

Find more info at  
[gleeson.sa.edu.au](http://gleeson.sa.edu.au)



# Family Handbook

WORKING IN PARTNERSHIP, WITH ONE HEART

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**V5.0**  
**JAN 2026**



# GLEESON GRADUATE QUALITIES

At Gleeson College, it is our hope that in partnership with families, we can nurture and shape people of service who are:

deeply connected

thriving individuals

competent and capable learners

just, merciful and humble leaders

for the world God desires



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## Introduction

# College History

“I thank you for the beautiful way you have involved me in the life and mission of your College. In choosing my family name for your College, I believe you have chosen a living tradition of commitment to education and especially to Catholic Education” - Archbishop James Gleeson

Gleeson College was established in 1989 and is named after the late Emeritus Archbishop of Adelaide, the very Reverend James Gleeson. Archbishop Gleeson made a major contribution to Catholic Education and to education generally in South Australia, first as an inspector of schools and later as Director of Catholic Education. 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 will continue striving for those goals in his tradition.

The parents/caregivers and staff of the College see Gleeson as a community oriented College. Students, parents/caregivers and staff form a faith community centered around our common desire for a relationship with God expressed through the Catholic faith and practices.

The dual cross on the College crest symbolises our sharing with Christ, as students, as a College community and as a community of three schools. The motto ‘With One Heart’ continues the theme of our belonging together with and in Christ. Archbishop Gleeson served on the Pontifical Council ‘Cor Unum’ (One Heart) from 1971 to 1981. This council aimed

at developing effective methods of enabling the people of developing countries to meet their needs in the desperate struggle for their right to live in dignity, justice and peace. It is our hope that the students of Gleeson College will continue to work for justice and peace in the tradition of James Gleeson and consider it most appropriate to incorporate this phrase in the College motto.

Since Gleeson is a College that places such an emphasis on providing a community in which each individual is free to develop as fully as they are able, certain ways of acting are implied by this aim.

Students should have a positive sense of belonging to the Gleeson community and this should be evident in the way they wear the specified uniform which is a sign of their communal identity.

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**ENROLMENTS:** 900

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**SECTOR:** Catholic Education

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**NAMESAKE:** Fmr Archbishop James Gleeson

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**ESTABLISHED:** 1989

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“I leave you with this hope of mine: that you will always be ‘of one heart’ ” James Gleeson

# College Vision, Song, Prayer & Values

## OUR VISION

Gleeson College is a faith-filled community that provides its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

### College Song

Amid the hills and valleys.  
Surrounded by so much beauty.  
We look for Christ in those we meet.  
Let us respond to God's call to serve.

To be a leader you must be  
a servant to the rest.  
We can drink our cup of suffering  
as we are truly blessed.

Chorus  
For with one heart we seek the truth.  
With one heart we search for peace.  
With one heart we strive for justice.  
United with one heart.

We respect each other's dignity.  
To live our lives in harmony.  
We walk in the shadow of the cross.  
Let us respond to God's call to love.

To be a leader you must be  
a servant to the rest.  
We can drink our cup of suffering  
as we are truly blessed.

Chorus

### College Prayer

Lord, make me a student of your World,  
let us show truth, where there is dishonesty,  
let us show compassion and justice,  
where there is pain and suffering,  
let us show service to others, for those in need,  
let there be peace and harmony in our school.

Help us to show dignity and respect to  
all in our community.  
May we show pride in success and  
lifelong learning and continue to have  
pursuit of excellence.

Bless Gleeson College as a place where  
we all belong to a faith filled community  
with you as our teacher.

Together We Pray

Response:  
With One Heart  
Amen

# the GLEESON 10



COMPASSION



PEACE AND HARMONY



DIGNITY AND RESPECT



PRIDE IN SUCCESS



FAITH-FILLED COMMUNITY



PURSUIT OF EXCELLENCE



JUSTICE



SERVICE TO OTHERS



LIFE-LONG LEARNING



TRUTH

At Gleeson College all members of our community aim to fulfil the College's Vision through our Ten Core Values. They have been developed through community consultation, and with reference to Archbishop Gleeson's letter to the College, the College Vision and Mission Statements, and the College Song. They provide the foundation to all that we do as students, staff and parents within our Catholic educational community.

GLEESON



WITH ONE HEART

# House History



Damiani House is named after Mrs Jenny Damiani, who was the first chairperson of the Gleeson College Board and of the interim Board that established Gleeson College. The Damiani House Crest incorporates symbols which identify the rich heritage not only of the House, but also the Gleeson College Community.

As a House we desired to capture the unique history of the College in that it was created as a result of expressed need by the local Catholic Community. The need for a secondary Catholic education pathway to serve the young people of the North East area is represented by the Cross, central to the Crest. The people surrounding the Cross represent Gleeson College as well as each of the Catholic feeder Primary Schools. The four figures also represent our four College House patrons.

The beams emitted from the cross represent the Light of Christ. The beams also symbolise the wings of a dragon. Damiani adopted the dragon as its team mascot in College sporting carnivals over 10 years ago. Dragons are a symbol of wisdom, protection, valour, generosity, forgiveness and compassion.

Our motto suggests that we all belong not only to the College community, but also to the Damiani House Community. 'Belong' was our House theme in 2010, the first year of the Vertical House system. As a community we worked to ensure our interactions with each other were ones that fostered positive relationships, a sense of safety and unity.

'Inspire' recognises that all we do is inspired by Jesus Christ and that our learning should be reflective always to our best efforts.

Our College song tells, '... to be a leader you must be a servant to the rest.' Jenny Damiani was and is heavily involved in a range of community and charity organisations. She made clear in our meetings with her that the College 'came from the community', guided by those willing to work towards a common goal, to serve others and to represent and lead a community. This also of course reflects Jesus' commitment to place others needs above his own.



Fyfe House is named after Sr. Margaret Fyfe, a Brigidine nun, who worked with Catholic families in the area when it was still rural.

The Fyfe House Crest was fundamentally inspired by the charisma of our patron Sr Margaret Fyfe CSB, a member of the Brigidine Sisters.

At the heart of the crest is the Cross of Diamonds. This cross is based on the same one which appears on the family crest of Bishop Daniel Delany, the founder of the Congregation of St Brigid. The rays of light emanating from the cross represent the light of Christ and serve to emphasise our role as builders of God's kingdom on earth. The pair of lamps, which usually appear alone, at the centre of the Cross of Diamonds, are symbolically of learning. They flank a tongue of fire, representative of the Holy Spirit, who moves within us as the passion and determination that inspires us in our work and learning.

Our motto 'Fearless in Faith', evolved from an understanding that Christ is at the heart of our lives. In an increasingly secular world we are reminded to be strong, courageous and fearless as we spread the Good News of Jesus Christ in the world we live.



Hughes House is named after Fr Don Hughes OMI, who was parish priest of St David's Parish, Tea Tree Gully when Gleeson College was established.

The Hughes House Crest is inspired by two key values from The Gleeson 10: Service and Justice. These values are also central to the mission of the Order of the Oblates of Mary Immaculate, to which our patron Fr Don Hughes OMI belongs. This order is dedicated to the service of others and to social justice, particularly to those who live in poverty.

The central symbol is the cross that reflects our mission to live a life inspired by the example of Jesus Christ and echoes the Oblate mission to give freely of oneself. It rises on the stylised wings of a griffin at the foot of the crest. Originally a mythical creature, part lion and part eagle, the griffin appears on cathedrals and churches in early times as symbols of strength and vigilance. It reminds us of the courage that it takes to step out of our comfort zone, to participate and contribute in order to achieve acceptance and inclusivity for all, both in our College community and in the wider world. The chevron, the upside down 'v' shape and a symbol for protection or building, represents what we build together in faithful service to others.

Above the chevron are two fleur de lis, stylised lilies that represent purity and, in turn, the Virgin Mary. Our connection to the Oblates of Mary Immaculate and to St Eugene de Mazenod, a French Bishop and founder of the Order, is reflected in these symbols. Our challenge is to have courage, like the Oblates of Australia. The Hughes crest will be a reminder of that commitment in our efforts to serve and to strive for justice.



McDonald House is named after John McDonald, Director of Catholic Education, who was instrumental in the concept of a shared campus.

The McDonald House Crest has as its centre the Lion which can be found on Archbishop James Gleeson's Crest. It is a symbol of Christ and represents courage, alertness and watchfulness. There are two doves on the bottom left and right of the crest joining with a flame in the middle. The dove is a symbol of peace, innocence, gentleness and affection. The flame and rays of light represent both the Holy Spirit and light of Christ.

The flame and the dove combine to form the symbol used by the Catholic Education Office South Australia. This is a connection with the McDonald house patron John McDonald, who was the Director of Catholic Education and played an important role in the establishment of Gleeson College. The cross represents the commitment to the Catholic faith.

Truth one of the Gleeson 10, asks the community to seek the truth in all that we do. Courage we challenge students to be leaders within the community and have the strength and ability to pursue excellence. Unity we as a McDonald group are United as One and no one is alone. We are all here to help each other achieve.

# Keeping Up-to-date



## Contacting Us

Email is our preferred contact method. Staff emails all use the pattern FIRSTNAME.SURNAME@gleeson.catholic.edu.au



## Mobile App

SEQTA Engage is the parent app for all things related to your child's learning. You will receive a login at Parent Info Evening.



## News & Notices

Our fortnightly newsletter, The Globe, gives a snapshot into College life, and contains important updates and dates. Updates are also shared on our social media pages.



## IT Support

IT Support is available to students from 8am to 4pm at the IT office in the courtyard. Students can also email ICT@gleeson.catholic.edu.au



## Direct Messaging

SEQTA does include a 'direct messaging' function for families and staff, however, please note there can be delays with direct messages being received.



## Social Media

Follow us through our social media:  
Facebook ... [facebook.com/GleesonCollege](https://facebook.com/GleesonCollege)  
Instagram ... [instagram.com/gleeson\\_college/](https://instagram.com/gleeson_college/)  
Old Scholars ... [facebook.com/gleesonoldscholars](https://facebook.com/gleesonoldscholars)



# Calendar at a Glance

## Term 1



**Week 3**  
Parent Acquaintance Evening  
Middle Years

**Week 4**  
Start of Lent



**Week 6**  
Year 7 Engagement  
Afternoon

**Week 7**  
Athletics Carnival



**Week 8**  
Harmony Day

**Week 7-9**  
NAPLAN Online



**Week 6**  
Year 7 Camp

**Week 10**  
Year 8 Reflection Day



**Week 9+11**  
Parent Teacher Interviews

## Term 2



**Week 4**  
Catholic Education Week

**Week 5**  
National Reconciliation Week



**Week 5**  
Year 11 Retreat

**Week 5**  
College Photos



**Week 7**  
Creative Arts Evening

**Week 8**  
Year 11 Exams



**Week 8**  
Year 11 Formal

**Week 9**  
Year 12 Retreat



**Week 9**  
Semester 2 begins

**Week 10**  
Year 12 Parent Teacher  
Interviews

## Term 3

**Week 3**  
Year 10/11 Course Counselling



**Week 5**  
Year 9 Learner Conversation  
& Course Counselling

**Week 5/6**  
Year 7-9 Subject Selections



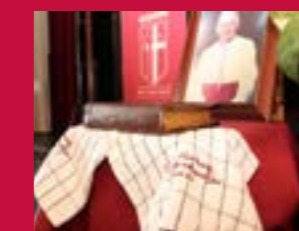
**Week 6**  
Year 10 Reflection Day

**Week 9**  
Year 10 & 11 Parent Teacher  
Interviews



**Week 9**  
Student Leader Inductions

**Week 10**  
Gleeson Day



**Term Break**  
Year 12 Trial Exams  
& Workshops

## Term 4



**Week 2**  
Year 12 Farewells Inc Mass

**Week 3**  
Year 9 Reflection Day



**Week 4**  
Creative Arts Evening

**Week 4**  
Year 7 Reflection Day



**Week 6**  
Year 7-9 Learner  
Conversations (compulsory)

**Week 6**  
Year 11 Exams



**Week 7**  
2027 Year 7 Transition Day

**Week 7**  
Year 10 Exams



**Week 7**  
Year 12 Graduation



**Week 8**  
Presentation Evening

# Absentee SMS line

## 0438 879 373

**absentee@  
gleeson.catholic.edu.au**

## Term Dates

### Term 1

**START** Tuesday 27 January (Year 7 & 12's)  
Wednesday 28 January (all students)  
**END** Friday 10 April

### Term 2

**START** Tuesday 28 April  
**END** Friday 3 July

### Term 3

**START** Tuesday 21 July  
**END** Friday 25 September

### Term 4

**START** Monday 12 October  
**END**  
Year 12 -> 23 October (last day on campus)  
Year 11 -> 20 November  
Year 10 -> 27 November  
Year 9 -> 1 December  
Year 7&8 -> 2 December

## Pupil Free Days

**Monday 26 January** (Australia Day)  
**Monday 9 March** (Adelaide Cup)  
**Friday 3 April** (Good Friday)  
**Monday 6 April** (Easter Monday)

**Monday 27 April**  
**Monday 8 June** (King's Birthday)  
**Friday 19 June**  
**Monday 22 June**

**Monday 20 July**  
**Friday 4 September**

## Arriving Late or Leaving Early?

All students are to be at the College by 8.35am each morning and are to remain at the College until the conclusion of the day at 3.20pm.

Parents/Caregivers of students who are late or absent from the College for any reason are expected to contact the College before 8.40am via SMS or email [absentee@gleeson.catholic.edu.au](mailto:absentee@gleeson.catholic.edu.au).

If a student is away and parent/caregiver contact with the College has not been made, the College will endeavour to contact the parents/caregivers to obtain details of the absence. When returning to the College a signed note in the diary explaining the absence should be presented to the Care Group (CG) teacher.

If it is known in advance that a child will be absent for any reason, the CG teacher and College office should be notified. In the event of a known extended absence, the CG teacher, House Leader and Student Services should be notified.

All appointments such as dentist, doctor etc. should be made out of College hours where possible.

If a student arrives late to the College, between 8.40am and 8.55am, they should report directly to their Care Group with a signed note from their parent/caregiver explaining the lateness. This note must be shown to the Care Group teacher during Care Group time.

If a student arrives late to the College, after 8.55am, they should report directly to Student Services with signed note from their parent/caregiver explaining the lateness.

### LEAVING EARLY

Students must have a signed note, email or SMS from their parent/caregiver to their Care Group teacher and / or Student Services.

Students must report to Student Services before departing the College to sign out.

A student returning to the College on the same day, must then check back in on arrival to Student Services.

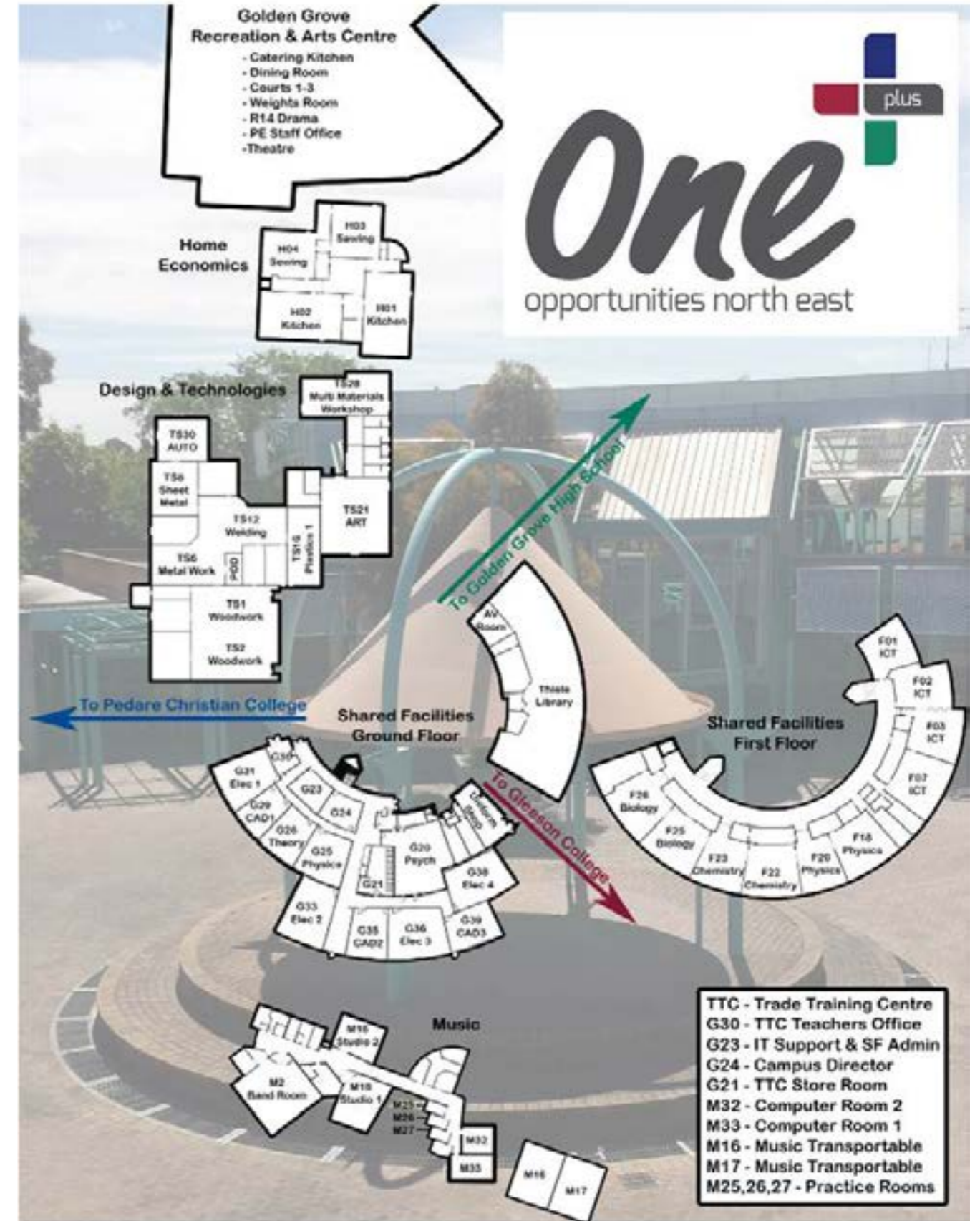


**Visitor Policy**

At Gleeson College we aim to ensure that we provide a safe community environment for everyone. All members of our community have a responsibility for making sure that we can achieve this aim.

In order to provide and maintain this safe environment for all, Gleeson College students are not permitted to have visitors from outside of Gleeson College visiting them on campus during College hours. If visitors simply wish to catch up with friends and socialise, then the response of Gleeson College will be that the appropriate time for this is outside of College hours and arrangements should be made accordingly.

Visitors to the College can be easily identified because they are wearing a Visitor's Badge and/or are under the direct supervision of a Gleeson College staff member. Front Office staff will not allow visitors unsupervised access to students. Even in cases where a parent/caregiver wishes to see their child, the child will be found and asked to come to the Front Office rather than the parent/caregiver being directed to the child.

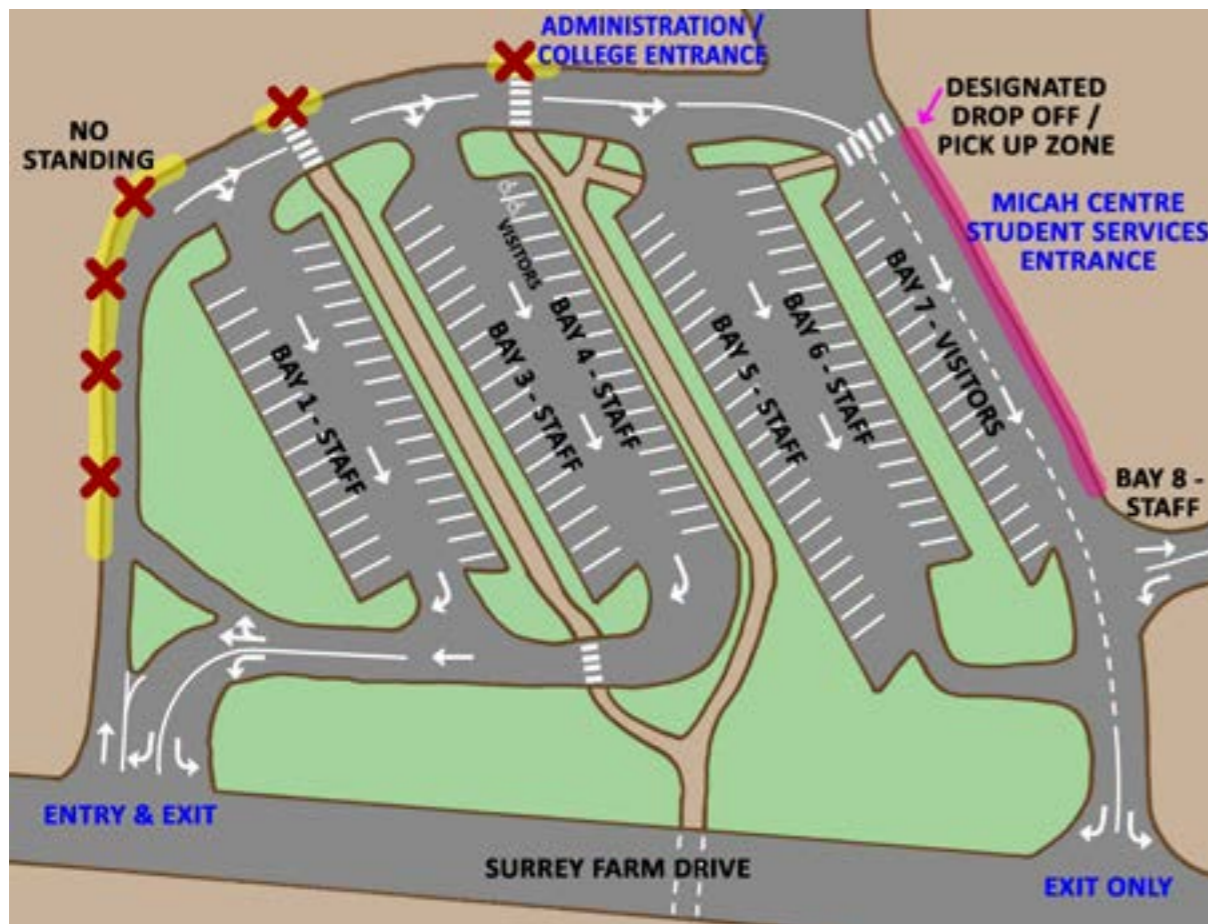


- TTC - Trade Training Centre
- G30 - TTC Teachers Office
- G23 - IT Support & SF Admin
- G24 - Campus Director
- G21 - TTC Store Room
- M32 - Computer Room 2
- M33 - Computer Room 1
- M16 - Music Transportable
- M17 - Music Transportable
- M25,26,27 - Practice Rooms

# Carpark Courtesy

Remember to always respect our neighbours and community by not blocking access to properties, driveways or walkways. Often delaying pick-up slightly, or making arrangements for pickup a street or two away will solve any delays or congestion.

**\*\* Please note that due to current construction, there are impacts to parking on campus. We expect this to be restored in Semester 2 \*\***



# Lesson times

**Staff supervision of students begins at 8.20am and concludes at 3.40pm each College day. Students are expected to be at the College by 8.35am each morning.**

Daily College Times:

**8.35am** Siren indicates Arrival and Locker Time. Students prepare for Care Group and Lessons 1-2

**8.40am** Students to be seated for morning Care Group

**8.55am** Lesson 1

**9.40am** Lesson 2

**10.25am** Siren to indicate start of Recess

**10.45am** Siren to conclude Recess. Students move immediately to prepare for Lessons 3, 4 and 5

**10.50am** Lesson 3

**11.35am** Lesson 4

**12.20pm** Lesson 5

**1.05pm** Siren to indicate start of Lunch

**1.45pm** Siren to conclude Lunch. Students move immediately to prepare for Lessons 6 and 7

**1.50pm** Lesson 6

**2.35pm** Lesson 7

**3.20pm** Siren to indicate Dismissal and Locker Time

# College Leadership Team



**Damien Judd**  
Principal



**Dr Sue Knight**  
Deputy Principal



**Enza Messina**  
Business Manager



**Tim Bond**  
Assistant Principal,  
Teaching & Learning



**Chris Dwulat**  
Assistant Principal,  
Student Development



**Danielle Richardson**  
Executive Assistant



**Alesia Sala**  
Assistant Principal,  
Religious Education and Mission

# House Leadership & Student Wellbeing Team



**John Caruana**  
Damiani Middle Years Leader  
john.caruana@gleeson.catholic.edu.au



**Darryle Phillips**  
Damiani Senior Years Leader  
darryle.phillips@gleeson.catholic.edu.au



**Sandra Zaccagnini**  
Fyfe Middle Years Leader  
sandra.zaccagnini@gleeson.catholic.edu.au



**Sarah Campbell**  
Fyfe Senior Years Leader  
sarah.campbell@gleeson.catholic.edu.au



**Amy Uglesic**  
Hughes Middle Years Leader  
amy.uglesic@gleeson.catholic.edu.au



**Naomi Creek**  
Hughes Senior Years Leader  
naomi.creek@gleeson.catholic.edu.au



**Madaleine Cirocco**  
McDonald Middle Years Leader  
madaleine.cirocco@gleeson.catholic.edu.au



**Lisa Feleppa**  
McDonald Senior Years Leader  
lisa.feleppa@gleeson.catholic.edu.au



**Chris Dwulat**  
Assistant Principal,  
Student Development



**Kerri-Anne Freeth**  
Assistant to the  
House Leadership Team



**Emma Rogers**  
Middle Years  
Pastoral Care Leader



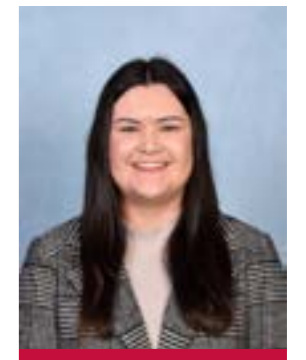
**Danny Gloria**  
Senior Years  
Pastoral Care Leader



**Rolf Einhaus**  
Counsellor



**Vanessa Gruber**  
Counsellor



**Courtney Olley**  
Counsellor

Students may make counsellor appointments via the Wellbeing page in SEQTA.  
Families may make appointments by contacting [WBC@gleeson.catholic.edu.au](mailto:WBC@gleeson.catholic.edu.au).



Counselling &

# Student Wellbeing

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Gleeson College provides a counselling service for students for College or personal issues which may impact their learning. The counsellors act as an advocate for students with concerns relating to personal responsibility issues, harassment, relationships and issues relating to the deadline policy on submission of work. Students can seek assistance of their own initiative or be referred by parents/caregivers or staff. Students can request an appointment via the Wellbeing page on SEQTA. Where possible, appointments are treated confidentially within the standard guidelines set down by CESA. For more information; <https://www.gleeson.sa.edu.au/wellbeing-centre.html>

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## Useful Wellbeing Resources

**Reach Out** ([www.reachout.com.au](http://www.reachout.com.au))

A site that inspires young people to help themselves through tough times.

**Beyond Blue** ([www.beyondblue.org.au](http://www.beyondblue.org.au))

A site getting the message out there that it's okay to talk about depression, and to encourage young people and their family and friends to get help when it's needed.

**Mood Gym** ([www.moodgym.anu.edu.au](http://www.moodgym.anu.edu.au))

A site for developing good coping skills for the future so that you can enjoy good mental health, identifying and overcoming problem emotions and preventing depression.

**Head Room** ([www.headroom.net.au](http://www.headroom.net.au))

A site with information and ideas about positive mental health strategies.

**Kids Help Line** ([www.kidshelpline.com.au](http://www.kidshelpline.com.au)) 1800 55 1800

A free, confidential and anonymous, 24-hour telephone and online counselling service specifically for young people aged between 5 and 18.

**Life Line** ([www.lifeline.org.au](http://www.lifeline.org.au)) 131 114

A 24-hour telephone counselling service for people with mental health difficulties or friends, relatives, professionals, carers and others who look after people with mental health difficulties.

**Shine SA** ([www.shinesa.org.au](http://www.shinesa.org.au))

A site developed to provide you with information that can help you enjoy your relationships and sexual health with safety, pleasure and respect.

**NetAlert** ([www.netalert.net.au](http://www.netalert.net.au)) 1800 880 176

Practical information and advice on internet safety, parental control and filters for the protection of children, students and families.

**EMAIL FOR COUNSELLOR BOOKINGS**

 [wbc@gleeson.catholic.edu.au](mailto:wbc@gleeson.catholic.edu.au)

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## Pastoral Care & Wellbeing

# Restorative Justice

The manner in which we act as members of the Gleeson College community should always be in keeping with Catholic ideals and values. Jesus' message was constantly about showing love for others and for yourself. As a Catholic school this ideal underpins our approach to Pastoral Care and Wellbeing. We name this ideal as Restorative Justice and is the approach to Pastoral Care and Wellbeing that is part of the culture of Gleeson College.

Restorative Justice is a philosophy and a set of practices. At the College we expect responsible and appropriate behaviour from our students. We provide guidelines that encompass clear expectations, limits and consequences for inappropriate behaviour. We balance this with a high degree of support and nurturing of our students. In a Restorative school one works with people, rather than doing things to them or for them.

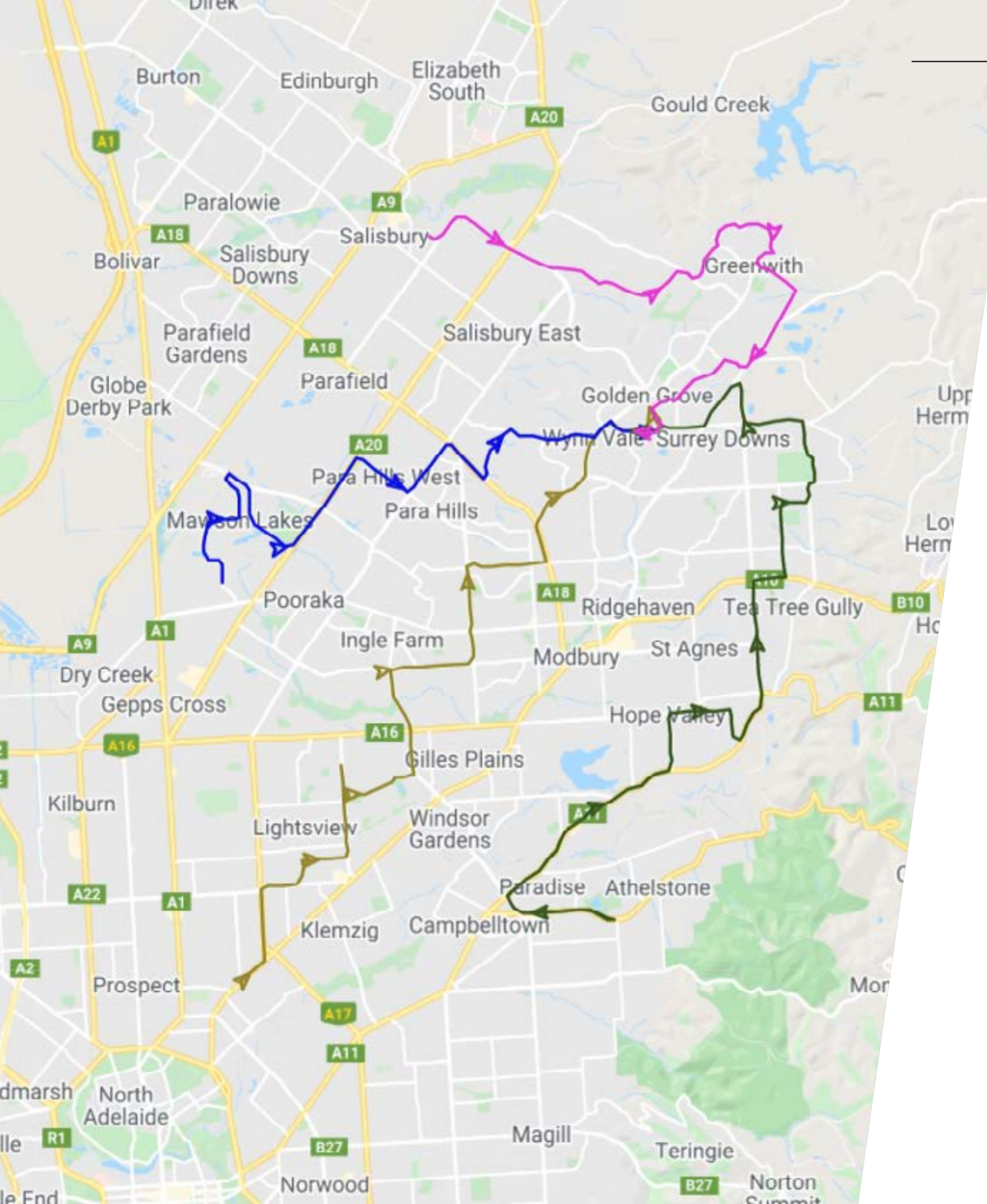
The following points summarise what Restorative Justice aims to develop:

- A community of staff, students and parents that value the building of quality relationships coupled with clear expectations and limits.
- Restorative skills in the way we interact with the people we encounter on a daily basis.
- Restorative processes that resolve conflict and repair damaged relationships.
- A community that is forward looking, optimistic and inclusive.

We recognise that all of us, students, teachers and parents can, and do make mistakes. The model aims to help people restore any relationship that has been affected as a result of hurting another person.

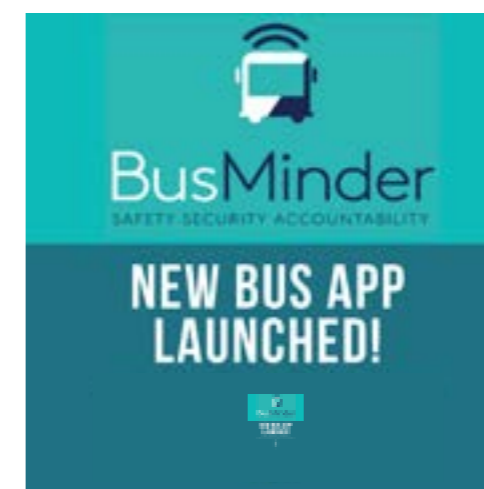
Some people ask if consequences for inappropriate behaviour are a part of this model. The answer to this is 'yes'. With students, there are still consequences for poor choices of behaviour but the emphasis is on moving forward and learning from experiences.





## Getting to Gleeson & Bus Services

There are a range of transport options for students, including both public and private bus services. We offer bike parking and limited car parking for students. Links to our private bus service and student driver info can be found below.



### SHORTCUTS

- [!\[\]\(76ef12e3b1058d749e4275db943f677e\_img.jpg\) GETTING TO GLEESON](#)
- [!\[\]\(22f0b784622871c3a9489d50507338c4\_img.jpg\) PRIVATE BUS SERVICE / BUSMINDER APP](#)
- [!\[\]\(88dab851bd6b4c316099aae969e17f81\_img.jpg\) Student Driver Form \(incl in below policy\)](#)
- [!\[\]\(a35ea4304e9dd9b6143c3d44c1499f7d\_img.jpg\) STUDENT DRIVER POLICY](#)



[Luminaries Grant](#)



[Student Personal Responsibility](#)



[Privacy Policy](#)



[Assessment & Reporting Policy](#)



[Computer / Network Policy](#)



[Mobile Phones & Other Electronic Equipment](#)

# Key Policies

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Learning Area Leaders

# Teaching & Learning Team

## LIVING LEARNING LEADING FRAMEWORK

[www.cesa.catholic.edu.au/live-learn-lead](http://www.cesa.catholic.edu.au/live-learn-lead)



Through the Key Capabilities, Gleeson College helps nurture and shape thriving people, capable learners and leaders for God’s world. The seven Key Capabilities are embedded throughout the breadth of our curriculum, underpinning everything we do, to ensure our students develop the knowledge, skills and attributes they need to thrive in a rapidly changing and complex world.



**Tim Bond**  
Assistant Principal,  
Teaching & Learning



**Tom Dawson**  
Middle Years  
Teaching & Learning



**Francesca Sutton**  
Senior Years  
Teaching & Learning



**Alesia Sala**  
Assisant Principal,  
Religious Identity & Mission



**Stephanie Van Rossen**  
Religious Education  
Crossways Leader



**Alice Saltmarsh**  
Arts Leader



**Jessica McCarthy**  
English Leader



**Adam Sullivan**  
Health & PE Leader



**Chris Millowick**  
Humanities Leader



**Julie Pedler**  
Inclusive Education  
Leader



**Monica Guerra**  
Acting Languages & Cultural  
Programs Leader



**Daniel Oates**  
Mathematics Leader



**Carly Meakin**  
Music & Performance  
Leader



**Stephen Tulip**  
Science Leader



**Ashlee Curtis**  
Technologies Leader



**Sasha Kostovic**  
VET & Interdisciplinary  
Studies Leader

## The 'Heart' of Learning

Gleeson College helps nurture and shape thriving people, capable learners and leaders for the world that God desires. We live in a world where life-long learning is paramount to developing capable, skilled and prosperous people who are able to use their talents and abilities to their fullest potential.

As teachers of Gleeson College it is our role to know our students well, tailor our teaching to their needs and build their resilience in an ever-changing world. We acknowledge and promote collaboration and whole-hearted engagement in authentic learning.

Through the HEART of learning excellence teachers foster our students to be young people of One Heart. Our purpose shapes our curriculum. Curriculum at Gleeson College is inclusive, a stimulus for personal achievement and, through the broadening of experience of the world, is an encouragement towards informed and responsible citizenship. It is designed to be engaging and active, involve challenging goals, shared responsibilities and standards. Teachers develop course outlines aligned to ACARA and the CESA Key and SACE General Capabilities. Our assessment is authentic and accessible to all and results in the sharing of timely, descriptive feedback.

In Years 7-9, the courses of study are based on the requirements of the Australian Curriculum Assessment and Reporting Authority (ACARA). All three levels of the Middle Years offer a curriculum that is challenging and diverse and provides students with flexibility.

In Year 10, the courses of study are based on the requirements of the Australian Curriculum and the South Australian Certificate of Education (SACE); whereas for Years 11 and 12, the courses meet the requirements of the SACE. All three levels of the Senior Years offer a curriculum that is challenging and diverse and provides students with flexibility.

Our teaching and learning fosters the development of the Gleeson Graduate Qualities. It is our hope that in partnership with our families, we can produce young people who are:

Deeply connected

Thriving individuals

Competent and capable learners

Just, merciful and humble leaders

 [CURRICULUM HANDBOOKS](#)

 [SUBJECT CHANGE POLICY](#)

 [ACCELERATION POLICY](#)

 [YEAR LEVEL PROGRESSION POLICY](#)

# At the HEART of learning excellence...

## Holistic

An all-inclusive education that takes into account the whole learner.

## Engagement

Students and staff are fully engaged in the learning process.

## Authentic

Students and staff contextualise their learning in the real world.

## Resilience

Responsible risk-taking and coping with change and challenge.

## Teamwork

Collaboration in learning and interpersonal skills.



## Deadlines Policy &

# Academic Support

In line with our Gleeson 10 College value of 'Pursuit of Excellence' a support process may be initiated by a teacher if a student is falling behind in their learning. This involves students attending the Thomas Learning Centre at lunchtime to work on an assignment or work for a subject, in order to catch up. A summary of the Deadline Policy is available below.



[Assessment Deadlines Policy](#)



# Thomas Library

Thomas Library caters for all students' literature and curriculum information needs. The library is named after Dr. Vin Thomas, the inaugural principal of Gleeson College. Library staff are happy to help students and staff access resources, select reading material, library or school orientation and give advice about referencing, bibliography creation and Copyright issues.

## Opening Hours

The library is open 8.00am to 4.30pm, including lunch time. College Book Room is open throughout the day as required. All items are the property of the College, so please ensure you look after all items borrowed. Lost or damaged books will require payment.

## Copying & Printing

A4 and A3 printing and photocopying are available in the Thomas Library. Students should have their ID/Library card to access borrowing and photocopying in the library. Students who lose their ID/Library card will need to pay for a new card at the front office.

## Referencing

Students have access to the SLASA Online Bibliography Generator. This is free to all students to access at school or home.

[org.slasa.asn.au/s/RPzGkHmacgurXwisPE1iuT/harvard/](http://org.slasa.asn.au/s/RPzGkHmacgurXwisPE1iuT/harvard/)

## Online Databases

Australia/ NC /ANZ Reference Centre  
A user friendly data base with a range of newspapers, journals, visuals and reference books  
[search.ebscohost.com](http://search.ebscohost.com)  
Username: thiele Password: password

## Public Libraries

Tea Tree Gully Library  
The TTG Library offers students many free resources for their study needs. You can search the catalogue from home and place holds on items once you are a member. [teatreegully.sa.gov.au/library](http://teatreegully.sa.gov.au/library)

State Library of South Australia  
The State Library offers resources for high school students, plus events and courses during the year.  
[slsa.sa.gov.au/site/page.cfm](http://slsa.sa.gov.au/site/page.cfm)

One Card  
With the new one card system launched South Australia the following website is a one stop shop for accessing resources across hundreds of public South Australian Libraries. [libraries.sa.gov.au/page.aspx](http://libraries.sa.gov.au/page.aspx)

## Uniform Expectations

# Personal Presentation

A message from our principal:

“Our uniform helps students connect to Gleeson College, developing a commitment to the community and pride in both their school and personal appearance. Wearing a uniform with self-discipline and dignity assists students to prepare for the world beyond schooling, where personal presentation is often crucial in securing employment, and of course, in many other aspects of adult life. I thank you in advance for your family’s commitment to maintaining our high standards for student personal presentation”

Summary Table of Uniform Guidelines

ITEM	GUIDELINES	SOME EXAMPLES OF ITEMS THAT CONTRADICT THE COLLEGE'S UNIFORM POLICY
<b>Hair</b>	Neat and tidy Off the face Natural in tone Discreet highlights Hair ties / bands – College colours Black, White, Maroon and Grey Males students should be clean shaven	Rats tails, mullets, long fringes covering eyes, shaved hair shorter than number '2' cut Hairstyles should be well blended with no contrasting lengths Shaved sections, dreadslocks, unkempt hair, <b>extreme hairstyles as determined by the College</b> “Un-natural” colours, extreme / contrasting colours Hair extensions and braided hair are not permitted unless prior approval is obtained from the Principal
<b>Earrings</b>	Two earrings in one or both ears Students may wear sleepers no larger than a 5 cent piece in diameter or studs no larger than 4mm	Large hoops, drop earrings or decorative jewellery and stretches
<b>Other Piercings</b>	Not permitted	Clear studs, stoppers or bandaids covering piercings
<b>Bracelets</b>	One simple gold or silver bracelet / bangle – no larger than 5mm in diameter	Leather bands, promotional / plastics bands, material ties, elastic ties, silicone bands
<b>Rings</b>	One simple gold or silver ring on each hand	Large rings, decorative rings
<b>Necklaces</b>	Simple thin gold or silver chain Small religious pendant worn under shirt or dress	Decorative jewellery i.e. surf wear, leather cords, chunky chains, chokers or straps, large crosses / pendants
<b>Make Up</b>	Natural tones only	Coloured eye shadow, mascara, eye liner, blush or lipstick
<b>Tattoos / Body Art</b>	Not permitted	Tattoos, henna tattoos, transfers
<b>Fingernails</b>	Short, natural nails with clear polish only	Coloured varnish, nail decals / treatments
<b>Belts</b>	Plain black	Large buckles, studs or adornments
<b>Shoes</b>	Leather school shoes	Canvas black shoes, street shoes
<b>Sport Shoes</b>	Appropriate sand shoes	Street shoes, high tops, canvas sport shoes
<b>College Bag</b>	Must be kept in good order	Graffiti, scribbling, collages, photos, graphics, information not relevant to the College and student learning

 [Full Uniform Guide](#)

 [Uniform Policy](#)



**Thank You** for keeping your mobile phone and smart devices secured in your locker



**MOBILE PHONE ETIQUETTE @ GLEESON COLLEGE**

## Mobile Phones at Gleeson

### Mobile Phones & Other Electronic Equipment

**M**obile phones and smart devices including air pods and smart watches are to be secured in lockers for the duration of the school day (8.25am to 3.20pm).

#### Portable Technology Specific Guidelines

Students at Gleeson College are permitted, only by permission of the supervising teacher, to use their portable technologies. Only wired earbuds / headphones are permitted.

The College does not accept responsibility for portable technologies that are lost, stolen or damaged.

In order to protect the privacy of the individuals on our campus, the taking of photographs or video footage, using devices including the mobile phone, requires the permission of the Subject Teacher or House Leader.

Students breaching these policies will be asked to surrender their technology to Student Services, with further consequences including permanent bans on bringing this tech to school.

#### LINKS TO IMPORTANT DOCUMENTS

 [BYOD/Acceptable Use Policy](#)

 [Social Media Tips/Information](#)

 [Mobile Phones & Other Electronic Equipment](#)

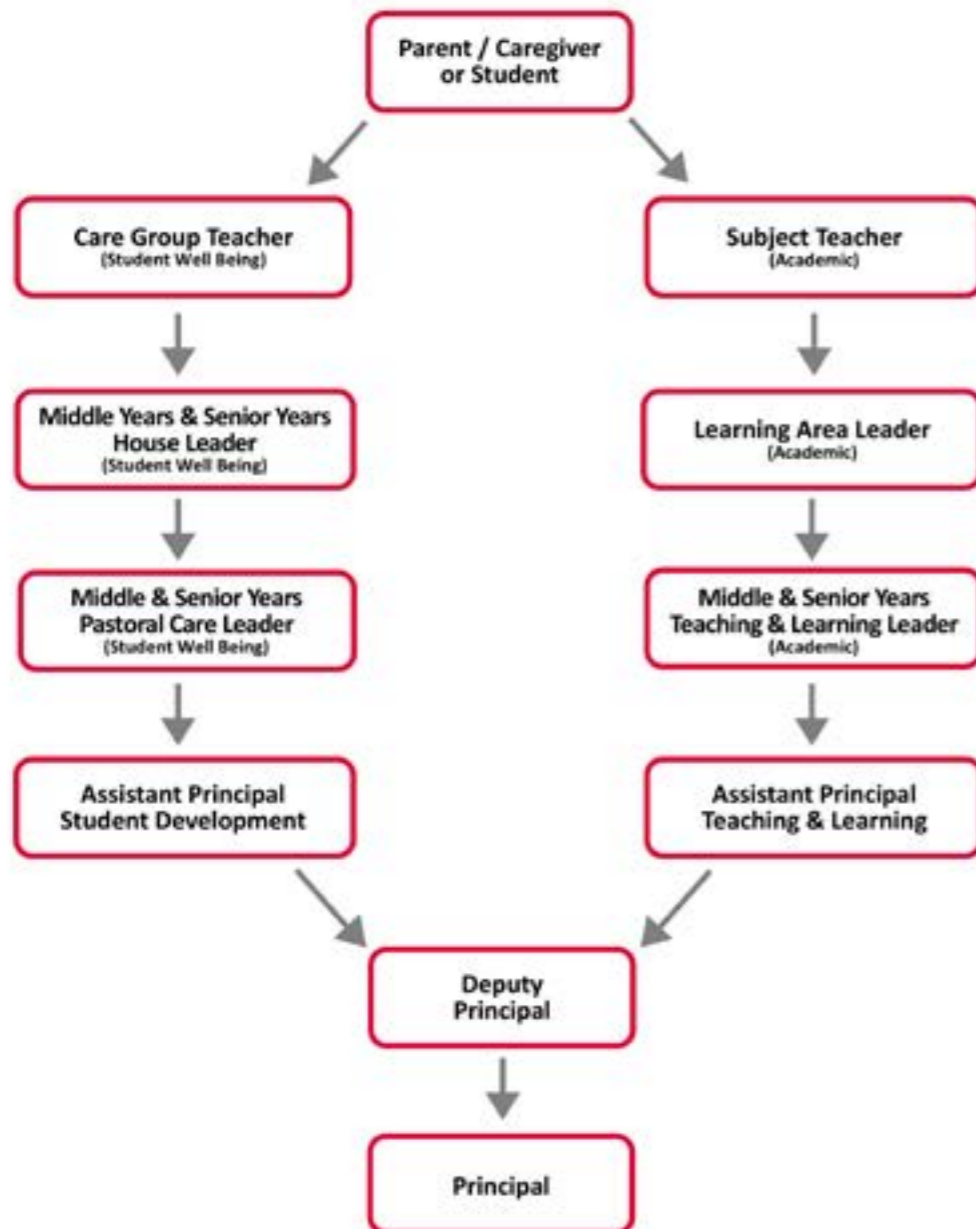
# Getting in Touch

**1 CARE GROUP TEACHER**  
 Your child's Care Group teacher is your and your child's first point of contact with the College for all things of a general nature. They will be able to answer your query or forward it to the appropriate staff member. If the query relates to a specific subject, then that subject teacher is the best contact person.

**2 HOUSE or LEARNING AREA LEADER**  
 Where matters are unable to be resolved by your child's Care Group or Subject teacher, a House Leader (page 23) or Learning Area Leader (page 38) will assist as appropriate.

**3 ASSISTANT and/or DEPUTY PRINCIPAL**  
 Where matters require further escalation, the relevant Assistant Principal, and/or Deputy Principal, will be involved.

## STUDENT SUPPORT FLOW CHART



## Learning at home

# Homework

Homework assists students to solidify their learning by reviewing concepts covered in class, and/or further extend their learning by working on assessment tasks to show their knowledge and understanding. The average homework to be expected per year level is shown below.

- Year 7: approximately 6-8 hours per week (1 hour on Monday to Thursday and 2 hours on the weekend)
- Year 8: approximately 8-10 hours per week (1½ hours on Monday to Thursday and 2 hours on the weekend)
- Year 9: approximately 10-12 hours per week (2 hours on Monday to Thursday and 2 hours on the weekend)
- Year 10: approximately 12-14 hours per week (2 to 2½ hours on Monday to Thursday and 3 hours on the weekend)
- Stage 1: approximately 14-16 hours per week (2½ to 3 hours on Monday to Thursday and 3 hours on the weekend)
- Stage 2: 16 hours or more hours per week (3 hours on Monday to Thursday and 4 hours on the weekend).  
Stage 2 students also have a study line (approx. 4 hours per week) at school for homework and assignments.

## How much?

The above is a rough guide for how much homework students can expect to receive on average. One of the benefits of the Learning Team structure means teachers can coordinate homework allocation across English, Humanities, Maths and Science. In most cases, being productive in class and/or doing small chunks of assignments each day will result in minimal homework.

## Time Management

Students and parents can view homework on SEQTA Dashboard. Students in Years 7-9 will also receive a free, hard copy diary to utilise.



## Maths Help

Maths Help is a drop-in service run most Wednesdays after school (subject to College events and/or staff meetings), from 3.30-4.15pm for Middle School students and 4.30pm for Senior Students. This is a great resource if students need extra support for a specific topic in Maths.

## Writing Help

Writing Help is a weekly after-school support session offering assistance with writing in any subject. An English teacher is available to help students with structure and written expression across various written tasks in the curriculum. There is a particular emphasis on aiding with complex reports or essay writing, setting questions, paragraph structure, writing introductions and conclusions, or editing to meet word count requirements. Students of all year levels are encouraged to attend with attendance being ongoing, or as a one-off help session.

Extend yourself via our...

# Extra Curricular Programs

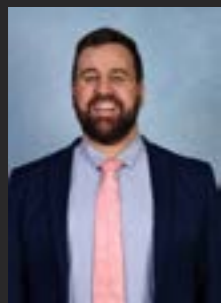
A range of extra curricular programs are offered each year based on student interest and demand. Contact details for our Sports Development Coordinator and Arts Learning Area Leader are below for specific inquiries. Students will be able to enrol in extra curricular programs at the beginning of each school year by accessing various enrolment links and surveys via SEQTA Notices.



Extra Curricular programs will be populated at the below website when finalised for the year:

[gleeson.sa.edu.au/extra-curricular](https://gleeson.sa.edu.au/extra-curricular)

The 'Sports' page on SEQTA contains all match fixtures and information relating to extra-curricular sport. You can also contact our Sports Development Coordinator (see below) for more information. [SEQTA Sports Page \(requires login\)](#)



### STEM CLUB

Contact Mr Stephen Tulip, our Science Learning Area Leader, with any queries for our range of STEM programs such as STEM Society, on [stephen.tulip@gleeson.catholic.edu.au](mailto:stephen.tulip@gleeson.catholic.edu.au)

### PERFORMING ARTS

Contact Mrs Carly Meakin our Music and Performance Learning Area Leader, with any queries for our music ensembles, dance troupes, drama, musical and eisteddfod opportunities on [carly.meakin@gleeson.catholic.edu.au](mailto:carly.meakin@gleeson.catholic.edu.au)

### SPORTS

Contact Ms Rachel Staffin our Sports Development Officer, with any queries regarding extra-curricular sport, eg knockout, Saturday Morning, trainings and more, on [rachel.staffin@gleeson.catholic.edu.au](mailto:rachel.staffin@gleeson.catholic.edu.au)



**community** + teamwork



# At the **HEART** of Pastoral Care

Pastoral Care at Gleeson College strives to produce young people of One Heart, who are deeply connected and thriving individuals and therefore:

relies upon **TRUTH**

and **COMPASSION**

where everyone displays

**DIGNITY, RESPECT** and **JUSTICE**

to nurture a community of

**PEACE & HARMONY.**



# Happy Students Learn Well

We excitedly launched The Resilience Project: Gratitude, Empathy and Mindfulness in 2022, which helps develop students' emotional literacy as part of our pastoral care program, Faith & Living (more overpage).



## Parents & Carers - Welcome to The Resilience Project

This year, we are excited to bring The Resilience Project into our school community and implement their wellbeing curriculum throughout our classrooms.

### Current research tells us:

- **1 in 4** adolescents have a mental illness.
- **1 in 7** primary school students have a mental illness.
- **1 in 5** adults will experience mental ill-health throughout the year.
- **65%** of adolescents do not seek help for mental illness.

[The Resilience Project](#) delivers emotionally engaging programs and provides evidence-based, practical strategies to support positive mental health and build resilience. Presentations will include stories and research on how we can build mental health in our day to day lives, and support the mental health of the children in our care.

We understand that as primary carers, you have an essential role to play in building positive mental health with your children. Through this program, teachers and students will engage in weekly lessons and activities around the key principles of **Gratitude, Empathy** and **Mindfulness (GEM)** to build resilience. To support what we're doing in the classroom, you will be invited to attend a **webinar presentation** to introduce you to The Resilience Project, build your own confidence around resilience, and give you ideas to help your children and their mental health throughout the year.

The Resilience Project's School Program has been evaluated by the University of Melbourne, with parents observing positive changes in how children handled home situations.

### The evaluation also demonstrated the program had targeted benefits in building:

- Children's use of daily gratitude strategies and their sense of gratitude.
- Confidence and self-esteem, especially in relation to their peer relationships.
- Relationships at school and home.
- Knowledge and ability to express emotions.
- More supportive classroom environments.

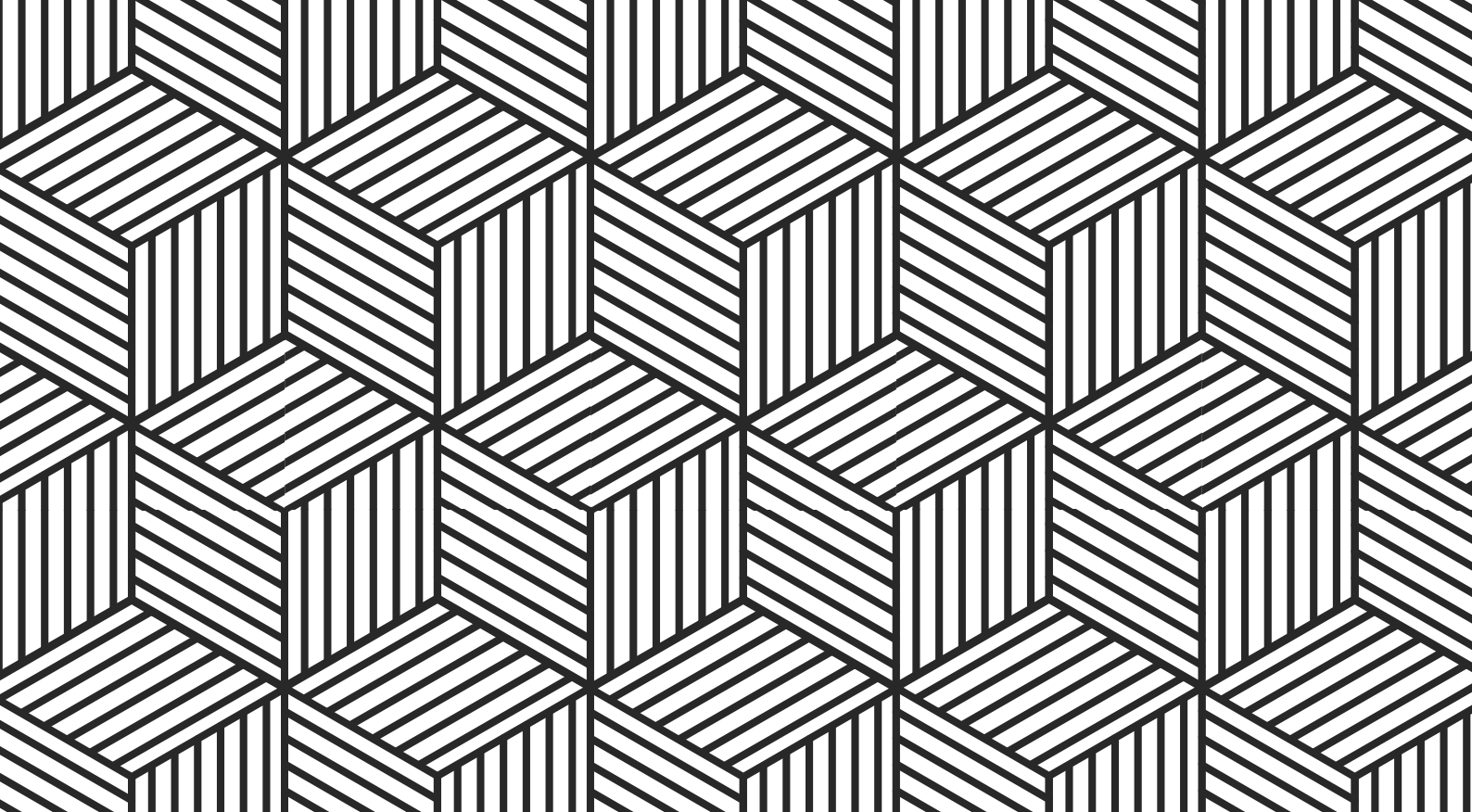
Details about the Parent and Carer presentation will be shared soon. In the meantime, feel free to learn more about The Resilience Project by exploring the ideas, activities and resources which bring Gratitude, Empathy and Mindfulness (GEM) to life on [TRP@HOME](#).

[education@theresilienceproject.com.au](mailto:education@theresilienceproject.com.au) | (03) 9113 9302 | [theresilienceproject.com.au](http://theresilienceproject.com.au)



Pastoral Care lessons are embedded in the 'Faith & Living' subject. Students also enjoy a range of events throughout the year, such as House-specific events, Athletics Carnival, Gleeson Day, Swimming Carnival, and more, which help build community and belonging.

**“This is what God asks of you: to act justly,  
to love tenderly, and to walk humbly  
with your God (Micah 6:8)**



**GLEESON**



WITH ONE HEART

**CONNECT WITH US:**

Kaurna Country  
40-60 Surrey Farm Drive  
Tel.: 8282 6600  
[info@gleeson.catholic.edu.au](mailto:info@gleeson.catholic.edu.au)  
[gleeson.sa.edu.au](http://gleeson.sa.edu.au)

