St Gregory’s College Campbelltown

“As you Sow, so shall you Reap”

2014 Annual Report
Annual School Report 2014

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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 2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>192</td>
<td>164</td>
<td>195</td>
<td>154</td>
<td>175</td>
<td>156.5</td>
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</tbody>
</table>

In 2014, total enrolment was 1036.5. There were 58 Indigenous students and 43 funded students with special needs.

The actual retention rate of students for 2014 was 96%.

**Student Attendance Rates for 2014**

The average student attendance rate for the whole College in 2014 was 94.9%

The student attendance rates for 2014 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>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95.5</td>
<td>94.6</td>
<td>94.3</td>
<td>94.7</td>
<td>94.6</td>
<td>95.7</td>
<td></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 2014:

- Year 10 Class number: 154
- Continuing to Year 11 & 12: 175
- Leaving for apprenticeship/traineeship: 13
- Leaving to attend another school: 17
- Moving away from the area: 2
- Full time employment: 2
- Further training/TAFE: 2
- Unknown: 30

**Post School Destinations (Year 12 2014)**

- Year 12 Class number: 158
- Full time study: 87
- Full time/Part time work: 18
- Apprenticeship/Traineeship (TAFE): 23
- Travelling: 0
- Unemployed (and seeking work): 0
- Unknown: 30
Teaching Profile

Teacher Data

In 2014 St Gregory’s College employed 76 full-time and 8 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.

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

*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 96% (78/81).

Teacher Participation in Professional Learning

The number of teachers who participated in professional learning activities was 47 and a description of these activities is noted below:

- Validation Workshops
- Boosting Student Performance in HSC Standard English
- Planning and Programming for the new Syllabus - History.
- Teaching BioEthics Today
- Ipad Sketching and Imaging
- Pastoral Care, Brains, Creativity and Emotions
- The Latest in Cyber Safety
- Resuscitation Certificate.

The average expenditure per teacher on professional learning, at the school level was $327. The expenditure on professional learning was $15,374 (with approximately $17,061 spent on teacher relief additional to this expenditure).
Performance Appraisals were conducted on the following staff:

- Bernard Malone – Music Coordinator
- Elissa Ference – Visual Arts Coordinator
- Gregory Bingham – PDHPE Coordinator
- Lucia Martin – E-Learning 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 2014 there were 31 direct support and administrative staff employed at St Gregory’s College

The College employed 39 other staff members in the areas of Maintenance, Cleaning, Farm, Laundry and Boarding Houses.
2014 Highlights

Academically the College remained well on task with pleasing results in the 2014 HSC. Our High Achievers Assembly honoured our Dux with an ATAR of 98.50 as well as 10 students, all with an ATAR above 90.

One student was placed twelfth in the State in General Mathematics 2 out of 32,000 candidates and two students were successful in making the All-Rounders List. One student was nominated for his Design and Technology Project and one student for his prestigious onstage Music Viva Voca.

The Building programme continued on a large scale with the extension and refurbishment of the existing Br Luke Hall into a new Hall with a seating capacity of 2,000, a function room, large foyer and canteen as well as storage facilities for Sport, Drama and general administration. This building program called for a “year of initiative”, that found us conducting large Masses off site and parent information evenings and interviews booked across different venues and commencement times.

The 2014 Year 12 Graduation was a wonderful event with a giant marquee erected on the ground of SG1 and close to 1900 people in attendance.

Plans in regard to the relocation of the Boarders Ref, a new refit of the existing kitchen in the Donovan Centre, and the building of a new laundry were drawn up. This building would then allow for the existing Ref area to become a state of the art Learning Centre (including Library) for all students to access.

Plans for the establishment of the Champagnat Courtyard (in the existing lower quad) were also discussed and resourced.

Over 300 parents attended the parent forums in Term I-IV. Parents once again supported the many events and activities in large numbers, the Year 7-10 Dances, College Open Day, Year 7 Twilight Dance, Year 11 Dinner Dance and Work Experience opportunities were all possible because of the generous support of the St Greg’s parents, through the Volunteer Programme. The Maroon and Blue Parents Dinner Dance “A Night of Magic” again was a great night for the 100 strong crowd, with wonderful food, company and entertainment.

St Patrick’s College invited our students to be involved in their Musical “The Wiz” and approximately fifty students became part of the main cast with the familiar roles of the Scarecrow, Lion, Tin Man and The Wizard all going to talented Senior Students.

A most successful Careers Forum was held in July with over twenty six representatives from Universities, TAFE, Private Providers, Police, Defence, Ambulance and the Apprenticeship Board all present. More than 300 students and their parents attended and were given vital information in regard to Career Pathways and options. All of Year 10 once again took part in a week long Work Experience Programme, with senior students from Years 11 and 12 having the opportunity to go to work on a one day per week basis, with the possibility of obtaining an apprenticeship or traineeship at the end of the year. Six students across Year 11 and 12 were registered as SBA (School Based Apprentices) and seventeen students attended a variety of courses at TAFE. One of the students was awarded the Vocational Student of the Year for Automotive. Individual interviews with parents and students both present were conducted by the Director of Teaching and Learning and the Careers Advisor for Year 10’s to help students make informed and sensible choices for Year 11 and 12.
The Pastoral Care Programme is committed to educating the students in our care to become men who value and nurture their faith and responsibility long after they leave the College. Through the programme our students are challenged to appreciate the local and global community through a commitment to the values of social justice and compassion for the needs of others. Year Coordinators along with their teams guide each year group in a variety of relevant topics throughout the year at weekly Year team meetings.

The Year 7 to 10 Dances continued with St Patrick’s College, while the Year 8 Bowling, the Year 7 Twilight Dance and the Year 11 Dinner Dance all provided a chance for social skills, fun and interaction.

Leadership opportunities for students from Year 10-12 were numerous and we had representation at faith formation days, leadership forums, social justice discussions and commemorative events.

In 2014, Year 11 students travelled to both the Solomon Islands and Fiji for Immersion experiences, Year 10 students continued to take part in the St Gregory’s Community Service Programme and Year 11 students continued this idea of giving back by their participation in the Insight Programme.

While our whole school Masses and celebrations were conducted off site, due to the building of the Hall our Champagnat Day celebrations and St Gregory’s Mass were still wonderful spiritual and fulfilling experiences with roof raising singing and thoughtful moving Liturgies.

The College is very proud of the outstanding level of sporting success and especially the level of sportsmanship it is a well known for. St Gregory’s participates in the MCS (Metropolitan Catholic School Sporting Association). It holds five major championships each year in Swimming, Cross Country, Tennis, Athletics and golf. St Gregory’s finished third in Swimming, second in Golf and won Cross Country, Athletics and Tennis.

In the weekly MCS Competitions of Basketball and Cricket in summer, Rugby League and Football in winter and Touch Football and AFL in spring, St Gregory’s competed strongly in all sports. The majority of teams reached finals, with many victorious results. The Cricket First XI won the Downie Shield and participated in the All Schools Carnival, while the Opens AFL Team also won in 2013. The college had many students who made various representative levels in a wide range of sports. None of these victories and representations would be possible without the time and commitment of numerous staff members who coach and develop the young men in their care.

In our Show (Agriculture, Sheep and Cattle) St Gregory’s were also most successful in the competitions and Shows we participated in. In the program, we won the State Final of the Merino Fleece judging and were placed third in the National Finals. Students won the best Corriedale handler, best Merino handler and were placed first in junior paraders at the National Heifer Show in Canberra, Dubbo and Sydney Royal Shows.

We look forward to being able to access our new Br Luke Hall in 2015 and all the possibilities for learning, sharing, performing and growing that it will provide for our College community.

2015 will also be a time of planning and evaluating our Strategic Plan introduced in 2010-2014.
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
- Video surveillance
- College Diary Stamps
- Homework
- Contraband Goods
- Haircuts
- Students Rights and Responsibilities
- Uniform
- Enrolment Policy
- Termination of Enrolment 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 2014. These and other policies and guidelines pertaining to pastoral care including discipline, complaints and grievances, are made available to parents on the College website.

- Enrolment Policy
- Boarding Policy
- College Gym Policy
- Student Leadership Policy
- Mobile Phone Policy
- Pastoral Care Policy
- Student Driving Policy
- Student Attendance Policy
- Student Management Policy
- College Diary Stamps
- 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 Mission

‘Your life in Christ makes you strong, and his love comforts you. Be humble towards one another; look out for one another’s interests, not just for your own. The attitude you should have is the one that Christ Jesus had.’

During 2014, Mission remained a focus for the community of St Gregory’s College. Using the Marist theme of #serveoneanother, we were able to ensure that Marist mission continued as a part of the daily life of all in the College. This was evident in liturgy and prayer, the sacramental programme, spirituality and faith formation, outreach, social justice and the Religious Education curriculum.

Liturgical and Prayer

Liturgical and prayer are alive at St Gregory’s, both as expressions and celebrations of our faith. During 2014, they took a different twist with the Hall being out of action. We were still able to celebrate the major liturgies including Eucharist at our Commencement Mass, Champagnat Day and the feast of St Gregory, albeit in another Marist place: the hall of Our Lady of Mount Carmel High School. Year 12 Graduation and Christmas were celebrated at the College in the yard and on MCS respectively. Liturgies were celebrated at our Welcome evening for new parents as well as for Ash Wednesday, ANZAC Day, Mothers’ Day, Grandparents’ Day and as appropriate throughout the year. Our Easter Liturgy was celebrated in Year groups in the Chapel and RE Centre. Special assemblies on Harmony Day and during NAIDOC Week enabled us to pray in gratitude for our diversity. The exploration of aboriginal people in active service was thoughtful and insightful. The Year 7 and 12 Buddy’s Mass was again a moving and uplifting experience. The praying of the Rosary during Mondays of May continued. As a Marist school, our connection with Mary is strong and this prayer enabled our student leaders another opportunity for faith leadership 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. Students continue to take a active participatory role at these Masses with reading, reflecting on the readings, music, 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, Mr Clanfield and Ms Wray continued to lead the school community in their support of liturgical music. The Sacramental Programme included 16 boys, 2 of these choosing to become members of the Catholic Church, and another 14 receiving the sacraments of Eucharist 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 participated as a staff in a one-day spirituality programme entitled #serveoneanother. 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 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 State Government and Diocesan events which enabled them to connect more closely with the institutional Church and the wider communities. This included *Conversation with the Bishop, Diocesan Assembly, Red Cross Ambassador training, Parliament House visit, Government House visit, Elevate leadership programme, Ministry Training Days and 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 doorknock 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, continued in Years 10 and 11. The significant number of boys participating in this project earning certificates and medallions reflect the attitudes of service which are developing within the College.

The Year 11 boys continued to make donations to Matt Talbot Hostel. With so many young men wishing to be a part of our Immersion programme, we decided to send a group to Fiji as well as to the Solomon Islands. Miss Wray and Mr Graham accompanied the boys to Fiji and Mrs Sawyer and Mr Manning travelled with the Solomon Islands group. 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. We also held our first parent Retreat, with a group of 10 St Greg’s mums participating in an overnight programme on the theme of Martha and Mary.

Mrs Cathie Clarke

Director of Mission / Religious Education Coordinator
Teaching and Learning

REPORT AREA 3  SCHOOL PERFORMANCE IN NATIONWIDE AND STATEWIDE TESTS AND EXAMNATIONS

HIGHER SCHOOL CERTIFICATE

In 2014, 157 boys completed courses of study which made them eligible for the award of a Higher School Certificate. Results for this cohort were pleasing, with outstanding results achieved across a diverse range of subjects.

Eleven students achieved an ATAR (Australian Tertiary Admissions Rank-this replaces the UAI) over 90 with 98.50 the highest ATAR achieved in 2014.

The College had 58 entries on the Distinguished Achievers list for those students who scored 90 or above in a subject. Twenty eight students were represented on the list with their achievements coming from twenty different subject areas from a total of thirty one subjects on offer. One student was placed 12th in the State in General Mathematics 2.

One student had his major work for Design and Technology nominated for DESIGN TECH.

Number of Courses above State Mean

27 out of 31 courses or 87% of courses studied for the 2014 HSC achieved results above the State mean.

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

- Senior Science +9.47
- Studies of Religion 2 +9.29
- Primary Industries +9.26
- Agriculture +8.82
- General Mathematics 2 +7.23
- Ancient History +7.20
- English Standard +6.65
- Biology +6.19
- Industrial Technology Timber +5.65
- English Advanced +5.37

The College also achieved pleasing results across both Advanced and Standard English, the only mandatory courses for the HSC. Five band 6’s (results of 90 or above) were achieved in Advanced English. Both courses were well above State mean (Advanced English +5.37% and Standard English +6.65%) while 87.5% of the candidates in Advanced English scored 80 or higher (Bands 5 and 6). In Standard English 76% of students achieved a Band 4, 5 or 6 compared with 43.18% for the State.
Scores in the Band 5 and 6 Range

44% of all exams sat were awarded a mark of 80 or more, 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:

- 88% of English Advanced students
- 88% of Studies of Religion 2 students
- 85% of Music 1 students
- 65% of Chemistry students
- 65% of Senior Science students
- 60% of Design and technology students
- 60% of Industrial Technology students

Extension Courses

The class of 2014 also performed strongly on those courses offered at the highest levels.

- 69% of students studying Mathematics Extension 1 scored a band E3 or E4 (the top two bands)
- 80% of students studying Mathematics Extension 2 scored a band E3 or E4 (the top two bands)

81 vocational courses were completed by the class of 2014, both at school and at TAFE. 3 students successfully completed either a School-based Apprenticeship or School-based traineeship. The percentage of students in Year 12 2014 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. In 2014, 154 students completed the pattern of study required for the award of the RoSA in Stage 5.

NAPLAN National Assessment Programme in Literacy and Numeracy

In 2014, 192 Year 7 students and 197 Year 9 students participated in all domains of the NAPLAN testing. All students are encouraged to sit for the exams. This is the sixth 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

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<th>Year 7</th>
<th>State All</th>
<th>State Boys</th>
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<td></td>
<td>Mean</td>
<td>Mean</td>
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</tr>
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<tr>
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<td>Number, Patterns and Algebra</td>
<td>599.4</td>
<td>605.4</td>
<td>615.6</td>
</tr>
</tbody>
</table>

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

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 time allocated to staff to work intensively on developing the reading and comprehension skills of our less able students. In the Foundation Skills programme, students meet for an hour every day and work through basic literacy and numeracy activities in a group of five students and one teacher. Students’ progress is tracked and adjustments are made to the programme based on student progress. 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 both their Foundation skills teacher and their English teacher. This enhances the cross-curriculum work done by our literacy team who have worked with teachers both in the classroom and in the development of resources.

External Competitions

2014 Computing Skills

There were some very strong individual performances in the Computing Skills competition. Seventy students from Years 9 and 10 entered the competition and achieved three Distinctions, nine Credits and seven Merit awards.

The Australian Mathematics Competition

One hundred and thirty boys entered the Australian Mathematics competition in 2014. Six students gained a Distinction and fifty nine students gained a Credit.

Technology in the Classroom

The technology focus for 2014 was the introduction of a 1:1 laptop programme in both Years 7 and 9. This involved training of both students and staff in the use of the laptops and the responsibilities that come with using them. Additional support was also given to the elearning role to assist with staff training. The focus of much professional development in 2014 was the integration of ICT.

Plans were also put into place for further implementation of a 1:1 programme for Years 7 and 9 in 2015.

The College continued to improve the access to technology for students during 2014. Older data projectors were replaced and more short-throw data projectors were purchased. Additional 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.
## CURRICULUM OFFERINGS

<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>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Studies of Religion 1</td>
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<td></td>
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<td>Studies of Religion 2</td>
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<tr>
<td>English</td>
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<td>English Standard</td>
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<td>Mathematics (5.3, 5.2, 5.1)</td>
<td>General Mathematics 1 and</td>
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<td>Extension 2</td>
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<td>Science</td>
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<td>Science (Mandatory)</td>
<td>Biology</td>
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<td>Human Society And Its Environment (HSIE)</td>
<td>World Geography (Mandatory)</td>
<td>Australian Geography (Mandatory)</td>
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<td>Australian History (Mandatory)</td>
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<td>Commerce (Elective)</td>
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<td>Extension I History</td>
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<tr>
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<td>Industrial Technology – Electronics (Elective)</td>
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<td>Metals and Engineering(VET)</td>
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<td>Industrial Technology – Farm Maintenance (Elective)</td>
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<td>Industrial Technology – Metals (Elective)</td>
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<td>Industrial Technology – Timber (Elective)</td>
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<td>Design &amp; Technology (Elective)</td>
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<td>Graphics Technology (Elective)</td>
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<td>Agriculture Primary Industries (VET)</td>
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<td>Information &amp; Software Technology (Elective)</td>
<td>Software, Design &amp; Development</td>
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<td>Italian (Elective)</td>
<td>Information Processes &amp; Technology</td>
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<td></td>
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<td>Information Technology (VET)</td>
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<td>Other languages*</td>
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<td>YEAR 9-10 SUBJECTS</td>
<td>HSC</td>
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<tr>
<td>Personal Development, Health And Physical Education (PDHPE)</td>
<td>PDHPE (Mandatory)</td>
<td>PDHPE (Mandatory) Physical Activity &amp; Sports Studies (Elective)</td>
<td>PDHPE Sport, Lifestyle and Recreation (Rugby League) Sports, Fitness and Recreation (Coaching (VET))</td>
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<tr>
<td>Visual Arts</td>
<td>Visual Arts (Mandatory)</td>
<td>Visual Arts (Elective) Photographic and Digital Media (Elective)</td>
<td>Visual Arts Photography</td>
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<td>Music</td>
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<td>All TVET courses</td>
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<td>Special Needs</td>
<td>Life Skills courses</td>
<td>Life Skills courses</td>
<td>Life Skills courses</td>
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</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
Pastoral Care

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.

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 2014

<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 – Central Coast (2 nights)* Work Experience</td>
<td>Physical challenge Outdoor skills Team work Spirituality A week experiencing the workforce</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>

* Year 10 also have the opportunity to attend a Tall Ship Expedition, a Tasmanian hike or a Murrumbidgee canoe experience

** Year 11 also have an opportunity to go to the Solomon Islands or Fiji as an Immersion experience
In keeping with the holistic education offered at St Gregory’s the following Year cohort activities occurred in 2014:

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

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</td>
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<td></td>
<td></td>
<td>• Care for the physical and emotional wellbeing of others</td>
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<td>• Be inclusive</td>
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<td>• Treat others with courtesy</td>
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<td></td>
<td></td>
<td>• Follow teacher instructions</td>
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<td></td>
<td></td>
<td><strong>Examples:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Observe the “hands off” policy</td>
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<tr>
<td></td>
<td></td>
<td>• Comply with safety rules in and outside classrooms</td>
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<tr>
<td></td>
<td></td>
<td>• Remain in supervised areas</td>
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<td></td>
<td></td>
<td>• Line up for teachers at the classroom door and greet them at the beginning of a lesson</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</td>
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<td></td>
<td></td>
<td>• Follow teacher instructions</td>
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<td>• Actively participate in the range of learning activities made available to me</td>
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<td></td>
<td></td>
<td>• Give my best effort</td>
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<td></td>
<td>• Complete homework, assignments and assessment tasks</td>
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<tr>
<td></td>
<td></td>
<td>• Enable others to learn without distraction</td>
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<td></td>
<td></td>
<td>• Obtain and maintain all resources for each subject</td>
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<td></td>
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<td><strong>Examples:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Submit tasks by due dates</td>
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<td></td>
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<td>• Arrive to class on time</td>
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<td>• Be prepared with all work and resources</td>
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<td>• Avoid moving about the classroom or creating noise unless instructed to do so</td>
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</tbody>
</table>


To share a vision for a just and honest environment

Integrity
Faith
Justice
Courage
Service
Honesty
Trustworthiness

- 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

To enjoy a clean and attractive College environment

Respect
Responsibility
Stewardship

- 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 receive open and regular communication regarding events and issues in the College

Diligence
Respect
Responsibility
Integrity
Honesty

- 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.

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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

To enjoy safe travel to and from the College

Safety
Respect
Responsibility

- Follow community rules of safety
- Follow the instructions of those responsible for my safety
- Be aware of the comfort and safety of those around me
- Obtain necessary travel passes

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>
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Parent/Carer Initials:

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Parent/Carer Initials:
MONITORING REPORT

- Explanation of “D” Grades
- Positive Comments

/   /   Subject: __________________________

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(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
Boarding

As I stood outside the Chapel waiting for the start of the last Boarders Mass in 2013, I was greeted by three senior boarders, ‘Hello sir, Luke Johnson, Luke Platts and Grigor Wallace here’. A firm handshake, a look in the eye and a ‘welcome to St Greg’s.’ I thought, what fine young men and the singing and participation in Mass that I experienced would rival any other school. My impression of the school was then made. It was at that moment I realised I was joining a welcoming community with good values and a genuine sense of belonging. This same sense of welcome was experienced by our new 2014 Year 7 boarders, who arrived a day earlier than the others. A number of our boarding leaders came back early to play an important role in transitioning these boys into the boarding community. Luke Platts, Hamish Brill, Joshua Hogan, Jack Hudson, Thomas Stewart coordinated a BBQ, swim and some touch footy to settle the nerves. The Year 7 boys later during the term wrote a reflection, which revealed the value in this support and the encouragement they received from our leaders.

We educate the boys that you do not need a badge or title to be a leader. Throughout the year I have witnessed or heard of so many acts of servant leadership that are worthy of mention. Our boys are the best advertisement for the College as they are polite, confident and welcoming to any visitor. One particular memory is of a rainy evening when an information evening was being held in the hall. Year 7 boarders lined the car park with their umbrellas anxiously waiting arriving cars so they could hold out their umbrella so that the parents did not get wet on their journey to the venue. An individual mention goes to Year 8 Boarder Michael Watkin who came to the aid of cleaners who had just called the NRMA as their car didn’t start at the end of a long day at work. Michael knows his engines from his work on the farm. He lifted the bonnet, weaved a bit of his engine magic and said, ‘Ladies you might like to call back the NRMA and say don’t bother.’ The car then started. These are typical attributes of many of our boys.

A clear academic focus is evident in the boarding community. Past results are testimony to the well-structured learning environment that exists within the houses each evening. Over the past three years boarders have had a student ranked in the top two places in the school in their HSC results. In 2013, three out of the top 10 ATARs were achieved by Harry Roach, Daniel Green and Jacob Moon who were Boarders. This academic focus permeates through every year group. It is pleasing to see so many students qualify for an Academic Effort in Boarding Award. Most boys are making full use of the tutors that are available each evening to support the boys in their key learning areas. The College has seen a big transition of day students to weekly or extended boarding as they realise the benefits associated with the rigorous evening study routine.

I have asked many boys to give me one word to describe boarding at St Gregory’s. In many cases the reply is ‘opportunity’. They are very grateful for the routine which carefully balances academic, spiritual and community focus. They are all inspired by the Boarders Masses and the fact that you are singled out if you don’t sing. They appreciate the opportunity to learn in a caring environment with resources and staff which enable them to do the best they can. They involve themselves in the extensive array of sporting opportunities and relish the trips away as a community. They do not need prompting to band together, stand up and cheer at the top of their voices to support each other. The boys have also enjoyed their various house outings and community outings to dances and rugby league matches including the State of Origin.
We are fortunate to have such a dedicated and caring boarding staff. Working within a boarding school is a vocation not a job. Behind the scenes there are many occasions where staff go beyond the call of duty and reach out to those in need. Thank you to the House Coordinators: Mr Max Spencer, Mrs Rebecca Graham, Mr Paul Fox and Mrs Rachel Newell for their guidance and high level of care for the boys. In particular, we wish Max every future success as he takes on the role of Director of Boarding at the College for 2015. In the short period I have gotten to know Max he has proven himself to be a man of good character and a perfect role model for the boys. Thank you also to the live in supervisors, Miss Kristy Partridge, Mrs Sue Santa Maria, Mr Luke Eisenhuth, Mr Luke McGinnity, Mr Matt McCormack, Mr Michael McGuiggan and Miss Rebecca Burke who also do much behind the scenes. They are a wonderful support to the boys and the house could not function without their care and good will. The casual supervisors have also been outstanding in the way they have filled in, sometimes at short notice, for absent staff and allowed for an efficient day to day running of the houses.

The success of the boarding community would not be possible without the wonderful support staff we have here at the College. Thanks to Maree and the catering team from Alliance for the wonderful preparation and service of meals. The Mexican, Lebanese and rugby theme nights were a real hit! Thanks also to maintenance, the medical team, the cleaning and laundry staff for their amazing contribution. Thanks also to Mrs Cathy Mitchell for her interest in the boys. Cathy has appeared at many events and captured the memories on camera for the boys to share. Thanks to Br Ernest for the countless medical visits he has made with the boys and his genuine interest in their well-being. A special thanks also to Mrs Kate Stott, the College Registrar. Kate’s energy and enthusiasm in her role is simply outstanding. She is a wonderful support to the boarding team. She coordinates enrolments for the whole school as well as coordinating boarders travel and marketing boarding to the wider community.

Thank you to my own family, my wife Alison and children Emily, Charlotte and Patrick. Your understanding in my role, particularly during times of family hardship has been greatly appreciated. To the parents, staff and students at St Gregory’s College I sincerely appreciate the year I have had at the College. To the Headmaster, Mr Damien Millar and Deputy Headmaster, Mr Matthew Brennan I thank you for your advice, guidance and time that you have invested in me to learn the systems in place at the College. Family circumstances have led to our decision to move to Singleton. The decision has been a difficult one, however, I will leave with fond memories of my time here and value every moment I have had at the College. I wish the staff and the students of St Gregory’s College every future success.

Brett Donohoe

Director of Boarding
Parent, Student and Teacher Satisfaction

The parent body at St Gregory’s College is very much alive, in that each year the College receives plenty of support from parents and carers who volunteer their time and efforts to the many events including dances, barbeques, open day, and this year was certainly no different.

We commenced the year with the 2014 Maroon and Blue Parent Dinner Dance on Saturday 22 March was a wonderful evening for the 120 parents from Year 7 to 12 students who attended the “little bit of magic” night. This is a night for hosted for parents, to be able to come together and enjoy a meal, catch up with other parents and be entertained.

It was a chance for “new” friends to catch up again and our Year 7 parents to meet other parents they will share the next six years with.

A young magician travelling from table to table performed clever tricks, that left everyone in awe and a photo booth gave everyone the chance to “dress up” for a photo.

Wonderful food from Alliance Catering, good dancing and the occasional wine meant a fund night for us all. Behind the scenes the twelve parents on the organising committee assured a successful night through their support and attention to detail. I am very grateful to these generous parents.

The College Open Day on Sunday 23 February. The Year 11 Dinner Dance on Friday 14 March and the Year 7 to 10 Dance held at St Patricks because of the renovation of the College Hall were all events where we asked for support of our parents and once again, we were grateful for the response we always receive. These events need manpower to be successful and need a willingness to step in and simply fill in where necessary, be it manning a barbeque or pouring tea and coffee or walking around the hall with earplugs in if possible, at the dances. We could not conduct these activities without our parents. During the winter months we played host on a number of Saturdays for the Rugby and even parents whose son’s were not playing, came and worked to assist the barbeque. It is this kind of support that allows us to offer so many events to the students.

The Parent Forums in Term 1, 2 and 3 have been very well attended and reinforce their original purpose and the fact that parents see them as useful and worthwhile. The opportunity to be kept informed about building projects, co-curricular activities, hear stories of young men who embrace the College goal of raising young boys into fine young men mean that parents can and should feel they have a most important role to play as part of the College Community. During Term 4 we will as per request have a final parent forum for all parents to round off the year. A workshop on computer use/issues/problems etc. will also be offered in Term 4 for all parents.

Each Term as Mr Millar’s representative I have attended the Macquarie Fields Police Station to discuss any issues where the Police can support the local schools and colleges. These forums have provided valuable insight into the local areas and its resources as well as allowing the Police to have first hand knowledge of how schools operate.

Once again, it has been a privileged to have worked with and for the parent body here at St Greg’s. I have made many friends and shared good and sad times with you. We aim to make you the parents feel very much a part of your son’s time here at St Greg’s and I hope we have achieved this for you.

Sue Dein
Parent Liaison
I began my employment at St Gregory’s College five years ago after years spent in Sydney Marist Schools.

St Greg’s is a truly unique place. Geographically, it is removed from the neighbouring suburban areas, it is surrounded by land and could be a country school. So, it is a “rural” school in the middle of a thriving city!! It has a working farm! Our sheep have just won prizes at the Easter show!! But Greg’s refuses to be pigeon-holed; it is also a school with a long, proud and outstanding sporting tradition, a school that strives for academic excellence, a school that combines with the local girls’ school to put on a yearly musical…. rural and urban, sporting and musical, boarding and day! All underpinned by the strong Marist charism.

At St Greg’s we are fortunate to have a Brother’s community, a boarding community, an Old Boys community, a day school community and a teaching community. This diversity is the key to St Greg’s uniqueness. We are many, we are one. Individual achievement is celebrated but community is valued more. Boys come back to Greg’s – to visit, to marry in the Chapel, to share. There is a link from “old” to current. Marist central belief “…. Love them, and love them all equally” is painted on a broad canvas here.

Greg’s understands boys as learners. It values good scholarship, the love of learning, independence in thought and the readiness to take responsibility. Good classroom teaching is promoted and teachers hold high expectation of the students. Greg’s provides learning that is engaging, relevant and forward-looking, and supports the learning environment through consistent discipline.

Teachers are supported in professional learning and share quality teaching practices. Boys are prepared for further learning and for life and work beyond school by developing higher order skills and deep understandings whilst allowing flexibility in addressing individual needs.

Essentially Greg’s aims to enable students to become more successful independent learners who are critical in their thinking, motivated and confident in managing their learning and who have developed good research and information skills. But most importantly, we aim to develop fine young men, men with strong self-esteem, a sense of social justice and an awareness of the broader world.

I feel privileged to be part of this community.
TO WHOM IT MAY CONCERN

From the moment our son was born into this world in 1997, I knew that he would be attending St. Gregory’s College for his secondary education. I know this may seem odd to most people to be thinking so far ahead at the time of his birth. However, I do believe that choosing the right high school for our children is one of the most difficult decisions parents have to make, and I was already fully aware of the great reputation of St. Gregory’s College Campbelltown.

We moved into the Campbelltown area from the Sutherland Shire in 1993. When the time came to attend the information evening in 2009 for the 2010 Year 7 enrolments, I just knew we were making the right decision for our son when we entered the gates of this beautiful College. St. Gregory’s was not only the right choice for his academic needs, but for his spiritual needs as well. We were not interested in looking at any other school, nor applying for any other in the area. One only has to walk through the grounds or step into the beautiful College chapel to know how special and sacred St. Gregory’s is.

There was never any doubt in my mind regarding his acceptance and enrolment as a Day student. I can still remember sitting in the Br. Luke Hall for assembly on his very first day, thinking what a honour and privilege it was for our son to be attending St. Gregory’s. It only seems like yesterday and here he is now in Year 12 – his final year at the College. Like all other parents, we have watched our son grow from a young boy into the fine young man he is today.

I firmly believe that what sets this school apart from all others is the strong Marist values and traditions, which are still being taught and practised today. The caring and nurturing nature of the whole St. Gregory’s Community is evident in the everyday life and events which take place throughout the year. Our Headmaster is an excellent role model for all students of St. Gregory’s, and he is regularly seen supporting the boys at the majority of events, both within and outside of the College. There has also always been ‘open’ and easy access to Year Co-ordinators and teachers for all parents when it comes to the care and well-being of our son/s.

Some years back, people always associated St. Gregory’s College with rugby league and there have been a number of famous ‘old boys’ come from the College. Whilst the College is still heavily involved in the sports of rugby league and cricket, a number of other co-curricular activities have successfully been brought to the forefront of the College. Debating, public speaking, Saturday rugby, AFL, football, basketball, choir and college musicals are just some of these activities. The formation of the College band is also continuing to go from strength to strength. For those of us whose sons are not ‘sporty’, there are plenty of other co-curricular activities for the boys to choose from.

Unlike a lot of other schools, the College has always encouraged parent involvement (within reason). Parent-wise, I have found the College to be a most social school, and we have had the most wonderful social gatherings with other parents over the past 5 years, and have formed some very close friendships. We have indeed been fortunate to have had the services of the most understanding and caring Parent Liaison Officer as well. Volunteering for events and the introduction of Parent Forums was (and still is) another great way of meeting other parents of the College.
Whilst I have a great love of the College, I am not completely naïve as to think that all parents (and students) feel the same. I do know that students in the past have left, or their parents have removed them to enrol in other schools for some reason or another. Sometimes students just cannot tolerate/accept the strong discipline, or ‘fit’ into the life of St. Gregory’s, and it is often best for both the student and the College to move on - we all want our children to be happy and enjoy their schooling as much as possible. I know of a couple of occasions where there has been a need/wish for students to move, and I do know that the Headmaster and his team have always been fair and objective in this regard.

I will greatly miss the Friday Community masses and the beautiful, soul stirring school masses, where the boys almost seem to lift the roof off with their singing. Year 12 Graduation day will be extremely emotional for all students and parents. It will be with a sad and heavy heart that I exit the gates of the College and back down the hill for the very last time as a Year 12 parent. However, I will take comfort from the fact that we have given our son the very best possible education. Whilst he may not be academic, sporty, artistic or musically gifted, he will be graduating as a loving, compassionate and respectful human being.

It is with a great sense of pride that I take this opportunity to thank the Headmaster, his team of Directors and all the dedicated teaching staff for their tireless contributions towards our son’s educational and spiritual growth. I know he will always take great pleasure out of returning to the College as an ‘old boy’ for future events. I hope and pray that the values and traditions set by St. Marcellin Champagnat will remain with him forever.

A Parent
TO WHOM IT MAY CONCERN

I have always loved St Gregory’s, from a young boy in primary school to now being a senior student. My two brothers are both old boys at St Greg’s and were as passionate about it as I am. When I was young and would come up the hill with my mum or dad to drop them off or pick them up I was always so excited, as the school seemed so big. All the sporting fields, pool, farm and many other opportunities that were provided always fascinated me and now that I go to the college I am free to use them to my best benefit.

Being a Greg’s boy has been possibly the proudest thing I have done in my life. I remember my first ever mass in the school hall and wearing the school uniform, when we sung our first hymn ‘Let us Stand’ I was filled with so much excitement and pride and I could see in the eyes and smiles of all my new friends in Year seven that they were feeling the same.

To this day I still love singing at mass as a Greg’s boy. Sharing this same pride on the sideline of the rugby field, cheering on our first grade team is another of the many great moments I have felt at St Gregory’s. Experiencing this made me realise how lucky I really was to go to St Greg’s. I have never seen before, a school that shows so much compassion and loyalty towards their own.

St Gregory’s provides countless amounts of opportunities, varying from agriculture to the musical. With all the facilities and teachers willing to give up their time to help, succeeding in sport, debating, band and much more, seems next to nothing. The boys within the school share such a special bond that is hard to find anywhere else. Especially in senior school the boys become so close and being a part of it feels so special.

The school produces so many great students and to be a part of it makes me so happy and proud.

A Student
Financial Summary - 2014

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 a lower overall share to revenue in 2014 against the prior year as a result of major movements in Capital Income. In general terms, revenue increased with stronger enrolments in both the day and boarding school in addition to the annual fee increase.

**Government Grant Income** also contributed a lower share to revenue in 2014 against the prior period due to the movement in Capital Income. Revenue from this category increased due to stronger enrolments and positive movements in Commonwealth Recurrent funding per student.

**Government Capital Grants** were nil in 2014 whilst the prior year saw the final instalment of ICT funding under the *Digital Education Revolution* program.

**Other Capital Income** increased significantly in 2014 against the prior year with internal funding received for the construction of the new College Hall and relocation of the College’s Agricultural precinct. The current year also saw the College *Foundation* fund a series of loan repayments as in previous years.

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 2014 represented a lower overall portion of expenditure than for the prior year due to the movement in Other Expenses. The volume of costs in this category increased due to movements in both the respective staff Awards and the number of permanent staff employed in the period.

**Other Expenses** comprised a larger portion of overall costs in 2014 primarily as result of a book movement in assets in relation to the disposal of the old Hall. Other key cost increases were for internet usage, the student laptop program and counselling. Most expense categories experienced CPI movements only.

**Depreciation Expenses** were similar in 2014 to the prior year as a result of the College’s ongoing capital program. The key capital purchases in the current period were: construction of the new Hall; relocation of the Agricultural precinct; planning and consultant costs for the upgrade of the Dining Rooms and Laundry; planning and consultant costs for the Storm Water Harvesting project; and a series of minor purchases for teaching, maintenance and boarding.
The mix of income and expenditure categories for the current and prior year are shown in the graphs below:

**2014 Recurrent / Capital Income**
- Fees and Private Income: 37%
- Federal Capital Grants: 11%
- Federal Recurrent Grants: 22%
- State Recurrent Grants: 30%
- Other Capital Income: 3%

**2013 Recurrent / Capital Income**
- Fees and Private Income: 43%
- Federal Capital Grants: 36%
- Federal Recurrent Grants: 7%
- State Recurrent Grants: 13%
- Other Capital Income: 1%

**2014 Recurrent / Capital Expenditure**
- Salary Expenses: 63%
- Other Expenses: 30%
- Depreciation: 7%

**2013 Recurrent / Capital Expenditure**
- Salary Expenses: 66%
- Other Expenses: 26%
- Depreciation: 8%
Priority Areas for Improvement Achieved in 2014

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)
Continued to develop the strategic plan and framework for Work, Health and Safety (WHS).
A new data administration program for the College was investigated and implemented, namely Sentral
Staff and Student Skyblue pages were developed and implemented

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

Professional Learning
A Teacher Mentoring Program was implemented.

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

Mr Damien Millar
Headmaster
Priority Areas for Improvement for 2015

**College Review**
- To undertake a major review of all College activities with a view to improve the teaching and learning outcomes

**Mission**
- Maintain programs of staff, parents and student faith formation

**Pastoral Care**
- Continue to focus on interpersonal relationships with all members of the College Community
- Increase awareness of Academic Pastoral Care

**Teaching and Learning**
- To ensure that the Gospel values are embedded in all teaching programs
- Articulate clear goals for development of teacher pedagogy
- Review assessment and reporting procedures across the College
- To improve Literacy in the College
- Enhance the culture of critical reflection in staff at the College through: Week 8 Terms 2 and 4 Mini Audits, Class visitations and professional dialogue
- Review the current practices in the ICT area and look to ways to help and support the teaching and learning processes.

**Administration and Work, Health and Safety**
- To implement Sentral across the College as its main database in order to enhance the teaching and learning process
- To improve the workings and functioning’s of the College Timetable
- Ongoing implementation of the 2013 – 2015 WHS Manual

**Boarding School**
- Continued focus on Academic opportunities

**Facilities**
- Develop and implement a new road system for the College
- Building of the new Dining room
- Learning Technology Centre to replace a library that is outdated and not responsive to current student learning needs

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

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Mr Damien Millar  
Headmaster