St Gregory’s College
Campbelltown

2015 Annual Report
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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 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>7</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>Total</td>
<td>178</td>
<td>187</td>
<td>156</td>
<td>191</td>
<td>142</td>
<td>162</td>
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</tbody>
</table>

In 2015, total enrolment was 1016. There were 59 Indigenous students and 30 funded students with special needs.

The actual retention rate of students for 2015 was 96%.

### Student Attendance Rates for 2015

**The average student attendance rate for the whole College in 2015 was 93.10%**

The student attendance rates for 2015 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>
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<tbody>
<tr>
<td>Total</td>
<td>83</td>
<td>95</td>
<td>93</td>
<td>92</td>
<td>93</td>
<td>95</td>
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</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 2015:

- **Year 10 Class number** .................................................. 191
- **Continuing to Year 11 & 12** ........................................ 171
- **Leaving for apprenticeship/traineeship** ......................... 10
- **Leaving to attend another school** ................................. 9
- **Moving away from the area** ........................................... 0
- **Full time employment** .................................................. 0
- **Further training/TAFE** .................................................. 0
- **Unknown** ....................................................................... 0

### Post School Destinations (Year 12 2015)

- **Year 12 Class number** .................................................. 162
- **Full time study** ........................................................... 102
- **Full time/Part time work** ............................................. 7
- **Apprenticeship/Traineeship (TAFE)** ............................... 20
- **Travelling** ................................................................. 0
- **Unemployed (and seeking work)** ................................... 0
- **Unknown** ....................................................................... 33
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>
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</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition

Teacher Attendance

Teacher attendance (based on Terms 1 to 4) is 97%.

Teacher Retention Rate

The proportion of teaching staff retained from the previous year was 91% (79/86).

Teacher Participation in Professional Learning

The number of teachers who participated in professional learning activities was 72 and a description of these activities is noted below:

- Becoming Accredited at Highly Accomplished or Lead with BOOSTES
- New NSW K-10 Geography Syllabus
- Using InDesign in the classroom
- Annex Art Workshop
- Stage 4 revised Religious Education Unit
- Turning your Maths classroom into an engaged learning environment
- Visible Learning Symposiums
- Economics Teachers Conference
- ELC Business Studies Teachers Conference
- Provide First Aid remote situations
- Title of HSC data Analysis Seminar
- Boys and Education Conference
- Construction Expo
- Adapting your Arts program to include iPads
• Introduction to Mills and Lathe for TAS Teachers
• Educating and Managing Boys
• Stage 6 ACPHER Conference
• Inspiration in Teaching Business Studies
• Successful processes in HSC PDHPE
• Recognising and Responding to Student Mental Health concerns

The average expenditure per teacher on professional learning, at the school level was $481. The expenditure on professional learning was $34,652 (with approximately $17,061 spent on teacher relief additional to this expenditure).

Performance Appraisals were conducted on the following staff:

• Brendan O’ Flynn – TAS Coordinator
• Joanne Dash – Learning Support Coordinator
• Adrian Harrison – Agriculture Coordinator
• Patrick Newell – Year 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 2015 there were 32 direct support and administrative staff employed at St Gregory’s College

The College employed 34 other staff members in the areas of Maintenance, Cleaning, Farm, Laundry and Boarding Houses.
College Highlights 2015

The HSC results for 2014 were celebrated at the High Achievers Assembly with the College Dux achieving an ATAR of 98.50 and 11 students with ATARs above 90. One student earned a place on the All-Rounders List and the same student was placed 12th in the State for General Mathematics II.

The rollout of the laptop programme continued with all students from Year 7 to Year 10 with their own device, while the Year 11 and Year 12 “bring your own” programme meant that all students had individual access to technology.

One of our 2015 Highlights was the Opening and Blessing of the newly renovated Br. Luke Hall and the Music Facilities upgrade that included a music practice room, tutor rooms, two classrooms and a Band room.

On 22 July the Br. Luke Hall was officially opened by Bishop Ingham, Bishop of Wollongong, and Br. Michael Green, National Director of Marist Schools Australia.

“Grease” was the word in June and proved to be a hit as a 100 strong cast and College band brought the much loved musical to life. “Grease” was the first musical to be performed in the new Hall. An audience of approximately two thousand people over three nights were a testament to its success.

The Building Programme continued with the beginning of work on the new Boarders ref, and the Water Harvesting Project to supply water for the College Ovals.

The College undertook a major review of the College Life and Culture of the College along with a review of the teaching and learning status of the College. The Review provided a positive endorsement of what is currently happening and suggestions for future development.

The 2015 Year 12 Graduation was held in our new Hall and provided to be a spectacular tribute to this special Year 12 cohort. Approximately 2000 people attended including parents, old boys and friends of the College. Later that same evening the Year 12 Formal was held and major awards were acknowledged.

Parent Forums continue with just over three hundred attending one or more during the year. A most successful Maroon and Blue parent dinner dance celebrated “A night of Comedy” where new friendships were formed and current ones renewed. Our volunteer programme had more than one hundred parents support the various dances, Open Days, College Musical etc. that we were able to conduct due to the generosity of our parents.

A workshops on cyber safety conducted by the College ICT Coordinator and a Police Officer from the Local Area Command had a practical and factual component that was very well received and supported by many parents. Paul Dillon also presented a workshop on what parents need to know about drugs and alcohol in the present day and again the parent support was very encouraging.

The Careers Forum was held again in July, with representatives from Universities, TAFE, Private Providers, Police, Defence and various Apprenticeship seeking companies, all present. First hand valuable advice and information was available for students and their parents from Year 10 to Year 12. Year 10 students took part in the Work Experience programme in December, and many senior students participated in a one day a week work experience to help provide them the opportunity to be offered an apprenticeship or traineeship after their HSC. Four students began and completed SBA’s (school based apprenticeships) and twenty two students attended a wide range of courses at TAFE.
Individual interviews with parents and students regarding subject choices and possible Career pathways were conducted with the Director of Learning and the Careers Adviser to ensure Students had accurate and current information in regard to subjects for senior years and post school options.

The Pastoral Care Programme aimed at educating our young men to form values and responsibility that will take them into adulthood continued to be an important part of each Year Group. Guest speakers, role play situations, boys to men activity days, and weekly Year team meetings were all important components of this programme.

The social side of our student’s development continued with Year 7 to Year 10 Dances with St. Patrick’s College, Year 7 Twilight Dance and Year 11 Dinner Dance as well as Year 8 Bowling Day. These events provided interaction and social skills in a casual setting.

As in previous years, the opportunities for Leadership have been maintained and strengthened through (thru) – Leadership days, social justice forums and volunteer opportunities. Two groups of Year 11’s travelled to Fiji and Vanuatu as part of the Immersion Programme.

Year 10 and Year 11 students were involved in the Community Services Programme of Volunteering and participating with organisations that support and give back to the Community.

An initiative for 2015 was the participation of many Year 10 and Year 11 boys in social touch football programme with the young people of Reiby Juvenile Justice Centre. The Red Cross Blood Bank came to the College and set up a collection van.

Being able to finally use our new Hall for College Masses and Celebrations added a new depth to the liturgical events.

The St. Gregory’s tradition of involvement in the Mass through singing and participation reached a new level, and were highlighted with the Masses for St. Marcellin Champagnat, St. Gregory’s and the Year 12 Graduation. The creative and moving ceremonies were special for everyone who attended.

All of St Gregory’s students are encouraged to take an active part in the Co-curricular activities the College has to offer. The list is very extensive and in 2015 included Public Speaking and Debating, Mock Trials, Duke of Edinburgh, Formula 1, College Musical, Chess, Choir and Band. Being involved in these activities enables for additional information to be added to awards, resumes and references.

The Co-curricular programme supports our College Mission Statement of a “holistic education to enhance the spiritual, intellectual, social cultural and physical potential of young people”.

The College has a long tradition of sporting participation and success as it develops students in skill development, sportsmanship, teamwork and commitment.

The College Sports Programme includes a wide range of representative sport as well as regular Thursday afternoon activities. 2014 saw St. Gregory’s win the MCS (Metropolitan Catholic School Sporting Association), Cross Country, Tennis, Golf and Athletics Competitions.

In Cricket, 4 teams won premierships in their MCS Competition and the First XI were once again premiers in the NSW CCC Downey Trophy. Many students now play in the MCS Basketball Competition on Thursdays and ISA on Saturdays which has resulted in a big improvement in game skills. The First Grade Team won the minor premierships in 2014.
We have had ten rugby league teams and eight football (soccer) teams involved in Winter Sport with many successes. The First Grade Team were grand finalists in the MCS championships, quarter finalists in the National GIO Schoolboy Cup and Grand Finalists in the NSWCCC Schoolboy Cup. Seven out of eight teams in the MCS Football qualified for the semi-finals. The First XI were undefeated and represented the MCS at the NSW CCC Championships where they were grand finalists.

For the spring season, the AFL teams, the Open undefeated team successfully defended their title. Across almost all sports we had boys represent the College at all levels.

Once again St. Gregory’s had wonderful results in the Agriculture (Sheep and Cattle) Shows. St. Gregory’s won the most successful Corriedale Breeder and the Anzac trophy for the best Corriedale at the Sydney Royal.

In the school program we won champion school ram, grand champion school ewe and champion school exhibit at both the Canberra and Sydney shows.

Our students continued to impress, winning the merino junior jumping at Canberra and coming second at the NSW Sheep show. The farm continues to develop with new fencing and pasture improvements, and the purchase of a new tractor and cattle truck.

We have begun planning for a very special 2016 for the College as it will mark the 90th year of delivering Marist education in the Macarthur area. At this stage an Art Show, Parent Ball, Old Boys Dinner are being discussed.

The building plans will continue with a new Boarders Dining Room, and Learning Resource Centre, and a new Strategic Plan will be drawn up as a result of the College Review.
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. In 2015, the College engaged the services of Complispace, a company who work solely in compliance, policy and procedural modules. As a result, a number of policies are currently being reviewed and replaced with the intention of going live with our new policy site in 2016.

College Guidelines/Procedures

- Students Rights and Responsibilities
- Uniform
- Enrolment Policy
- Termination of Enrolment Policy
- Pastoral Care Policy
- Student Attendance Policy
- Student Management Policy
- Complaints
- Friday afternoon detentions
- Fundraising policies and procedures
- Video surveillance
- College Diary Stamps
- Homework
- Contraband Goods
- Haircuts
- College Gym Policy
- Student Leadership Policy
- Mobile Phone Policy
- Student Driving 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 Mission

Catholic Identity

St Gregory’s College places the Catholic and Marist mission at the centre of the daily life of all members of our College community. Liturgy and prayer, the sacramental programme, spirituality and faith formation, outreach, social justice and the Religious Education curriculum combine to create a living community of faith.

Liturgy and Prayer

Celebration of Eucharist marks significant days on our calendar – The Opening of the College year, Champagnat Day, the feast of St Gregory, Year 12 Graduation and Christmas. Smaller celebrations of Eucharist are also common in our calendar - The Year 7 and 12 Buddy’s Mass, Year 10 Class Masses, Friday morning Mass and Staff Mass at the beginning and closing of the College year. Mass is celebrated in the Chapel by the Carmelite priests every Sunday evening during term time for our Boarding community. A sacramental Mass is celebrated, following a period of instruction, to welcome new members into the Church community with Baptism, First Communion and Confirmation being a part of this celebration. In 2015 there were 10 participants in this programme.

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.

Prayer continues to be an integral part of all our gatherings, including Monday staff briefing and 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.

As a Marist school, our connection with Mary is strong. The praying of the Rosary during Mondays of May continues, providing not only a special time of prayer, but another opportunity for our student leaders to lead prayer in the classrooms.

There is considerable evidence that liturgy and prayer are alive at St Gregory’s, both as expressions and celebrations of our faith.

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. In 2015 we participated as a staff in a one-day spirituality programme entitled JUSTlove. 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 Diocesan events which enabled them to connect more closely with the institutional Church and their Parish communities. This included Social Justice Days, Ministry Training 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, 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.

This year we added Reiby Juvenile Justice Centre to our list of places for outreach. Eight boys from Year 11 attended the centre each week on a Wednesday afternoon in Terms 2 and 3, interacting with the young men there playing touch football. We were also a presence at their Christmas concert as a sign of our solidarity with them. 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 for boys 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. A group of Year 11 students, accompanied by Ms Kath Wray and Mr Barry Graham experienced an immersion in Suva, Fiji, while another group, accompanied by Ms Jane Coupland and Mr Stephen Mann, embarked on an Immersion Trip to Vanuatu. They participated in many practical ways to assist the people of these communities, whilst learning 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 throughout Polynesia 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.

Curriculum
In religious education, the new curriculum was implemented in Year 7 with a view to this extending to Year 8-10 in subsequent years.

**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 have also undertaken to be more proactive in being educators in the faith for the wider community with the inclusion of a regular Mission report in the College newsletter.

*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 2015, 162 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.

**Nineteen** students achieved an ATAR (Australian Tertiary Admissions Rank-this replaces the UAI) over 90 with 97.55 the highest ATAR achieved in 2015.

The College had 61 entries on the Distinguished Achievers list for those students who scored 90 or above in a subject. Thirty four students were represented on the list with their achievements coming from twenty five different subject areas from a total of thirty one subjects on offer.

One student was placed **7th in the State in the Construction** examination while another student was placed **20th in the State in Legal Studies**.

**One** student had his major work for Visual Arts nominated for ARTEXPRESS.

**Number of Courses above State Mean**

23 out of 31 courses or **74% of courses** studied for the 2015 HSC achieved results **above the State mean**.

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

- Information Processes and Technology +8.08
- Studies of Religion 2 +7.79
- Mathematics General 2 +6.91
- Primary Industries +6.91
- Senior Science +6.07
- Biology +5.88
- Construction +5.44
- Geography +5.31
- Design and Technology +4.63
- English Advanced +4.41
- PDHPE +4.39
- English Standard +4.35

The College also achieved pleasing results across both Advanced and Standard English, the only mandatory courses for the HSC. Two band 6’s (results of 90 or above) were achieved in Advanced English. Both courses were well above State mean (Advanced English +4.41% and Standard English +4.35%) while **93% of the candidates in Advanced English scored 80 or higher** (Bands 5 and 6). In Standard English **62%** of students achieved a Band 4, 5 or 6 compared with 42% for the State.
Scores in the Band 5 and 6 Range

35% 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:

- 93% of English Advanced students
- 73% of Information and Processes Technology students
- 65% of Studies of Religion 2 students
- 60% of Visual Arts students

Extension Courses

The class of 2015 also performed strongly on those courses offered at the highest levels.

- **100%** of students studying English Extension 1 scored in the top band E4
- **100%** of students studying Mathematics Extension 2 scored a band E3 or E4 (the top two bands)
- **93%** of students studying Mathematics Extension 1 scored a band E3 or E4 (the top two bands)

61 vocational courses were completed by the class of 2015, both at school and at TAFE. 1 student successfully completed a School-based traineeship.

The percentage of students in Year 12 2015 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 2015, 185 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 2015, 179 Year 7 students and 158 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

#### Year 7

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<th>State Boys</th>
<th>St Gregory’s</th>
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#### Year 9

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<td>591.9</td>
<td>584.1</td>
<td>602.9</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>571.5</td>
<td>561.4</td>
<td>575.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>599.5</td>
<td>604.8</td>
<td>607.8</td>
</tr>
</tbody>
</table>

The Year 9 results were above State mean in all domains 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

Targeted Programmes in Literacy and Numeracy
The College continued to expand its focus on literacy and numeracy with time allocated to staff to work intensively on developing the reading and comprehension skills of our less able students, particularly those new to the College in Year 7. 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.

External Competitions

2015 Computing Skills
There were some very strong individual performances in the Computing Skills competition. Eighty two students from Years 9 and 10 entered the competition and achieved one High Distinction, three Distinctions, fifteen Credits and six Merit awards.

The Australian Mathematics Competition
One hundred and thirty seven boys entered the Australian Mathematics competition in 2015. Eleven students gained a Distinction and fifty one students gained a Credit.

Technology in the Classroom
The technology focus for 2015 was the completion of the rollout 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. The focus of much professional development in 2015 was the integration of ICT.

Plans were also put into place for further implementation of a 1:1 programme across the College.
<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>
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<td></td>
<td></td>
<td></td>
<td>English Advanced 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 Extension 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematics Extension 2</td>
</tr>
<tr>
<td>Science</td>
<td>Science (Mandatory)</td>
<td>Science (Mandatory)</td>
<td>Biology</td>
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<td></td>
<td>Chemistry</td>
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<td>Physics</td>
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<td>Senior Science</td>
</tr>
<tr>
<td>Human Society and Its Environment (HSIE)</td>
<td>World Geography (Mandatory)</td>
<td>Australian Geography (Mandatory)</td>
<td>Ancient History</td>
</tr>
<tr>
<td></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>
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<td></td>
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<td></td>
<td>Business Studies</td>
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<td>Legal Studies</td>
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<td></td>
<td>Geography</td>
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<td></td>
<td></td>
<td></td>
<td>Extension I History</td>
</tr>
<tr>
<td>Technology and Applied Studies (TAS)</td>
<td>Mandatory Technology</td>
<td>Industrial Technology – Electronics (Elective)</td>
<td>Industrial Technology Design &amp; Technology</td>
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<td></td>
<td>Industrial Technology- Engineering (Elective)</td>
<td>Metals and Engineering(VET)</td>
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<td>Industrial Technology – Metals (Elective)</td>
<td>Construction (VET)</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></td>
<td></td>
<td>Graphics Technology (Elective)</td>
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</tr>
<tr>
<td>Agriculture</td>
<td>Mandatory Technology</td>
<td>Agriculture (Elective)</td>
<td>Agriculture Primary Industries (VET)</td>
</tr>
</tbody>
</table>
| **Computing Studies / LOTE** | **Italian (Mandatory)** | **Information & Software Technology (Elective)** | **Software, Design & Development**  
**Information Processes & Technology**  
**Industrial technology**  
**Multimedia**  
**Information Technology (VET)**  
**Italian***  
**Other languages*** |
<table>
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</thead>
<tbody>
<tr>
<td><strong>Personal Development Health and Physical Education (PDHPE)</strong></td>
<td><strong>PDHPE (Mandatory)</strong></td>
<td><strong>PDHPE (Mandatory)</strong></td>
<td><strong>PDHPE Sport, Lifestyle and Recreation (Rugby League)</strong></td>
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<td></td>
<td></td>
<td><strong>Physical Activity &amp; Sports Studies (Elective)</strong></td>
<td></td>
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<tr>
<td><strong>Visual Arts</strong></td>
<td><strong>Visual Arts (Mandatory)</strong></td>
<td><strong>Visual Arts (Elective)</strong></td>
<td><strong>Visual Arts Photography</strong></td>
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<td><strong>Photographic and Digital Media (Elective)</strong></td>
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<tr>
<td><strong>Music</strong></td>
<td><strong>Music (Mandatory)</strong></td>
<td><strong>Music (Elective)</strong></td>
<td><strong>Music 1</strong></td>
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<tr>
<td><strong>TVET</strong></td>
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<td></td>
<td><strong>All TVET courses</strong></td>
</tr>
<tr>
<td><strong>Special Needs</strong></td>
<td><strong>Life Skills courses</strong></td>
<td><strong>Life Skills courses</strong></td>
<td><strong>Life Skills courses</strong></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
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 – Narabeen (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

St Gregory’s College Annual Report 2015
In keeping with the holistic education offered at St Gregory’s the following Year cohort activities occurred in 2015:

<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  
Mum’s and Son’s Etiquette Evening |
| 9    | Dances with girls from St Patrick’s Campbelltown  
Boys To Men Reflection Day |
| 10   | 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 (“Quiet Achievers” 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
- 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>
</tr>
<tr>
<td></td>
<td></td>
<td>• Care for the physical and emotional wellbeing of others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be inclusive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Treat others with courtesy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follow teacher instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Observe the “hands off” policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comply with safety rules in and outside classrooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Remain in supervised areas</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follow teacher instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Actively participate in the range of learning activities made available to me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Give my best effort</td>
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<tr>
<td></td>
<td></td>
<td>• Complete homework, assignments and assessment tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enable others to learn without distraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Obtain and maintain all resources for each subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Submit tasks by due dates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Arrive to class on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be prepared with all work and resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Avoid moving about the classroom or creating noise unless instructed to do so</td>
</tr>
</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.

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

Diligence  Responsibility  Integrity  Honesty

- 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 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
<table>
<thead>
<tr>
<th>To have access to College resources and opportunities</th>
<th>Commitment</th>
<th>Pride</th>
<th>Generosity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Maintain the good image of the College when representing the College in the community</td>
<td></td>
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<tr>
<td></td>
<td>• Participate fully in College Masses, Liturgies, sporting events, fundraising activities and other special events</td>
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<td></td>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Wear the College uniform correctly and neatly</td>
<td></td>
<td></td>
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<td></td>
<td>• Present neatly groomed</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>To be a member of a loving faith community</th>
<th>Love</th>
<th>Charity</th>
<th>Acceptance</th>
<th>Grace</th>
<th>Compassion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Respect the Catholic Marist traditions of St Gregory’s College</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Participate eagerly and appropriately in the various forms of prayer and liturgical life of the College</td>
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<td></td>
<td>• Nurture my own faith development by engaging properly in the Religious Education Curriculum</td>
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<td></td>
<td>• Respect the range of expressions of Faith in our Community</td>
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<td></td>
<td>• Contribute to the lived expression of our Faith Community through participation in a variety of Social Justice initiatives</td>
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<td></td>
<td><strong>Examples:</strong></td>
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<td></td>
<td>• Participate in Daily Prayer, College and Class Liturgies, Retreats &amp; Reflection days</td>
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<td></td>
<td>• Support a range of Social Justice Initiatives. E.g. Lenten Appeal, door knock appeals</td>
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<td></td>
<td>• Approach Religious Education classes as an opportunity to grow both academically and spiritually through an enhanced understanding of faith.</td>
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</tbody>
</table>
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>
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<th>Date:</th>
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<tbody>
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<td>PER</td>
<td>SU</td>
<td>OT</td>
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<td>HR</td>
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<tr>
<td>Parent/Carer Initials:</td>
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<td>Parent/Carer Initials:</td>
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<th>Day:</th>
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MONITORING REPORT

- Explanation of “D” Grades
- Positive Comments

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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

2015 saw 137 boarders commence the year in boarding. Vince Ryan from Boorowa was the Boarding Captain and he and his team did a good job of leading by example throughout the year. Once again, Boarders were an ever-present source of help at all College functions such as the Open Day and the Sports Dinner. Whilst these events provided good opportunities for the boys to lead through service, importantly, they also give the boys valuable experience to grow in confidence and build solid interpersonal skills.

This year marked the 100th Anniversary of the landings at Gallipoli. Due to the boys being present at school at the time and given the significance of the event it was decided that the entire boarding school would attend the Dawn Service at Martin Place in the city. Boys woke up at 1:00am, put on their full school uniform and placed a sprig of rosemary on their blazers before departing for the city. As is so often the case with the boarding community, the boy’s inherent sense of occasion came to the fore as they took part in honouring the fallen with great respect that day. It was a memorable event for all present.

Maintaining a quality study program continued to be a focus throughout the year. Access to tutoring was provided across all year groups.

• 3 boarders received an ATAR over 90. A further two had an ATAR over 88
• Boarder’s received nine 1st in course awards
• 38% of boarder’s results were Band 5 and above
• 79% of boarders’ results were Band 4 and above

This year we also farewelled a number of staff from our boarding community. Mr Michael McGuiggin, one of our supervisors, took up the position of Dean of Students at St Albert’s College, University of New England in Armidale. Mrs Rachel Newell and her family (husband Pat and two boys, Joshua and Cameron) moved on after four years overseeing Valens house. Mr John Hargreaves took up a pastoral care and English teaching position at Chevalier College. Finally, Mrs Rebecca Graham and her family (husband Barry and sons Thomas, Patrick and Adrian) also finished up after many years of service.

Whether for one year or many, all of these staff have made a significant contribution to St Gregory’s College boarding community. They have each spent countless hours providing much needed advice, tutelage, counsel, and care to hundreds of St Greg’s boarders between them. Respected by students and parents alike, these staff members often went beyond the ‘call of duty’ to ensure that boys felt supported and well cared for in their time here. One would imagine that Marcellin would be quite proud that such staff were indeed a presence amongst the boys in one of his schools. People who espoused a love of work and a simplicity in the way they got on with the job of meeting the needs of all boys in their care.

Earlier this year we also farewelled our College Registrar, Mrs Kate Stott. Kate was an exceptional support to the boarding community and often went beyond her normal duties to make that bit of difference for a parent or a boy who needed something. Thankfully, we were fortunate that Mrs Daniela Romeo was prepared to take on this role which she has transitioned seamlessly into. This is due mainly to the considerable effort she puts into the job and I thank Daniela for her support.
There are a number of other people who should be acknowledged for their work in ensuring the smooth running of the boarding community in 2015. Thank you to the cleaning staff, the laundry ladies, the maintenance team and the medical team for their ongoing contribution which is done quietly in the background and is certainly appreciated. Sincere thanks to Maree and the Alliance catering team for keeping all of us well fed throughout the year.

To rest of our immediate live-in boarding team I extend my sincere thanks and appreciation for your efforts this year. Mrs Sue Santa-Maria has done an outstanding job as an Acting Coordinator and this helped ensure a smooth transition for the boys of Valens house when Mrs Newell departed in Term 3. Mr Paul Fox and his wife Jenny have once again provided a good year for the boys of Fingal house. The house newsletter is always a great read and Fingal boys enjoyed excellent outings throughout the year. Thank you to all our house supervisors, Mr Ben Carter, Mr Luke Eisenhuth, Mr Luke McGinnity, Miss Rebecca Burke, Mr Zach Cantwell and Mr Greg Cave. The running around, the assistance in study, the oft needed counsel and the support you have provided coordinators is highly valued.

Thanks to the Leadership team and in particular Mr Damien Millar and Mr Matt Brennan for your interest in and support of the boarding school and also for your assistance to me personally in transitioning into this role.

I would like to thank the Brothers community. This year we enjoyed a wonderful evening where Br Ernest and Br Luke addressed the boarding community, sharing their life stories and what it means to carry the Marist values and be a good ‘Marist man’. This night will be treasured by many for years to come. Thanks also to Br Michael for his significant contribution in organising and overseeing Sunday Boarder’s Mass. I would also like to extend this appreciation to the Carmelite Community who come and celebrate Mass for us each Sunday.

Finally, to the boys, thank you for energy, your honesty, and the investment of yourselves in making your own unique contribution to this place.

Mr Max Spencer
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, barbecues, 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
TO WHOM IT MAY CONCERN

I started teaching at St Gregory’s College nine years ago in the Mathematics Department. From the very beginning I was given support and guidance from both within the Department and the College Executive. Specific to teaching and learning throughout my time here, the College continues to explore teaching strategies that both challenge and support the levels of learnings for boys of varying capabilities. This learning continually addresses the needs of boys education, which has been supported by a laptop programme for all students, upgrading and completion of existing and new facilities and mentoring and support for new scheme teachers.

I have always been encouraged to ask for advice and help by the three KLA Coordinators I have worked under and have found they continue to direct me to new teaching strategies and developments in order for my teaching style to grow and support the students under my care.

I find the College Executive also supports all teachers within the College, first by their presence on the playground at recess and lunchtime, secondly by attending all meetings and thirdly by recognition of staff participation in co-curricular activities.

The Headmaster continually does this by a personal note left in teacher’s pigeon holes and also by public thank you’s at College Assemblies and in the College Newsletter. Teachers are made to feel valued and appreciated.

Through Pastoral Care lessons for all students, boys are prepared to become more successful independent learners, motivated and confident with a strong sense of social justice and an awareness of the broader world. As a female teacher, I find that this also manifests through a respect for women in thought and action, by the students.

I have also had the opportunity to develop within the Pastoral aspect of the St Greg’s community by being appointed as an Assistant Year Coordinator in both Year 11 and 12. This has allowed me to develop my communication, listening and reasoning skills and work as a team member to support the Year Coordinators.

Involvement in the Co-Curricular aspects of the College, three coaching sporting teams and travelling for the Senior Immersions has also meant that I am seen to want to help the young men under my care, I am happy to give my time to encourage, support and develop their sporting talents and I appreciate that we can make a difference in the lives of people who are less fortunate than we are.

I was also asked to be part of the Professional Standards Committee 2015/16 and this has given me great insight into policy development and advice in relation to Child Protection, and employment of staff issues.

I feel that my input was valued and appreciated and I also learnt professionally about being part of this important Committee.

St Gregory’s College is a strong Marist College that supports and values the Marist traditions and history, along with a rich 90 year history of service to young men both from the local area and from country areas and I am privileged to be part of this community.

A Teacher
TO WHOM IT MAY CONCERN

I would like to say what an honour it is to be asked to reflect on my son’s journey through St Gregory’s College over the past 6 years from a parent’s perspective.

The decision to send our son to St Gregory’s seven years ago has turned out to be one of the best decisions we have ever made as parents. We were always aware of how important the adolescent years of a young man’s life are. They are formative years in many, many aspects of their development and we wanted a school that was going to partner us in nurturing and developing our son in the best possible way. We wanted a holistic education for our son that was concerned with every aspect of his education, not just his academic development. Seven years on, we couldn’t be more grateful to the College on how it has helped shape our son into a fine young man.

The fact that St Gregory’s is first and foremost a Catholic, Marist school was a huge draw card for us. Our sons’ face a future filled with many challenges. Through their life at the College, they have developed a strong sense of self and faith. Our son has been blessed to be able to participate in many social justice programs co-ordinated by the College. Through opportunities such as the Claymore Homework Club, Raby Detention Centre Touch Football and the Fiji Immersion to name just a few, we feel our son is fully aware of his role in the world as a Catholic young man and what that means in today’s world. The College has nurtured his strong sense of social justice and we hope he continues to be a disciple of Christ in the years ahead. For all the negative images we hear in our media about the youth of today, it is so reassuring to be amongst a hall full of fine young men, who are optimistic and see their own potential to be role models in our society. First and foremost, the College has reinforced to them that Jesus will always be their companion.

As parents, at the welcoming assembly for our sons in year 7, we were told that they were not the type of school where you dropped your son at the door at Year 7 and collected him at the end of Year 12. We were told we were welcome, and that they wanted us to be part of College life. St Greg’s have given us many, many opportunities to share in the life of our son. From the College Masses and sporting events; from Mothers’ Day Breakfasts to Grandparents Days; from Boys & Blokes Days to trivia nights; from Mum & Son’s Etiquette Dinners to Academic and Co-Curricular Awards nights; and to the Parent Forums where a two way conversation is encouraged, the College has never failed to include us parents in the lives of our sons. I will be forever grateful to the College for allowing us that privilege.

As parents too, we have been fortunate enough to attend Sportsman’s Dinners and Blue & Maroon Dinner Dances; we’ve had the opportunities to help at various Open Days, School Dances, Rugby BBQs, Musicals and being canteen helpers. All of these events have not only given us opportunities to be an active part of our son’s lives, but they have also enabled us to develop treasured friendships with other parents.

I vividly remember our sons being set a challenge on their very first day of Year 7 by the Headmaster. A challenge to make the most of every opportunity that was presented to them over their life at the College. The Headmaster even went so far as to say how many ‘moments’ would make up those six years that lay ahead of him! From day one, the boys were told they could achieve anything they set their minds to if they showed persistence, had the right attitude, were committed and put in effort. I can honestly say that my son has taken on that challenge and has grown into a fine young man that I am extremely proud of. He was constantly presented with positive male role models in the form of older students and teachers. He was shown what was possible if you set your mind to it. He was rewarded for effort first and foremost, regardless of the results. As a result of this, the results followed.
It would be remiss of me not to mention the extraordinary effort put in by the majority of teaching staff. Particularly in his senior years, I have been impressed with the level of commitment shown by the staff to our son. They are approachable and available well outside what many would consider ‘normal’ hours. Many of them are passionate about what they do and are genuinely interested in wanting the best for our boys.

As far as co-curricular activities are concerned, the College has presented our son with a vast array of opportunities. He has ticked off many of his sporting goals and represented the College in a variety of ways. He also ventured into the Musical and has recently taken up debating. He has well and truly taken up that challenge set by the Headmaster on day one and given it a red hot crack!

He has great mates who I believe are equally impressive fine young men. I am confident that these bonds will only strengthen as the years progress. They, and I, have the College to thank for this too.

As I remain anonymous, I can get away with relaying a few comments I have heard over the years from my son that have made all the hard work and sacrifices we have made to send our sons to St Greg’s worthwhile. After attending the ‘High Achievers’ Assembly’ one year, he came home and said ‘I want to be at that assembly one day’. On more than one occasion, he has relayed to us how grateful he is for sending him to such a great school. He couldn’t imagine going anywhere else and he has expressed a number of times that he will be very sad to leave. From a parents’ perspective, there is nothing more satisfying than knowing your son is ‘happy’; knowing that they have a strong sense of faith and importantly where they fit in in the world; and knowing that they have given something their best shot and (hopefully) fulfilled their potential. That is more than any parent can ask for.

I cannot express enough, our gratitude to the Marist Brothers, the Headmaster and to the entire St Gregory’s College community for taking our son on this journey.

A Parent
I am a Senior Student at the College in my final year of schooling. I, to this very day believe that the collective decision of myself and my parents to attend St Greg’s was the best one we have ever made. Since my first day at St Greg’s, I was made to feel a part of the St Greg’s community and the sense of belonging that I have experienced has been very special. As I look back and reflect on my time at St Greg’s I think of the pride I feel to say that I attend St Greg’s. This pride is not only felt on the sporting fields, but in the classroom, during other co-curricular activities and in the wider community as part of acts of service and social justice within the community.

At primary school I was an average student although throughout my time at St Greg’s I have seen dramatic improvements in my grades and study habits which have placed me in a great position for this as my final HSC year. I think this can be attributed to a positive learning environment that the College provides as well as the efforts of the teachers who go above and beyond to get the best out of the students, helping them achieve their own goals. The staff at the school and particularly my own teachers are quick with constructive feedback and are always willing to help students achieve their potential.

I have also been provided with a variety of co-curricular opportunities here at St Greg’s which I think have helped me achieve that balance needed to be successful. Activities I have participated in include Rugby League, Cricket, Rugby Union, Public Speaking, Debating and Mock Trial. However, these opportunities extend far beyond this. Last year I travelled to Vietnam with a group of fellow students and teachers on a historical tour. This trip was a cultural eye opener and it was great to share this with a great group of boys from the College. Something that I will remember for the rest of my life.

Although both academic and co-curricular life at the College have been incredible, I am proudest of the impact that the school has had on me as a person. I believe the school has developed me as a young man based on the line of strong minds and gentle hearts. A significant contributor to this I think has been the opportunities given in the area community service and social justice. Throughout my time at St Greg’s I have been able to participate in the Raby Detention Centre Touch Football, Claymore Homework Club, Salvation Army Door knock Appeal and a two week Immersion to Fiji with 7 boys and two staff members. These opportunities have been invaluable and opportunities that would be a lot harder to come by outside of the College.

Finally, for me one of the greatest parts about St Greg’s are the mates and friendships I have made. Although there weren’t many boys from my primary school that came to St Greg’s. I quickly made new mates and formed new friendship groups. These friendships extend throughout our year group. Our group is a cohesive one and amongst these boys are mates that will remain so for many years to come.

Above I have mentioned many aspects of College life that I enjoy and love so much and I wish my years at Greg’s extended beyond my graduation at the end of this year. I have nothing but praise for a school that has given me so much.

A Student
Financial Summary - 2015

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 higher overall share to revenue in 2015 as the prior year saw a significant level of Capital Income in relation to the building program. The level of revenue was similar to the prior year with the annual fee increase in both Tuition and Boarding fees offsetting the marginally lower enrolment levels. Sundry income also increased against 2014.

- **Government Grant Income** also contributed a higher share to revenue in 2015 due to the increases in both Commonwealth Recurrent and State Per Capita funding per student which more than offset the lower enrolments for the period.

- **Government Capital Grants** were nil in 2015.

- **Other Capital Income** fell significantly in 2015 against the prior year as 2014 had seen funding received for the building program and the relocation of the College’s Agricultural precinct. The current period saw the College Foundation fund a series of loan repayments as in prior 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 2015 represented a higher overall portion of expenditure than for the prior year due to the reductions in the Other Expenses category. The volume of costs in this category increased due to movements in both the staff salary Enterprise Agreement and the number of permanent staff employed in the period.

- **Other Expenses** comprised a lower portion of overall costs in 2015 as the prior year saw a large non-recurring book movement in assets in relation to the disposal of the old Hall. The current year saw a significant cost incurred in the treatment of the student laptop program and further asset disposals in line with the capital program. Most expense categories experienced CPI movements only as in previous years.

- **Depreciation Expenses** remained at a similar level of overall expenditure in 2015 against the prior year as a result of the College’s ongoing capital program. The key capital purchases in the current period were: completion of the new Hall; commencement of the Boarding Dining Room and Laundry upgrade; construction of the Donovan Room in the Hall complex; planning and consultant costs for the Storm Water Harvesting sustainability project; and a series of minor purchases in both the Day and Boarding schools.
2015 Total Revenue

- Fees and Private Income: 46%
- Federal Capital Grants: 14%
- Federal Recurrent Grants: 39%
- State Recurrent Grants: 1%
- Other Capital Income: 0%

2014 Total Revenue

- Fees and Private Income: 37%
- Federal Capital Grants: 22%
- Federal Recurrent Grants: 30%
- State Recurrent Grants: 11%
- Other Capital Income: 0%

2015 Total Expenditure

- Salary Expenses: 66%
- Other Expenses: 27%
- Depreciation: 7%

2014 Total Expenditure

- Salary Expenses: 63%
- Other Expenses: 30%
- Depreciation: 7%
Priority Areas for Improvement Achieved in 2015

College Review
- A College Review was undertaken of all College activities with a view to improve the teaching and learning outcomes

Mission
- Faith formation programs were maintained for 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
- Building of the new Dining room
- Planning for a new Learning Technology Centre to replace a library that is outdated and not responsive to current student learning needs

Mr Damien Millar
Headmaster
Priority Areas for Improvement for 2016

**Strategic Priority One - Catholic Life and Culture**

To maintain the Catholic life and culture of the College, with reference to the modern world and reflecting the Marist charism and the Universal Church.
To enhance the academic record of Religious Education at the College.

**Strategic Priority Two - Teaching and Learning**

To collaboratively develop a College Learning Statement, engaging all key stakeholders and incorporated across all areas of learning at the College.
To engage an external teaching and learning expert to direct and animate the articulation of the Learning Statement, focusing on expert teaching and engaged contemporary learners, with reference to boys’ education and literacy.

To develop structures which enable teachers to gather as professional learners, facilitating engagement in:

- a shared language about teaching and learning
- an understanding of **success** in learning at SGC
- models of assessment **for** and **of** learning
- professional growth with AITSL standards as the foundation of structures for professional learning

To examine new models of staffing for resourcing and leading strategic thinking that facilitate the development of innovative expert teaching and engaged creative learning, consistent with professional learning plans which are aligned with the AITSL standards.

To engage intentionally and strategically with external agencies (eg AHISA, AIS, Diocese of Wollongong CEO) in order to keep abreast of contemporary trends in schooling.
To enhance the culture of critical reflection by staff, using mini audits, classroom visits and professional dialogue.
To re-align change management processes and strategies so as to achieve these goals, considering annual management plans linked to the strategic plan for faculty and other areas of operation.

**Strategic Priority Three - Pastoral Care**

To facilitate Year Coordinators undertaking a greater role in the academic pastoral care of the students.
To develop the Co-curricular program, ensuring that the College is maximising opportunities for students.
To streamline Thursday afternoon sport options in order to maximise opportunities for students.
To maintain, evaluate and continue to develop staff and student induction programs.

**Strategic Priority Four – Administration**

To monitor and encourage the use and development of Sentral as a data base, supplying training to maximise its use and ensure high productivity levels.
To maintain current procedures and develop a culture of safety, wellbeing and enduring compliance in WHS.
To maintain and ensure the maintenance of College facilities.

**Strategic Priority Five – Development**

To establish a primary school on site that caters for boy and girls from kindergarten to Year 6.

**Strategic Priority Six – Facilities**

To establish a Learning Resource Centre.
To administer a plan that will allow the College to maintain and keep the pool operational for five years.
To develop the infrastructure to cater for the increasing numbers of cars and buses requiring access to the College.
Strategic Priority Seven – Boarding

To implement strategies to maximise the use of the boarding situation, ensuring students are achieving academically to the best of their ability.
To develop lines of communication which ensure that boarding parents are kept up to date with all personal and academic matters relating to their sons.
To maintain the marketing plan to ensure the sustainability of future enrolments.

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

Mr Damien Millar
Headmaster