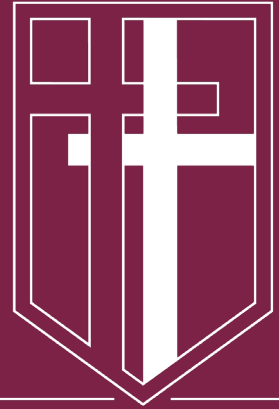


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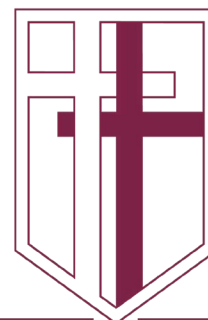
WITH ONE HEART

School Performance Report 2025

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GLEESON



WITH ONE HEART



Context Statement

Gleeson College is a Catholic co-educational secondary school situated in the north-eastern suburbs of Adelaide. Nurturing students from Years 7 to 12, Gleeson College is well resourced and is complemented by the shared learning and facilities accessed by three schools on a unique shared campus, ONE+: Gleeson College, Pedare Christian College and Golden Grove High School.

Gleeson College takes its name from the Very Reverend James Gleeson. Throughout his long and distinguished career, Archbishop Gleeson had a strong personal commitment to the pursuit of justice and peace, and we believe that the students of Gleeson College continue to strive for these goals, in the Catholic tradition.

At Gleeson College all members of our community aim to fulfil the College's Vision through the Gleeson 10 (the College's core values and indicators), with one heart.

The College operates a vertical house system of Pastoral Care, and our staff are highly regarded for their partnership with parents and students, dedication to academic excellence and the wellbeing of students, as well as a strong commitment to their own professional development.

The Gleeson Staff 5

The Gleeson Staff 5 capture the unique guiding principles of working at Gleeson College and provide a constant reminder and affirmation of the way we like to work as staff members of the College:

Bring a positive attitude

Find a sense of joy and love in our work

Contribute to a collaborative spirit: relational and respectful

Use creativity

Exemplify professionalism.





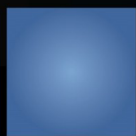
The Gleeson 10

At Gleeson College, all members of our community aim to fulfil the College's Vision through our Ten Core Values and their indicators.

They have been developed through community consultation, and with reference to Archbishop Gleeson's letter to the College, the College Vision and the College Song.

They provide the foundation to all that we do as student, staff and parent members of our Catholic Educational Community.

- **Compassion**
- **Dignity and Respect**
- **Faith-Filled Community**
- **Justice**
- **Life-Long Learning**
- **Peace and Harmony**
- **Pride in Success**
- **Pursuit of Excellence**
- **Service to Others**
- **Truth**



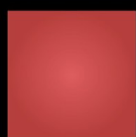
COMPASSION

- Care for all members of the community.
- Listen actively to members of our community.
- Show empathy with and for others.
- Value the well-being of others and ourselves.



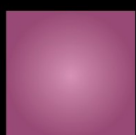
DIGNITY AND RESPECT

- Promote an environment of trust and respect.
- Respect the built and the natural environment.
- Respect our property and the property of others.
- Respect the dignity of each person.



FAITH-FILLED COMMUNITY

- Promote the love of God, the example of Jesus and the ethos of Archbishop James Gleeson.
- Appreciate God's creation and its meaning in our lives.
- Support the identity and mission of the Catholic Church.
- Nurture the Spiritual / Faith Journeys of community members.



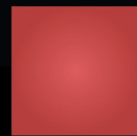
JUSTICE

- Promote a culture of acceptance and inclusivity.
- Respect and embrace other faiths and beliefs.
- Support community service and social justice activities.
- Provide processes of reconciliation and restorative justice to resolve differences.



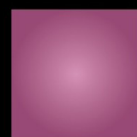
LIFE-LONG LEARNING

- Provide for the education of the whole person.
- Develop independent, articulate, skilled and engaged learners.
- Challenge ourselves to make the most of learning opportunities.
- Accept personal responsibility for quality learning in a changing world context.



PEACE AND HARMONY

- Value the College and its community as a place of peace and harmony
- Uphold the College as a place of safety.
- Work collaboratively for the benefit of all community members.
- Actively appreciate the skills and contributions of all community members.



PRIDE IN SUCCESS

- Demonstrate pride in the achievements of our College.
- Represent the school with honour.
- Celebrate the individual accomplishments of staff and students.
- Acknowledge the contributions of groups or individuals to the success of the College.



PURSUIT OF EXCELLENCE

- Create an environment of encouragement, persistence and best effort.
- Seek innovative and evidence-based learning opportunities.
- Seek opportunities for the attainment of quality through continuous improvement.
- Evaluate, self-assess and reflect on all that we do.



SERVICE TO OTHERS

- Welcome new members and visitors to the College.
- Contribute to a supportive environment.
- Participate positively in College outreach activities.
- Participate in the broader life of the College.



TRUTH

- Seek the truth in all we do.
- Value the perspectives of others.
- Act with integrity in dealings with others
- Be faithful to the core social teachings of the Catholic Church.



Religious Identity: Catholic Education

Our Catholic Identity has been forefront in 2025, the Jubilee Year of Pilgrims of Hope and also our own year at Gleeson College of Planting Seeds of Hope. Our focus has been on sowing hope, while looking towards the future and making decisions to best serve those who are here and yet to come.

In Term 2, upon our return to the College from holidays we celebrated Anzac Day and recognised the passing of Pope Francis. Shortly thereafter, like the rest of the world, we witnessed with joy the inauguration of Pope Leo XIV. Students celebrated a Liturgy in their House gatherings during the week, acknowledging this significant event and using words Pope Leo XIV used in his first Mass. His words were of encouragement, love and welcome.

We have continued to develop the Catholic Identity of staff through professional development on Faith Formation. Our Formation sessions have occurred during staff professional development sessions and the Reflection Day. They have included sessions on the Catholic Church, Ecumenicism, Prayer, Community Care, Scripture and Service. The Faith and Living faculty has been provided opportunities to participate and engage in further professional development, formation and missional experiences from CESA and other sources, including Laudato Si' network and MITIOG training.

Our intergenerational programme with Year 10 Youth Ministry continues to see a strengthened relationship with Helping Hand, including a nomination at the recent 'Future of Ageing' awards in Sydney.

Religious Education: Eucharistic Celebrations

We have enjoyed many opportunities to celebrate the Eucharist as a community, including in our new St James Chapel. Our staff have been able to gather for two Masses, the Assumption of the Blessed Virgin Mary and our Advent Mass, in the St James Chapel. We look forward to this being officially blessed and opened in 2026 and hosting our students for a Eucharistic Celebration.

Students have engaged in many House Liturgical Celebrations this year, including the Fyfe House Mass.

Our most significant moment of Joy in the Gospel, was our Gleeson Day Mass, celebrated by old scholar and newly ordained Priest, Fr. Josh McDermid. His example, connection to community and presence greatly enriched our Gleeson Day celebrations and promoted the celebration of the Eucharist as being central to our community life. Invitations were extended to friends of the College, including former staff members and previous principals, to join us for Mass, to celebrate with Father Josh and enjoy a tour of our new Chapel. It was wonderful to have their attendance on the day and join in the rich fellowship of community together.

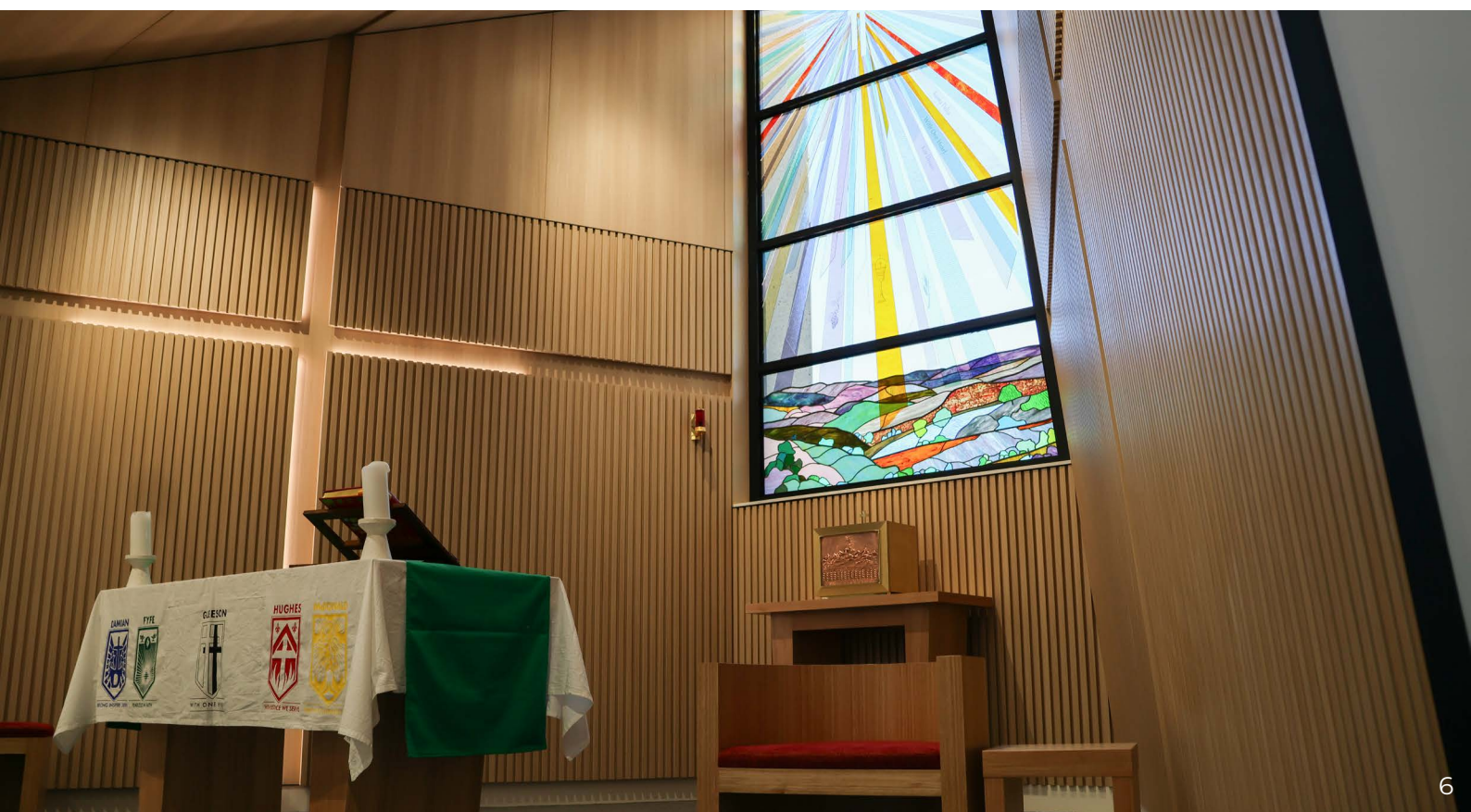


Religious Education: Faith and Living

Through the new role of Religious Education Crossways Leader, curriculum aligned LAPs for Years 7-10 were created, allowing collaboration, review and moderation to align teaching and learning to Crossways Curriculum and revitalise to reflect authentic, contemporary and meaningful application of the Catholic tradition. Youth Ministry Years 10 and 11 continues to grow and build meaningful community with Helping Hand and St Francis Xavier primary school, with three classes at Year 10 and two at Year 11, with current subject selections indicating four streams at each year level in 2026.

Excursions also provided an enriching experience for students in our senior years. Our Year 10 students all combined for a Christian Denominations excursion. During their excursion they explored different Christian denominations, building on their understanding of Church History, Ecumenism and interdenominational understanding. Students visited two Churches located in our area to learn about their particular expression of Christianity. During their visits of Golden Grove Salvation Army Corps. and Futures Church, Salisbury, they received a guided tour and a talk from the Pastor and the opportunity to ask questions.

The Year 11 student cohort attended an excursion to extend their knowledge and understanding of the 'Abrahamic Religions'. The day provided a range and richness of experiences which supported their studies of Abrahamic traditions and the Catholic ethos. Students visited three places of worship in Adelaide; the Adelaide Hebrew Congregation, Adelaide City Mosque and the St Francis Xavier's Cathedral. At each place of worship they were provided the opportunity to tour and to listen to an insightful leader share of their faith's core teachings, texts and beliefs.





Religious Education: Faith and Living

All students have had the opportunity to engage in their formation outside of the classroom through year level Retreats or Reflection Days.

Our Retreats continue to provide students the opportunity to connect, reflect and grow in their faith and interpersonal relationships. This year our Year 11 and 12 Retreats were based around a core Parable, providing a core theme for their sessions and real world applications. The Year 11 Retreat, 'Finding Your Ground,' was centred on the Parable of the Two Builders (Matthew 7:24-2) and supported students reflecting on their foundation for their final years of their high school career, with a few of the future to come. The Year 12 Retreat, 'The Uncharted Path,' based on the Parable of the Sower (Matthew 13:3-9) connected beautifully with our College theme of 'planting seeds of hope,' as students considered their path beyond the College.

Year 7 and 9 Reflection Days both witnessed new connections for our students. For Year 7s they engaged with the legacy of Archbishop James Gleeson with the theme of, 'A Life Inspired,' where they also learnt about the history of Calvary and created a connection with Calvary Care. The Year 7 Reflection Day provided students the opportunity to walk in the footsteps of our Patron while also act in his legacy, one of serving the community, through the creating of coasters for patients at Calvary Care. We are grateful for this new connection and look forward to the growth of this relationship in the future. For Year 9s, our new connection was at Yitpi Yartapuultiku (Yitpi), the newly opened Aboriginal Cultural Centre in Port Adelaide. Students built on their prior learning from curriculum units on Indigenous Spirituality and Ecological Stewards, engaging in activities and reflections on the theme; "Good Stewards: Honouring Country, Caring for Creation."





Religious Education: Outreach and Mission

There have been a variety of opportunities for students to grow in their development of social justice and community outreach. This has been evidenced in the establishment of the Social Justice Club, a group of staff and students who provide support, ideas and insight on ongoing and new social justice initiatives. They have brought energy and increased connection to our Vinnie's Winter Appeal, Winter Sleepout, engagement with the Youth Development team at St Vinnie's and our TTG charter.

The Winter Sleep Out is about raising awareness, advocating for the needs of others and building empathy. Students braced the cold to build cardboard shelters and spent the night "sleeping out" in solidarity with those experiencing homelessness in South Australia. This year, students in years 10-12 participated, raised money for Vinnie's, made savoury muffins to donate to our local soup kitchen and engaged in activities on Social Justice presented by the Year 12 Society and Culture class.

Our warm thanks go to Sharni Bowden, Vinnie's Youth Development and School Engagement Officer, for meeting with our Social Justice Club to share about the work of Vinnie's. Sharni also provided our students with certificates of appreciation and beanies from Vinnie's for the students who attended on the night. Our Social Justice Club are looking forward to engaging in some of the future workshops and pilot programmes Sharni shared with us and continuing to strengthen our partnership with Vinnie's and support those in need in our community. Our Year 7s also made Christmas Cards as part of the Vinnie's inaugural Christmas Card run, again shared through our partnership with Ms Bowden.

We have continued to deepen and foster our relationship with the TTG St Vinnie's Charter and formed new networks of care and connection with Hope Street and Calvary Care, engaging students with acts of service in their Year Level Reflection Days which were relevant, appropriate and meaningful.

The theme for the Year 10 Reflection Day was "Beyond Belief: Acting for Justice." The focus for the day was to more thoughtfully consider others and live out Jesus' commandment to "love our neighbour" through actions of Social Justice.

The Year 10s started their day at Gleeson, with an opening liturgy and guest speaker, before heading to Nunyara. We are very grateful to Isaac Prior who came to share his experience of social justice with our Year 10 cohort. Isaac is a Youth Pastor at Playford Uniting Church, training to be a Deacon, and works as part of the team developing community and belonging at Hopestreet. Isaac shared an inspiring message of his own journey with serving, which looks like thinking of oneself less and others, more.

Students nominated their activities, all of which will contribute towards people in need. Some of our donations went to community groups, including youth and families, who access Hopestreet. Others were lovingly donated to Vinnie's. We are incredibly grateful to the generous donations of our community to support these social justice activities, especially the Lego donations to student services.



Key Directions

2025 saw a refreshed strategic plan; “A journey of the heart, an expedition of the mind.” The plan is based on six pillars informed by Catholic Education South Australia (CESA), the Live Learn Lead Framework and Standard, the Balanced Scorecard, the South Australia Commission for Catholic Schools (SACCS) Corporate Plan (Towards 2027), the Alice Springs (Mparntwe) Education Declaration, and the OECD Learning Compass 2030, in consultation with our community: students, staff, families and the College Board.

Each pillar articulates its aspirations and these in turn informed the 2024 annual improvement plan for the college. The six pillars are:

Catholic Identity

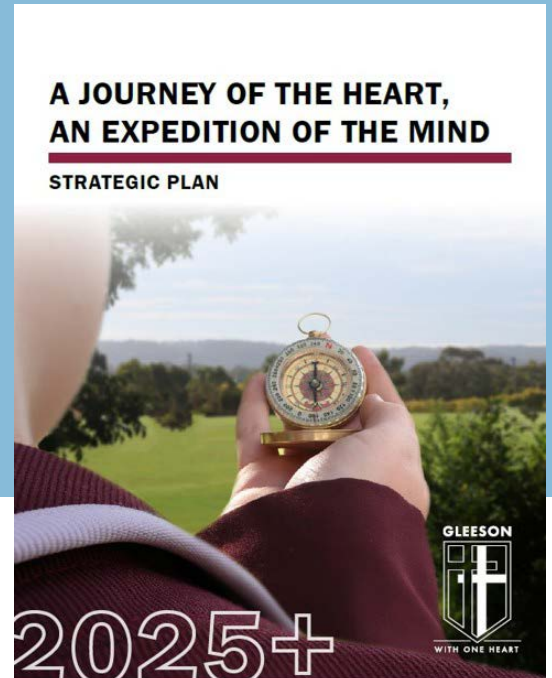
Reinvigorate and recontextualise the vision and mission of the college.
Explore/Engage Catholic Social Teachings.
Integrate with local parishes.

Thriving People

Enhance staff and student wellbeing.
Increase connection and engagement with the Gleeson community.
Increase personal responsibility and agency of members of our community.
Provide academic and pastoral support for all students.

Competent and Capable Learners

Build shared vision for learning.
Promote capability-based learning.
Optimise support strategies for student success.
Increase student capacity to manage learning.
Increase student agency in learning and assessment design.



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Key Directions

Just, Merciful and Humble Leaders

- Build the leadership capacity of staff.
- Build the leadership capacity of students.
- Build in staff and student voice in decision making.

Deep Connections

- Build strong relationships with parishes, families and wider community.
- Celebrate differences to enhance belonging.
- Explore new ways of connecting parents with the college.
- Revitalise our alumni engagement.
- Utilise effective feedback and data tools to foster constant innovation.

Optimal Resourcing

- Strategically plan and review resourcing.
- Financially manage and plan.
- Effectively and efficiently resource.
- Operationalise business.

2025 was our 'Year of Planting Seeds of Hope'. The theme invited us to focus on our faith journey, our mission as a Catholic school, and the values we aspire to cultivate in our community. Drawing on past themes, such as Growth Mindset, we were challenged to consider our role in shaping a 'hope-filled' future. The theme was particularly resonant as we celebrated the 2025 Jubilee Year of the Catholic Church. In 2025, Pope Francis called us to be Pilgrims of Hope. We also drew inspiration from Archbishop James Gleeson who wrote to us, "I leave you with this hope of mine: that Gleeson College will always be of "one heart" in every aspect of its mission."

In Term 2, 2025 our St James Centre was completed adding a wonderful chapel at the front of the college and new Food Technology facilities below. Our new master plan was completed with a focus on improving specialist facilities and catering for high demand in enrolments over the next ten years.

GLEESON COLLEGE



Student Cohort and Attendance

In 2025 the total number of student enrolments was 940. The number of students identifying as Indigenous or Torres Strait Islander was 1.26% of the school population.

Year Level	Number of Students
Year 7	183
Year 8	194
Year 9	154
Year 10	143
Year 11	148
Year 12	117

Year level enrolments for 2025 as per the August census are reflected in the adjacent table.

Student attendance rates are outlined below. It is an expectation that families notify the College of non-attendance of students via the absentee telephone line, SMS or email. Families who have not notified the College are followed up on the day of the student absence to inform parents/caregivers of the non-attendance and to seek a reason for the absence. All absentees are recorded by the Care Group teacher; long term absences are followed up with the House Leader and/or the Student Counsellor.

Year Level	2025 Attendance Rates
Year 7	87%
Year 8	86%
Year 9	83%
Year 10	82%
Year 11	85%
Year 12	79%

Attendance data is based on the number of school days that students are required to attend against those taken as absence.



NAPLAN

Seeking higher achievement in NAPLAN is a focus for Gleeson College. Being a 7-12 College, the Year 7 results are not a reflection of Gleeson's programs given the test is conducted early in Term 1 i.e. the students have only just arrived at Gleeson. However, improvement from Year 7 to Year 9 is a focus for the College with extra resources being placed into students achieving in the bottom standard for NAPLAN and also a tighter focus on better teaching and assessment across all year levels. Gleeson remains below the average for schools with similar students in all but one of the five NAPLAN domains with Grammar and Reading being two areas that need special attention. Writing has shown solid growth from 2023-2025.

2025 Results

Compare to ● Students with similar background ● All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	531	548	540	529	535
Year 9	557	586	567	553	552

NAPLAN participation for this school is 97%
 NAPLAN participation for all Australian students is 95%

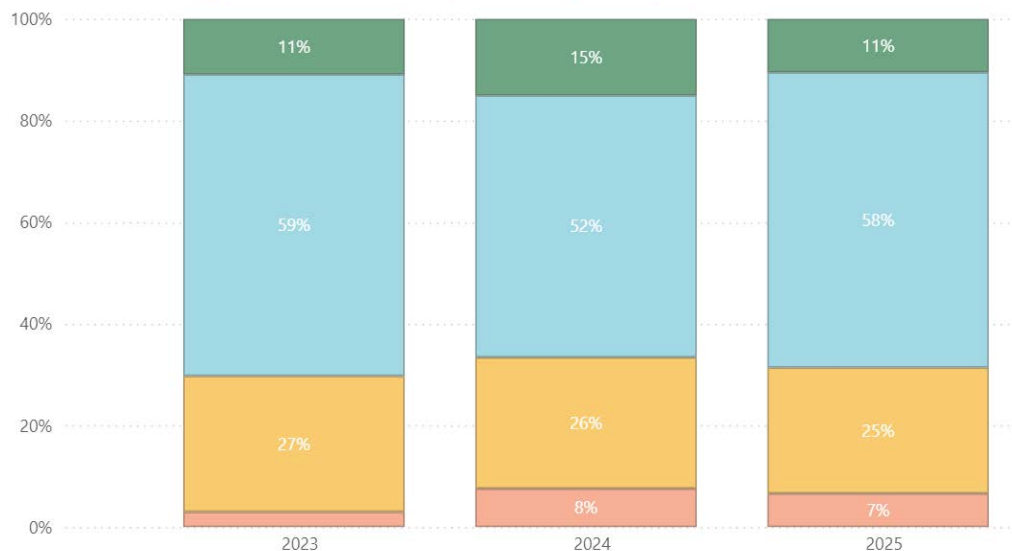
Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Proficiency Levels over time:

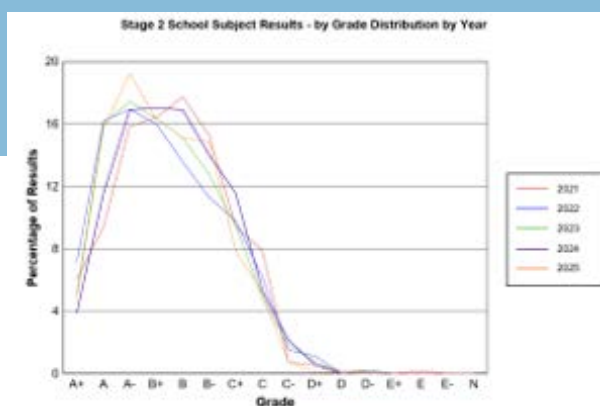
Proficiency Standard ● Needs additional support ● Developing ● Strong ● Exceeding



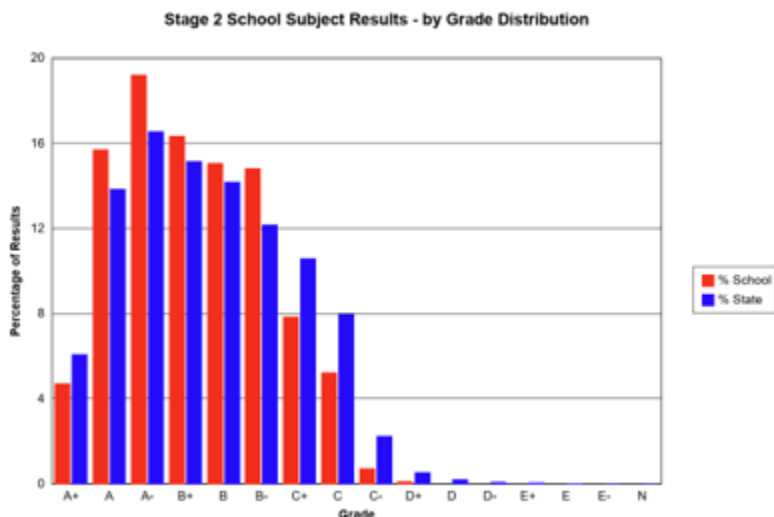
Senior Secondary Outcomes

Congratulations must go to our Year 12 students of 2025 who attained commendable results in their Stage 2 studies. Many have realised outstanding personal achievements and have moved on to work and study in a variety of different fields.

- 100% SACE completion
- 13 Students with 90+ ATARs
- 2 students achieved our highest ATAR of 96.30
- 4 students achieved merits across 3 subjects
- 85% of grades were B- or higher
- The median ATAR was 74.93
- 38 A+ grades were awarded



This summary graph of SACE grade distribution shows consistency of results over the last 5 years.



The graph on the left provides a grade distribution for Gleeson College and the State, calculated using the grades of all enrolments that were awarded a result in graded subjects. Again, strong results are reflected at the 'A', 'A-' and 'B+' level.

We congratulate all students in our Class of 2025 and wish them every success in their life journey beyond school.





Senior Secondary Outcomes

Gleeson College had 81 students of 119 (68%) apply for university entry in South Australia via SATAC applications. Of those who applied, 77 students (95%) were offered a place at either Adelaide University or Flinders University. 63 Year 12s (81%) were offered a place in their first preference degree, whilst 10 students (13%) were offered a place in their second preference degree and 4 (5%) were offered their third preference. Of the four who were not offered placement into a degree, two students did not meet the ATAR needed to gain entry into their preferred choices, one chose a course that required a performance audition, and one did not pay their application fee.

Of those who did not pursue SATAC applications were either:

- Seeking or had opportunities for apprenticeships in building or electrical trades
- Pursuing either further study or employment from their previously attained VET qualifications
- Pursuing employment opportunities gained through family connections gained entry into their preferred course through TAFESA (Patisserie and Baking)
- 1 was intending to head overseas to continue to pursue elite level sporting opportunities (baseball)
- 1 was planning to take up a study opportunity interstate
- 17 are destination unknown

Of the 77 students who were offered a place through their SATAC application, 69 students (90%) were offered a place with Adelaide University and 8 students (10%) were offered a place with Flinders University.

The most common areas of study at University included Health/Allied Health, Engineering and Education.





VET Senior Secondary Outcomes for 2025 Graduates

Gleeson College proudly supports a diverse range of student pathways, offering Vocational Education and Training (VET) as a flexible and meaningful option to meet students' individual interests, strengths, and future goals.

In 2025, over 30% of our graduating cohort engaged in VET, completing or partially completing a certificate qualification as part of their secondary schooling. This reflects our ongoing commitment to providing authentic, real-world learning opportunities that extend beyond the classroom.

A highlight of our program is the strong uptake of Certificate III qualifications across Years 11 and 12. These courses not only build practical skills and industry knowledge, but also open pathways to further training, employment, and university.

Notably, 24 Year 12 students in 2025 (21% of the cohort) incorporated a completed Certificate III qualification into their ATAR, demonstrating the valuable role VET plays in supporting both academic and vocational success.

We are incredibly proud of our students for embracing these opportunities and for the dedication they show in shaping their future pathways.



Senior Secondary Outcomes: VET (Vocational Education & Training)

VET at Gleeson College continues to thrive, with strong student participation and growing interest in flexible and targeted learning pathways. Short micro-courses and Certificate programs allow students to build practical skills while developing key capabilities such as teamwork, adaptability and digital literacy through hands-on experiences.

In 2025, the One+ Alliance remained a significant strength, with large cohorts in Construction, Electrotechnology, Plumbing and Engineering Pathways delivered through industry partnerships. These programs provide valuable real-world experience and strong links to employment opportunities.

Health-related pathways, including Individual Support, Allied Health Assistance and Health Services, continue to be popular, alongside the on-site delivery of Certificate III in Fitness. Students also engaged in a diverse range of pathways such as Animal Care, Automotive Servicing Technology, Makeup and Beauty Services, Assistant Dance Teaching and Real Estate.

Work experience remains a key feature of VET, with students participating across a wide range of industries. Many received highly positive employer feedback, with some securing ongoing or casual employment as a result of their placements.

The majority of students successfully completed their VET qualifications, contributing to their SACE and, where applicable, ATAR outcomes, while gaining valuable skills and experience to support their future pathways.

2025 VET Participation - Certificate level	Total number of Students with Completed Units of Competency
Short courses/Individual Competencies	35
Certificate II	24
Certificate III	31
Total	90

Level	2025 Courses Undertaken
Certificate II	Animal Care; Automotive Servicing Technology; Construction Pathways; Electrotechnology; Plumbing; Salon Assistance
Certificate III	Advanced Animal Care (Stackable); Air Conditioning; Assistant Dance Teaching; Barbering; Beauty Services; Business; Early Childhood Education & Care; Entrepreneurship & New Business; Fitness; Health Services Assistance; Individual Support; Information Technology; Makeup; Nail Technology; Screen and Media; Sport, Aquatics and Recreation
Other	Real Estate Units

Percentages depict students undertaking any vocational education and training units as part of their senior secondary school certificate in the calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year.

Year 10 students undertaking Vocational Education:

10%

Year 11 students undertaking Vocational Education:

32%

Year 12 students undertaking Vocational Education:

21%



Student Development and Leadership

Gleeson College offers a number of programs that encourage and nurture student development. Embedded within the subject Faith & Living, a Personal Development Program is in place to support students' holistic improvement during their time at the College. Central to this is The Resilience Project, an initiative that teaches evidence-based strategies to help students improve their wellbeing through gratitude, empathy, and mindfulness. Furthermore, Child Protection Curriculum and issues surrounding safety (personal, online, road) are also explored.

Students also have the opportunity to participate in further enrichment activities, including: Vocational Education Training, work experience, year level camps and retreats, incursions and excursions. Furthermore, extra-curricular activities across the Performing Arts, STEM, and a variety of sporting pursuits provide students a chance to explore their interests, develop their leadership and engage with others.

Students can demonstrate their leadership potential through opportunities to lead in the various areas of College life, including Senior Years and Middle Years Executive (Presidents and Vice Presidents), Senior Years and Middle Years House Captains, Performing Arts, Sports, and STEM Captains.

In collaboration with staff and the student cohort, the student leaders coordinated the following community days throughout 2025 to support various charities and initiatives: Sleep Awareness Day, Project Compassion, St Vincent de Paul 'Vinnies Winter Appeal', Wear it Purple Day, R U OK Day, Harmony Day, and Gleeson Day activities.



Inclusive Education

In 2025, the Thomas Learning Centre (TLC) supported the needs of 318 students, as shown in the adjacent table. This was an increase of 88 students from the previous year. Teachers and Educational Support Officers also provided inclusivity by differentiating to individual student needs in the classroom. The projected number of inclusive education students in 2026 is an increase to 350.

Of the 318 inclusive education students, 3 required extensive support (highest category), 29 required substantial support, 184 required supplementary support and 69 required quality differentiated teaching in the classroom. This reflects the diverse programs of support offered at Gleeson College, and the continuous improvement in our practice of inclusion.

The Inclusive Education team assisted teachers to identify diverse student needs using Personal Plans for Learning (PPLs), and therefore adjusting mainstream curriculum to suit. The PPLs were constructed in consultation with the student, family, and allied health professionals.

Of the 318 students with additional needs, 15 required highly personalised curriculum and were therefore accessing curriculum at a different year level to their peers. These programs were carefully constructed in negotiation with the student and parents. Furthermore, SACE Integrated Learning options and Modified SACE were offered to students in Years 10-12 with individualised programs created and tailored to their personalised goals.

Intervention programs for Literacy and Numeracy were coordinated from the TLC, to assist Year 7 students who need help moving towards their year level benchmarks for numeracy and literacy.

The TLC also offered 'The Zone'; a space that students could come and quietly meet at recess and lunch time, away from the busyness of the yard.

Lastly, the STRETCH program provided selected students the opportunity to explore abstract concepts, and critical and creative thinking through a broad array of activities.

Year Level	Number of Students
Year 7	85
Year 8	70
Year 9	48
Year 10	46
Year 11	40
Year 12	29

NCCD Adjustment	Number of Students	
	2025	2024
Extensive	3	9
Substantial	29	32
Supplementary	184	128
QDTP	69	61



Extra-Curricular Opportunities

Gleeson College offers numerous activities outside normal classroom times.

Performing Arts

2025 has been another incredibly busy and successful year in the performing arts. There was growth across our senior arts subjects, including having a Stage 2 Drama class for the first time in many years. Students had the opportunity to showcase their talents in numerous events throughout the year.

The core dance troupe competed in the Dance Ultra competition at Immanuel College. Meanwhile, the Drama students performed in the following productions over the year.

Year 11 and 12 Drama Production 'Small Poppies'

Yr 12 Production 'Murder of Medea'

Yr 11 Production 'Teen'

Yr 10 Production 'Sparkle shark'

Yr 9 Production 'Rapunzel'

Yr 8 Production 'Because'

In Semester 1 the Music students put on a cabaret-style event which featured our main ensembles such as Stage Band and Concert Choir, junior and senior rock bands, class bands as well as year 12 solo artists. The semester 2 Arts Evening saw a combined evening full of Music, Dance, Drama, Creative and Visual Arts.

Year 12 student, Ethan Joy, successfully auditioned to represent Gleeson College in the Class of Cabaret as part of the Adelaide Cabaret Festival and as a solo artist at the Catholic Schools Music Festival.

The highlight of the performing arts calendar this year was definitely the production of Little Shop of Horrors the Musical. This year's production featured forty-seven students on stage and a further six playing in the live band which accompanied them. With the depth of talent of the students, coupled with a fabulous live band, an amazing set and the most incredible puppets, this show was possibly our best Musical yet! Playing to sold out audiences over three nights, the students put on a truly outstanding performance that left audience amazed. Gleeson College continues to punch well above its weight when it comes to the quality and professionalism of our Musical Theatre productions.





Extra-Curricular Opportunities

Science and STEM

In 2025, co-curricular Science and STEM opportunities flourished across all year levels, giving students rich experiences beyond the classroom. Science Week centred on the national theme “Decoding the Universe – Exploring the unknown with nature’s hidden language,” with a variety of activities encouraging broad participation. Students extended their learning through a Fauna Rescue SA conservation incursion, a Year 7 Museum and Botanic Gardens field study with Kumarninthi educators, a Year 9 Mission to Mars simulation at Hamilton Secondary College Space School, and the STEM Day Out ScienceAlive! program featuring virtual reality, robotics and industry-led activities. Further enrichment came through strong performances at the Science & Engineering Challenge and participation in the prestigious International Science School. RoboSTEM students showcased a Smart Garden system at the CESA STEM MAD state finals, integrating robotics, coding and environmental monitoring, while the EcoSTEM Club met weekly in the vegetable garden, undertook biodiversity projects at Kingfisher Reserve and St Kilda, contributed to the COYYA “Season of Creation” tree planting, and led a School Forest Box native seedling initiative, embedding sustainability and ecological stewardship into the co-curricular life of the college.

Sports

2025 had growth in our numbers for School Sport SA Knockout Events or Catholic Co-Ed Athletics and Swimming with 1 in 3 students across the school participating in some way. 6 students represented the College in School Sport SA Teams in Soccer, Tennis, Golf and Swimming. Student Volunteer numbers for partner primary school events continues to be a consistent focus, with us turning away more students than we can take.

Overall Gleeson fielded 74 teams across Statewide KO Competitions and Saturday Sport. Honourable mentions to our Saturday teams in the Middle Boys A Grade soccer won their pool, We re introduced debating and our co-curricular clubs in D&D, Eco Stem, Table tennis have been growing. Esports One Heart League (Gleeson Runs the competition) has seen a real increase in the number of schools competing. Our yr 9/10 Girls Division 1 KO Volleyball team became 2nd in the state in Beach Volleyball.





Extra-Curricular Opportunities

Languages and Cultural Experiences

In 2025 Gleeson College provided a rich and engaging suite of language and cultural activities designed to deepen students' linguistic skills and intercultural understanding across year levels. A highlight of the year was the nomination of Language and Culture Captains, empowering student leaders to champion language learning, cultural celebration, and peer engagement across the school community.

Throughout the year, students participated in a range of immersive and inclusive experiences, including activities and events that celebrated cultural diversity, acceptance, and belonging. Students explored languages and cultures from around the world through classroom activities and community displays.

Gleeson College marked key cultural dates with special programming, including food tasting experiences, performance showcases, and reflective classroom discussions tied to respect and understanding of global traditions. In addition to core language classes, students engaged in language games, intercultural projects, and collaborative tasks designed to build real-world communication skills.

Looking ahead, the college introduced a new "Language and Culture" subject to be offered from 2026, broadening opportunities for students to study language in a more integrated and culturally focused way. This subject aims to blend language learning with global perspectives, community engagement, and exploration of cultural practices. We also welcome back our Kogakuin community, the Gleeson College Japan trip, and Italian exchange students.

Overall, the 2025 language program at Gleeson College promoted leadership, cultural curiosity, and inclusive engagement, setting a strong foundation for the expanded offerings in 2026.





Gleeson College Staff

Staff Profile

The Gleeson College staff comprises 123 staff (40 males and 83 females). Of the 88 teaching staff, 76 are full-time (76.00 FTE). 35 (31.43 FTE) Education Support Officers provide assistance across administration, curriculum and services. Gleeson College has one staff member who identifies as an Indigenous Australian.

Professional Learning undertaken by Staff in 2025

The Year of Planting Seeds of Hope saw our staff engage in a variety of professional learning:

- Faith Formation opportunities internally and externally offered

Teaching & Learning

- Learnership - "Learning is not the product of teaching. Learning is the product of the activity of learners" (John Holt)

New Assistant Leadership Team

- Middle and Senior pastoral Care Leaders

- Middle and Senior Teaching & Learning Leaders

- Leader of Learning Analytics and Emerging Technologies

Engagement with Real Schools continues into second year

- Positive priming

- Affective statements

- Student agency and accountability

SACE Capabilities + Learner Profiles + Learner Conversations now including Year 10

Assessment Literacy – ongoing review of Policy

Planning audit of curriculum across the College to align standards / capabilities

NAPLAN and PAT data – CESA Transition Project

Continuing to investigate and utilise educational platforms and tools such as

Turn-it-in, AI platforms, EducationHQ and MyEdOnline

Staff-led PD including Learner Profiles

Pastoral Care

Continuation of our Student Wellbeing Framework and Staff Wellbeing Framework

The Resilience Project continues - GEM (Gratitude, Empathy, Mindfulness)

Reviewing the current Care Group model for 2026

HEART Survey + Pulse + Resilient Youth survey

Staff-led PD including

- Daniel Principe guest presenter to students (Year 9 boys) and staff.

Workplace Health & Safety

SALT training

Diabetes Training

Epilepsy Training

Child Protection training

Continued engagement with EA updates

Gleeson College Staff

Staff Qualifications

The Gleeson College staff are lifelong learners and are highly qualified in their chosen fields, as depicted in the table below:

Qualification	Number of this type of qualification across the staff
Certificate I	2
Certificate II	8
Certificate III	17
Certificate IV	18
Graduate Certificate	25
Diploma	12
Graduate Diploma	24
Advanced Diploma	1
Bachelor Degree	113
Bachelor Degree - Honours	2
Masters	31
Doctorate	1

Finance

Funding Source	2025 Income \$
Australian Government Recurrent Funding	11,249,901
State/Territory Government Recurrent Funding	3,466,900
Fees, Charges and Parent Contributions	6,772,204
Other Private Sources	162,750
Total Gross Income (excluding income from general capital grants)	21,651,755

Parent Satisfaction

A sample of some data received via the 2025 CESA Live Learn Lead Survey is shown below from our top two scoring areas.

Community



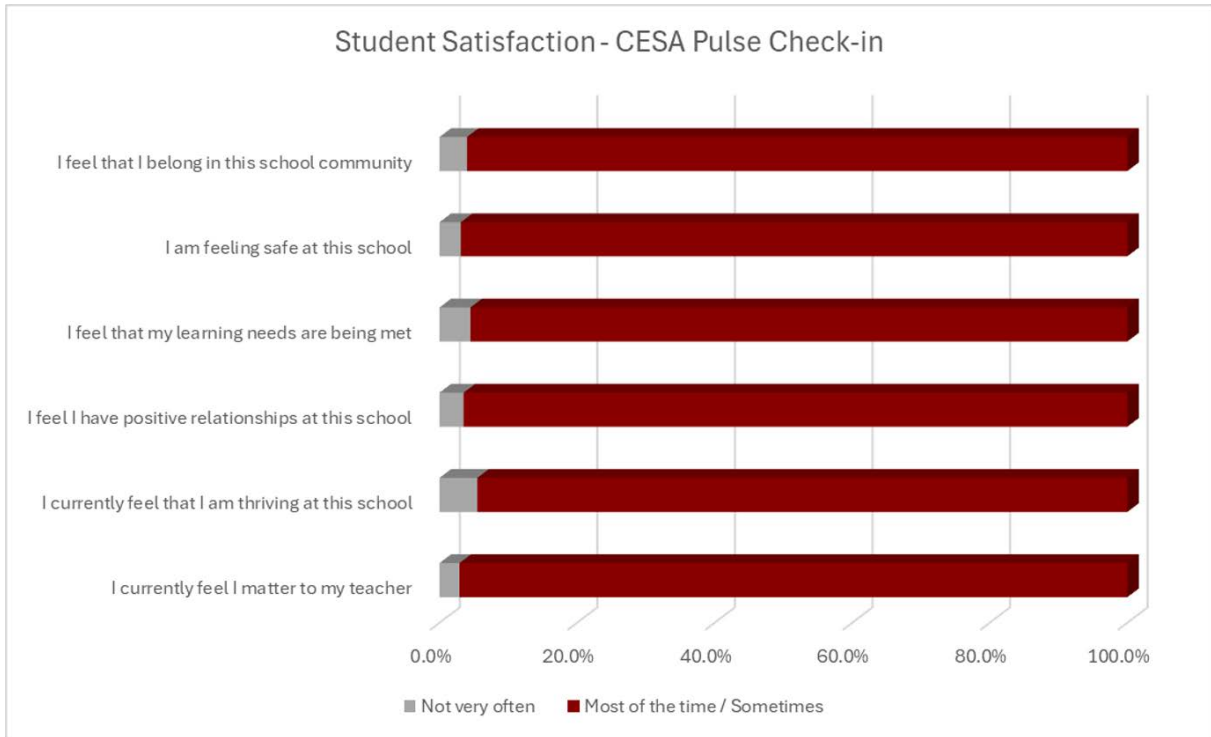
Resourcing





Student Satisfaction

A sample of the 2025 Classroom Pulse Survey completed by students are shown in the graph below.



GLEESON



WITH ONE HEART

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