St Gregory’s College Campbelltown
100 Badgally Road, GREGORY HILLS NSW 2557
Ph: (02) 4629 4222  Fax: (02) 4628 1594
Headmaster: Mr Damien Millar
# Annual School Report 2013

## Table of Contents

- Mission Statement ............................................................................................................. 2
- College Profile .................................................................................................................. 2
- Student Profile and Data ..................................................................................................... 3
- Teaching Profile .................................................................................................................. 4
- Teacher Attendance and Retention Rate ............................................................................. 4
- Teacher Participation in Professional Learning ................................................................. 4
- Staff Profile ....................................................................................................................... 5
- College Highlights ............................................................................................................. 6
- College Policies and Procedures ........................................................................................ 8
- Enrolment Policies ............................................................................................................. 9
- Catholic Mission ............................................................................................................... 11
- Teaching & Learning ........................................................................................................ 13
- Pastoral Care ................................................................................................................... 21
- Boarding ......................................................................................................................... 31
- Parent, Student & Teacher Satisfaction ............................................................................ 33
- Financial Summary ......................................................................................................... 37
- Priority Areas for Improvement ....................................................................................... 40
MISSION STATEMENT

The purpose of St Gregory’s College is to provide and promote holistic education which strives to enhance the spiritual, intellectual, social, cultural and physical potential of young people. Members of Staff seek to do this within a caring, safe and challenging faith community.

We believe the St Gregory’s College family has a unique spirit with a sense of belonging and seeks to develop this even further. We take up the challenge to impart the qualities that will provide a source of strength to each individual, enabling them to take an active and responsible role in society in the spirit of the Gospel as expressed in the College motto: “As you sow, so shall you Reap”.

COLLEGE PROFILE

St Gregory’s College, Campbelltown, was founded in 1926 following a generous grant of land in 1925 by Thomas Donovan to the Marist Brothers, Sydney Province. It has its origins in the vision of St Marcellin Champagnat, a man dedicated to the education of children from the rural areas of southern France in the nineteenth Century. This Marist College community lives out the vision of Champagnat by providing a day and boarding school to serve the needs of students from the metropolitan, Macarthur and rural areas.

The College is situated on 321 acres.

St Gregory’s College Campbelltown is a day and boarding secondary school for boys in Years 7 to 12.

The majority are day students who are drawn from the local area and beyond to include the South and South West areas. A great number of boys have a close relative who was also a St Greg’s boy.

The majority of boys are from middle class, two parent families, many of whom work in the local area. There are some families where financial hardship (often due to unemployment) has impacted and we continue to try and support these families.

The Boarding Houses bring students together from Country NSW/Northern Territory/ACT and as far afield as Lord Howe Island. Many of these boys will return home after completing their studies here and later at TAFE/University, to find work.
STUDENT DATA

Student Population for 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>163</td>
<td>190</td>
<td>160</td>
<td>179</td>
<td>165</td>
<td>138</td>
</tr>
</tbody>
</table>

In 2013, total enrolment was 995. There were 50 Indigenous students and 37 funded students with special needs.

The actual retention rate of students for 2013 was 99.98% (997-995 students).

Student Attendance Rates for 2013

The average student attendance rate for the whole College in 2013 was 94.03%

The student attendance rates for 2013 for each Year Group were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>94.7</td>
<td>94.2</td>
<td>94.3</td>
<td>92.8</td>
<td>93.4</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Retention of Year 10 to Year 12

The majority of students in Year 10 chose to continue on to Years 11 and 12 for their HSC. The following statistics are as of December 2013:

Year 10 Class number ......................................................... 179
Continuing to Year 11 & 12 ................................................... 165
Leaving for apprenticeship/traineeship ................................. 11
Leaving to attend another school ......................................... 4
Moving away from the area ................................................... 2
Full time employment ......................................................... 0
Further training/TAFE .......................................................... 1
Unknown .............................................................................. 0

Post School Destinations (Year 12 2013)

Year 12 Class number ............................................................ 140
Full time study ....................................................................... 78
Full time/Part time work ...................................................... 13
Apprenticeship/Traineeship (TAFE) ...................................... 20
Travelling .............................................................................. 0
Unemployed (and seeking work) .......................................... 5
Unknown .............................................................................. 24
Teacher Data

In 2013 St Gregory’s College employed 74 full-time and 7 part-time teachers as well as 2 Teachers’ Aides (Special Education).

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition

Teacher Attendance

Teacher attendance (based on Terms 1 to 4) is 96%.

Teacher Retention Rate

The proportion of teaching staff retained from the previous year was 93% (76/81).

Teacher Participation in Professional Learning

The number of teachers who participated in professional learning activities was 64 and a description of these activities is noted below:

- Remote First Aid
- Senior First Aid
- Implementing the Australian Curriculum
- Teach, Survive, Thrive
- Australian Curriculum New Thinking and Learning Opportunities
- Connected Learners
- Secondary Leading Learning
- Wound Management

The average expenditure per teacher on professional learning, at the school level was $463. The expenditure on professional learning was $33,250.00 (with approximately $59,200 spent on teacher relief additional to this expenditure).
Performance Appraisals were conducted on the following staff:

- Brendan O’Flynn – Industrial Arts Coordinator
- Catherine Keegan – Director of Teaching and Learning
- David Clarke – Science Coordinator
- Megan Murdoch – HSIE Coordinator
- Jo Dash – Special Needs Coordinator

Parent, Student and Teacher Satisfaction

- Parent satisfaction is demonstrated by their attendance and active participation in various College functions including the Parent Forums, Sporting events where they run the Canteen, coaching and managing Teams and Parent/Teacher interview sessions.

- Student and Teacher satisfaction is demonstrated by low rates of absenteeism, high involvement in extracurricular activities (i.e. Rugby Union BBQ’s, Disco organisation and supervision) and full involvement at College Liturgies.

Support Staff Profile

In 2013 there were 33 direct support and administrative staff employed at St Gregory’s College. The College employed 31 other staff members in the areas of Maintenance, Cleaning, Farm, Laundry and Boarding Houses.
2013 Highlights

Once again, St Gregory’s achieved significant results in the HSC with 13 students receiving an ATAR above 90. 99.04 being the highest. One student was named on the Honours List.

Academically, the HSC results of the class of 2013 were very pleasing and indicated St Gregory’s ongoing commitment to teaching excellence.

The College Building Programme maintained its pace with the following being completed and ready for use during Term Two: 6 Classrooms; 7 Tutor Rooms; a Band Room; a Sound Studio and lock up storage for instruments. Plans continued to move ahead for the reconstruction of the College Hall with a much larger seating capacity to keep pace with the College enrolment numbers and parent and friends participation in many College Assemblies.

The Parent Forums continued to grow in numbers, with more than 200 parents attending meetings in Terms Two and Three. At their request a whole school Parent Forum was added to Term Four. The College was overwhelmed by the generosity of parents who assisted with many College functions through the Parent Volunteer Programme.

The College Art and Craft Show that was held in March comprised an organising committee of twenty two parents who had met for six months prior and whole hard work resulted in a most successful event, that featured both professional, amateur and student works. David Horton, former winner of “Sculptures by the Sea” competition was the Opening Night Guest Speaker and Anne Horder the featured artist.

The College continued the tradition of staging a Musical with the students from St Patrick’s College. It was our turn to choose this time and the College performed Joseph and the Amazing Technicolour Dreamcoat. The College Hall was transformed into a musical oasis and all performances were sold out. A feature this year was also the inclusion of all Year 7’s as part of the musical.

The Careers Forum was held in Term Three to provide students and their parents with the opportunity to discuss pathways and career options with a wide range of representatives. A number of senior students attended Apprenticeship sign-up workshops and guest speakers were invited to address the students from Year 10-12 in regard to a number of Career pathways. All Year 10 students took part in a week of Work Experience and volunteer individual interviews were introduced for Year 10 students and their parents in regards to subject selections for Year 11 and 12.

The Pastoral Care Programme continued to address the development of a family spirit. The Pastoral Care Programme has developed policies and procedures to assist all students in their academic, social, physical and spiritual development. Pastoral Care Classes are held in every Year group throughout the year with an overall programme monitored by Year Coordinators. The Green Stamp Programme continued to be monitored by Year Co-ordinators with the idea of every student working towards a green stamp at least once a week. Students that are struggling, often indicated by a red stamp, were also highlighted by Year Co-ordinators who conducted interviews to discuss problems and solutions.
Socially, the Year 7 to 10 Dances and Year 11 Dinner Dance continued with St Patrick’s College. These Dances add another dimension to the senior boy’s social skills. Year 8 students from both Colleges went bowling and Year 7 students held a Twilight Dance in the playground.

Student Leadership opportunities continued with representation at a number of conferences and leadership forums. Senior leaders lead the younger students in prayer on Ash Wednesday and launched the Marist Solidarity Appeal as the College Lenten Thanksgiving.

Once again a group of Year 11 students travelled to the Solomon Islands as part of the College Immersion experience. The St Gregory’s Community Service Programme was launched in Year 10, along with the Insight Experience in Year 11 that is an integral part of the Boys to Men Programme.

Whole College celebrations continued to be an important part of both the Liturgical and Community aspects of the school. Champagnat Day, a day when we acknowledge the contribution to the life and values of St Marcellin by awarding five students from each Year Group with an award, one of whom is awarded the Champagnat Medal. This is always a day of reflection and celebration. St Gregory’s Day, Opening School Mass, the Dux Assembly, Anzac Day and Year 12 Graduation bring the College together as a whole College Community.

Some of these events were “Live Streamed” via the internet for the first time and parents appreciated this new innovation that enabled them to be ‘part of’ their son’s College experiences.

Sadly, the College farewelled two former Headmasters, Br Coman Sykes and Br William Connell, both of whom were also Old Boys of the College. Their legacy and presence will always be part of the St Gregory’s tradition.

Comprehensive development of the WHS system to provide a safe place and work environment was also a feature of 2013. Current WHS Legislation indicates that students and staff must undergo instruction and training prior to the use of machines and equipment or being engaging in risk assessed activities. St Gregory’s College was recognised as only 1 of 4 independent schools to make the national Top 40 on Guard ACEP Pro plus Safety Training Program. It is a reflection and commitment to Work, Health and Safety.

In addition, the College had a new bell/PA system installed to handle announcements for evacuation drills and significant events.

The sporting traditions of play, teamwork and competitive spirit continues to have a major influence on the culture of St Gregory’s College. The summer season saw outstanding results by the Cricket teams, with a number successfully finishing undefeated. This year has also shown a large improvement in the Basketball teams. Winter MCS Rugby League, Football, and AFL competitions saw successful results across a number of teams. St Gregory’s also led representatives in CCC teams, MCS teams and local and state levels, drawn from a wide range of both individual and team sports. All sports are supported by a large number of teachers, who coach and commit to providing skill development, commitment and intrinsic enjoyment to all students.
College Policies and Procedures

College Policies and Procedures are updated annually. Actions undertaken by the College to promote respect and responsibility is embedded in our Students Rights and Responsibilities Policy which is included in this report.

**College Guidelines/Procedures**

- Complaints
- Exclusion
- Friday afternoon detentions
- Fundraising policies and procedures
- Pastoral care mind map
- Video surveillance
- College Diary Stamps
- Homework
- Contraband Goods
- Haircuts
- Students Rights and Responsibilities
- Uniform

- Boarding Policy
- College Gym Policy
- Student Leadership Policy
- Mobile Phone Policy
- Pastoral Care Policy
- Student Driving Policy
- Student Attendance Policy
- Student Management Policy
- Critical Incident Policy
- Cyber Safety (contained within Pastoral Care Policy)
- Bullying and Harassment Guidelines

**Development of New Policies and Amendments**

The following new student welfare policies and or guidelines have been developed or amended due to legislation or minor modification since January 2013. These and other policies and guidelines pertaining to pastoral care including discipline, complaints and grievances, are made available to parents on the College website.

- Boarding Policy
- College Gym Policy
- Student Leadership Policy
- Mobile Phone Policy
- Pastoral Care Policy
- Student Driving Policy
- Student Attendance Policy
- Student Management Policy
- Critical Incident Policy
- Cyber Safety (contained within Pastoral Care Policy)
- Bullying and Harassment Guidelines
POLICIES REGARDING ENROLMENT

Contractual Agreement

With respect to attendance at non-government schools, the relationship between the school authorities and pupils is a contractual one. As a result, pupils are required (according to contract) to wear the school uniform, to adopt certain hairstyles in keeping with the school’s ethos and to observe certain practices. Pupils may be suspended or asked to leave the school if they consistently and deliberately fail to comply with school authority directions.

The school authority has a choice whether or not to enter into contractual relations with any particular parents/guardians and may refuse to admit a child to the school, subject to any other statutory rule.

Parents wishing to enrol their child at St Gregory’s College are given a Conditions for Admission form which outlines various behavioural expectations. The student is then required to sign the Conditions for Admission form which is witnessed by his parent(s)/guardian(s).

Enrolment Policy

Within the Mission of the Church, St Gregory’s College is an “institution where young people gradually learn to open themselves up to life as it is and to create in themselves a definite attitude to life as it should be”. (The Catholic School, p.31)

A spirit of community and concern for one another is an important aim as is the teaching of Christian values within the context of the doctrines and practices of the Catholic Church.

Realising that the Spirit works in each person and acknowledging the contribution that non-Catholic students can make to the school community, St Gregory’s welcomes students who are not Catholic. In order to preserve the “Catholic” nature of the school, the percentage of non-Catholic admission will normally be restricted.

When there is a need to restrict enrolments, the following priorities will be observed:

Year 7 Intake

The order of preference for enrolment in Year 7 will be as follows:

1. Brothers of students at the College and children of current Staff Members
2. Catholic students from Catholic schools
3. Catholic students from other schools
4. Children of Old Boys
5. Other denominations from Catholic schools
6. Further enrolments at the discretion of the Headmaster.
Transfer Students

1. Catholic students transferring from a Catholic School because of change of residence will, where enrolment numbers permit, be accepted.

2. Students wishing to transfer from State Schools will be interviewed with their parents and only accepted if:
   (a) There are indications of goodwill on the part of the student
   (b) Parents understand and accept the Catholic ethos of the school
   (c) The relevant classes are not overcrowded.

3. Further enrolments at the discretion of the Headmaster.

Boarding Students

The order of preference is normally:

1. Country Catholic
2. Isolated non-Catholic
3. City Catholic

The Headmaster will make the final decision of all enrolments cases.
Catholic Identity

During 2013, Mission remained a focus for the community of St Gregory’s College. Through liturgy and prayer, the sacramental programme, spirituality and faith formation, outreach, social justice and the Religious Education curriculum, the Catholic and Marist mission becomes a part of the daily life of all in the College.

Liturgy and Prayer

Liturgy and prayer are alive at St Gregory’s, both as expressions and celebrations of our faith. The major liturgies included celebration of Eucharist at our Commencement Mass, Champagnat Day, and the feast of St Gregory, Year 12 Graduation and Christmas. Liturgies were celebrated at our Welcome evening for new parents as well as for Ash Wednesday, Easter, ANZAC Day, Mothers’ Day, Grandparents’ Day and as appropriate throughout the year. Special assemblies on Harmony day and during NAIDOC Week enabled us to pray in gratitude for our diversity, while recognising the ongoing need for recognition of the past as we move as a nation into the future. The Year 7 and 12 Buddy’s Mass was again a moving and uplifting experience. This year we introduced the praying of the Rosary during Mondays of May. As a Marist school, our connection with Mary is strong and the launch enabled our student leaders another opportunity to lead prayer in the classrooms. This was followed by a strong show of community in the Chapel each Monday for Rosary.

The weekly Boarders’ Masses were well attended on Sunday evenings, with an even greater number of the day school community becoming regular worshippers. Morning Mass is also celebrated every Friday at 8.05 and these are well attended by staff and students. Our students are taking an increasingly important role at these Masses with reading, reflecting on the readings and acting as Ministers of the Eucharist and acolytes. Prayer continues to be an integral part of all our gatherings, including Monday line-up, staff meetings and at the beginning of classes. Mr Malone and Ms Wray continued to lead the school community in their support of liturgical music and this year we welcomed Mr Clanfield to the team. His endless energy and talent has enriched the group, particularly in the development of the College Choir. The Sacramental Programme included 13 boys, 2 of these choosing to become members of the Catholic Church, 6 receiving the sacrament of Eucharist and others receiving the sacraments of Reconciliation and Confirmation.

Staff Spirituality

All staff are encouraged to explore and develop their own faith and their skills in engaging students about the core message of the Gospel. Opportunities are made available to staff by invitation as well as through whole staff gatherings. This year we were able to travel as a staff to the Hermitage in Mittagong to participate in a one-day spirituality programme entitled I Believe. Staff were engaged in a variety of programmes through the Marist Ministries Office including In the Champagnat Way, a staff induction programme for teachers new to Marist schools, Footsteps I and II, Contemplative Retreat, the Campfire of the Heart Retreat in Alice Springs, the Creative Arts and Spirituality Symposium and the Marist Leaders’ programmes. As well as Marist formation, the staff of St Gregory’s connected with the CEO programmes and other courses aimed at developing the teacher as person as well as educator in the faith.

Student Formation

Our boys were engaged in various reflection days this year that focused on the themes of our Boys to Men programme, essentially, what it means to be a young man who makes choices that are based on Gospel Values.
The Year 7 Camp involved large numbers of our Big Brothers, who introduced our new boys to the key traditions of the College as well as joining them in prayer during the evening of the Camp. The Year 12 Retreat ran at the beginning of the HSC year alongside the Insight Programme which saw boys placed in a variety of venues ranging from special schools, hospitals, nursing homes, soup kitchens, workshops for the intellectually disabled and night patrol working with the homeless, each with their own challenges.

Student Leaders participated in the Student Leaders’ gathering and the Year 12 Forum, both held in Mittagong and they were also encouraged to lead prayer opportunities with younger boys, establishing themselves as mentors and witnesses to the faith.

Senior students were also given opportunities to participate in Diocesan events which enabled them to connect more closely with the institutional Church and their Parish communities. This included Conversation with the Bishop, Ministry Training Days and the Marist Connect programme in the Macarthur area.

**Social Justice**

Under the leadership of the Marist Solidarity Coordinator, our student leaders continued as models in the area of outreach. They organise and facilitate the Lenten Appeal which raised much needed funds for MAPS (Marist Asia Pacific Solidarity). They participate in the Claymore Outreach Programmes, Student 2 Student Reading Programme, the Doorknock Appeal for the Salvation Army and the St Vincent De Paul Door Knock and later their Christmas Hamper Appeal, as well as actively encouraging other students to join them and to become a part of these activities, assuring them that they make a difference in their world. The Community Service Project, encouraging boys to participate in a variety of community service initiatives at home as well as at school and in the wider community, was extended from Year 10 to Years 10 and 11. The significant number of boys participating in this project (over 60 in both years) earning certificates and medallions reflect the attitudes of service which are developing within the College.

The Year 11 students continued to make donations to Matt Talbot Hostel. A group of Year 11 students, accompanied by Ms Kath Wray and Mr Stephen Mann, embarked on an Immersion Trip to Vanga Point in the Solomon Islands. They participated in many practical ways to assist the people of this community, but perhaps more importantly, learned about the culture and the values which are the foundations for them. This experience enables them to have a better understanding of the meaning of Solidarity and the importance of maintaining these relationships. Through their experiences, they were able to witness the true sense of the Marist family spirit that is found in the people of the Solomon Islands and come to the realisation that even though we come from different parts of the world, speak different languages and look very different, we are one Marist family.

**Parents**

As a College we strive to develop the faith and the understanding of the faith for all members of our community. Our College Booklet explaining the basics of the faith and how it is acted out at St Gregory’s and in the wider community was distributed.

*Mrs Cathie Clarke*
*Director of Mission / Religious Education Coordinator*
REPORT AREA 3 SCHOOL PERFORMANCE IN NATIONWIDE AND STATEWIDE TESTS AND EXAMNATIONS

HIGHER SCHOOL CERTIFICATE

In 2013, 136 boys completed courses of study which made them eligible for the award of a Higher School Certificate. Results for this cohort were excellent, with outstanding results achieved across a diverse range of subjects.

**Thirteen** students achieved an ATAR (Australian Tertiary Admissions Rank—this replaces the UAI) over 90 with 99.40 the highest ATAR achieved in 2013.

The College had 57 entries on the Distinguished Achievers list for those students who scored 90 or above in a subject. Thirty students were represented on the list with their achievements coming from twenty four subject areas from a total of thirty two subjects on offer.

**Three** students had their major work for Design and Technology nominated for DESIGNTECH.

**Number of Courses above State Mean**

27 out of 32 courses or **84% of courses** studied for the 2013 HSC achieved results above the State mean.

The following subjects performed the strongest in relation to the state mean:

- Economics +8.52
- English Standard +8.04
- Agriculture +6.96
- Industrial Technology Timber +6.91
- Information Technology Exam +6.85
- Business Studies +6.70
- Music 1 +6.59
- Information Processes and Technology +6.51
- Biology +6.18
- PDHPE +6.11
- Mathematics Extension 2 +6.03
- Senior Science +5.64
- Construction Exam +5.61
- English Advanced +5.25

The College also achieved pleasing results across both Advanced and Standard English, the only mandatory courses for the HSC. Both courses were well above State mean (Advanced English +5.25% and Standard English +8.04%) while **80% of the candidates in Advanced English scored 80 or higher** (Bands 5 and 6). In Standard English 69.55% of students achieved a Band 4, 5 or 6 compared with 33.96% for the State.
Scores in the Band 5 and 6 Range

88 of the 136 or 65% of students were awarded a mark of 80 or more in one or more subjects, with many students achieving marks in the high 80’s. This reflects the trend of continued academic improvement at the College.

Other notable achievements include the number of students achieving results of 80 or above in particular subjects. This included:

- 100% of Mathematics Extension 2 students
- 100% of Music 1 students
- 92% of Mathematics Extension 1 students
- 81.3% of English Advanced students
- 66.7% of Information Processes and technology students
- 64.7% of Studies of Religion 1 students
- 62.5% of Economics students
- 57.33% of Business Studies students
- 55.6% of Information technology students
- 55.6% of Ancient History students
- 53.83% of Biology students
- 52% of Industrial Technology Timber students
- 50% of Modern History students
- 50% of Design and Technology students
- 50% of Chemistry students

Extension Courses

The class of 2013 also performed strongly on those courses offered at the highest levels.

- 92% of students studying Mathematics Extension 1 scored a band E3 or E4 (the top two bands)
- 100% of students studying Mathematics Extension 2 scored a band E3 or E4 (the top two bands)

64 students in Year 12 in 2013 completed one or more vocational courses.

The percentage of students in Year 12 2013 who attained a Year 12 certificate was 100%.

RECORD OF STUDENT ACHIEVEMENT (RoSA) STAGE 5

In 2013, the Record of Student Achievement (RoSA) replaced the School Certificate. 178 students completed the pattern of study required for the award of the RoSA.
NAPLAN National Assessment Programme in Literacy and Numeracy

In 2013, 163 Year 7 students and 163 Year 9 students participated in all domains of the NAPLAN testing. All students are encouraged to sit for the exams. This is the fifth year of the National testing programme and this allowed the College to compare the growth in the group as they moved from Years 7 to 9.

The Literacy section of the test assessed the areas of Reading, Writing and Language Conventions (Spelling, Grammar and Punctuation) while the Numeracy section of the test assessed the areas of Number, Data, Measurement, Space & Geometry and Patterns & Algebra skills. The achievement levels of the NAPLAN tests are reported in Bands. Each Band represents a group of scores.

Year 7 results are reported between Bands 4 – 9, with Band 4 being below the National minimum standard. Band 5 represents the basic level of Literacy and Numeracy skills expected of a Year 7 student.

Year 9 results are reported between Bands 5 – 10, with Band 5 being below the minimum standard and Band 6 representing the basic level of Literacy and Numeracy expected of Year 9 student. The following tables outline the State mean for all students, the State mean for boys only and the means for the College in both years 7 and 9 and across all domains assessed.

**SUMMARY OF ACHIEVEMENT – MEANS**

**Year 7**

<table>
<thead>
<tr>
<th></th>
<th>State All</th>
<th>State Boys</th>
<th>St Gregory’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>Reading</td>
<td>544.5</td>
<td>540.8</td>
<td>553.1</td>
</tr>
<tr>
<td>Writing</td>
<td>516.9</td>
<td>500.1</td>
<td>523.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>559.4</td>
<td>551.9</td>
<td>559.9</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>542.0</td>
<td>531.9</td>
<td>542.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>549.5</td>
<td>555.0</td>
<td>554.4</td>
</tr>
<tr>
<td>Data, Measurement, Space, Geometry</td>
<td>550.7</td>
<td>556.0</td>
<td>553.1</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>548.0</td>
<td>553.5</td>
<td>555.5</td>
</tr>
</tbody>
</table>
SUMMARY OF ACHIEVEMENT MEANS

Year 9

<table>
<thead>
<tr>
<th></th>
<th>State All</th>
<th>State Boys</th>
<th>St Gregory’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>Reading</td>
<td>585.6</td>
<td>580.8</td>
<td>591.2</td>
</tr>
<tr>
<td>Writing</td>
<td>554.2</td>
<td>533.6</td>
<td>563.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>591.8</td>
<td>584.3</td>
<td>596.6</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>579.3</td>
<td>569.3</td>
<td>573.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>596.0</td>
<td>602.8</td>
<td>604.9</td>
</tr>
<tr>
<td>Data, Measurement, Space,</td>
<td>595.1</td>
<td>601.8</td>
<td>604.7</td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number, Patterns and</td>
<td>596.8</td>
<td>603.7</td>
<td>605.3</td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Year 7 results were above the State mean for all students in all areas. When compared to the mean for boys, results were above the state mean for boys in all areas examined except Numeracy and Data. Of particular note was the outstanding result in Writing compared to boys across the State.

The Year 9 results were above State mean in all domains examined and above State mean for boys in all domains examined. Once again, there a strong performance in the writing domain, comparing favourably with both the State as a whole and boys across the State.

The SMART data programme offers an in-depth analysis of our boy’s achievements and gives detailed information of areas of need for individual students. The College uses this data to improve Literacy and Numeracy programmes to ensure further improvement for all boys.

TEACHING AND LEARNING

Literacy and Reading Focus
The College continued to expand its focus on literacy with the addition of a staff member two days per week who concentrated on developing the reading and comprehension skills of our less able students. The College introduced both the Reading Plus and the Lexia programmes which utilise technology to improve the skills of this group of boys under the supervision of the reading teacher. This enhances the cross-curriculum work done by our literacy team who work with teachers both in the classroom and in the development of resources.

External Competitions
An increasing number of students chose to compete in a range of academic competitions during 2013.
UNSW ICAS INTERNATIONAL COMPETITIONS

2013 Computing Skills

There were also some very strong individual performances in the Computing Skills competition. Fifty six students from Years 9 and 10 entered the competition and achieved four Distinctions and six Credits.

The Australian Mathematics Competition

One hundred and forty boys entered the Australian Mathematics competition in 2013. Six students gained a Distinction and sixty one students gained a Credit.

Technology in the Classroom

The technology focus for 2013 was on planning for the introduction of a 1:1 Laptop Programme in both Year 7 and 9 for 2014. Much time and energy went into choosing the most appropriate machine and ensuring the College’s infrastructure could cope with the changing demands. Additional support was also given to the eLearning role to assist with staff training. The focus for professional development in 2013 was the integration of ICT.

The College continued to improve the access to technology for students during 2013. Additional computers were rolled out, older data projectors were replaced and a number of short-throw data projectors were purchased. Sets of iPad’s were also purchased for use in the classroom.

The College’s eLearning Coordinators continued to drive the implementation of technology across the curriculum, with increased opportunities for professional development and sharing of resources.
<table>
<thead>
<tr>
<th>DEPT</th>
<th>YEAR 7-8 SUBJECTS</th>
<th>YEAR 9-10 SUBJECTS</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education (Mandatory)</td>
<td>Religious Education (Mandatory)</td>
<td>Religion, Catholic Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Studies of Religion 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Studies of Religion 2</td>
</tr>
<tr>
<td>English</td>
<td>English (Mandatory)</td>
<td>English (Mandatory)</td>
<td>English Standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extension 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extension 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English Studies</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics (Mandatory)</td>
<td>Mathematics (5.3, 5.2, 5.1) (Mandatory)</td>
<td>General Mathematics 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extension 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extension 2</td>
</tr>
<tr>
<td>Science</td>
<td>Science (Mandatory)</td>
<td>Science (Mandatory)</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Senior Science</td>
</tr>
<tr>
<td>Human Society And Its Environment</td>
<td>World Geography (Mandatory)</td>
<td>Australian Geography (Mandatory)</td>
<td>Ancient History</td>
</tr>
<tr>
<td>(HSIE)</td>
<td>World Geography (Mandatory)</td>
<td>Australian History (Mandatory)</td>
<td>Modern History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commerce (Elective)</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Legal Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extension 1 History</td>
</tr>
<tr>
<td>DEPT</td>
<td>YEAR 7-8 SUBJECTS</td>
<td>YEAR 9-10 SUBJECTS</td>
<td>HSC</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Technology And Applied Studies</td>
<td>Mandatory Technology</td>
<td>Industrial Technology – Electronics (Elective)</td>
<td>Industrial Technology</td>
</tr>
<tr>
<td>(TAS)</td>
<td></td>
<td>Industrial Technology – Farm Maintenance (Elective)</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industrial Technology – Metals (Elective)</td>
<td>Metals and Engineering(VET)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industrial Technology – Timber (Elective)</td>
<td>Construction (VET)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design &amp; Technology (Elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphics Technology (Elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering Studies (Elective)</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>Mandatory Technology</td>
<td>Agriculture (Elective)</td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Primary Industries (VET)</td>
</tr>
<tr>
<td>Computing Studies / LOTE</td>
<td>Italian (Mandatory)</td>
<td>Information &amp; Software Technology (Elective)</td>
<td>Software, Design &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Information Processes &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Information Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(VET)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Italian*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other languages*</td>
</tr>
<tr>
<td>Personal Development, Health</td>
<td>PDHPE (Mandatory)</td>
<td>PDHPE (Mandatory)</td>
<td>PDHPE</td>
</tr>
<tr>
<td>And Physical Education</td>
<td></td>
<td>Physical Activity &amp; Sports Studies (Elective)</td>
<td>Sport, Lifestyle and</td>
</tr>
<tr>
<td>(PDHPE)</td>
<td></td>
<td></td>
<td>Recreation (Rugby League)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sports, Fitness and Recreation (Coaching (VET))</td>
</tr>
<tr>
<td>DEPT</td>
<td>YEAR 7-8 SUBJECTS</td>
<td>YEAR 9-10 SUBJECTS</td>
<td>HSC</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts (Mandatory)</td>
<td>Visual Arts (Elective)</td>
<td>Visual Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photographic and Digital Media (Elective)</td>
<td>Photography</td>
</tr>
<tr>
<td>Music</td>
<td>Music (Mandatory)</td>
<td>Music (Elective)</td>
<td>Music 1</td>
</tr>
<tr>
<td>TVET</td>
<td></td>
<td></td>
<td>All TVET courses</td>
</tr>
<tr>
<td>Special Needs</td>
<td>Life Skills courses</td>
<td>Life Skills courses</td>
<td>Life Skills courses</td>
</tr>
</tbody>
</table>

* May be offered through Distance Education or Saturday School of Community Languages if numbers do not justify a class.

NOTE: Not all courses will run every year, depending on demand.
In keeping with the traditions of Marist education, St Gregory’s College encourages a strong sense of community, which involves families and the wider community. It is clear that students develop most happily when the school and families are working together with common purpose and values.

St Gregory’s College aims to be a community where:

- there is joy and celebration
- a sense of family is evident
- students and teachers work together with common purpose
- teachers have an active presence among the boys
- people pray and worship together
- Jesus is known to the boys

The pastoral care of students is the responsibility of all members of staff. At St Gregory’s College this is expressed through:

- The development of quality relationships
- The provision of quality learning experiences
- The maintenance of an effective care network
- The provision of outdoor education (camps)
- The implementation of effective student management practices that foster self-discipline in the boys.
- The provision of leadership opportunities for the boys
- The ongoing development of anti-bullying education, policies and processes
- The support of those in need through prayer and assistance
- The distribution of special awards to celebrate achievements and virtuous qualities
- A structured and timetabled Pastoral Care Programme

Through positive adult role modelling and restorative management practices we challenge students to live with courage and integrity, as exemplified by Marcellin Champagnat, founder of the Marist Brothers.

**Student Non-Attendance**

- In Years 7 and 8, the parents are contacted on the occasion of each student absence to ascertain the reason for the non-attendance.

- In Years 9 to 12, a close watch is kept on patterns of non-attendance. In specific cases where there is a concern over a student’s non-attendance on a particular day, parents are contacted by the relevant Year Coordinator.

- In all Year groups, a parental note is to be produced by each absent student on the day he returns from his absence. If this note is not produced, contact with the parents is made by the relevant Year Coordinator.

- In Years 9 to 12 where the absence extends to 3 consecutive school days, the Year Coordinator makes contact with the parents to ascertain the reason for the student absence.
Where cases of truancy are detected, parents are contacted, interviews held, and close, ongoing monitoring adopted.

**Student Welfare**

*Student Rights and Responsibilities Document*

The *Student Rights and Responsibilities* document is the culmination of a project that began with senior students in 2006 and is further developed each year with the input of the Year Co-ordinators and the Leadership Team.

Its purpose is to provide the boys with a deeper appreciation for the College rules and the values that underpin these rules. It is about fairness and equity and educating boys to take a greater responsibility for developing their self-discipline.

*Champagnat Cup*

Discussed during 2006 and commenced at the beginning of 2008, an exciting new House Competition continues at St Gregory's College. The Champagnat Cup provides all boys at the College with opportunities to contribute to their House, gaining points for good performances and contributions across the many facets of College life. By giving the boys an opportunity to excel in areas of individual talent, the competition aims to instil in the boys a practical understanding of the College motto, 'Quae Seminaveris Metes', As you sow, So shall you reap.

Students earn points for themselves and consequently their House when their contribution to the various facets of College life is deemed significant. There will be a substantial prize for the boys that belong to the Champion House.

A record of individual student involvement in any of the activities deemed worthy of earning points for their House is recorded on a data base. Students are informed via e-mail immediately when they receive these points and a profile of their involvement in the various facets of College life will be mapped throughout their entire time at the College and will be used to assist in the development of written character references and when conferring major awards.
Houses compete for a pool of points that have been allocated variously to the Sporting, Academic, Faith in Action/Social Justice, Creative and Performing Arts, Agricultural and Boarding facets of College life. St Gregory’s College is divided into four houses with Mottos and Crests that reflect significant attributes held as important by the College throughout its history.

Boys to Men Programme

The College has a comprehensive program entitled Boys to Men, which encompasses a camp/retreat program with extra-curricular opportunities into this one program.

The Boys to Men goal statement addresses important boys education issues such as:

- Our Catholic/Marist Identity
- Faith in Action
- Courage in Action
- Inspiration
- Building Relationships
- Positive Images of Masculinity
- Good Blokes
- Strong minds, gentle hearts
- Challenge
- Leadership
### Whole form activities organised for 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Involves</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Getting to Know You Camp – Narrabeen (2 nights)</td>
<td>Physical challenge, team work, liturgy Introduction to SGC</td>
<td>Term 1</td>
</tr>
<tr>
<td>8</td>
<td>Fine Young Men Part 1 - 2 days (no overnight) 1 day offsite/1 day onsite</td>
<td>Physical challenge Perspectives on manhood Heroes and role models Involve dads Liturgy Pack &amp; paddle/bush trek</td>
<td>Term 2</td>
</tr>
<tr>
<td>9</td>
<td>Fine Young Men Part 2 – 2 days (no overnight) 1 day offsite/1 day onsite</td>
<td>Physical challenge Perspectives on manhood Rock and water activities Involve feedback from girls Liturgy Pack &amp; paddle/bush trek</td>
<td>Term 2</td>
</tr>
<tr>
<td>10</td>
<td>Camp – Teen Ranch (2 nights)</td>
<td>Physical challenge Outdoor skills Team work Spirituality</td>
<td>Term 4</td>
</tr>
<tr>
<td>11</td>
<td>Insight Programme</td>
<td>Outreach experience Liturgy</td>
<td>Term 3</td>
</tr>
<tr>
<td>12</td>
<td>Retreat</td>
<td>Spirituality Liturgy Self-reflection</td>
<td>Term 1</td>
</tr>
</tbody>
</table>
In keeping with the holistic education offered at St Gregory’s the following Year cohort activities occurred in 2013:

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 7    | Mums’ and Sons’ Breakfast and Liturgy  
   Grandparents’ Day  
   Boys’ and Blokes’ Trivia Night  
   Dances with girls from St Patrick’s Campbelltown |
| 8    | Boys To Men At Their Best (Father and Son activities afternoon)  
   Bowling Night with girls from St Patrick’s Campbelltown  
   Dances with girls from St Patrick’s Campbelltown  
   Boys’ and Mums’ Etiquette Evening |
| 9    | Dances with girls from St Patrick’s Campbelltown |
| 10   | Boys To Men Reflection Day  
   Dances with girls from St Patrick’s Campbelltown |

**Activities to promote National Safe Schools Week:**

- Brainstorm Productions to address bullying issues – Sticks and Stones (Year 7)
- Driver Safety Education – U-Turn the Wheel (all of Year 11)
- Big Brother Programme (Years 7 and 11)
- Continuation of “Good Bloke Award” Initiative
- Reinforcement of rules for travelling to and from school on public transport
- Continued exploration of security camera installation in school grounds
- Classroom Procedures posters placed in all classrooms
- Parent Forums
- Involvement (Years 7 to 10) in a University of Western Sydney study titled, “Seeding Successful Cyber Bullying Intervention”
- Continued inclusion of Cyber safety Agreement in College Diary (signed by both students and parents)
- Positive reinforcement programme (“Good Boy” letters)
- 100% Attendance Certificates awarded to those students who do not miss a school day in the calendar year
- Introduction of “Notification of Achievement Diary Stamp”
- Supervision of boys at Campbelltown train station as they prepare for travel to school
- Cyber bullying presentations conducted by the College’s Educational Psychologist
- On Guard Safety Training
STUDENT RIGHTS AND RESPONSIBILITIES AT
ST GREGORY’S COLLEGE

St Gregory’s College is a Catholic school in the Marist tradition, where I am valued as a unique person within a loving faith community. As a student I have certain rights, but I can only have those rights if I support the rights of others. The rules and regulations of the College community are founded upon these rights and responsibilities.

<table>
<thead>
<tr>
<th>As a student I have the following rights:</th>
<th>Values</th>
<th>My rights come with the following responsibilities; I need to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To feel I am in a safe, happy school community where I am treated with respect and understanding and where difference is valued</td>
<td>Respect Understanding Love Acceptance Resilience Harmony Tolerance Inclusion Freedom</td>
<td>• Ensure that I act in a way that keeps myself and others safe • Care for the physical and emotional wellbeing of others • Be inclusive • Treat others with courtesy • Follow teacher instructions</td>
</tr>
<tr>
<td>To learn from my teachers and to develop and nurture a lifelong love of learning</td>
<td>Respect Commitment Persistence Responsibility</td>
<td>• Listen attentively and respectfully in class • Follow teacher instructions • Actively participate in the range of learning activities made available to me • Give my best effort • Complete homework, assignments and assessment tasks • Enable others to learn without distraction • Obtain and maintain all resources for each subject</td>
</tr>
</tbody>
</table>

Examples:
- Submit tasks by due dates
- Arrive to class on time
- Be prepared with all work and resources
- Avoid moving about the classroom or creating noise unless instructed to do so
| To share a vision for a just and honest environment | Integrity
 Faith
 Justice
 Courage
 Service
 Honesty
 Trustworthiness |
|---|---|
| To receive open and regular communication regarding events and issues in the College | Diligence
 Responsibility
 Integrity
 Honesty |
| To enjoy a clean and attractive College environment | Respect
 Responsibility
 Stewardship |
| To enjoy safe travel to and from the College | Safety
 Respect
 Responsibility |

- Try to be Christ-like, by imitating the actions of Jesus we find in the Gospels.
- Give others a “Fair Go”
- Take responsibility for the consequences of my actions
- Care for the person and property of others
- Speak and act with integrity and courage
- Through my words and actions, help to develop a sense of unity of purpose in our Christian Community.
- Listen carefully to messages
- Ensure all correspondence between the school and my parents is delivered
- Use my diary to record information
- Attend meetings and information nights as required

**Examples:**
- *Give my parents all notes sent from the school*
- *Return any correspondence promptly to teachers*
- *Read information on notice boards and on the College website*
- *Listen attentively to daily notices and to messages at assemblies*

- Care for the college resources and environment
- Make sure all litter goes into bins
- Do my part in keeping the property of others free of defacing marks
- Leave chewing gum at home
- Maintain the best appearance of textbooks, computers and other resources

**Examples:**
- *Be a good role model*
- *Uphold the College reputation*
To have access to College resources and opportunities

Commitment
Pride
Generosity

- Maintain the good image of the College when representing the College in the community
- Participate fully in College Masses, Liturgies, sporting events, fundraising activities and other special events

Examples:
- Wear the College uniform correctly and neatly
- Present neatly groomed

To be a member of a loving faith community

Love
Charity
Acceptance
Grace
Compassion

- Respect the Catholic Marist traditions of St Gregory’s College
- Participate eagerly and appropriately in the various forms of prayer and liturgical life of the College
- Nurture my own faith development by engaging properly in the Religious Education Curriculum
- Respect the range of expressions of Faith in our Community
- Contribute to the lived expression of our Faith Community through participation in a variety of Social Justice initiatives

Examples:
- Participate in Daily Prayer, College and Class Liturgies, Retreats & Reflection days
- Support a range of Social Justice Initiatives. E.g. Lenten Appeal, door knock appeals
- Approach Religious Education classes as an opportunity to grow both academically and spiritually through an enhanced understanding of faith.
# St Gregory’s College Campbelltown MONITORING REPORT

**Name:**

**Class:**

### Instructions

**Student** - Place this Report on your teacher’s desk at the beginning of each lesson. At the end of each lesson wait for your teacher to fill in the report and return it to you. Each night you are to show the report to your parent/carer for their initials. At the end of the five (5) day cycle it is your responsibility to take the Report to your Year Coordinator.

**Staff** - Please complete the Report at the end of each lesson by:

1. Filling in the Subject box. (SU)
2. Completing each box category with an A – D grade.
3. Initialing for the lesson. (IN)
4. Returning the Report to the student who is being monitored.

Any boy who receives a Grade D in TWO or more classes in one day, and/or six or more Grade C’s in one day, **must** report to their Year Coordinator at the end of that day.

(“D” grades must be accompanied by an explanation over the page)

(Positive comments can also be recorded on the reverse)

<table>
<thead>
<tr>
<th>Day:</th>
<th>Date:</th>
<th>Day:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER</td>
<td>SU</td>
<td>OT</td>
<td>EQ</td>
</tr>
<tr>
<td>HR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Parent/Carer Initials:**

<table>
<thead>
<tr>
<th>Day:</th>
<th>Date:</th>
<th>Day:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER</td>
<td>SU</td>
<td>OT</td>
<td>EQ</td>
</tr>
<tr>
<td>HR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Parent/Carer Initials:**

<table>
<thead>
<tr>
<th>Day:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER</td>
<td>SU</td>
</tr>
<tr>
<td>HR</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Parent/Carer Initials:**
MONITORING REPORT

- Explanation of “D” Grades
- Positive Comments

/ / /  Subject: _____________________________________________

/ / /  Subject: _____________________________________________

/ / /  Subject: _____________________________________________

/ / /  Subject: _____________________________________________

/ / /  Subject: _____________________________________________

/ / /  Subject: _____________________________________________

/ / /  Subject: _____________________________________________

/ / /  Subject: _____________________________________________

/ / /  Subject: _____________________________________________

/ / /  Subject: _____________________________________________

(This section to be completed after the five day cycle has concluded)

Comment by Year Coordinator: ________________________________

Decision by Year Coordinator:

☐  Monitoring Report completed satisfactorily
☐  Repeat Monitoring Report

Signature: ________________________________  Date: ________________
Parent/Carer Signature: ________________________  Date: ________________

Legend:  SU = Subject; OT = On time to class; EQ = Equipment; HW = Homework; CW = Classwork; BH = Behaviour; IN = Teacher Initials; HR = Homeroom
2013 was an important year for boarding at the College. 2012 was a year of great success in all areas of College life for the community, culminating in James Horton finishing College Dux and Tom Brown and Tim Wray finishing 3rd and 4th respectively. It was also a year well led by Adam Elliott and his boarding student leadership team.

The year started with great promise with 2013 captains Harry Roach and Billy Overall, along with a number of other boarding leaders coming back a day early to welcome our new Year 7 cohort. Despite teeming rain all were in good spirits and ready for the challenges ahead. Having Year 12 leaders taking their first step into leadership with the young men taking their first step into high school was both symbolic and from a practical nature, supportive for both groups. This was the beginning of a very good year for the boarding community.

Over my seven years as Director of Boarding one of the things that make me most proud is the academic improvements of the boys, particularly concerning their effort. Over 90% of boarders in Year 7-12 were recognised this year with a certificate for that. With effort comes results and it is extremely pleasing when speaking to both parents and boys about the improvements that have been made since their arrival at Greg’s. This is in no small part due to the active interest taken by all boarding staff, particularly the House Co-ordinators and tutors. There is a culture in boarding amongst the boys that not only is it okay to achieve academically, there are no excuses why you shouldn’t! The boys are now largely, through positive encouragement of each other, driving this.

The warm welcome that our guests receive when coming to St Greg’s is also something that is both unique and special. One of my roles is to take prospective boarding families on a tour in the (in)famous BroMobile and every family in 2013 on one of the tours commented on how friendly and respectful the boys were. To have junior and senior boy alike come forward unsolicited to introduce themselves and find out about the guest leaves a lasting impression. It is genuine and I know many families ultimately chose this fine College due to their first impressions – which was largely the boarding students and of course our College Registrar.

School Captain Ed Thomas also played a critical role in continuing to develop school spirit amongst the boys. A lasting memory was the warm afternoon in sunny Canberra when St Greg’s met Marist College. In perfect conditions the rugby was played in open and good spirits but importantly the ways Ed lead the boys in both cheering and behaviour was exceptional. At fulltime a stirring rendition of Sub Tuum was belted out by player and supporter in front of a surprised Canberra contingent. At the conclusion of the day, Year 12 led by Ed, cleaned up where the boys had sat and left the place spotless. The College received numerous comments, calls and emails from Marist families about our boys.

The family weekend is still the No.1 ticket for the year and 2013 was to be no different. An additional event of a breakfast Sunday morning, sponsored by Alliance Catering, added to the already bust weekend of interviews, sport, a high tea, a beautiful and reverent Family Mass and a cocktail party ensured for a wonderful weekend. Families and staff were left exhausted but highly satisfied that St Greg’s is a good place where boys become Fine Young Men.
Another critical element of any community is how they support each other in time of need. I have a firm belief that St Greg’s boarding is at it’s very best when things are at their worst. Whilst as a community we were left to face some personal and collective challenges, the way boys, staff and parents rallied around each other gave great comfort and when the time came to reflect affirm what a special community St Gregory’s Boarding is.

These great memories are only created through the generosity of many, none more so than the staff. To the Co-ordinators Max Spencer, Rebecca Graham, Paul Fox and Rachel Newell many thanks for your overall management of your house. A particular thanks to Mr Spencer on his time as Acting Director of Boarding in during the year in my absence. Also special congratulations to Max and Amy Spencer on the birth of a beautiful daughter Elise, a welcome addition to the Spencer and St Greg’s family. To Matt Johnson, Luke Eisenhuth, Michael McGuiggan, Luke McGinnity and Kristy Partridge for their important role as live in supervisors. To all the other casual supervisors and tutors for their energy and care for the boys. To the lovely ladies and hard working men in the laundry and maintenance for always making sure things went well and looked great! To Mavis Morris and Dr Goyal for their professional medical care, the kitchen staff for the care in the preparation of food. To the Leadership Team of the College, in particular Mr Damien Millar, for their support of this critically important ministry. To Mrs Kate Stott (nee Bryan), the outstanding College Registrar for her unwavering support and expertise in all that she does. Congratulations also to her and David on their nuptials.

Finally to my own family, Margie, Mollie and Daniel for having the patience and understanding in allowing me to put into the job the best I can.

Matthew Brennan
Director of Boarding (2013)
The spirit of volunteering is ever present from a large number of parents, who continued to support the College at major events and day by day activities. Over two hundred parents have assisted us this year at the College Open Day, the Saturday Winter Barbeques, the Year 7 Twilight evening, the Year 7 to 10 Dance, Year 11 Dinner Dance and the College Musical.

The Art/Craft Show Committee comprised twenty two parents who attended regular planning meetings for approximately six months before the event that was held over the weekend of the 22 to 24 March 2013. There was a lot of work carried out in planning and organisation by these dedicated and generous people and we were grateful for all they achieved.

Many of these events could not be held without the support of the College Parents who are content to remain in the background.

Unfortunately, the Parent Dinner Dance (Maroon and Blue) did not proceed this year because of numbers but planning has begun to organise this event for 2014 with a few changes that might make it easier to achieve a good response.

Once again the Parent Forums provided an opportunity to meet with Mr Millar (and Mr Kennaugh in Term 2) to be kept informed and discuss College news, events and future plans.

Attendance numbers by the end of Term Three from the meetings held each Term were just on 300, so it would seem that parents are supporting and interested in this programme. An all College Year 7 to 12 Parents meeting will be held in Term Four due to parent’s requests, for the first time this year. The friendships, advice and support for each other is an ongoing and pleasing by-product of the Parents Forums.

From a personal point of view, I feel very privileged to have had the opportunity to meet and work with so many generous and caring parents throughout this year and feel humbled that the word “no” or “can’t” never seems to be part of their vocabulary.

I look forward to continuing on with my role as Parent Liaison in 2014.

Sue Dein
Parent Liaison
I began my employment at St Gregory’s College in the role of KLA Coordinator in 2011. I came to the College after working in a number of independent co-educational schools in the Macarthur region in various middle management and executive positions, so I feel well qualified to comment on the educational environment at St Gregory’s.

St Gregory’s is a truly unique institution and it is difficult to point to one simple factor that creates that uniqueness. The learning environment is a blend of rural and urban, academic success and success on the sporting field, traditional Australian values and multicultural diversity. It is a learning environment which is blessed with a highly competent and dedicated staff, led by a supportive and encouraging management and leadership team. This combination creates an environment where every boy is valued and encouraged, and every boy knows he is cared for as an individual, even when he is learning through discipline! It is a place where individual achievement is celebrated, but where community is valued more. It is a place where we are privileged to witness young boys growing into outstanding young men.

One of the sadder aspects of teaching is that often the young minds we work so hard to teach and shape are lost to us in time. They grow up and move on, and we lose contact with them. At St Gregory’s, however, this is not the case. The boys are ever “our boys” and return to us to visit, ask advice, come to Mass and come to Old Boys events; they remain part of our community. In times of celebration, they contact us so that we can share their joy. In times of crisis, they remember that God holds them in His hand and they return for His comfort through the College.

I believe this connection comes about as a result of a long tradition at St Gregory’s of mutual respect between teachers and students; it is handed down from year to year, generation to generation. Our Old Boys and our current students are intrinsically linked through their common bond of having the privilege of being educated at St Gregory’s. It is not a privilege built on wealth or opportunity, but rather on community. The sense of being a part of a school which is committed to bringing out the individual best in every boy is recognised by the boys themselves.

The College and its staff are deeply committed to the five pillars of Marist Education; Presence, Simplicity, Family Spirit, Love of Work and In the Way of Mary. The truly special learning environment the College has created is a result of the outworking of each of the pillars in concert together. As members of staff, we hold these pillars close and, when we reflect on our work, we do so with our Marist mission in mind.

While our facilities are excellent, consistently renewed and upgraded, and deeply appreciated; it is the presence of the staff and the brother’s community which truly reflects the simplicity and gentle spirit of a Marist education. St Gregory’s College is a truly supportive learning environment, full of wonderful opportunities and experiences and where every boy is cared for and deeply valued. It is a place that all members of the St Gregory’s community feel truly thankful to be a part of.

A Teacher
I chose to send my son to St Gregory’s College after careful consideration of other options. I believe St Gregory’s was the best choice for my child for the following reasons.

Firstly, St Gregory’s emphasises our Christian values which is very important to myself and my husband. Being an all-boys school, I felt that it would give my son confidence and the opportunity to speak out. I also value the great educational and sporting opportunities the school provides.

The welcoming atmosphere at St Gregory’s College ensures that my son is safe and happy at school. The teachers all give 100% to their job. The teachers and staff are not just concerned with the boys as students who turn up every day to be taught but consider the whole person in terms of the overall educational, emotional and social wellbeing. The teachers spend a lot of time helping the boys with homework and extra-curricular activities outside school time.

The school has high standards and expectations in terms of discipline and respect for others. Students understand the rules and expectations of the school. These skills are not only valuable during their school life but will assist the boys when they leave school. I can already see my Son apply these skills, first hand, in a variety of places and situations. Any issues that I have had in the past in relation to problems that my son may have experienced have been dealt with discreetly and effectively. Sometimes these rules are a little restrictive e.g. my nephew got his red P’s recently and he was unable to give my son a lift to school because of the School Policy. This shows that the school sticks to their rules and policies and we as parents have proudly abided by them.

I love the fact that there are so many opportunities for parent involvement. For a full time working mother like myself, this means that I can be involved in various working committees after school hours.

In the future I would hope that any grandsons would follow my son and attend St Gregory’s College. I would highly recommend the school to anyone considering high school education for their sons.

A Parent
TO WHOM IT MAY CONCERN

First impressions reveal the enormity of the school and the wide range of facilities from the pool and the sporting fields to the teaching facilities, including a number of new or refurbished blocks, specifically the Arts, Sciences and TAS.

The staff at St Gregory’s College are dedicated and passionate and as such are generally respected by the students. They have the best of intentions and are always willing to lend an extra helping hand, whether that be with classwork that may have been missed or even homework tasks that need clarifying. With this respect the teaching quality is high and the work ethic is equally high. This can also be said for their involvement in extracurricular activities. The staff are always involved with organising or coaching sporting teams, show cattle, musicals, debating and public speaking, meet the music programs and social justice initiatives such as the Claymore Homework Club and The Salvation Army Doorknock Appeal.

The range of opportunities that are presented at St Gregory’s College is wide and, if embraced, it significantly enhances the individual’s development.

The general atmosphere of the students is usually positive and therefore positively contributes to an individual’s growth.

Spiritually, the school provides that opportunity as well with the beautiful Chapel and with the always inclusive College Masses.

A Student
The College has three major income streams to sustain its staffing levels, provide educational resources, maintain its plant and undertake capital improvements: Fees and Private Income; Government Grant Income; and Other Capital Income. The movements in these categories against the prior year can be summarised as follows:

**Fees and Private Income** contributed the same overall share to revenue in 2013 as in the prior year due to movements in the other income categories. In real terms, this area increased due to rising enrolments and the annual fee increase.

**Government Grant Income** contributed a similar share to overall revenue in 2013 as in 2012. Income from this category increased due to stronger enrolments and positive movements in both the Commonwealth Recurrent and State Per Capita funding per student.

**Government Capital Grants** increased in 2013 against the prior year with a final instalment of ICT funding under the *Digital Education Revolution* program. There were no Government Capital Grants in 2012.

**Other Capital Income** was significant in 2013, though less than the prior year as the internal funding received for the upgrade of the College’s Music Facilities by the *Foundation* was at a lower level than the Science Laboratory refurbishment in 2012. The current year also saw ongoing payments by the College Foundation towards existing loans plus some minor capital contributions in the form of equipment from third parties.

The College incurs three major expense streams in its operations: Salary Expenses, Other Expenses and Depreciation Expenses. The movements in these categories against the prior year can be summarised as follows:

**Salary Expenses** incurred in the current year were a marginally larger portion of overall expenditure than in 2012. The volume of costs naturally increased in line with movements in the respective staff Awards, whilst permanent staff numbers also increased marginally against the 2012 levels.

**Other Expenses** fell significantly against the 2012 results in areas such as printing, consulting, insurance, leasing, asset disposal and Boarding facilities maintenance costs. Other categories experienced general CPI movements only.

**Depreciation Expenses** for 2013 were higher than the prior year due to the ongoing capital program. The key capital purchases in the current period were: refurbishment of the Music Facilities; refurbishment of the old Science rooms into general classrooms; planning and consultant costs for the construction of the new College Hall in 2014; planning and consultant costs for the future Resource Centre; new student laptops and data projectors across a range of classrooms; and a series of minor purchases for various Teaching departments, maintenance and cleaning.
The mix of income and expenditure categories for the current and prior year are shown in the graphs below:
PRIORITY AREAS FOR IMPROVEMENT ACHIEVED IN 2013

Mission
Publish Sacramental Information Booklet for students and parents.
To implement Liturgical Ministry Training and Leadership, Social Justice Initiatives in Year Groups which will be led by the College Student Leaders.
Enrol students in formation courses, ask them to present to others on their return.

Pastoral Care
Trial the employment of a Pastoral Care Coordinator for 2013
Coordinate the Pastoral Care Programme with PDHPE and Religion

Teaching and Learning
Develop strategies for boys who are not academically achieving
Further development of the Lexia Reading Programme for students in Years 9 and 10.

Administration and Work, Health and Safety (WHS)
To develop a strategic plan for Work, Health and Safety (WHS) Programme.
Evaluate and source the best data system for implementation in 2014.

Boarding School
Continue to investigate and refine marketing ideas in order to promote the Boarding School
Explore further the links with the AIEF Foundation in order to maximise the outcomes for our Indigenous students.

Professional Learning
To develop a positional paper on the One to One Laptop Programme for possible future implementation in 2014.
To monitor and evaluate the effectiveness of the eLearning Coordinators and facilitation of learning for staff.

Facilities
Investigate the building of a College Multi-purpose Hall.
Investigate the possibility of a grant to build new Boarding dining rooms and a new Learning Centre.

These priorities were achieved in the 2013 calendar year with some continuing for 2014.

Mr Damien Millar
Headmaster
Mission
To see students awarded in the Sacramental Program.

Pastoral Care
To see students achieving to the best of their academic abilities.

Teaching and Learning
To maximise the skill level of the students in Year 7 in the areas of Literacy and Numeracy.
To maximise the literacy skills of identified students from Year 8 – 10.
To see the Learning Technology Programme implemented in the College (Focus Year 7 and 9).
Implementation of the Foundation Skills Program for Year 7 students.

Administration and Work, Health and Safety (WHS)
To continue to develop the strategic plan and framework for Work, Health and Safety (WHS).
To investigate a new data administration program for the College.
To develop and implement a new staff and student homepage on Skyblue (SharePoint).

Boarding School
To develop enrolment strategies to increase and or maintain student population.

Professional Learning
To introduce a Teacher Mentoring Program.

Facilities
To continue with the Building Programme including renovation of the College Hall.

*The information in this report has been verified and the priorities endorsed by the Headmaster and Leadership Team.*

Mr Damien Millar
Headmaster