

Inmaculada Concepcion School



Inmaculada
Concepcion School:

*"lovable presence,
present in memory,
unforgettable nostalgia"*



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INTERNATIONAL EXCHANGE PROGRAMME BETWEEN JESUIT SCHOOLS

STUDENTS' CHARACTERISTICS: Selected students who are about to attend their last year at secondary school with the following qualities:

- * Good grades in all subjects in the last three years
- * Good behaviour
- * Committed to the school ideals
- * Willing to take part in community service activities
- * Evident capacity to adapt to different cultures and environments
- * Good level of English / Spanish
- * Family capacity to host an exchange student

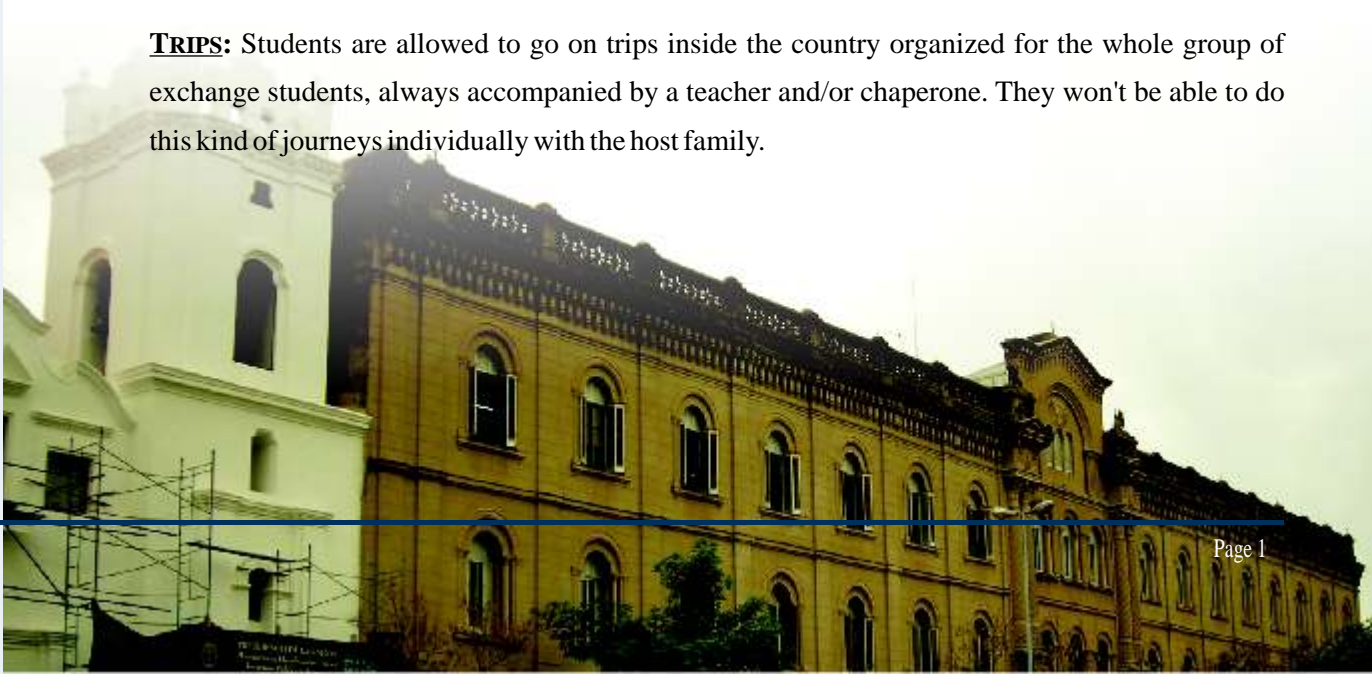
ACCOMMODATION: Students stay with host families, possibly the same one that hosted them in foreign school. The host family covers all expenses related to accommodation, meals and transportation.

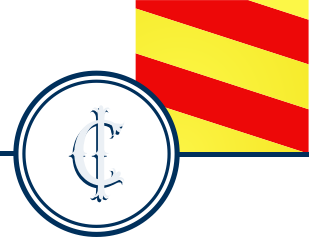
SCHOOL LESSONS: Students will attend subjects according to their age group and special culture, language and history classes. The timetable will be as follows: 7.40 to 12.40 in the morning; Physical Education and Optional subjects in the afternoon.

INSURANCE: It covers the students in all the activities they develop in the school buildings and trips organized during the exchange programme.

COMMUNITY SERVICE: Students must do community service work “in action”, suggested by the host school and always in company of the host family student.

TRIPS: Students are allowed to go on trips inside the country organized for the whole group of exchange students, always accompanied by a teacher and/or chaperone. They won't be able to do this kind of journeys individually with the host family.





GUIDED TOURS AND PLACES TO VISIT:

* **Guided tour of the school with cultural and historical explanations:** kindergarten, primary and secondary schools. Playgrounds, observatory, museum, library, English area classrooms, Ateneo Sports Club, Sanctuary.

* **Historical area of the city:** museums, churches, Government House, Justice Palace, Theatre, etc.

* Modern part of the city, river front, beaches, university city, etc.

* Boat trip sailing the Parana river and visiting its islands.

* The brewery and the port with its casino, shopping center and modern hotels and restaurants.

* **Cayastá:** the old city where the Jesuits first arrived and built their school.

* **San Javier:** a nearby town where there is a Jesuit church and museums built by Florian Paucke (jesuit priest)

* **Rosario:** Big city in the south of the province where the national flag was created with its Flag Monument, beautiful river front and beaches, modern shopping malls and down town.

* **Buenos Aires:** capital of the country. Cosmopolitan and busy city with many different cultural and social attractions and entertainment.

* **Córdoba:** with its Jesuit secondary school and university, and a place of historical importance for the country and the Company of Jesus.

* **Iguazú Falls:** where the ruins of the Jesuit missions are.

* **Bariloche:** winter attraction, ski resort.





**INMACULADA CONCEPCION SCHOOL
1610 – 2010 . 400 YEARS JUBILEE**

*“Yesterday that still is today”
“Love and service above all”*



It was the year 1610, in Cayastá –the primitive Santa Fe- when a priest and a Jesuit brother started the hard and unpostponable task of teaching.

It was the beginning -that we now imagine marked with fate and adversities- of an educational institution, a school that anchored in Saint Ignatius's conviction, opened its doors to children and young men to give them the opportunity of learning and, in that way, become men that, free from the submission of ignorance, could serve God by serving their brothers.

That was the origin, the “birth” of Inmaculada Concepción School of Santa Fe.

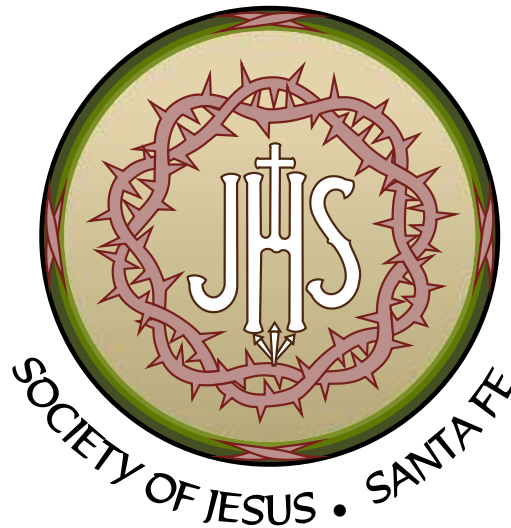
In the year 2010, it will be the 400th anniversary of that heroic deed, the beginning of our identity. The essence of a story that is about to be four centuries old.

It is for that reason that the Jesuit Society begins the Jubilee today, to commemorate that origin . . . that “yesterday that still is today”, that subsists without resentments, in spite of the wounds that historical moments inflicted and without giving up on the bet of a venturesome future, from “this today that will be tomorrow”.

In order to celebrate and sustain this celebration, we invite everyone who has gone through this school doors, walked along its corridors and playgrounds, taught and learnt in its classrooms to join us in this triennium of Jubilee.



THE HISTORY OF THE JESUITS SCHOOL IN SANTA FE



The need to “expand the country's horizons” took Juan de Garay to found the city of Santa Fe in 1573. The Jesuit Fathers came to this poor village to build, from 1610, their church and school next to the main square.

In the morning of May 9 1636, in the Jesuit Church, something extraordinary shocked everyone and was recorded in their memory for ever. Water started to flow from a painting of the Immaculate Virgin like miraculous sweat or endless spring. The priests realized it was a miracle and the people who witnessed it mopped the water with cotton bits and pieces of fabric that were treasured as relics.

Official documents were drawn up in the presence of civil and church authorities. The phenomenon was considered a “Miracle”, renewed among those who gave testimony of illnesses being cured after using the moistened cotton bits that day.

Threatened by floods and natives, the city was moved to the south to its present location. As a consequence, the new church and school were built to the east of the main square. With the expulsion of the Society of Jesus in 1767, the school was closed down and the church was put in charge of the Mercedaries. After the emancipation of the country and the hard fighting for the organization of the nation, the government requested the presence of the Jesuit Fathers in Santa Fe.

In November 9 1862 the school was reopened and a new stage of expansion and acknowledgements began: new classrooms and dormitories for resident students were built, the library was opened to the public, the physics and chemistry laboratories were fully equipped.

Many renowned institutions were born at the school and emancipated later on: the origins of “Universidad Nacional del Litoral” (the present estate university), the “Seminario Conciliar del Litoral”.

By the late 40's, the main parts of Ateneo Inmaculada were opened, with a modern indoors swimming pool and many different areas for sports, getting bigger and bigger through the system of membership. Something similar happened with the huge school auditorium, which was opened as “Sala Garay” in 1956.

From the 60's onwards big changes in society and the educational system made it necessary to adapt certain structures: the boarding school was suspended, secular men and women were



incorporated to be teachers, principals and do office work, computer science is introduced to the syllabus, subjects and methodologies are renewed.

Eventually, the last great step to enlarge the educational offer to all levels is taken: the kindergarten school is opened in 1988 and the primary school is added the following year, incorporating new teachers and constructing the buildings for those purposes, always in the historical school block. The whole structure is completed with new construction works in Ateneo Club and the introduction of the Sports Centre situated on the other side of Salado river.

All of these couldn't have been possible if the school hadn't kept intact its educational and religious tradition, transmitted by priests and teachers in the classrooms, in Alto Verde Chappels or wherever this Mission takes them, being "Nuestra Señora de los Milagros" its main symbol. As a vivid testimony of this devotion, the miraculous sweat image was enthroned in the main church altar, while every May 9 is remembered with a parade along the neighbourhood streets.





THE INSTITUTION: “ASOCIACIÓN CIVIL COLEGIO INMACULADA”

The name of the institution is “Asociación Civil Colegio de la Inmaculada Concepción”. Its aim is shown in this name. Our mission is to educate.

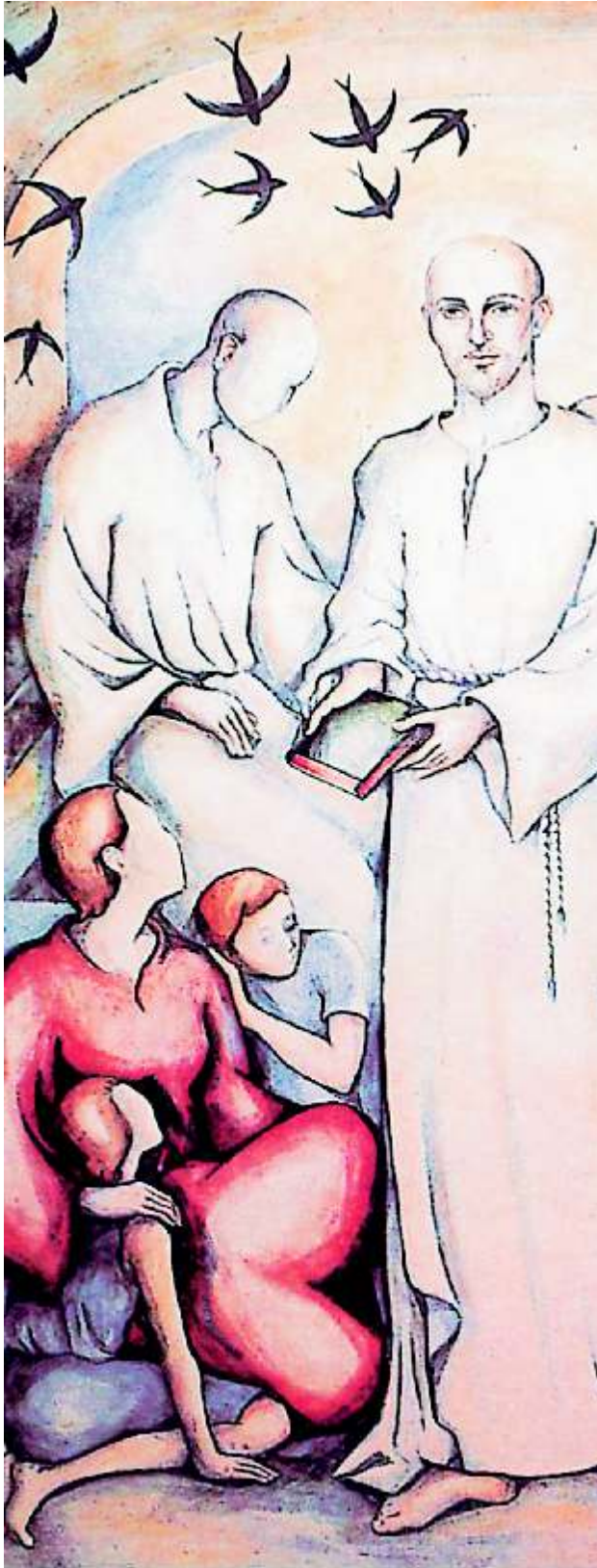
The institution has a hierarchical structure which, adapted to the present time, follows the original structure of the Society of Jesus. The Rector is the first and last person responsible for leading the institution. He represents the Society of Jesus.

INSTITUTIONAL AIMS:

- 1) Educate in the values of freedom, faith and justice.
- 2) Bring up Christian men y women as whole persons, willing to:
 - Live their Faith with compromise
 - Elaborate a LIFE PLAN based on transcendental values and put it into action
 - Give testimony of an attitude of service to others, cooperating with the process of integration and unity of their families, nation and continent.
- 3) Foster responsibility in their students in order to give authentic Christian testimony in a plural society encouraging the integration between faith and the cultural realities that surround them.



THE SCHOOL MISSION

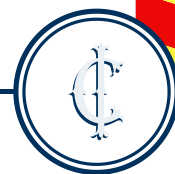


Inmaculada School in Santa Fe offers, with a clear Christian and Ignatian inspiration, a model of integral, human, personalising and personalized education. It strives for an education of quality human and Christian values.

Inmaculada Concepción School takes the responsibility of education as part of the Society of Jesus apostolic mission, within the scope of the evangelizing mission of the Catholic Church.

Inmaculada school is part of the public education system of private administration, which offers its services in the three levels of school education: kindergarten, primary and secondary levels. It also offers fees reduction programmes (scholarships) to help families to face socio-economical drawbacks and, in that way, have access to this kind of education.

Our school is considered an educational community deeply rooted in the history of Santa Fe and our country, encouraging the love for our own cultural tradition through real life experiences.



VALUES THAT THE SCHOOL WANTS TO PROMOTE IN ITS STUDENTS

- Love (in a selfish and indifferent world)
- Justice (to face injustice and exclusion)
- Peace (as opposed to violence)
- Honesty (to face corruption)
- Solidarity (as opposed to individualism and competence)
- Sobriety (as opposed to a consumist society)
- Contemplation and gratitude (as opposed to pragmatism and utilitarianism)



THE STUDENT WE WANT TO BRING UP

- ❖ New men, transformed by the message of Christ.
- ❖ Men opened to the future, attentive and sensitive to the problems of their realities, willing to transform it and cooperate with everyone's well-being.
- ❖ Balanced men, distinguished by their excellence.
- ❖ Men able to recognize themselves as part of a Nation that they love, respect and defend.
- ❖ Men for others, of service, that can build a civilization of love, driven by authentic Christian charity.
- ❖ Men of action, influential apostles for whom universal brotherhood will be the foundation of their personal, family and social life.

These ideals are reflected in the syllabus and activities offered by the school to the students who form and enrich our Institutional Educational Project.

EVALUATION SYSTEM AT INMACULADA CONCEPCIÓN SCHOOL

The evaluation system implemented by our school tries to surpass the intellectual approach, taking into account the person as a whole. The student, in their education process, goes through subjective processes (intellectual and affective), that is, quality changes that manifest in observable behaviours that can be assessed.

This aspect of education has been a major concern to the school, which coherent with its principle of personalized education, has implemented a system of personalized evaluation made up of three items:

- ❖ Effort and Creativity
- ❖ Social Attitude
- ❖ Comprehension and Assimilation

These items are deeply related because they evaluate aspects of behaviour, whose essential characteristic is unity. In such a way that the level of achievement of one item can favour or interfere with the others. This is described with a number that is not an average but the result of an integral look upon each student in particular.



PROJECTS SHARED BY THE THREE LEVELS AT THE SCHOOL

- Pastoral Project
- Love Education Project
- Group for educational guidance
- English Language intensive programme
- Physical Education
- Workshops





INMACULADA CONCEPCIÓN SECONDARY SCHOOL OFFER

I- COMPULSORY MORNING SUBJECTS AND ORIENTATIONS.

At secondary school level, students attend years 1 to 5, with a common syllabus in years 1 and 2, and four orientations to choose from in years 3, 4 and 5.

When students finish their second year at secondary school, they choose one of four options to specialize in that area of study. During the last three years they attend subjects shared by the four “orientations” plus specific subjects related to each field.

Subjects common to the four orientations:

- | | |
|----------------------------------|---------------------|
| •Spanish language and literature | •Geography |
| •English as a foreign language | •History |
| •Art and Music | •Philosophy |
| •Mathematics | •Psychology |
| •Physics and Chemistry | •Ethics and Civics |
| •Computer Science | •Religion |
| •Biology | •Physical Education |

The four orientations are:

1) SCIENCE

It involves the sciences of life and the physical world in its whole, covering men, animals and the world around them, inquiring into the physical and chemical processes, the natural resources, the problems of the environment and the human health.

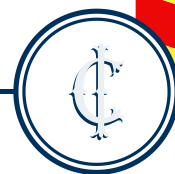
Related abilities

- ✓ Interest in inquiring about the relationship between living creatures and their environment.
- ✓ Interest in observing and understanding natural phenomena and facts.
- ✓ Interest in health problems, in humans and animals.
- ✓ Interest in the physical and chemical processes of the matter, being able to relate data and variables.
- ✓ Scientific curiosity, pleasure in experimenting and ability to work in the laboratory.

Specific subjects

Biology II
 Physics II
 Chemistry II
 Environment and Society
 Biological Chemistry
 Applied Mathematics
 Productive Processes
 Community Research Project





2) *ECONOMY AND MANAGEMENT OF THE ORGANIZATIONS*

It involves the scope of social relationships regarding Economy, covering issues such as production, commerce, finance, management and business administration, marketing and advertising.

Related abilities

- ✓ Pleasure in solving organization, productive, commercial and business problems in general.
- ✓ Pleasure in understanding man's reality in the context of the socio economical processes.
- ✓ Ability to systematize data and variables related to socio economical processes.
- ✓ Tendency to order, methodological work and organization to apply the specific topics of the area.

Specific subjects

Management Technology
 Theory and Management of the Organizations I and II
 Economy I and II
 Law
 Economic Legislation
 Systems of Accountant Information
 Financial Maths
 Productive Processes
 Communication
 Management of Small Enterprises Project

3) *HUMAN AND SOCIAL SCIENCES*

It is orientated to the social world, inquiring into human history and geography, in the philosophical thought, in the institutions and the law, in the theories and methods of political science, sociology and anthropology.

Related abilities

- ✓ Interest in studying social facts, historical processes and cultural phenomena.
- ✓ Interest in the social and political issues, in the country and in the world.
- ✓ Pleasure in reading, with the ability to interpret, organize and express ideas regarding the specific topics of the area.
- ✓ Ability to understand texts related to the sciences of man.
- ✓ Ability to use the language appropriately in its written and oral form.

Specific subjects

Philosophy II
 Geography II
 History II
 Culture and Communication
 Economy
 Sociology
 Political Science
 Statistics Maths
 Community Research Project



4) COMUNICACION, ART AND DESIGN

It is orientated to the universe of cultural expression and human communication, including the different artistic forms, design, literary expression, the reality of media, the theory and management of communication.

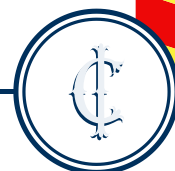
Related abilities

- ✓ Pleasure for artistic and cultural expressions in general.
- ✓ Imaginative talent and artistic sensitivity.
- ✓ Manual ability to draw, build, work with materials and instruments.
- ✓ Interest in expressing ideas in written, oral and graphic form.
- ✓ Reflexive and critical attitude towards the mass media.

Specific subjects

Communication
Contemporary Culture and Aesthetics
Images and Contexts
Design
Languages II
Global Languages and Culture
Cultural Industry
Advertising and Marketing
Statistics Maths
Communicational Production and Management Project





II- Optional afternoon subjects

The school has to provide a suitable atmosphere for the students to be able to develop their creativity. In this sense, the secondary school offers their students the possibility to attend different workshops during the afternoon.

ART (Workshop)

Art is a language through which the student can develop their creativity, look for and find a personal and original way of “writing” the world; and the school is a place of privilege to facilitate and stimulate these possibilities. The art workshop includes the construction, reconstruction and representation of the image, as well as the analysis of its components: colour, lines, shapes, textures, space and the way in which these elements are organized.

LITERATURE (Workshop)

The objective of this workshop is to draw students close to the world of literature by analysing other writers' productions and producing their own texts. In both cases, the goal is to show students that literature is not something divorced from reality. On the contrary, it is an excellent tool to reflect and understand the world around us.

MUSIC (Workshop)

This workshop is meant for students who are interested in musical interpretation, either through singing or playing different musical instruments; for which having previous knowledge is not necessary. The activity is developed in teams in order to strengthen individual musical abilities, capacities and attitudes.

The different teams show their production participating in official performances, academic ceremonies, recitals, etc, together with other institutions in most of the cases. The final product consists of the organization of “Santa Cecilia Music Festival”, which takes place in November as part of the “School Week celebration” when we remember the anniversary of the school reopening.

ENGLISH (Workshop)

This workshop offers an intensive learning of the foreign language which is the final step of a process that begins at kindergarten level and goes on during primary school. When our students finish their last year at secondary school, they get an official document issued by the Ministry of Education of Santa Fe, that certifies their level of proficiency in the language. This certification provides our students with an invaluable tool to have access to work opportunities, scholarships and university entrance.

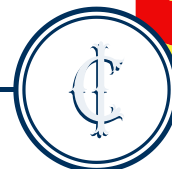
Lessons are held three times a week, Monday, Wednesday and Friday afternoon.

As distinctive characteristics, the English workshop plans to organize immersion colonies to the language, guided tours to places of cultural interest, attending cinema and theatre performances, interviews with native speakers, etc, among others.

Students attending the English workshop also have the possibility of certifying their language level by taking the international exams “London Tests of English”. Our school has been an authorized centre of the London Tests of English since 1993. These international exams for speakers of English as a foreign language are mapped to the Common European Framework of Reference for Languages which enables language learners, teachers, universities or potential employers to compare and relate language qualifications by level. Levels 3, 4 and 5 of these tests are accepted for entrance to local and foreign universities.

COMPUTER SCIENCE (Workshop)

- Internet workshop: WEB surfing, FTP (file transfer), e-mail, chat, “on line” translators, “off line” translators, search engines, web pages design and editing, tuning, videoconference, etc, among others.
- PC repairing: Students learn about the parts a PC is made of and understand how they work.



They are able to discover the most common PC working problems and their possible solutions. They also learn about the most commonly used operative systems, how to install and keep them in optimal working conditions.

They get to know about viruses and antivirus programmes, different types of printers, their operation, most common problems and how to solve them.

In both workshops classe have a theoretical and a practical part.

NATURAL SCIENCE (Workshop)

This workshop is developed using the methodology of practical works in the Biology, Physics and Chemistry laboratories.

The student is expected to investigate, search for information, conduct experiments, solve problems, use their theoretical knowledge in practical situations, write reports and self-evaluate their work.

TUTORIAL CLASS (Workshop)

This workshop has been designed to motivate students to acquire and use the strategies that will enable them to gain autonomy in their learning process, helping them to overcome their weaknesses while studying a subject.

This workshop includes pedagogical support in the following subjects: Language (Spanish), Mathematics, Social Science and Natural Science.

Students work in small groups and classes are personalized according to the needs of each group.

Specific help is provided in: personal organization to study, reading comprehension and texts analysis, oral expression and problem solving activities.





ENGLISH AS A FOREIGN LANGUAGE

English is a compulsory subject in year 7 –primary school- and years 1 through 5 –secondary school. In this subject, students are grouped according to their level of proficiency in the language. This allows them to develop and reach the syllabus objectives according to their own pace, individual capacities and each one's personality features.

This kind of organization is closely related to the English Language Intensive Programme optional offer, since a significant number of students choose it. Students attending this programme reach higher standards than those who do not study English extra time.

The English workshop starts at kindergarten level, at the age of four, and finishes in the last year of secondary education, when the students who have attended our English Language Intensive Programme get a certification of their level of proficiency in the language. This certificate is issued by the school and is approved by the Ministry of Education under regulations 413/89 – 413/98 – 362/04.

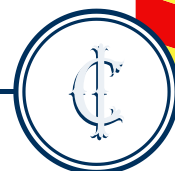
High academic standards have been reached by the first graduated groups of students with an “Advanced Level” in English.

Students attending the English workshop also have the possibility of certifying their language level by taking the international exams “London Tests of English”. Our school has been an authorized centre of the London Tests of English since 1993. These international exams for speakers of English as a foreign language are mapped to the [Common European Framework of Reference for Languages](#) which enables language learners, teachers, universities or potential employers to compare and relate language qualifications by level. Levels 3, 4 and 5 of these tests are accepted for entrance to local and foreign universities.

The latest and most up-dated bibliography and methodologies are used in the lessons, always adapted to students' interests and ages. The learning process is enriched by intensive and extensive reading of stories and novels, games, songs, movies, theatre performances, the internet and interactive computer activities.

As distinctive characteristics, the English workshop offers their students immersion colonies to the language, guided tours to places of cultural interest, attending cinema and theatre performances, interviews with native speakers, etc, among others.

Students' progress is tested through formal and informal tests and interviews, term exams and final exams. Students are assessed in the four skills: reading, writing, listening and speaking.



SPIRITUALITY, SOCIAL WORK AND COMMUNITY SERVICE

INMACULADA CONCEPCIÓN SCHOOL, SANTA FE, TRUE TO ITS ORIGINS INTENDS TO BE A SCHOOL THAT:

- Gives testimony of the Christian compromise from the spiritual aspect into the pedagogic and apostolic aspects to bring up people of service following Jesus's teachings and example.
- Integrates through its work to the local church, helping people in need.
- Calls for, motivates and gets the educational community together in order to work with and for the others.

THE JESUIT COMMUNITY HAS THREE PRIORITIES:

- Spirituality
- Young people
- Social work

These three priorities are developed at the school, in the church and in Alto Verde parish: Jesús Resucitado church.

We seek to create a space where teachers, students, alumni and students' parents, that feel identified with our project, can cooperate and work together.

Our duty involves the whole of the Educational Community, and it consists of “spiritual actions”, such as:

- “Forming Leaders”: Secondary school students, a Jesuit priest, a tutor and a Physical Education teacher took part in this experience.
- Spiritual Exercises, specially prepared for the school faculty.
- “Meeting Christ”: special spiritual exercises for students from Kindergarten, primary and secondary levels with the participation of Jesuits, Religion teachers, teachers and parents.
- Two-day spiritual exercises for 3rd year high school students.
- “Partida”: spiritual exercises with special characteristics that allow students to get to know themselves deeply and meet God.
- Camping experiences for Kindergarten, primary and secondary students, in which group integration, spiritual education in contact with nature, deep thinking and the development of competencies far from the every day consuming society are promoted.
- Values education camping for kindergarten students.
- “Los Gigantes” and “Champaquí” spiritual experiences for those students that show real vocation of love for the others and promote change for the best in their classmates' behaviour.
- MEJ: Group of students, alumni and students from other schools (boys and girls) who have a space of their own, specially prepared for them with the help of Jesuit priests, Jesuit brothers and teachers.

SOCIAL WORK AND COMMUNITY SERVICE

Actions that our context demands:

- Meetings with students with special needs from nearby schools.
- Sharing life experiences between kindergarten students and boys and girls from



“Victoriano Montes” school from Alto Verde District. Alto Verde is an island opposite Santa Fe whose population has unsatisfied basic needs, a very poor area.

- Campaigns with the school families to collect clothes, food and medicine.
- Active participation in campaigns to collect water for towns and villages affected by the drought.
- Food collecting campaign for “Jesús Resucitado” parish in Alto Verde.
- Religion teaching in Alto Verde.
- Recreation meetings with chocolate and cakes, shared by Alto Verde children and Inmaculada voluntary social workers during the winter holidays.
- Hand-made products fair from a group of craftswomen from Alto Verde District.

OTHER COMMUNITY SERVICE ACTIVITIES:

- The grandparents party: organized by the primary school, with the participation of kindergarten level and the parents association.
- The month of the family in kindergarten level with Religion Open House.
- As regards infrastructure: a new area in the secondary school building was opened this year, for the use of the three community priorities: Spirituality, Young People and Social Work. Each of these levels has now a room of their own for meetings in order to work better and in a more organized way.





SCHOOL INFRASTRUCTURE

Inmaculada Concepcion School building is located in the historical area of Santa Fe city, opposite May 25 Square, the Government House, the Justice Palace and the Metropolitan Cathedral.

Nuestra Señora de los Milagros Sanctuary is situated in the same block as the school, in the Northwest corner. And the Jesuit Community House is placed in the Southeast corner of the block.

Its buildings include Kindergarten, primary and secondary schools. There are classrooms for the three levels as well as restrooms for teachers and students, Computer Science rooms, music rooms, library, reading room, school museum, historic files room, laboratory, observatory, video rooms and special English classrooms and Art rooms There are also large playground areas and galleries for breaks.

“Sala Furlong” is a hall with enough room for 100 people, equipped with audio system, screen, OHP and LCD projector. The old cinema “Sala Garay”, with its stage, huge screen, piano, audio and video system, and LCD projector, is an auditorium that seats 1200 people.

There are offices for the student counsellors group, psychologists, secretaries, head and vice head teachers, and rector. Pastoral Project and Love Education offices, as well as staff rooms.

There is a bookshop, a canteen, photocopier and stationery's. There is also a guests house.

The Ateneo Sports Centre is situated in the block next to the school building and it includes: three swimming pools, basketball court, football five pitch, gym, solarium, canteen, restaurant, multi sports areas, social receptions room, barbecue area, and accommodation for guests. There is permanent medical assistance there.

The Sports Field: situated by Santa Fe-Rosario Highway, is not far away from the city. It has football, hockey and rugby fields, and a large grove of trees. There is transportation from Ateneo and the school to the Sports field.

