certificate is required. If the reason for the student being absent is not medically related, then the student’s parent/guardian must write to the Deputy Head – Curriculum to seek approval for an extension. In the case of a SACE Board external assessment task parents must contact the Prefect of Studies – Senior Years for the necessary application forms.

A student may seek an extension to a due date for legitimate reasons such as:
• anticipated other commitments;
• unforeseen circumstances;
• accident or illness of student;
by submitting an ‘Application for Extension’ form to his/her subject teacher prior to the due date.
The new due date will be no more than three school days from the original due date, except where a student has had an extended absence. In this case, a reasonable due date will be negotiated with the teacher.

If work is not submitted by the due date (actual or revised) the following steps will be taken.
1. The teacher contacts the parent/guardian of the student to advise him/her that the student will be required to stay after school (either that day or the next).
2. The student will meet with the subject teacher at 3:45pm in the Library Foyer either that day or as negotiated.
3. Once the subject teacher has checked the student’s attendance, the student will remain until 4:50pm to work on the task. The student will be supervised by a College staff member.
4. This will continue for three days unless the work is completed beforehand. If the work has still not been completed after three days, then the student will attend school on the next Saturday under the supervision of a member of the Curriculum Leadership team and complete the work. The time may be negotiated around co-curricular commitments.
5. If the work has still not been completed, then an interview with parents/guardians will be arranged.

When an application for extension has been requested and approved, the completed form must be attached to the assignment. These forms are available either from the subject teacher, Year Level Director or on Moodle.

YEAR 10 DEADLINES

Assessments – these are pieces of work that span a number of homework nights.

In Year 10 students are required to complete a variety of assessment tasks. It is important to learn the skill of prioritising work demands and completing all work requirements by the due date.

Subject teachers will determine the due date for a particular assessment piece. If, at the time of the date being set, students already have an unreasonable number of tasks to complete for other subjects, it is their responsibility to inform the teacher of these extra demands. The teacher may then be able to negotiate an alternative due date if it is possible.

The final due date, as prescribed by the teacher, must be adhered to by all students. If a student is unable to complete an assessment by the due date, he/she must follow and understand the steps outlined below:-

1. If, in the days before the assessment is due, a student feels that he/she will be unable to finish the requirements by the due date, the student must submit an ‘Application for Extension’ form to his/her teacher at least two days in advance and see if a renegotiation of the due date is possible. This may not be possible in some circumstances, but the teacher may be able to assist in other ways so that the deadline may be met. If an extension has been granted, the completed ‘Application for Extension’ form must be attached to the work when submitted.

2. The teacher will then inform the student as to when the assessment will be due and whether any loss of marks will occur. These arrangements will be at the discretion of the teacher as it is the teacher who can assess individual needs and circumstances. Each teacher may deal with this situation in a different manner. Part of learning to be an effective class member is learning to cope with different teacher’s methods and modes of operating.

3. If a student presents to class on the day that an assessment is due, without the assessment complete, he/she will incur the following losses in marks
   a. Handed in the next day results in a loss of 15% of the marks
   b. Handed in two days late results in a loss of 25% of the marks
   c. Handed in three days late results in a loss of 50% of the marks
   d. Handed in more than three days late results in no marks being recorded for that assessment.

If a student loses marks in the manner outlined above, the teacher will inform the Parent/Guardian of this decision. Should a student receive zero for an assessment piece, the teacher will contact his/her parents/guardians and let them know of the marks received.

PLEASE NOTE: All assessment tasks must be completed and handed to the teacher so that students meet all learning outcomes.

Please Note: As Personal Learning Programme is a SACE Stage 1 subject, the deadlines which apply to Year 11 and 12 subjects also apply to this subject. Work handed in after the due date which has not been the subject of an approved extension will be awarded zero.
Work Deadlines

**Homework – these are pieces of work that are completed over one homework night.**

In Year 10 students are required to complete homework for two and a half to three hours per night – 40 minutes per subject. At some times of the year, homework demands may be lighter or heavier than the recommended time. This is when it becomes important for students to manage their time effectively and prioritise work requirements.

If at any time during the year students are not set homework for a subject that is on their homework timetable, they would be wise to use that time to revise material covered in class and prepare for upcoming assessments and tests.

**MIDDLE YEARS DEADLINES**

**Assessments – these are pieces of work that span a number of homework nights.**

In Years 7, 8 and 9 students are required to complete a variety of assessment tasks. At times there may be more than one assessment to be completed at any one time. Assessments will take a variety of forms. For example, students may be asked to:
- Create a poster
- Complete a written assignment
- Prepare an oral presentation
- Create a model
- Write an experiment report
- Answer questions
- Present a play
- Present information using computer technology
- Write an essay
- Read a text

It is important to learn the skill of prioritising work demands and completing all work requirements by the due date.

Subject teachers will determine the due date for a particular assessment piece. If, at the time of the date being set, students already have an unreasonable number of tasks to complete for other subjects, it is your responsibility to inform the teacher of these extra demands. The teacher may then be able to negotiate an alternative due date if it is possible.

The final due date, as prescribed by the teacher, must be adhered to by all students. If a student is unable to complete an assessment by the due date, he/she must follow and understand the steps outlined below:

1. If, in the days before the assessment is due, a student feels that he/she will be unable to finish the requirements by the due date, the student must approach their teacher and see if a renegotiation of the due date is possible. This may not be possible in some circumstances, but the teacher may be able to assist in other ways so that the deadline may be met.

2. If a student is unable to hand up the assessment on the day that it is due, he/she must present to the teacher with a note, written by a parent/guardian explaining the student’s inability to hand the assessment in on that day. The teacher will then inform the student as to when his/her assessment will be due and whether any loss of marks will occur.

These arrangements will be at the discretion of teachers as it is the teacher who can assess individual needs and circumstances. Each teacher may deal with this situation in a different manner. Part of learning to be an effective class member is learning to cope with different teacher’s methods and modes of operating.

3. If a student presents to class on the day that an assessment is due, without the assessment complete, the student will incur the following losses in marks:
   a. Handed in the next day results in a loss of 10% of the marks
   b. Handed in two days late results in a loss of 20% of the marks
   c. Handed in three days late results in a loss of 30% of the marks
   d. Handed in more than three days late results in no marks being recorded for that assessment.

If a student loses marks in the manner outlined above, the teacher will inform the Parent/Guardian of this decision. Should a student receive zero for an assessment piece, the teacher will contact the student’s parents and let them know of the marks received.

**Homework – these are pieces of work that are completed over one or more homework nights.**

In Years 7, 8 and 9 students will be set homework on a regular basis. At the beginning of the academic year, students will be issued with a homework timetable. This homework timetable acts as a guide to help students with the management of their homework tasks. The following amount of time should be spent on homework at each year level:

- Year 7 – One and a half hours–three subjects per night
- Year 8 – One and half to two hours–four subjects per night
- Year 9 – Two to two and half hours–four subjects per night

**Students in Year 7 and 8 have Homework allocated Monday-Thursday, however there is no weekend homework apart from test revision and assignment catch-up.**

At some times of the year, homework demands may be lighter or heavier than the recommended time. This is when it becomes important to manage time effectively and prioritise work requirements. However, there is rarely a night when there is no homework.

If students complete their homework before the recommended time or are not set homework for a subject that is on their homework timetable, they would be wise to use that time to complete further questions/investigations on the homework topic, revise material covered in class, rehearse musical instrument, practice language skills, edit and redraft assignments, prepare for upcoming assessments/tests and construct notes of key concepts.

There may be times when a student feels as though they are not coping with their homework requirements. If this is the case, a student should follow the steps below:

- Try to let teachers know if they are being set too much homework for one night, before the student goes home that night. Teachers may be able to negotiate different work or a new due date.
Work Deadlines

• If a student has spent a reasonable amount of time on homework on a particular night and has not completed the set work, parents/guardians should write a note or email, stating how much time was spent on homework and the areas not completed.

• If a student did not complete homework, he/she will need to present the note from parents/guardians to the teacher before the lesson begins, so that they know your situation at the start of the lesson.

• If a student did not attempt to complete homework on a particular night, the teacher may require the student to do one of the following things:
  - attend lunch time penal to catch up on the work
  - meet them at lunch time to catch up
  - complete an alternative piece of work as a consequence
  - spend time with the teacher at the next appropriate break time

The teacher will determine which consequence is best for the student. The teacher will set a consequence to try and help the student learn that it is important to complete homework tasks as they are designed to reinforce learning from class time.

Grade Point Average

The Student Promotion Review Committee (SPRC) of the Senior School assesses each term’s results four times a year, acting as a process to ensure that the overall development of a student is not dependent only on the observations of individual teachers or the Year Director. As the positive development of a young person at school is necessarily linked to his or her performance in subjects studied, the Grade Point Average (GPA) is used as a first indicator by the Student Promotion Review Committee.

The calculation known as the Grade Point Average is a way of measuring overall academic performance of a student. It is not a measure of pass or failure, but an indicator of progress which may be shown by comparing the GPA score from one term with another.

The GPA is calculated by giving each subject grade, a number value out of twenty. These are added together and divided by the number of subjects. The result is a GPA score out of twenty.

Example

1. Student’ results for three subjects:
   Maths: A+
   English: B-
   Art: C

2. Convert grades to numbers:
   A+ = 20, A = 19, A- = 18, B+ = 17, B = 16, B- = 15,
   C+ = 14, C = 13, C- = 12, D+ = 11, D = 10, D- = 9,
   E+ = 8, E = 7
   Therefore, Maths A+, English B- and Art C,
   equal 20 + 15 + 13 = 48

3. The average is then obtained.
   48 \div 3 (3 subjects) = 16
   The GPA is 16

The GPA is calculated on all subject attainment scores.

A GPA of 12 or less is of concern.
A GPA of 16 or 17 is good.
A GPA of 18 or better is excellent.

Calculation of Dux of the College

The Dux of Saint Ignatius’ College is calculated based on the following criteria:

• A student must be studying a Year 12 (Stage 2) course of study consisting of four full year subjects and the compulsory Research Project subject.

• Students participating in the Religious Education Programme must achieve an Application Grade of B or higher. (The Attainment Grade in Religious Education is not included in the calculations of this award.)

• It must be the student’s first attempt at Year 12.

• Students must study four subjects and the Research Project in the current year.

The method of calculation used is as follows:

• The ranking of students is based in the first instance on the Grade Point Average at the end of Term 3.

• The calculation of the Grade Point Average is based upon the Term grades to the end of Term 3, and expressed accurate to 1 decimal place.

• In the case of a tie the following will be used if necessary:
  - Midyear Examination results in the identical subjects
  - The Year 11 End of Year Grade Point Average
  - Comparison of grades for identical subjects in Year 11 and 12.
**Communication**

Schooling at Saint Ignatius’ College relies upon the partnership between Parents/Guardian and the College. As stated in our philosophy, Parents/Guardians and teachers work together to assist the child to grow in wisdom and knowledge. Such a partnership is most effective when channels of communication are kept open.

The introduction of the electronic diary provides new opportunities for parent/teacher/student interaction and information sharing.

Parent-teacher interviews are held in late Term One and early Term Two. They afford Parents/Guardians the opportunity to discuss the progress of their sons or daughters with a number of teachers. Parents/Guardians are very welcome to request a meeting or to seek an opportunity to speak with members of the teaching staff at other times, in regard to any aspect of their child’s progress.

Academic reports are forwarded to Parents/Guardians by mail after the conclusion of each term. A full report contains Attainment and Application grades, together with a teacher’s comment for each subject. Students in Year 12 receive a full academic report at the end of Terms 1, 2 and 3. Students in Year 10 and 11 receive a full academic report at the end of Terms 1 and 3 and an interim report (Attainment and Application grades only) at the end of Terms 2 and 4. Students in Years 7 to 9 receive an interim report at the end of Terms 1 and 3, with a full report at the end of Terms 2 and 4. Pastoral Care reports are forwarded at the end of each term for all year levels. A full Academic report is accompanied by an interim Pastoral Care report, whilst an interim Academic report is accompanied by a full Pastoral Care report.

As part of the College’s compliance with the Schools’ Assistance Act, Parents/Guardians may request written information that clearly shows their child’s achievement in the subjects studied in comparison to other children in his or her assessment group at the College. This information will show the percentage of students in each of the achievement levels A-E and applies for all students in Years 7 to 10.

The College acknowledges that there will be occasions when messages from Parents/Guardians need to be relayed to students. Due to the movement of students (and staff), it can be difficult to relay messages to the classroom, although every effort will always be made to do so. **When the need arises, the message should be left with the College Receptionist before lunchtime. Only in the case of an emergency can the College guarantee to deliver messages after the lunch break.**

Please refer to the Procedures and Conduct Section for details concerning communications required with regard to lateness and absenteeism.

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**Pastoral Care**

“Cura Personalis” or care for the individual person lies at the heart of our Pastoral Care structures in the College. Each individual student is viewed as gifted and unique, no matter the range of individual talents.

In the Senior School all students are placed in Year Level Home Groups, under the care of a Home Group Teacher. This teacher greets the students in the morning and is responsible for administrative and pastoral matters relevant to these students. At the end of each day in Years 7-9, this same teacher farewell the students. In most cases, it is the Home Group Teachers who bear the primary responsibility for communication between the College and parents/guardians regarding students in their care.

In Years 7 to 10, Home Groups are composed of between 25-10 students whilst in Years 11 and 12 these groups are smaller in size, approximately twenty students, thus recognising the differing needs of students at different ages. To enhance the Pastoral Care offered in Years 7 to 10, where Home Group numbers are larger, Home Group Teachers are, where possible, also subject teachers for their Home Group. In this way there is increased contact between students and their Home Group Teachers.

In addition, throughout the Senior School, at least one Pastoral Care period is scheduled every week, which enables Home Group Teachers to spend time with their groups, engaging in a variety of activities. These activities may include assemblies, study-skills programmes, goal-setting exercises, class meetings, Anti-bullying and harassment programmes, House activities and so on. At each year level, Directors oversee the Home Groups. They meet with their staff on a weekly basis to discuss and plan for the needs of their students. The Directors, in turn, are responsible to the Deans of Students. The Directors in Years 7 – 9, the Middle Years, are responsible to the Dean of Students – Middle Years. The Directors in Years 10 – 12, the Senior Years, are responsible to the Dean of Students – Senior Years. There is an Assistant Dean of Students for both the Middle Years and the Senior Years. The Campus Ministry Team, Student Counsellor, Vocational Services Coordinator and Adaptive Education teachers complement the wider Pastoral Care Programme, providing specialist support and advice to students at all year levels.

The promotion of “Cura Personalis” at the College is fundamentally enhanced by all that we do, and is reflected in the relationships which exist between the staff and students of the College.
General

The following relates to expectations regarding the nature of relationships and interactions and the use of facilities.

As a person moves from childhood, through adolescence and to adulthood, it is expected that there be a movement away from reliance on external controls and approval towards independence and personal responsibility. Vital indications of this development include:

- the exercise of self-discipline rather than dependence on discipline imposed by authority figures.
- the ability to anticipate consequences of actions.
- a willingness to accept the consequences of one’s actions rather than to blame others.
- an acceptance of the inevitability of making mistakes yet learning from the experience.
- an ability to reflect on experience and learn from it.
- a self-reliance which flows from a recognition of one’s favoured place in the eyes of God and an ability to influence one’s own life.
- a movement from self-centredness towards a sensitivity to others’ needs.

The following expectations seek to guide and serve all within the Ignatian Community at our College. To be truly effective, we need to seek the spirit behind these expectations and not simply obey the ‘letter of the law’.

A high standard of personal conduct is expected and demanded from the students of Saint Ignatius’ College.

This high standard is required not merely at the College and during school time but outside the College and during holiday time. Students of Saint Ignatius’ College should take pride in representing the College; senior students setting the example to more junior students. In a spirit of loyalty to the College all should support College functions, especially Family Days, Drama Productions, Music Concerts, Debates and Sporting events.

Respect for Each Other

Language

Students are expected to show respect to all members of staff and to one another. Priests are to be addressed as ‘Father’, other staff members as ‘Sir’, or ‘Brother’ or ‘Mrs’ or ‘Miss’ or ‘Ms’ followed by surname. Students should be reminded to speak distinctly and correctly. The polite and positive nature of our interactions is one of the signs by which students, their homes and their school are judged.

Similarly, respect should be shown to teachers, officials, parents and students of other colleges and visitors to our school.

Harassment

The College Policy on Anti-Harassment rejects all forms of bullying, harassment and domineering behaviour which victimises individuals and, in turn, damages our community as a whole. The full policy is included later in the booklet.

Uniform and Personal Presentation

High standards of presentation are required of all. The way students present themselves is a courtesy to the people we come in contact with during the school day. Home Group Teachers may speak to individuals and issue a yellow personal presentation card to inform parents of concerns. Matters not successfully resolved in this manner will be referred to Year Level Directors.

Respect for our Facilities and Environment

Personal Property

Students are required to take responsibility for their own property. All items of property should be clearly labelled with the owner’s name.

Lost Property

All lost property and enquiries concerning it are to be directed to the Bookroom. It should be ensured that all items of clothing are labelled and stored in a locker when not in use.

A Tidy School

To assist cleanliness and hygiene, and help minimise litter:

- no chewing gum is permitted on the College property.
- no eating or drinking in any building (including stairways).
- all eating and drinking is to take place in designated yard duty areas.
- food/drink may not be consumed in classrooms, corridors, stairs or Library. Lunches should not be unwrapped in classrooms, corridors, stairs or Library.
- papers and scraps are to be placed in bins before students move to the ovals.
- no food/drink is permitted on any of the ovals.

Vandalism/Defacing Property

Vandalism and defacing property are serious transgressions, as is interference with notices of any kind. School bags and pencil cases are to be kept free from graffiti, stickers etc.

Mobile Telephones and Other Electronic Devices

Mobile telephones, iPods, and other such electronic devices, games etc. may be brought to school solely at the owner’s risk. These devices can be used for learning purposes as part of the documented curriculum with the permission of, and under the supervision of, the relevant subject teacher. None of these devices may be used during lesson time or study periods. The College has a specific policy related to the use of mobile telephones at school which is available upon request from the Front Office. Essentially mobile phones are not to be seen or used during the day.

Electronic devices outlined above may not be used whilst attending school functions, such as Speech Day, Saint Ignatius’ Day Mass etc. Students bringing electronic devices to school may have them confiscated if they are used inappropriately and disrupt the learning environment of the College. Students bringing any electronic devices to school do so at their own risk and are urged to take all precautions to protect their property. The use of any ICT device is governed by the College guidelines set out in the Information and Communication Technology Acceptable Use policy.

Classrooms

The order and neatness of the classroom is the responsibility of the whole class. Papers should not be left on the floor. Students are not to write on the whiteboards or use the Smartboards, or classroom computers, unless directed to do so. Notices may not be posted without permission.
School Supervision and Bounds

Introduction

The following guidelines cover the legal need to provide adequate supervision within the school environment. The hours of supervision are from 8.30am until 3.45pm. Sporting teams and other after-school co-curricular activities are in the care of the teacher concerned.

Before School, During Recess & Lunch Breaks

Upon arriving at the school in the morning, students are not permitted to leave without staff and parental permission. Before school, students are restricted to the main quadrangle, the Regis courtyard and the undercroft. At recess students may also use the Kostka courtyard, Pavilion area and southern pergola of the Art Centre. At lunch, students may move beyond this area to the designated areas after the bell sounds for ‘second lunch’.

Lunchtime Use of Ovals

During most lunchtimes, the upper oval (Atkinson Oval) or, on occasion, lower oval (Bourke Oval) will be open to students. Information regarding the available areas will be given in the Daily Bulletin. Papers and scraps are to be placed in bins before students move to the ovals. Food, drink cans and similar are not to be taken onto the ovals. Informal ball games are only to be played on the ovals, not in other areas of the College such as the undercroft or courtyards.

Rough Games

Rough games, including tackling, pushing and bumping etc. whilst playing ball sports at lunchtime, are not permitted.

Summary of ‘Out-of-Bounds’ Areas

- All parking areas (car or bicycle between 8.45am and 3.35pm unless a student is actually arriving or departing).
- The Wallace Oval.
- The immediate area of the creek.
- South section of the boundary road (from side of upper car park to top of tennis court).
- Oval areas not designated for use on that particular day.
- Unless teacher supervision is present, students are not permitted to loiter in buildings or corridors during recess and lunchtime.

Daily Procedures

Absence and Lateness

a) Absence

Parents/Guardians are required to telephone the College Reception on 8334 9300 between 8.00am and 9.30am on the day of the student’s absence. Alternatively, details of student absence can be emailed to Absentee@ignatius.sa.edu.au. Absences will be recorded and information forwarded to the relevant Home Group Teacher. To satisfy legal requirements, written documentation of student absence (notes/emails) from Parents/Guardians need to be forwarded to the College.

If parents know in advance that an absence will occur e.g., specialist appointment or funeral, then they should notify the College via a note or email Absentee@ignatius.sa.edu.au.

b) Absence from School Functions

The College has four major events throughout the year that are compulsory: Senior School House Athletics and Swimming Carnivals, Saint Ignatius’ Patronal Feast Day Mass and Speech Day. In the event of student absence for these days, a medical certificate is required upon their return to the College. Other significant events such as year level based programs may also require the presentation of a medical certificate if a student is absent.

Any other absence needs to be approved, in advance of the event, by the Head of Senior School.

c) Late Arrival

All students who are not able to be in their Home Room by the start of morning Home Group at 8.50am must report to the Front Office to sign in and receive a late stamp which needs to be presented to their teacher prior to entering class.

Students who display a pattern of lateness without due cause may be placed on an ‘Early Bird’ roster or receive a similar consequence, such as after school penalties.

d) Extended Absences

If a student is to be absent from the College for three days or more for a pre-arranged activity (e.g. family commitment), permission in writing must be sought from the Head of Senior School.

Early Departure or Departure for a Limited Period

If a student needs to leave school during the day to attend a medical appointment etc., then parents are asked to write a note or email the Absentee@ignatius.sa.edu.au address.

At the time of departure, the student will sign out using their Student ID card at the front office where Parent/Guardian notes will be checked.

If the student is returning to the College later in the day, they must return via the Front Office where they sign back in using their Student ID card.
Daily Procedures

Class Procedures

a) Introduction
God has given us talents and expects us to use them fully. We must always strive to do the best we can with the ability we have. Each student should have a serious purpose in his/her studies, give his/her whole attention to them in class and when engaged in homework.

b) Moving Between Classes
When moving to other classrooms between lessons, students should move promptly and without unnecessary noise.

c) Beginning Class
Class materials should be ready for use so time is not wasted at lockers between lessons. Students should stand whenever a teacher enters the room. All should remain standing and display appropriate reverence and respect during the prayer which begins each class.

d) During Class
Teachers and students have a role to play in creating an atmosphere which is conducive to effective learning. A student who fails to support such a sound learning environment is inconsiderate to the teacher, to peers and to parents/guardians who are providing for his/her education.

A range of strategies can be employed by the teacher in such cases, ranging from a conversation with the student to more formal consequences.

Student Photographs

Throughout the course of a year photographs are taken of students involved in various endeavours, such as camps, excursions, sport and general College happenings. The policy of the College is to use the photographs in our various publications such as Information and Curriculum Handbooks, Manresa Report, Calendar, Prospectus, Open Day brochures etc. The College endeavours to maintain a high standard of excellence in all publications.

Should Parents/Guardians desire that their child not appear in our various promotion materials including publications, the option to indicate this appears on the Student Record Form upon enrolment.

Specific Facilities

The Dennett Centre
The Dennett Centre is for the use of everyone in the College Community.

Rules and Conditions for Users of the Dennett Centre:
1. No food or drink may be brought into the Centre.
2. Only white or non-marking soft, rubber-soled footwear is acceptable.

Library
The Library is the hub of the school’s educational resources.

To ensure a helpful atmosphere of study, the Library is a place of quiet.

No food or drink may be brought into the Library.

An automated library system provides the students with the ability to search out and locate texts and other information by author, title, keywords etc. Access to the Internet is also available from supervised workstations in the Library.

All students have borrowing rights, with the number of items they may borrow determined by their Year level. The student identification card doubles as a borrower card and should be carried by the student at all times.

Gerard Manley Hopkins Room
The Gerard Manley Hopkins Room is a place of study, primarily for Year 12 students. Students in study period are expected to support the study room supervisor in maintaining an atmosphere conducive to quiet, independent study.
Behaviour on Public Transport

In keeping with both Ignatian and Christian values, it is essential that students behave appropriately on public transport bearing in mind they share it with others.

Guidelines

1. While travelling on public transport or the school bus to and from school or a school function, it is assumed that students are subject to school and transport provider authority (including any official employee of the transport system). Students will be held accountable for behaviour.
2. Courtesy is demanded at all times towards all passengers.
3. Throwing objects in or from stationary or moving vehicles is unacceptable.
4. Conversations, either in tone or content, must never be a cause for embarrassment to others, nor result in bullying or harassment.
5. Aisles must be free of bags and other personal belongings.
6. Participating in provocative or dangerous behaviour and any form of vandalism is unacceptable.
7. College Uniform must be worn correctly whilst travelling on buses.
8. On public transport students should show courtesy to others, especially elderly people, and assist them if occasion arises.
9. There is to be no eating or drinking on buses.

Boarding Procedures

a) Senior students
All students in Years 11 and 12 are exempted from queuing for the bus and may board the bus first. These privileges are based on the understanding that polite, sensible behaviour is expected at all times.

Senior students are expected to model appropriate behaviour when the buses have left the school grounds, and report any concerns to members of staff at the earliest opportunity.

b) Forming queues
All students in Years 7 to 10 are to queue in the appropriate line from 3.35pm until boarding. Route numbers are painted on the asphalt to indicate queues. Two lines are to be formed at each of these positions. Bags do not reserve a place in the queue.

c) Moving onto the vehicles
Students are allowed to move to the bus in an orderly fashion, under the direction of the teacher. Priority will be given to injured students. Seats may not be reserved for those boarding later.

Misconduct on public transport is a serious breach of College expectations, and will be dealt with as such.

Consequences of Actions

Introduction
Students and teachers work together to establish and maintain a respectful, safe and harmonious environment inside and outside of the classroom. Behaviour which infringes upon the rights of others or which runs counter to the values of the College is viewed seriously and a range of responses may occur.

Not all consequences are punitive in nature. At times, a reflective and/or educative response from the College is appropriate. Other, punitive measures can be combined with these to best support students in learning from their mistakes or misjudgements.

Penals
Lunchtime penals may be given to students for a range of reasons including inappropriate behaviour and failure to complete set work without a written explanation from a Parent or guardian.

A student must undertake penals on the day indicated by the teacher issuing the penals.

Afternoon penals may be given to students for more serious misconduct, or consistent presence in lunchtime penals at the discretion of the Year Director or Deans of Students.

An afternoon penals period will be scheduled in consultation with the relevant Dean of Students and will take place from 3.45pm to 4.45pm on the arranged afternoon. Parents are asked to sign a penals form which is to be returned to the College and are welcome to contact relevant staff to discuss the matter if further clarification is required.

Saturday morning penals is a more serious consequence of inappropriate behaviour or unsupportive decision-making, held at the discretion of the Deans of Students.

The College may also impose internal or external suspensions on students who engage in certain types of anti-social behaviour.

Alcohol and Drugs
The use or possession of alcohol, cigarettes and other drugs is completely unacceptable both at school and on school activities such as camps, Days of Reflections, School Formals etc. This also applies when students are in uniform or on occasions when the College is officially represented. Consequences in these circumstances will reflect the seriousness of College’s approach to such matters.

Search of Student Property
The College reserves the right to search students’ property in situations where a reasonable belief exists that inappropriate material or substances are in their possession. Such a belief would be related to the possession of drugs, drug-related implements, alcohol, weapons, graffiti markers, pornography and the like. In these circumstances designated staff have the right to direct students to empty their pockets, their bags or their lockers.

Parents/Guardians will be informed of this action as soon as is possible after the action is taken.

Anti-social actions
Anti-social actions such as vandalism, theft, bullying, harassment, conversations of an offensive nature, and bringing in obscene material are serious actions that may indicate that a student can longer remain a member of the College Community.
Anti-Harassment Policy

The main aim of Saint Ignatius’ College’s anti-harassment policies and programmes is to encourage students and teachers to behave with care, courtesy and consideration towards others at all times and to follow grievance procedures that are understood and supported by the whole College community.

1. **What is harassment?**
   Harassment is an ongoing process of causing physical or psychological pain or discomfort to another.
   - Harassment can take a number of forms: verbal, via gesture, exclusion, physical, sexual and extortion.
   - Harassment involves a continuing exercise of power to cause discomfort to another person(s) and in the case of sexual harassment, it can be uninvited, repeated or unwelcome advances of a sexual nature.
   - Harassment is any behaviour which is repeatedly used with the intention of making someone’s life unpleasant.
   - An individual can harass others, but often, groups can harass others.
   - Harassment may sometimes be planned and organised, or the harasser may actually be unaware of the hurt being caused.

2. **Common forms of harassment include:**
   - Making verbal and/or electronic conversation, comments, gestures or displaying of images which are intended to embarrass or offend.
   - Degrading comments about another’s cultural, religious, social background, and exclusion from groups on grounds of gender, race/nationality.
   - Ridiculing another’s body appearance.
   - Using nicknames or making silly noises.
   - Using offensive names, teasing or spreading rumours about others or their families.
   - Using put-downs or belittling another’s weakness.
   - Interfering with another’s property, by hiding, damaging or destroying it.
   - Writing mean or spiteful notes or graffiti about others.
   - Making suggestive comments or using other forms of sexual harassment.
   - Threatening or frightening others.
   - Jostling, pushing or spitting on others.
   - Hitting or being violent.
   - Forcing others to take actions or making them follow instructions.

In recent years cyber-bullying has become an increasingly prevalent phenomenon. Cyber-bullying refers to actions taken by individuals or groups to use social networking sites, web pages, chat rooms, text messaging or any other electronic communication medium to make comments, have conversations, convey threats or display images to distress others.

In years 7-9, an explicit and progressive anti-bullying programme is taught to all students during Pastoral Care lessons. This program also incorporates cyber-bullying and digital citizenship. In the middle years, programs based on Positive Psychology that aligns with Jesuit ideals are also delivered to students.

3. **If a student is harassed**
   - S/he may feel frightened, unsafe, lonely, embarrassed, angry and unfairly treated.
   - His/her work, sleep and ability to concentrate can suffer.
   - S/he may find it hard to relate well with friends and family.
   - S/he may feel confused and not know what to do about the problem.
   - S/he may be reluctant to attend school.
   - S/he may find morale and self-esteem is low and mental well-being is affected.

_No-one should have to put up with being harassed._

4. **What does Saint Ignatius’ College do about harassment (of all types)?**
   As a whole and caring community, we affirm that there is no place for harassment (in any of its forms) in the College.
   - We reject any suggestion that harassment or intimidation is part of growing up, or ‘the way things are done’ at the College.
   - We will not allow cases of such unwanted behaviour to go unreported and encourage all to speak up.

5. **What staff do**
   - Be appropriate role models in words and actions at all times i.e. use inclusive language and be aware of attitudes and behaviours in classrooms.
   - Report suspected incidents to Year Directors, Deans of Students, Assistant Deans of Students or the Student Counsellor for appropriate follow-up.
   - Take steps to help victims and restrict the source of distress, without putting the victim into further danger and risk.
   - Listen to students (individually and in groups) and be sympathetic/take appropriate action to reports of possible harassment.
   - Make efforts to remove occasions for harassment by - actively patrolling during supervision duty.
   - punctual arrival at class.
   - Be sympathetic to the needs of the victim and the alleged harasser, and not be too quick to judge guilt.
   - Be alert to situations of harassment, in their own actions, or in those of their colleagues.

6. **What students can do if they are being harassed**
   Initially, ignore it and not show that it upsets you. If the harasser is not rewarded by your response, the harassment may stop.

_If the unwanted actions persist_  
Approach the person harassing you and tell them that their actions are unwanted and must stop.

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Anti-Harassment Policy

If the harassment continues or students are uncomfortable approaching the harassers
Students can report incidents (or suspected incidents) of harassments to a trusted friend, Senior Leader, Student Counsellor, teacher, Year Director, Dean of Students or Assistant to Dean of Students, and help break down the code of secrecy. If students who are being harassed refuse to remain silent, their courage in speaking out may help to reduce pain for themselves and may protect potential victims.

If students witness others being harassed
Report the incident. Refuse to be involved in any harassment situation. Just standing by contributes to the crime against the victim.

7. College procedure after a harassment situation is reported to staff

When harassment is reported to staff members then they will act in whatever reasonable way they can to ensure that the harassment ceases and the victim once again feels comfortable and safe within our school community.

There is no one single response to harassment which adequately covers the range of situations which can occur. It is possible to say, however, that in all situations, the needs of the victim will remain foremost in any considerations.

In general terms, the following is an outline of the various stages which could be followed as a result of harassment being reported to staff.

- The victim is interviewed and permission sought from the victim to enable staff to intervene in the situation.
- Where possible, other students who may have information are also interviewed.
- The harasser is interviewed and made aware of the inappropriate nature of his/her behaviour – insistence on harassment stopping is reinforced.
- Parents of concerned parties are informed of this process.

Harassment is expected to cease at this time and regular follow-up is conducted to ensure that undesirable patterns of behaviour are not re-established.

It is vital for victims of harassment to maintain ongoing communication with staff, since in some cases, harassers will not respond as directed in the first instance.

If harassment continues:
- The harasser faces possible suspension.
- A review of the harasser’s position in the College is made.

Individuals who harass others must accept the consequences of their actions.

At each stage both victim and harasser are counselled and supported with an emphasis placed on protection of the victim and education of the harasser.

The Student Counsellor and other appropriate support staff may play a constructive role at any of these stages.

8. How can parents assist in this situation?

- Watch for signs of distress in your child: unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
- Ask your child “What could you do?” to assist problem solving. Ask about progress and affirm efforts. Be prepared to talk to the school only after your child has made genuine attempts to help him/herself. This develops self-confidence, self-esteem and independence.
- Take an active interest in your child’s social life and acquaintances.
- Encourage your child to seek support from a trusted adult.
- Inform Year Director, Dean of Students or Student Counsellor if harassment is suspected.
- Keep written record (who, what, where, when...)
- Do not encourage your child to hit back or respond aggressively. Encourage and model appropriate assertive language and behaviour responses.
- Be willing to attend interviews at the College if your child is part of suspected harassment incidents.
- Be willing to advise the College in cases of suspected harassment, even if your own child is not directly affected.

Ensure you know what computer games your child is playing, what social networking sites they are using and what DVDs they are watching. These have been identified as contributing to aggressive behaviour among young people.

(Reviewed: August 2016)
CO-CURRICULAR MATTERS

Co-curricular Policy

Saint Ignatius’ College is unique in its approach to co-curricular involvement and its encouragement of student participation in not only a number of activities but also in a variety of activities. The College offers a wide range of non-sporting co-curricular activities which include: Chess, Debating, Public Speaking, Future Problem Solving, Music ensembles and choirs, College Musicals (biennial), Theatre Arts (biennial), Public Speaking, LEAP (Leaders of Environmental Awareness and Protection), STIgit (SainT Ignatius’ Information Technology), Tournament of Minds, as well as a wide variety of sporting teams.

‘Co-curricular can be a great means of forming students of character..., through the various co-curricular activities a student can learn about oneself and hence is able to set goals for ones’ growth..., forming students of competence, conscience, compassion and commitment.’

1. Co-curricular Activities

General Expectation

1.1 A full involvement in the Co-curricular programme of Saint Ignatius’ College is vital for all students. Jesuit Education is concerned with the development of the whole person. Therefore, a genuine participation in the co-curricular programme at Saint Ignatius’ College is a central element of our educational process and not an ‘optional extra’. The co-curricular programme at the school provides the young person with:

- The opportunity to represent one’s school.
- The opportunity to experience activities which may become a life-long interest.
- The opportunity to learn about commitment, team or group work and generosity as part of a team or ensemble or troupe.
- The opportunity for character development (e.g. in competitions, learn to win or lose graciously – humble in victory and gracious in defeat).
- The opportunity to develop new friendships outside of one’s own group.
- The opportunity to gain enjoyment from participation.
- The opportunity for improved skill development in a variety of pursuits.
- The opportunity to develop an effective work ethic.
- The opportunity to exercise, which is vital for growing bodies.

1.2 Non-participation in the co-curricular programme is not an option. Students with physical or medical difficulties (for example, an ongoing sporting injury) will be asked to explore ways by which they can profit from a modified contribution to a sport or team, e.g. as team scorer, manager or timekeeper etc. Parents/Guardians are asked to contact the Director of Sport and Activities for non-sporting activities or the relevant Director of Sport (Boys or Girls) for sporting activities. A medical certificate will be required for long term injuries.

1.3 Once a commitment to a sport or activity is made it must be honoured throughout the entire season. Team nominations are made well in advance and if students fail to fulfill their commitments then all suffer. If clashes exist between co-curricular activities, negotiation between co-curricular heads and the student(s) involved will enable a compromise to take place. Students must also be aware that if they select more than the minimum requirements, then they must commit to each activity in its entirety. They are not able to withdraw from an activity once they have committed to it. The College appreciates that many students take part-time jobs, but students must undertake their employment on days when they are not required for a College activity. Saturday work which precludes participation in a school team is not acceptable.

1.4 House Activities complement the inter-school competitions. The College will conduct a number of intra-school House competitions throughout the year such as Athletics, Swimming, Soccer, Netball, Debating and House Performance.

1.5 All Middle Years students are required to be involved in a co-curricular activity every term and they are encouraged to attempt a range of different sports and co-curricular activities during their time in the Middle Years. At least one sporting activity must be included every year and with reference to the sporting policy below, students who play sport for a club must represent the College in the same sport if it is offered.

1.6 A student may choose to do a sport every term or some terms may be devoted to an Arts and Activities co-curricular pursuit such as Music, Debating, Chess, Theatre Arts etc.

1.7 The school and the student’s classmates form the primary community for the school student and as such, school teams and activities always take precedence over district and local clubs.

1.8 Students in Years 10 and 11 are required to participate in two co-curricular activities throughout the year, one of which is a sport, and are encouraged to be part of one of the performance activities within the College (Drama, Debating, Tournament of Minds, Music etc.). Students in Year 12 are required to participate in at least one co-curricular activity during the year, either a sport or non-sporting activity.

1.9 Students may elect to play in club or local competitions in addition to completing their co-curricular requirements. In these situations, school must come first and an able competitor should ensure that school teams do not suffer through any request which would give priority to external competitions at the expense of College teams. Students who play sport(s) for a club must also participate in that same sport(s) for the College if offered by the College. College teams must always take priority over district and local clubs as the College and student’s classmates form the primary community for the College student. (Students who play a variety of club sports, which would result in them undertaking more than the minimum co-curricular requirement, should fulfill their requirements by selecting the club sports they excel at. This assessment will be at the discretion of the Directors of Sport and Teachers in Charge, in consultation with parents.)
Co-curricular Policy

1.10 If a student has an interest in a variety of different sports and activities, that student should investigate how they can make the best contribution to the College prior to making any decisions or commitments to external competition.

1.11 If parents wish their son/daughter not to compete in a particular term or season or if they wish to do an activity which is not offered by the school, they should make written requests for sport to the Directors of Sport or the Director of Arts and Activities for non-sporting activities. As the College is part of inter-school programmes, we have commitments regarding the number of teams we contribute to these competitions. While willing to exempt students from a term or season, the needs of the school is also a consideration.

2. Sporting Activities

2.1 If a student wishes to play a sport not offered for their age or gender, negotiations must take place with the relevant coaches and Directors of Sport.

2.2 Students who play a State or National level sport may apply in writing for a modified co-curricular involvement.

2.3 Students must attend all trainings and matches. College trainings and matches take priority over club trainings and matches, including students involved in ‘development squads’ outside of the College. Some negotiation will be considered by the Directors of Sport if it is believed that the student will further develop their skills by attending these ‘external’ activities.

2.4 Students and parents are expected to support the ‘Sport Code of Conduct’. Behaviour must always be exemplary and the utmost respect must be demonstrated towards all opponents and officials. (See point 3 for Code of Conduct)

2.5 Correct College sporting attire/uniform must always be worn correctly. This includes all safety equipment, as specifically directed by the Teacher in Charge and/or Directors of Sport. (e.g. Mouthguards for all footballers, shin pads for hockey players).

2.6 Any issues arising from matches and/or trainings involving students, parents and/or spectators must always be communicated through the Directors of Sport. This is particularly important when dealing with other Colleges.

2.7 Students must exercise responsibility, ensuring that they log onto the College website or the College app to view and print (if necessary) all relevant information for weekend matches. Draws and some team lists will also be accessible on Moodle.

2.8 Students must produce a Parental/Guardian written request for any absence/illness from training and/or matches. This must be sighted by the relevant Director of Sport or Teacher in Charge. This note must be produced in advance (where possible) and it is the responsibility of the student to find and inform the Director of Sport or Teacher in Charge. In case of illness during the week, a phone call to Reception is required. On match days, a phone call is to be made to the Directors of Sport at least an hour before the game is scheduled to start. Effective communication by students is absolutely essential. Failure to do so will result in consequences being imposed.

2.9 Firsts / Open A Teams

2.9.1 The selection of Firsts/Open A teams is to be regarded as an outstanding achievement and is an honour for students. Consequently, conduct and presentation both on and off the sporting field is to be exemplary. Students will be expected to set an outstanding example to their younger peers. Any inappropriate conduct on or off the field will jeopardise the future selection of a student at that level.

2.9.2 The level of commitment displayed through trainings, previous years involvement and general contribution to College life, can also be considered when assessing the suitability of a student’s selection.

2.9.3 Selection of under-age players in Firsts/Open A teams is possible. Assessment of the ‘ability’ and capability at Firsts/Open A level of a player is decided upon by the Directors of Sport and Teacher in Charge after discussion with the relevant coaches. Final approval will be granted by the Deputy Head – Pastoral Care & Administration. Consideration of emotional and physical maturity will be essential for students in Years 7-9 who are being considered for selection in Firsts/Open A teams. This assessment will be made by the coach of the original team, the Directors of Sport and Teacher in Charge. The impact on the original team must also be considered in this decision.

2.9.4 Discussion with Parent/Guardian together with written consent will also be required for any Year 7-9 student selected in a Firsts/Open A team.

2.9.5 Exception to (6) may be granted if the student considered for selection has been recently selected in a State or National underage team or if an A team does not exist in their year level.

2.9.6 The amount of game time each player gets may vary, but all players should be given a reasonable amount of game time, unless there are extenuating circumstances and a prior conversation takes place.

2.10 Year Level Teams

2.10.1 All students are to be given the opportunity to participate in their chosen sport. This includes playing a variety of positions.
Co-curricular Policy

2.10.2 Where there are an excess number of students involved in a sporting team, all students will be given an opportunity to contribute evenly throughout the sporting season. Rotation of all players will be necessary in middle years teams. This is to ensure all students have the opportunity to develop their skills, therefore improving the ‘depth’ of players within a team, rather than relying on a few ‘outstanding’ players. This may vary due to individual circumstances.

2.10.3 Exception to (2) may be necessary if the skill level of a student is regarded as being too low, causing safety concerns for that student if they were to participate in competition. Assessment of skill level will be undertaken by the Directors of Sport, Teacher in Charge and relevant coach in discussion with Parent/Guardians. In such circumstances the student involved will continue to train and develop their skills until they are proficient enough to warrant selection.

2.10.4 The selection of ‘A’ and ‘B’ grade teams will be undertaken by team coaches in consultation with the Teacher in Charge. Criteria for selection will be based upon application and commitment to trainings as well as performances in internal trials and/or pre-season activities. Any disagreement with selections must be directed to the relevant Teacher in Charge who may make changes if they see fit to do so.

2.10.5 Students may move between grades (A, B, C) throughout a season within a year level/competition (in accordance to association rules). Consistently high performance may result in students moving up grades. Team coaches, in consultation with the Teacher in Charge will monitor student progress and make adjustments where warranted. In finals and Intercol the student should play for the team for which they have played the most games.

2.10.6 Students must ensure that all training requirements are met in order to be selected for their sport. Failure to meet requirements without appropriate notification will result in consequences being imposed.

3. Code of Sporting Conduct - Players, Coaches and Spectators

The Co-Curricular Sports program at Saint Ignatius’ College provides students with a wide range of activities. This is an important component within the development of the whole person and assists in developing many “relationship” skills as well as providing students with an opportunity to be active.

Saint Ignatius’ College has a fine reputation not only for its academic excellence but also for its large and enthusiastic participation within the sporting activities. Therefore it is expected that all members of the Ignatian community represent the College in a manner that is keeping with this established reputation.

3.1 Player Expectations

- Players must attend all designated training sessions and games.
- Any player unavailable for training or games must inform either their Teacher in Charge or Director of Sport in advance.
- Players must arrive to venues at least 20 minutes before the specified starting times.
- Players must wear correct sports uniform as listed in this booklet and MyDiary.
- Players are to participate to the best of their ability.
- Players will be humble in victory and gracious in defeat.
- Arguing and/or remonstrating with umpires/officials is unacceptable.
- Verbal and physical intimidation of opposition team members is unacceptable.
- Players are to shake hands with their opponents at the conclusion of matches.
- Players will be supportive and encouraging towards teammates at all times. All comments will be positive.
- All players should attempt to display leadership qualities – you don’t have to be the captain to be a leader.

3.2 Coach Expectations

- Teach your players to abide by and follow the rules.
- Coaches will lead by example, displaying good sportsmanship and respect for opposition and officials at all times.
- Remember that children participate for pleasure and that winning is only part of the fun.
- Ensure all participants have a reasonable chance of success.
- All players are worthy contributors to the team and as such a fair rotation system of players (except A teams) should be used.
- Attempt to keep up to date with the latest coaching practices.
- Make players aware of the positive benefits of participation in sporting activities.
- Always be positive when communicating with players. Never ridicule or yell at a player for making a mistake.

3.3 Spectator Expectations

- Focus on a child’s efforts and performance, rather than winning or losing.
- Always be positive when communicating with children. Never ridicule or yell at them for making a mistake.
- Support all efforts to remove verbal and physical abuse and racism from sporting activities – no booing at any time.
- Respect officials’ decisions and teach children to do likewise.
- Show appreciation of volunteer coaches, officials and administrators. Without them, your child could not participate.
- Remember that children learn best by example. Applaud good play by all teams.
**Co-curricular Awards**

**AWARDING OF COLOURS FOR SPORTING ACTIVITIES**

1. **Procedure**
   - Nominations will be called for by the Directors of Sport at the conclusion of each sporting season from all Senior team coaches. After consideration and approval by the Directors of Sport, Director of Arts and Activities, Deputy Head - Administration & Pastoral Care and Head of Senior School, the award will be conferred.

2. **Guidelines for awards**
   - It is essential that the nominee will have shown outstanding commitment to the activity throughout his/her time at the College. All award levels will only be considered if the student meets the following base criteria:
     - Consistent attendance (at least 80%) at practice and games (note required for non-attendance)
     - Enthusiastic and supportive involvement in training activities
     - Co-operative and positive attitude towards team members and coach
     - Support of the College’s Code of Sporting Conduct

3. **Regulations concerning the awarding of colours for sporting activities**
   - Students of any year level can be awarded colours for sporting activities as long as they meet the specified criteria. Students are eligible to wear the award on their blazer.

4. **Levels of awards**
   - Awards will be conferred according to the criteria set out below.

<table>
<thead>
<tr>
<th>Stripes</th>
<th>Half Colours</th>
<th>Full Colours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coloured band on blazer pocket</td>
<td>Red/Blue wording on blazer pocket</td>
<td>Gold wording on blazer pocket</td>
</tr>
<tr>
<td>A student who has participated in the highest team that the College fields in a particular sport (normally Open A/Firsts but could be Open B if no Open A team exists) for two consecutive years can be nominated for Stripes.</td>
<td>A student who satisfies the Stripes criteria and who has shown outstanding team leadership and/or talent that has significantly enhanced the team’s performance and who has satisfied one of the criteria below can be nominated for Half Colours: - Has won a College Loyola Award in either of the two consecutive years. - Has been awarded captaincy or vice-captaincy in either consideration of the two consecutive years.</td>
<td>A student who satisfies the Stripes criteria and who has shown outstanding team leadership and/or talent that has significantly enhanced the team’s performance and who has satisfied one of the criteria below can be nominated for Full Colours: - Has won a College MVP or other Perpetual Award in either of the two consecutive years.</td>
</tr>
</tbody>
</table>

5. **Order of awards**
   - If a student is awarded Stripes in a particular activity then they will not receive another award in that activity until they fulfil the requirements for Half Colours or Full Colours.

6. **Individual Sport Particulars/Differences/Exceptions**
   - The information below highlights some differences for particular sports – the general guidelines for awards must still be met.

   **Aerobics**
   - All awards have the condition of three consecutive years’ involvement.

   **Athletics**
   - All awards have the condition of three consecutive years’ involvement. Participation in one or more of the Interschool Carnivals each year (Achilles Cup; Catholic Co-Educational Athletics; Catholic Girls’ Athletics) is also necessary.
   - Modification of training attendance may be given to individuals who are in high performance training squads outside of school by the Teacher in Charge of Athletics.

   **Cross Country**
   - All awards have the condition of three consecutive years’ selection in the Interschool Cross Country Events including the State Championships, 100km and 50km Relays. Competing in Wednesday afternoon competitions is desirable but will not be deemed essential for awards to be conferred.

   **Rowing**
   - All awards have the condition of three consecutive years’ involvement. Competition at regattas and involvement is essential for awards to be conferred.

   **Swimming**
   - All awards have the condition of three consecutive years’ selection in the Interschool Teams – availability for Wednesday afternoon competitions is necessary for the award to be conferred. Participation in one or more of the Interschool Carnivals each year (Catholic Co-Educational, SASSSA, Catholic Girls) is also necessary. Modification of training attendance may be given to individuals who are in high performance training squads outside of school by the Teacher in Charge of Swimming.

7. **Special Circumstances**
   - In special circumstances where injury/illness prevents a student from participating fully in a season, Stripes or Half Colours may be awarded. These awards may be given if the student continues to display a commitment to that sport through assistance at training and games and by undertaking administrative duties. These awards are given at the discretion of the Teacher in Charge or coach of the sport and must by approved by the Directors of Sport, Director of Arts and Activities, Deputy Head – Administration & Pastoral Care and Head of Senior School. Full Colours cannot be awarded under special circumstances.
Co-curricular Awards

8. Jesuit Carnivals
   Students who are selected in a Jesuit Carnival team (excluding the Junior Schools Jesuit Carnival) will receive Stripes in recognition of their commitment to that sport. If a student has already received Stripes for that particular sport then the award will not be conferred again, but their involvement will be taken into consideration when selecting Half Colours for that sport. If a team wins a Jesuit Carnival then members of that team will receive Half Colours.

9. Number of Awards Conferred
   There should be no set number of Stripes, Full or Half Colour awards for each sport. Colours will be awarded to students who fulfil the criteria.

AWARDING OF COLOURS FOR OTHER CO-CURRICULAR ACTIVITIES

A. Chess
   Nominees will have spent three years in Chess teams in the Senior School, will have played in 80% of the matches each year, and will have been faithful to practice.

B. Musical Theatre
   Colours will be restricted to students involved in bi-annual school productions. Nominations are at the discretion of the Director of Arts & Activities in consultation with the Faculty Director.

C. Music
   Nominees must have spent a minimum of three years in at least one of the Senior ensembles each year, to have a leadership role in their ensemble and will make active contributions to Music within the College. Nominations are at the discretion of the Head of Music. A maximum of four Full Colours may be awarded each year.

D. Debating/Public Speaking
   Nominees will have participated in 80% of the Debating /Public Speaking contests organised by the College over three years in the Senior School. Three Full Colours may be awarded each year.

E. Tournament of Minds/Future Problem Solving
   Nominees must have participated for a minimum of three years, with regular commitment which includes attendances at practices, participation in competitions and a sense of team work.

F. STIGIT/LEAP
   Nominees must have participated for a minimum of two years, with regular commitment which includes attendances at sessions and a sense of team work.

The Awarding of College Blues

This award is intended to be significantly difficult to achieve. It will only be awarded to students of Year 12 who have performed in a consistently outstanding manner in any College activity throughout their time at the College. The recipient of this will be awarded a Blues tie or scarf. Any such student would be duly honoured on Speech Day.

College Blues will not be awarded to students who may excel in activities outside of the College. Retrospective awards may, however, be made to those who have excelled in a non-College activity. Such recipients become eligible for the award five years after they have graduated from the College.
Co-curricular Requirements

These arrangements are provided as a guide only and are subject to change.

Sports Across Seasons

ATHLETICS (Years 7 to 12)
Requirements
- 2 after school or morning trainings
- Co-ed Carnival (if selected)
- Girls’ Carnival (if selected)
- Achilles Cup (if selected)

CROSS COUNTRY (Years 7 to 12)
Requirements
- 1 morning training per week (all year)
- Wednesday after school competition (Term 2 & 3)
- 100km, 50km Ekiden Relay, SASSSA and SA Athletics Championships if selected

AEROBICS (Years 7 to 12)
Requirements
- 3 practices per week, 2 x 1 hour am training and a 2 hour session on Friday afternoons, Terms 1, 2, 3 & possibly 4
- Extra practices closer to competitions
- Preliminary/State Finals
- Nationals in August (cost involved)

Summer Sports – Term 1 & Term 4

BOYS/GIRLS TENNIS (Years 7 to 12)
Requirements
- 1 after school or morning or lunchtime practice per week
- Matches Saturday mornings, except Year 7 boys’ games which are Fridays after school

BOYS BADMINTON (Years 7 to 12)
Requirements
- 1 after school/morning/lunch practice per week
- Matches Saturday mornings

BOYS CRICKET (Years 7 to 12)
Requirements
- 2 practices per week (Years 11 & 12)
- 1 practice per week (Years 7 – 10)
- Matches Saturday mornings for Years 7 – Second XI
- First XI matches Saturday afternoons

BOYS VOLLEYBALL (Years 10 to 12)
Requirements
- 1 after school/morning/lunch practice per week
- Matches Friday after school

BOYS & GIRLS WATER POLO (Years 7 to 12)
Requirements
- 1 morning practice per week off campus
- 1 extra morning of swimming training is also encouraged
- Boys’ matches Friday after school
- Girls’ matches Thursday after school

BOYS & GIRLS SWIMMING (Years 7 to 12)
Requirements
- 1 afternoon practice per week off campus
- Wednesday after school competition
- 4 evening carnivals in Term 1

GIRLS TOUCH FOOTBALL, BASKETBALL, SOFTBALL, VOLLEYBALL (Years 7 to 12)
Requirements
- 1 morning/after school practice per week
- Matches Saturday mornings

Winter Sports – Term 2 & Term 3

BOYS SOCCER & FOOTBALL (Years 7 to 12)
Requirements
- 2 after school practices per week (Years 10 to 12)
- 1 - 2 after school practice per week (Years 7 to 9)
- Matches Saturday mornings

BOYS BASKETBALL (Years 7 to 12)
Requirements
- 2 morning/after school practices per week (Years 10 to 12)
- 1 morning/after school practice per week (Years 7 to 9)
- Matches Saturday mornings

GIRLS NETBALL, BADMINTON & SOCCER (Years 7 to 12)
Requirements
- 1 morning/after school practice per week
- Matches Saturday mornings

GIRLS & BOYS HOCKEY (Years 7 to 12)
Requirements
- 1 morning/after school or lunch practice per week
- Years 7 – 9 games Wednesday after school
- Senior games Saturday mornings

GIRLS & BOYS TABLE TENNIS (Years 7 to 12)
Requirements
- 1 lunchtime/after school practice per week
- Matches Fridays after school

GIRLS & BOYS SQUASH (Years 7 to 12)
Requirements
- 1 after school practice per week, off campus at Norwood
- Matches Fridays after school – Norwood, Prince Alfred College, Turramurra, Walkerville, Karadinga
Co-curricular Requirements

Music

SENIOR CONCERT BAND

Requirements
1 - 2 rehearsals per week (before school & lunch)
Terms 1, 2 and 3
Some evening and weekend concerts throughout the year

Other Relevant Information
Members are expected to attend the Music Camp
Open to all Year 10-12 students by audition

STAGE BAND

Requirements
1 - 2 rehearsals per week (before school & lunch)
Terms 1, 2 and 3
Some evening and weekend concerts throughout the year

Other Relevant Information
Members are expected to attend the Music Camp
Open to all Year 10-12 students by audition

CHAMBER PLAYERS

Requirements
1 rehearsal per week (before school)
Term 1, 2 and 3
Some evening and weekend concerts

Other Relevant Information
Members are expected to attend the Music Camp
Open to all students by audition

IGNATIUS ORCHESTRA

Requirements
1 rehearsal per week.
Sectional rehearsals may be required also.
Terms 1, 2 and 3
Some evening and weekend concerts

Other Relevant Information
Orchestra members are expected to attend the Music Camp
Open to all students 7-12 by audition

CONCERT CHOIR

Requirements
1 rehearsal per week (before school)
Terms 1, 2 and 3
Some evening and weekend concerts

Other Relevant Information
Open to Years 7 – 12, no audition required

SENIOR VOCAL ENSEMBLE

Requirements
2 rehearsals per week (lunch)
Terms 1, 2, 3 and 4
Some evening and weekend concerts

Other Relevant Information
Ensemble members are expected to attend the Music Camp/Tour
Open to Years 10 - 12, by audition

LEGATO VOCAL ENSEMBLE

Requirements
1 rehearsal per week (lunch)
Terms 1, 2 and 3
Some evening and weekend concerts

Other Relevant Information
Open to Years 7 - 11

LITURGICAL ENSEMBLE

Requirements
2 rehearsal per week (before school & lunch)
Full year commitment
Involvement in weekly Masses and occasional special events when required

Other Relevant Information
Open to all students, by audition

BELLARMINE STRING ORCHESTRA

Requirements
1 rehearsal per week (before school)
Full year commitment
Some evening and weekend concerts

Other Relevant Information
Open to Year 7, 8 and 9 students who play a string instrument

BELLARMINE CONCERT BAND

Requirements
1 rehearsal per week (after school)
Terms 1, 2 & 3
Some evening and weekend concerts

Other Relevant Information
Suitable for students who have been playing a wind, brass or percussion instrument for at least one year
Open to Years 7 - 11

BELLARMINE STAGE BAND

1 rehearsal per week (before school)
Full Year
Some evening and weekend concerts

Other Relevant Information
Open to students in Years 7 to 10 by audition

LITURGICAL ENSEMBLE

Requirements
2 rehearsal per week (before school & lunch)
Full year commitment
Involvement in weekly Masses and occasional special events when required

Other Relevant Information
Open to all students, by audition

BELLARMINE STRING ORCHESTRA

Requirements
1 rehearsal per week (before school)
Full year commitment
Some evening and weekend concerts

Other Relevant Information
Open to Year 7, 8 and 9 students who play a string instrument

BELLARMINE CONCERT BAND

Requirements
1 rehearsal per week (after school)
Terms 1, 2 & 3
Some evening and weekend concerts

Other Relevant Information
Suitable for students who have been playing a wind, brass or percussion instrument for at least one year
Open to Years 7 - 11

BELLARMINE STAGE BAND

1 rehearsal per week (before school)
Full Year
Some evening and weekend concerts

Other Relevant Information
Open to students in Years 7 to 10 by audition
CO-CURRICULAR MATTERS

Co-curricular Requirements

Chess

Requirements
Terms 2 and 3 as a winter activity.
Years 7 - 12: Secondary Schools Competition.
Students compete every second week on Friday night at the Chess Centre. A maximum of seven rounds are played in these team competitions over two terms.
One weekly after school coaching is compulsory for all years except for students who undertake coaching outside of the College.

- Lunchtime Chess Club is available as an activity once per week.
- Library has growing collection of chess literature for study purposes.
- Students are also encouraged to play in tournaments run by the S.A. Junior Chess League.

Debating

YEARS 7, 8 & 9
Activity spans Terms 2 & 3 (initial meetings at the end of Term 1)
2 x after school trainings
At least 1½ hours preparation with team for each debate, plus time for researching and writing up debate at home.
New members welcome as all coaching is provided.
Learning debating rules and techniques occurs Monday after school. Preparation takes place Tuesday after school or at a lunchtime as negotiated by the coach.
The College belongs to the South Australian Debating Association which holds their Year 7 to Year 9 debates on Tuesday evenings.
Students are committed to prepare for and attend 6 debates, plus up to 4 or 5 final debates, if in Finals.
For Year 7, debates take approximately 45 minutes, plus travel time to venue.
For Years 8 & 9 debates take approximately 1 hour, plus travel time to venue.

Requirements
No previous experience required.
Attendance at weekly coaching sessions; attendance at all debates in which the team is involved; attendance at debating workshops as notified through the year; attendance at House debating competitions during lunchtimes; commitment to the team effort.

YEARS 10, 11 & 12
Activity spans Terms 1, 2 & 3
2 x after school trainings
Approximately 1½ hours preparation with team for each debate, plus time for researching and writing up debate at home.
Preparation takes place after school on Wednesday afternoon.
Year 10 committed to 6 debates.
The South Australian Debating Association holds their Senior debates on Wednesday evenings. Debates take approximately 1½ hours, plus travel time. For secret topic debates, allow 3 hours, plus travel time.
Year 11 and 12 committed to 4 debates (plus up to 4 final debates, if in finals).

Requirements
Attendance at weekly coaching sessions. Attendance at all debates in which the team is involved. Attendance at debating workshops as notified through the year. Attendance at House debating. Commitment to the team effort.
* All students are encouraged to attend SADA Workshops, which are mostly on Sunday afternoons, and to try out for the State Team, while doing them.
** Students are also expected to make themselves available for inter-school debates, which will be arranged towards the end of Term 3 and in Term 4.
*** Students may need to travel interstate to attend the Jesuit Debating carnival in the Term 2 School Holidays.

Future Problem Solving

Aims
- To develop thinking skills: critical, creative, futuristic
- To develop research skills
- To develop oral and written communication skills
- To research topics not usually in the curriculum
- To learn how to work together as part of a team
- Excellent for SHIP students and creative thinkers.

Requirements
Years 7-11
- Teams of 4 - usually same year level
- Terms 1, 2, 3 (Term 4 if successful and invited interstate to National Final in October)
- Meet 1 – 2 times per week – 1 x after school and 1 lunch time
- Commitment to the team effort
- Creative thinkers
- Desire to do something different

Other Relevant Information
- End product - written booklet
- 2 Practice problems, no time limit; 3rd and qualifying problem, 2-hour limit; and Final, 2 hour limit
- National Finals in Melbourne or another capital city in mid-October
Co-curricular Requirements

**LEAP (Leaders of Environmental Awareness and Protection)**

Years 7 – 10 students may choose it as an addition to the minimum selection options.

Open only to students in Years 11 and 12 as a co-curricular option, if they have participated in Year 10.

Students who have a passion for the environment would be able to participate.

The group aims to promote care for the environment, through recycling, tree planting, action days and education of the College community.

- Promoting and fundraising through activities within the College such as cupcake fundraisers, clothes swap days or healthy breakfast mornings at the College.
- Following up on the recommendations in the social report, Healing a Broken World presented at the Province Educational Environment Conference held in Perth in July.
- Working on Fifth Creek, creating an area that can be continued to be used as a habitat for animals as well as an outdoor classroom for students.
- Assisting in the caretaking of Wadmore Park or a Bush Care site, Trees for Life.
- Becoming a part of the Friends of Black Hill National Park, where students would be able to learn from those who work and volunteer there but can also use their passion for the environment to contribute to the community.

**Requirements**

Open to Year 7-12 students

Full year commitment

Meetings 1 x week at lunch and the odd weekend or afternoon to participate in activities inside or outside of the College.

Responsible for the Recycling Bins every Tuesday at school

**Theatre Arts**

Theatre Arts is held in the alternative years to the College musical (scheduled for 2018). It provides students with an opportunity to participate in smaller group activities, culminating in 4 public performances at the end of Term 3.

**Requirements**

Open to students from Year 7 – 11 who are interested in dancing and acting.

Term 2 and 3 Tuesday afterschool with possible holiday rehearsals and 2-3 Sunday afternoons prior to final performances.

Students have approximately 3 - 4 days off classes to attend rehearsals in the Theatre during production week (for technical runs at the Flynn Theatre).

Students and Parents/Guardians are to be aware of the commitment and importance of rehearsals. They are to be aware of costume requirements, a minimum fee and be prepared to assist costume designers with minor purchases.

**Public Speaking**

Activity spans Terms 1, 2 & 3.

Open to all year levels, students will have the opportunity to compete in a range of public speaking competitions including the Rostrum Voice of Youth, Junior Legacy and Plain English Public Speaking. Competitions are open to students in Junior (Under 15) and Senior (Under 18) divisions. Students may also have the opportunity to undertake a ‘Voice and Communication’ examination as per the Australian Music Examinations Board (A.M.E.B.) Speech syllabus. An examination fee, set by the A.M.E.B., accompanies this option.

Students learn how to write and present both prepared and impromptu (short notice) speeches. Emphasis is also placed on effective speech structure and effective vocal techniques.

**Requirements**

- Open to students in Years 10, 11 and 12 as a co-curricular option, if they have participated in Year 10.
- Years 7 – 9 students may choose it as an additional activity to the minimum selection options.

**STIGIT (Saint Ignatius’ Information Technology)**

STIGIT (Saint Ignatius (STIG) Innovative Technologies (IT))

Open to all students who wish to participate in Film, Photography, Robotics, Engineering, and/or Programming. No prior knowledge is required as you learn during the set activities. If you are interested in one or multiple areas, STIGIT will provide opportunities for all participants.

**Administered College Regulations:**

- Open only to students in Years 10, 11 and 12 as a co-curricular option, if they have participated in Year 10.
- Years 7 – 9 students may choose it as an additional activity to the minimum selection options.

**STIGIT Opportunities and Current Activities**

STIGIT aims to push the perceived technological boundaries of the College and the wider community by involving itself in the following activities:

- Providing both support and presenting new ideas to students, teachers and visiting community members and guests.
- Developing and continuing to develop software applications such as Profectus, Intis, and STIGVids for wider community involvement.
- Learning programming languages such as JavaScript and C# and work with the Science and Engineering Students (SES) and the robotics/drone program as well as participate in local and interstate competitions.
- Moderate and support the Home Group broadcasts and published works on Profectus.
- Continue to participate in the competitions and research/development areas of new and assistive technologies.
- Work with the Virtual Reality and Augmented Reality technologies with SES to continue application developments.
Co-curricular Requirements

- Continue to support news and investigative reporting teams to deliver this information through a live broadcast every fortnight on Friday mornings (The Homegroup)
- Add a research or interest article to the open digital magazine (Profectus) each term
- Provide general video/photography/technology support work for all the College students and staff.

Standard Meeting Requirements
The entire STIGIT team meet every Monday night after school for video and photography editing, developments and testing for competitions, The Homegroup filming and Profectus article journalists. There is a compulsory meeting on Wednesday lunchtimes for all members for timetable updates, schedules and follow-up requirements from Mondays session.

Additional Meeting Opportunities for SES, The Homegroup, and IET
Particular sections of STIGIT meet at other designated times. SES meet for three lunchtimes (Inc. Wed) + Monday after school, IET (Immersive Education Team (VR/AR Team)) meet two additional lunchtimes to the standard requirements, and the Homegroup members have scheduled filming times that will take an additional lunchtime/recess combined with the standard meeting requirements.

After Hours Opportunities
STIGIT participants may also be asked to film, support or become involved in afterhours participation at concerts, community events, and travel to interstate competitions as a part of their STIGIT commitments.

Tournament of Minds

Aims
- To develop open ended problem solving and divergent/creative thinking
- To develop team co-operation
- To develop curiosity and a sense of humour

Requirements

Year 7-10
- Teams of 7 (7, 8, 9) or (8, 9, 10) or (7, 8) or (8, 9)
- Terms 2 & 3 (Tournament Day, mid September).
- Meet once per week – before or after school. During the six-week period for the long-term problem, students will need to arrange extra meetings, usually at lunchtime.
- Students will need to be willing to make a commitment to the team effort.
- The final product is a short (10 minute) Drama skit.

Year 11-12
Can participate as mentors to Junior teams if they have had at least 2 years previous experience.

Other Relevant Information

Two parts

1. Long Term Problem in one of these areas – Applied Technology, Language/Literature, Maths/Engineering, Social Science - 6 weeks to solve and devise solution presented as a ten-minute Drama skit, presented on Tournament Day

2. Spontaneous Problem - on Tournament Day, at Flinders University

Winning first place results in the team competing in the National Final in late October at a state Capital City.

Instrumental Music Options

Instrumental/Vocal Music Tuition is offered to all students through the College, Years 3 - 12, from visiting specialist teachers. The College aims to give all students an opportunity to learn an instrument from the following:

- **Brass**
  - Trumpet, Trombone, French Horn, Tuba, Euphonium

- **Strings**
  - Violin, Viola, ‘Cello, Double Bass

- **Woodwind**
  - Flute, Clarinet, Alto or Tenor Saxophone, Oboe, Bassoon

- **Percussion**
  - Orchestral Percussion (College facilities may be used) or Drum Kit

- **Others**
  - Classical/Jazz/Rock Guitar, Bass Guitar, Piano, Voice

When choosing an instrument it is important to consider the opportunities available for participating in a College or Community Ensemble. If students are unsure of their choice, they are advised to talk to a member of the College Music Staff.

During the school year there will be a minimum of 30 half-hour lessons for Years 3 - 11, and 25 lessons for Year 12, at a cost of $30.00 per lesson. Parents will be billed each term for Tuition.

Each student will purchase a Music Diary (available from the Bookroom) which will be used to record repertoire and practice times. It may also be used as a means of correspondence between teachers and Parents/Guardians.

Students who undertake tuition are committed for a whole semester. This provides students with an opportunity to develop skills on their chosen instrument or, if after a semester they feel unsuited to their instrument, they may change. This will occur with consultation between the parents, Instrumental Tutor and the Head of Music. It should be noted that parents are liable for the payment of a month’s tuition fee if a student is removed from lessons without consultation.

Students must be prepared to discipline themselves to practise everyday, as this will ensure confident and consistent progress on their instrument. Lessons will take place during normal school hours on a specified day thus a student will miss part of a school lesson on that day.

If Parents/Guardians would like their child to learn an instrument, the required form is to be completed and returned to the Music Office.

**Instruments**

Instruments may be purchased or hired from a number of local music shops, including Cecere’s, Allans, Musicorp, Silver Keys & Strings, Presto Music and Size Music. The College owns some less common instruments including Bassoon, Oboe, French horn, Euphonium and Tuba. These may be hired by arrangement.
School Uniform

WEARING OF UNIFORM
The College uniform is obligatory for all students attending the College. It must always be worn to school in the morning and from school in the afternoon. The only exception to this is after school sports practice sessions when students who are travelling home by private transport or by bicycle or walking, may wear the official Sports Uniform.

Practice attire, if different from the official sports uniform, must not be worn home.

During Terms One and Four all students in Years 7 – 10 must wear the College summer uniform.

During Terms Two and Three all students in Years 7 – 10 must wear the college winter uniform.

Male students in Year 11 and 12 may wear their winter uniform during Terms One and Four, but if they choose to do so they must wear the entire uniform, including the blazer.

Students are to wear black leather lace-up school shoes. Shoes with buckles, raised platforms or raised heels are not permitted. Boots of any type and moccasin slip-ons are also unacceptable.

GUIDELINES FOR PERSONAL PRESENTATION
How we present ourselves is important. An emphasis on personal presentation is one feature of our College identity, and ultimately, appropriate personal presentation is a courtesy to those with whom we share our time during the school day. It is also very important that expectations regarding personal presentation and grooming be applied fairly and consistently to all students.

It is each student’s personal responsibility to ensure that they are presented in a manner that reflects the College’s expectation and this may require parental support in areas such as haircuts, length of girls’ dresses and the cleanliness of the uniform. As many of our students catch public transport, it is also important that they leave home and arrive at the College in accordance with the uniform policy guidelines.

For members new to our College community the following is a quick guide to policies and guidelines relating to uniform, personal presentation and grooming.

SUMMER UNIFORM
It is important to note that the summer uniform for both males and females requires that socks be worn up. For male students shirts need to be long enough to remain tucked in throughout the day. For female students dress length must be mid-calf.

WINTER UNIFORM
For both males and females, winter shirts must have the top button done up, with the tie knotted firmly. Shirts must be tucked in. For females, skirt length must be mid-calf. Blazers must be worn as the outer garment and from school and can only be removed after morning Home Group or Chapel.

SPORTS UNIFORM
The official Sports Uniform is the Ignatius white College polo, Ignatius sports shorts, Ignatius rugby top and Ignatius sports socks. The Ignatius navy track pants and Ignatius spray jacket are optional. In addition, students in Reception to Year 9 need to purchase a House polo-top after they have been allocated to their House at the College.

The official Sports Uniform is compulsory attire for Years 7 – 10 for Personal Development classes and for Senior School students electing to study Physical Education as part of their SACE Stage 1 or Stage 2.

The official Sports Uniform is to be worn whilst travelling to and from all sporting competitions.

SPORTS UNIFORM cont.
The only exception to this is for some senior inter-school competitions, where the formal school uniform is to be worn whilst travelling to and from the activity.

Practice attire, if different from the official sports uniform, must not be worn home.

HAIR AND GROOMING

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair needs to be clean, combed and tidy at all times. Fringes cannot be hanging in eyes or tucked behind ears and hair should not exceed collar length.</td>
<td>Long hair needs to be tied back with tartan, red or blue ribbons, as sold by the Uniform Shop. Decorative clips and wide headbands are not permitted.</td>
</tr>
<tr>
<td>Extremes of fashion are not permitted. The shaving of back and sides with anything less than a number 4 clipper is unacceptable, and scalps cannot be shaved all over. Importantly, there cannot be a definite disconnect between the length of the hair on the sides compared to the length of the hair on the crown.</td>
<td>Fringes cannot be hanging in eyes or tucked behind ears. Hair must be tidy and be pinned back away from the face.</td>
</tr>
<tr>
<td>Sideburn length cannot extend past the ear lobe and boys must be clean shaven.</td>
<td>Acrylic fingernails and coloured nail polish cannot be worn with the College uniform and make-up is not permitted.</td>
</tr>
<tr>
<td>Use of hair gels or hair products is not permitted. Two-toned tints, streaks or highlights are not allowed, nor are extreme hair colours.</td>
<td></td>
</tr>
</tbody>
</table>

JEWELLERY

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studs or sleepers of any kind are not permitted. Clear studs in piercings are not permissible.</td>
<td>One set of discreet sleepers or studs in lower ear lobes is permissible. Clear studs in other piercings are not permissible.</td>
</tr>
<tr>
<td>A discreet crucifix or holy medal is allowed, but cannot be worn as a choker.</td>
<td></td>
</tr>
<tr>
<td>Rings, bracelets, bangles and excessively wide watchbands are not permitted.</td>
<td></td>
</tr>
</tbody>
</table>

AVAILABILITY OF UNIFORM
The official uniform (formal and sportswear) is exclusively available from:

SAINT IGNATIUS’ COLLEGE UNIFORM SHOP
situated on Gorge Road (Bus Stop 31) adjacent to the Senior School
2 Manresa Court, Athelstone
Phone: 8165 3499 / Fax: 8165 3696

The shop stocks new uniforms, bags and memorabilia, plus second-hand uniforms.
No accounts are available.
Terms of payment are either by cash, cheque, Visa, Mastercard or EFTPOS.
Currently opening hours are:
Monday: 8.30am – 4.30pm
Tuesday: 8.30am – 4.30pm
Wednesday: CLOSED
Thursday: 12 noon – 7.00pm (6.00pm Term Three only)
Friday: 10.00am – 2.00pm

For information regarding school holiday Uniform Shop hours, please check the College website, The Ignatian newsletter or telephone the Uniform Shop (8165 3499) for a recorded message.
Uniform for Girls

1. FORMAL WINTER UNIFORM - Terms 2 and 3

Compulsory
- Tartan College Skirt (mid-calf length)
- Long Sleeved Chambray Shirt
- College Tartan Tie
- Girls College Blazer with College Buttons
- College Navy Long Socks or Navy Tights (70 Denier)
- Hair accessories: Tartan, tri-colour, navy or red as sold in the Uniform Shop
- Plain Black Lace-up School Shoes (not boots)

N.B. This is the correct uniform for wear to and from school, at school assemblies and other formal occasions.

Optional
- College Navy V-neck Pullover
- Navy or Red Scarf and/or Gloves
- Senior Badge (Year 12)
- Senior Pullover (Year 12)
- Senior College Blazer with College Buttons
- House Badge

* The summer uniform may be worn if the published estimated maximum temperature is over 26°C.

2. FORMAL SUMMER UNIFORM - Terms 1 and 4

Compulsory
- Girls College Blazer with College Buttons for Formal Occasions
- College Tartan Summer Dress (mid-calf length)
- College Navy Long Socks
- Plain Black Lace-up School Shoes (not boots)
- Hair accessories: Tartan, tri-colour, navy or red as sold in the Uniform Shop

Optional
- Navy V-neck Pullover
- Navy School Sandal (no socks)

Jewellery is not part of the girls’ school uniform, but one set of discreet sleepers or studs is permitted. Female hairstyles are to be in keeping with the wearing of the College uniform.

Jewellery is not part of the girls’ school uniform, but one set of discreet sleepers or studs is permitted. Female hairstyles are to be in keeping with the wearing of the College uniform.

College School Bags and Sports Bags are available at the Uniform Shop.

It is essential that all items of clothing be clearly labelled in a non-removable fashion.

Unmarked lost property is taken to the College Bookroom.

3. SPORT UNIFORM: Compulsory

PD & PE Uniform
- Ignatius Rugby Top
- Ignatius Sports Shorts
- Ignatius White College Polo
- Ignatius Sports Socks
- Sports Shoes
- College Baseball Cap/College Broad Brim Hat
- Ignatius Navy Track Pants (optional)
- Ignatius Sport Jacket (optional)

House Competitions
- Polo Top in designated House Colour (compulsory for Years 7 - 9)
- Ignatius Sports Shorts
- Ignatius Rugby Top
- Ignatius Navy Track Pants (optional)
- Ignatius Sports Socks
- College Baseball Cap/College Broad Brim Hat
- Sports Shoes

4. SPORT: INTER-SCHOOL COMPETITION UNIFORMS

For interschool competitions, students must wear College sports uniforms to and from the venue. This may include Ignatius navy track pants, rugby top or Ignatius sports jacket. Other named brands are not permitted.

Aerobics
- The Ignatius navy track pants or black leggings, together with Ignatius White College Polo or Aerobics T-Shirt must be worn to and from State and National Aerobics competitions.

Ignatius White College Polo
- Red Aerobics T-Shirt
- ¾ length black leggings
- Ignatius Rugby Top
- Ignatius Navy Track Pants (optional)

Athletics
- Ignatius Sports Shorts
- Ignatius White College Polo
- Ignatius Rugby Top
- Ignatius Navy Track Pants (optional)
- Ignatius Sports Socks
- College Baseball Cap

Basketball
- Ignatius Basketball Singlet
- Ignatius Basketball Shorts
- Ignatius Sports Socks
- Ignatius Rugby Top/Track Pants
- Sports Shoes/Basketball Boots

Hockey
- Ignatius White College Polo
- Ignatius Sports Shorts
- Ignatius Football Socks
- Ignatius Sports Jacket (optional)
- Shin Pads/Mouthguard
- Ignatius Rugby Top
- Ignatius Navy Track Pants (optional)

Netball
- Ignatius Netball Dress and Netball Pants
- Ignatius Sports Socks

Softball
- Ignatius White College Polo
- Ignatius Sports Shorts
- Ignatius Softball Socks
- College Baseball Cap
- Ignatius Rugby Top

Soccer
- Ignatius Soccer Top
- Ignatius Soccer Shorts
- Ignatius Soccer Socks (red socks for First XI)
- Ignatius Rugby Top
- Ignatius Navy Track Pants (optional)
- Ignatius Sports Jacket (optional)
- Mouthguard/Shin Pads

Swimming & Water polo
- Ignatius Racing Bathers
- Ignatius Sports Shorts
- Ignatius Navy Track Pants (optional)
- Ignatius Sports Socks
- Ignatius Rugby Top
- Ignatius White College Polo
- Ignatius Swim Cap
**Uniform for Girls**

**Tennis, Badminton, Squash, Volleyball**
Ignatius White College Polo Top or Open College Polo
Ignatius Sports Shorts
Ignatius Sports Socks
Ignatius Anklet Socks (Tennis and Volleyball)
Sports Shoes
College Baseball Cap

**Touch Football**
Ignatius Athletics Top
Ignatius Sports Shorts or Bike Shorts
Ignatius Sports Socks
Sports Shoes
Ignatius Rugby Top
Ignatius Navy Track Pants (optional)

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**Uniform for Boys**

*It is essential that all items of clothing be clearly labelled in a non-removable fashion.*

Unmarked lost property will be taken to the College Bookroom.

3. **SPORT UNIFORM:** Compulsory

**P.D. & PE Uniform**
Ignatius Rugby Top
Ignatius Sports Shorts
Ignatius White College Polo
Ignatius Sports Socks
Sports Shoes
College Baseball Cap or College Broad Brim Hat
Ignatius Navy Track Pants (optional)
Ignatius Sports Jacket (optional)

**House Competitions**
Polo Top in designated House Colour (compulsory for Years 7 - 9)
Ignatius Sports Shorts
Ignatius Sports Socks
College Baseball Cap or College Broad Brim Hat
Sports Shoes

4. **SPORT:**

**INTER-SCHOOL COMPETITION UNIFORM**

**Athletics**
Ignatius Sports Shorts
Ignatius White College Polo / Athletics Singlet
Ignatius Sports Socks
Ignatius Rugby Top
Ignatius Navy Track Pants (optional)
College Baseball Cap

**Basketball**
Ignatius Basketball Singlet
Ignatius Basketball Shorts
Ignatius Sports Socks
Ignatius Rugby Top
Ignatius Navy Track Pants (optional)
Sport Shoes or Basketball Boots (non-marking soles)

**Cricket**
White Cricket Pants
Ignatius White College Polo / Ignatius First XI Cricket Top
Ignatius Sports Socks
Ignatius Cricket Hat / College Broad Brim Hat
First XI Cricket Cap
White Sports or Cricket Shoes

**Football**
Ignatius Football Shorts
Ignatius Football Guernsey
Ignatius Football Socks
Ignatius Rugby Top
Ignatius Navy Track Pants (optional)
Ignatius Sports Jacket (optional)
Mouthguard

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3. **FORMAL WINTER UNIFORM - Terms 2 and 3**

**Compulsory**

Boys College Blazer with College Buttons
College Grey Trousers
Plain Black Belt with Gold Buckle
College White Shirt with College Crest
College Tie
Grey or Black Socks
Plain Black Lace up School Shoes (not boots)

*N.B. This is the correct uniform for wear to and from school, at school assemblies and other formal occasions.*

**Optional**

Grey College pullover
Grey/Navy Scarf and/or Gloves
Senior Badge (Year 12)
Senior Pullover (Year 12)
Senior College Tie (Year 12)
House Badge

* The summer uniform may be worn if the published estimated maximum temperature is over 26°C.

**Jewellery is not part of the boys’ school uniform, and male hairstyles are to be in keeping with the wearing of the College uniform.**

2. **FORMAL SUMMER UNIFORM - Terms 1 and 4**

**Compulsory**

Boys College Blazer with College Buttons for Formal Occasions
Ignatius Navy Shorts
Chambray Shirt with College Crest
College Banded Socks
Plain Black Lace-up School Shoes (not boots)

**Optional**

Grey College Pullover
Brown School Sandal (no socks)
College School Bags and Sports Bags are available at the Uniform Shop.
UNIFORM, TEXT BOOKS & STATIONERY

**Uniform for Boys**

**Hockey**
- Ignatius White College Polo Top or Open College Polo
- Ignatius Sports Shorts
- Ignatius Sports Socks
- Ignatius Rugby Top
- Ignatius Navy Track Pants (optional)
- Ignatius Sports Jacket (optional)
- Shin Pads
- Mouthguard

**Soccer**
- Ignatius Soccer Top
- Ignatius Soccer Shorts
- Ignatius Soccer Socks (red socks for First XI)
- Ignatius Rugby Top
- Ignatius Navy Track Pants (optional)
- Ignatius Sports Jacket (optional)
- Shin Pads
- Mouthguard

**Swimming & Water Polo**
- Ignatius Racing Bathers
- Ignatius White College Polo
- Ignatius Rugby Top
- Ignatius Navy Track Pants (optional)
- Ignatius Swim Cap

- Ignatius Sports Shorts

**Tennis, Badminton, Squash, Volleyball**
- Ignatius White College Polo
- Ignatius Sports Shorts
- Ignatius Sports Socks
- Ignatius Rugby Top
- Ignatius Sports Shorts
- Ignatius Navy Track Pants (optional)
- Sport Shoes (non-marking)
- College Baseball Cap

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**Text Books and Stationery**

1. **TEXT BOOKS**

   **Years 7 - 11**

   Book hire is available for Years 7, 8, 9, 10 and 11. All textbooks, esubscriptions (including elective subjects) will be included. The Bible and the Macquarie Dictionary will be purchased by parents in Years 7 or 8 and will continue with the student through all years at the College.

   A hire fee applies per student of:
   - Year 7: $200 per annum
   - Years 8 - 10: $210 per annum
   - Year 11: $180 per annum

   In addition, a deposit of $100 per student will be charged on commencement at the College from Year 8 which is refundable when all books are returned in good condition, upon completion of schooling. Book hire fee and deposit are included on the stationery pack order form.

   **Year 12**

   New text books are purchased through the College. Hire of some Year 12 text books is also possible.

2. **STATIONERY**

   Stationery to start the year is ordered on the stationery pack order form distributed through the College Bookroom. Also included on the stationery pack order form are charges for drama and music tickets, competitions and course materials.

   After the commencement of the year stationery, workbooks and calculators are available for purchase from the College Bookroom. The Bookroom is open from 8.45am to 4.00pm Monday to Friday.

3. **ELECTRONIC SCHOOL DIARY**

   The students use an electronic diary. MyEDiary is a web-based product produced by Get Positive Productions. Using the electronic diary is very important. It helps with personal organization and is also an important means of communication between Parents/Guardians and teachers.

   Teachers can enter homework directly into the ediary and students may also make their own entries. Parents/Guardians also have access to the ediary and can elect to have weekly reports emailed to them indicating their child’s completion of homework set by teachers.

   Information about the College, including its history, rules and procedures, uniform policy as well as a selection of prayers can be found in the ediary.