



School Performance Report – 2024

GLEESON



WITH ONE HEART

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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 10 and Gleeson Staff 5

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.

1. Compassion
2. Dignity and Respect
3. Faith-Filled Community
4. Justice
5. Life-Long Learning
6. Peace and Harmony
7. Pride in Success
8. Pursuit of Excellence
9. Service to Others
10. Truth

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:

1. Bring a positive attitude
2. Find a sense of joy and love in our work
3. Contribute to a collaborative spirit: relational and respectful
4. Use creativity
5. Exemplify professionalism.



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.



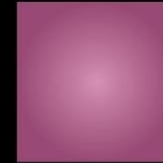
LIFE-LONG LEARNING

- 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 Education: Catholic Identity

In 2024, the Strategic Pillar of Catholic Identity outlined a series of aspirations under three key sub-headings; Reinvalidate and Recontextualise the Vision and Mission of the College, Explore Catholic Social Teachings, and Integrate with Local Parishes. The charisma and role modelling, which Archbishop James Gleeson provided, are so important to us and these aspects continue to be woven into all areas of the College and the Strategic Pillar of Catholic Identity. The Faith and Living faculty boasts the largest number of staff, wherein they have engaged in year level teams to work together collaboratively, strategically and reflectively to revise, improve, plan and prepare curriculum units that are authentic, meaningful and contemporary. In 2024, we continued to build on the success of the new subjects of Stage 1 and Stage 2 Spiritualities, Religion and Meaning, which were introduced at Year 11 and Year 12 in 2023 respectively as the SACE Board made Stage 1 and Stage 2 Religion Studies redundant.

Following our engagement and participation in a gathering of the Northern Region parishes and schools in 2023 as part of Region 5, there was a return to a diocesan approach in 2024 as the Adelaide Diocesan Assembly was held in June at the Vietnamese Catholic Community in Pooraka. The opportunity to share discussion, engage in circle conversations and listen to key presenters offered unique experiences to consider, discern and reflect on the key themes of hospitality, belonging, inclusion, welcoming, multiculturalism and intergeneration. The Adelaide Diocesan Assembly highlighted feedback from the Regional Assemblies and affirmed positive initiatives to work together on the synodal journey, which Pope Francis introduced in 2015. The outcome of the weekend's gathering demonstrated a need to empower our young people as leaders for the world, to continue our work in building connections with our local parishes, and to strengthen our resolve to reconcile the injustices in our local, national and global contexts.

The students participated in a range of opportunities to show social justice and equitable outcomes for all including whole school Masses, House Masses, Project Compassion, Vinnie's Winter Appeal, the Winter Sleepout and Vinnie's Christmas Appeal. As the parish secondary school of choice for both St David's (TTG parish) and St John XXIII / Holy Trinity (Para Hills/Modbury parish), Gleeson College was fortunate to include the celebration of the Eucharist from a variety of priests including Father James, Father Joshua, Father John and Father Kym. In 2024, we were extremely grateful for their wonderful support.

In 2024, our Youth Ministry students in Year 10, with support and leadership from their teachers, Mrs Sarah McLoughlin and Mrs Sally Parsons commenced an intergenerational program with Helping Hand Residential Care Facility at Golden Grove, which was extremely successful and rewarding for both students and residents.



Religious Education: Eucharistic Celebrations

In Term 1, our Gleeson College Community celebrated an Opening Liturgy, which focused on our theme in 2024 - the 'Year of Educating the Heart'. The previous year, Gleeson celebrated the 'Year of Growth Mindset', and in 2024 we were united in a theme of educating the heart. Aristotle said, 'educating the mind without educating the heart is no education at all'. In 2024, Gleeson College as a Catholic community celebrated the Year of Educating the Heart, which continued to build on our theme from last year of the Growth Mindset. The Catholic understanding of educating the heart addresses our brain, our heart and our hands. We are all made in God's image.

In 2024, Father Joshua Nash consolidated his tradition of celebrating a series of Year 7 class masses in House Communities, which provided a unique opportunity for the students to engage in a 'Slow Mass' that created connections with Catholic faith traditions and Eucharistic celebration. The format and style of the 'Slow Mass' shaped an atmosphere and sacred space, which allowed the students to listen and learn about the processes, sharing the 'whys' about the priest's role, and providing a space for curiosity and wonder. The use of a structured approach created connections for the students to access key concepts of symbolism, sacred colours and movement that led to a communal sharing of the significance of the Catholic tradition.

On Wednesday 27th March, all students from Years 8 to 12, celebrated a Holy Week Mass as part of a focus on the Triduum of Holy Week, which consists of three days; Holy Thursday, Good Friday and Easter Sunday. These most holy of days celebrate Christ's Last Supper, His Passion and Death on the Cross and His Resurrection from the grave. Our communal gathering celebrated the whole Mystery, with specific attention on Holy Thursday where Jesus shared the Last Supper with His disciples. During the final evening with his disciples, Jesus asked them to eat bread and drink wine in his memory, establishing for us the importance of the Eucharist. Jesus also bowed down and washed the feet of his disciples, modelling for us servant leadership, an integral aspect of our culture here at Gleeson College. Our Eucharistic Celebration concluded in silence as Father Joshua with Sebastian Natale and Ms Rachel Staffin processed the Blessed Sacrament back to the tabernacle in St James Chapel. The symbolic action demonstrated the somber and melancholic mood, which Holy Thursday represents as Jesus participates in the Last Supper with his disciples before being arrested at Gethsemane.

On Wednesday 13th November, members of the Gleeson College community joined with Archbishop James Gleeson's family to celebrate the memory of Deceased Bishops, Clergy and Religious from the Adelaide Diocese in a Memorial Mass, which occurred at St Francis Xavier's Cathedral in Wakefield Street, Adelaide. Vicar General and Director of Vocations, Father Dean Marin led the gathered assembly with co-celebrants including Monsignor John Swann, to demonstrate a beautiful and respectful celebration of their lives. The Gleeson College Choir performed a range of songs and hymns, which complemented the Mass readings and prayers, highlighting the talent of our students' singing in such an austere and reverent setting. Vicar General, Father Dean Marin was complimentary in his praise, commenting on the beautiful and seamless performance. The event also served as a wonderful opportunity to celebrate the Eucharist in the historic, ornate and awe-inspiring Cathedral, which was truly an occasion to remember for staff, students, parents and family members, alike.

Final Mass: The End of an Era

On Friday 29th November, the Gleeson Staff shared an opportunity to gather for a momentous occasion in the history of Gleeson College, the final Mass in the chapel. The St James Chapel, which was officially opened and blessed on October 25, 1992, by the Most Reverend Leonard Faulkner, has been a sacred space for our community for over three decades. On Friday afternoon we celebrated the Eucharist for the last time in our original chapel, and we were honoured to have Monsignor John Swann preside over and lead the special service. As we look forward to the arrival of our new Chapel Hub in 2025, we reflect on the significance of endings and beginnings in our lives. This chapel has been a place of worship, reflection, and community, and while we bid farewell to this beloved space, we also embrace the exciting future that lies ahead. We are grateful for the memories we have created here, and we patiently wait in anticipation of the new chapter that lies before us next year.



Religious Education: Faith and Living

In Term 1, the Year 12 students attended two consecutive guest speaker presentations for their studies in Faith and Living, namely the new SACE course of Stage 2 Spiritualities, Religion and Meaning and Stage 2 Integrated Learning. Each of the respective presenters spoke on the issues of poverty, housing insecurity and homelessness in terms of local, national and international contexts. Markedly, Umes Acharya, the Youth and Community Engagement Officer at St Vincent de Paul highlighted a range of root causes such as a lack of participatory democracy and poor governance, which were ably supported through sharing of data from the Australian Bureau of Statistics. As well, Father Joshua Nash, the Assistant Priest at Tea Tree Gully parish and Gleeson College's Chaplain, emphasised the importance of the six guiding principles of Catholic Social Teaching as part of individual agency to confront, to combat and to challenge the increasing gap between the 'haves' and the 'have nots', which has existed since the Industrial Revolution in the 19th century.

On Wednesday 28th August, the Year 10 cohort boarded buses and travelled to Sunnybrae Function Centre to participate in their Reflection Day, 'The 7 Cs of Resilience', which focused on the key theme of resilience, highlighting the seven core concepts that inform the quality and development of resilience, namely confidence, competence, contribution, coping, control, character and connection. These key ideas provided touchstones for discussion and activities, based on positive relationships, personal identity, individual spirituality and significant images / symbols that link with the students' involvement in The Resilience Project this year.

On Monday, 28th October, the Year 9 students embarked on a meaningful Reflection Day, visiting the Marine Discovery Centre, Our Lady of The Sacred Heart parish hall, and Henley Beach. This day was designed to immerse students in ecological contemplation, deeply rooted in our Catholic Social Teachings of stewardship and responsible use of the environment. The day began at the Marine Discovery Centre, where students explored marine ecosystems and learned about the importance of preserving our oceans. Interactive exhibits and hands-on activities allowed them to witness the delicate balance of marine life and the impact of human actions on these ecosystems. Following this experience, the students gathered at Our Lady of The Sacred Heart parish hall for a series of reflective sessions. Here, they engaged in discussions about the principles of stewardship, reflecting on how they can contribute to the care and protection of our planet. These sessions emphasized the moral and ethical responsibilities we hold as stewards of the Earth. The day concluded with a visit to Henley Beach, where students participated in a nature walk, which reinforced the day's teachings, as students actively reflected on the well-being of their local environment. The serene beach setting also provided a perfect backdrop for immersion in the day's purpose.



Religious Education: Outreach and Mission

Every year the Tea Tree Gully branch of St Vinnies seeks our support in providing donations of canned goods such as soup and tinned vegetables, as well as non-perishable items like pasta, soup packets, pasta sauce and long-life milk. Once again, our Vinnies Winter Appeal drive has demonstrated a high level of support from the Gleeson Community, which has been amazing, especially in times of poor food security and the rising cost of living for everyone. As a school community and through our House Groups we collected a wide variety of donated goods including hygiene and grooming products.

On Friday 13th September, a composite group of students from Years 9 to 12, along with staff, braved the weather conditions to participate in the annual 'Winter Sleepout' to raise awareness and provide outreach in the form of donated goods and money for the St Vincent de Paul Society. As part of the evening's program, the students were provided with information about the plight of marginalised and vulnerable individuals within our local communities, and students engaged in service ministry through participation in a soup kitchen. Students were divided into two groups, where one group began constructing their cardboard shanty, whilst others started to prepare soup for our local chapter of Fred's Van in Elizabeth. The soups that were prepared for Fred's Van included Minestrone, Pumpkin, and Potato and Leek. The vegetables and other ingredients were sourced through the proceeds of can recycling and other college initiatives.

On Tuesday, 17th September, the Tea Tree Gully Vinnies group arrived at the Micah Centre to pick up the donations from our Winter Appeal, which culminated in an impressive collection of 945 individual items, including canned food, non-perishable long-life milk and packet food such as pasta, biscuits and noodles, as well as good quality second-hand clothing. They were overwhelmed by the outpouring of support, as the volume and quality of our donated goods highlighted the commitment of the students, staff, and families to supporting those individuals in need. The success of the Winter Appeal not only provided much-needed resources for the less fortunate, but also fostered a sense of unity and compassion within the Gleeson College community. This initiative serves as a powerful reminder of the impact that collective efforts can have in making a difference in the lives of others.

On Monday 2nd December, the Middle School students brought their care group baskets to the Micah Centre where the food donations and gifts were collated and arranged for the Tea Tree Gully Vinnie's group to collect. The diverse range of food and gifts comprised our 2024 Vinnie's Christmas Appeal. Despite the impacts on the cost of living and multiple rate rises in 2024, the Gleeson College students, families and staff demonstrated a generous effort in sharing the Spirit of Goodwill and a One Heart community through donations of Christmas puddings, Christmas cake, tinned vegetables and fruit, custard powder, long-life milk, packets of assorted biscuits and fruit juice, pasta sauce and personal grooming products. The donations are being collated and sorted into Christmas Hampers and Gift Bundles to be delivered over the next week.

These opportunities for the Gleeson College community to participate and engage in social action and social justice are valuable, authentic and consistent with the charism of our patron Archbishop James Gleeson.



Key Directions

2024 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

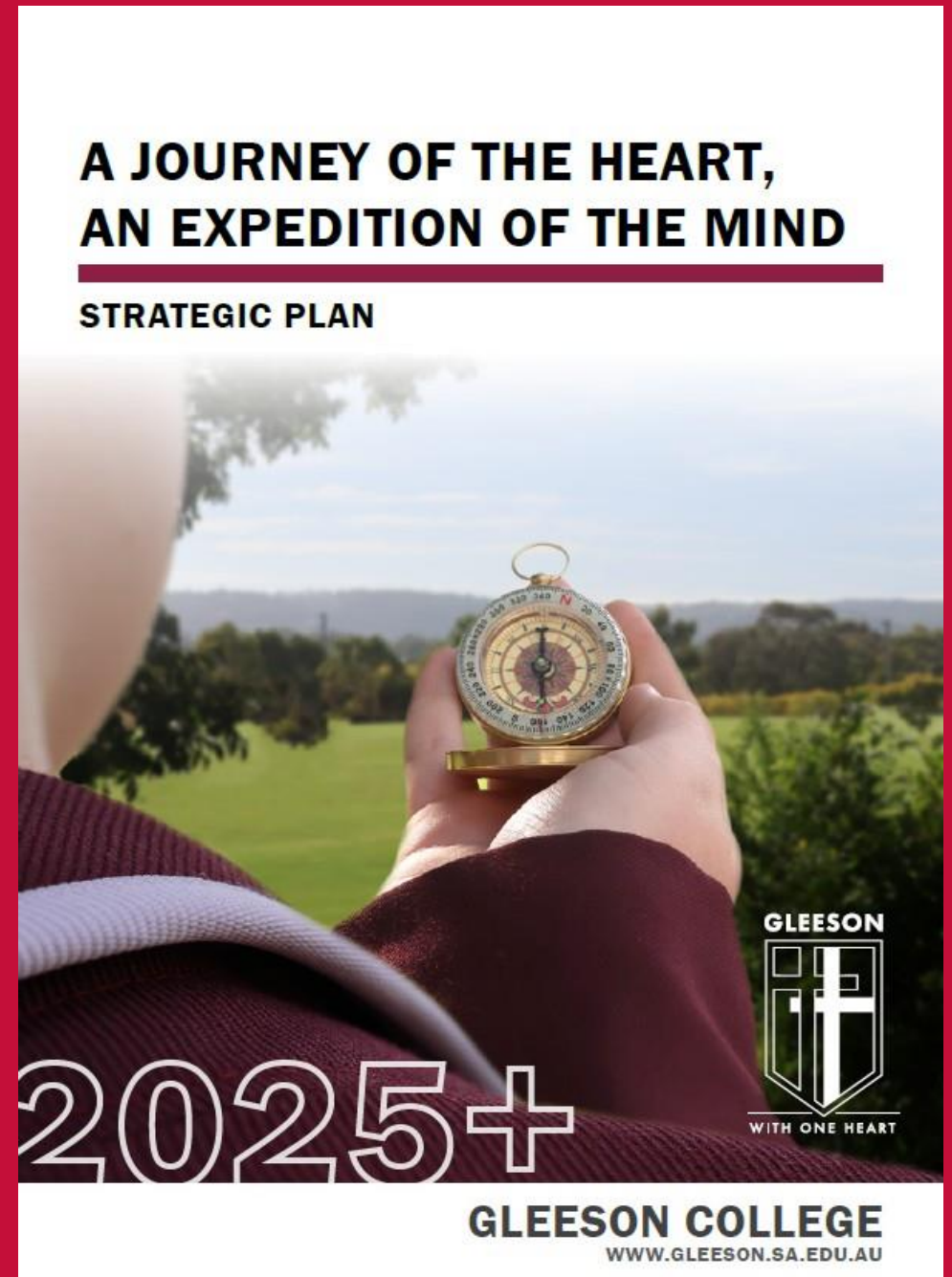
- Reinvigorate and recontextualise the vision and mission of the college.
- Explore/Engage Catholic Social Teachings.
- Integrate with local parishes.

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.



**A JOURNEY OF THE HEART,
AN EXPEDITION OF THE MIND**

STRATEGIC PLAN

2025+

GLEESON
WITH ONE HEART

GLEESON COLLEGE
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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.

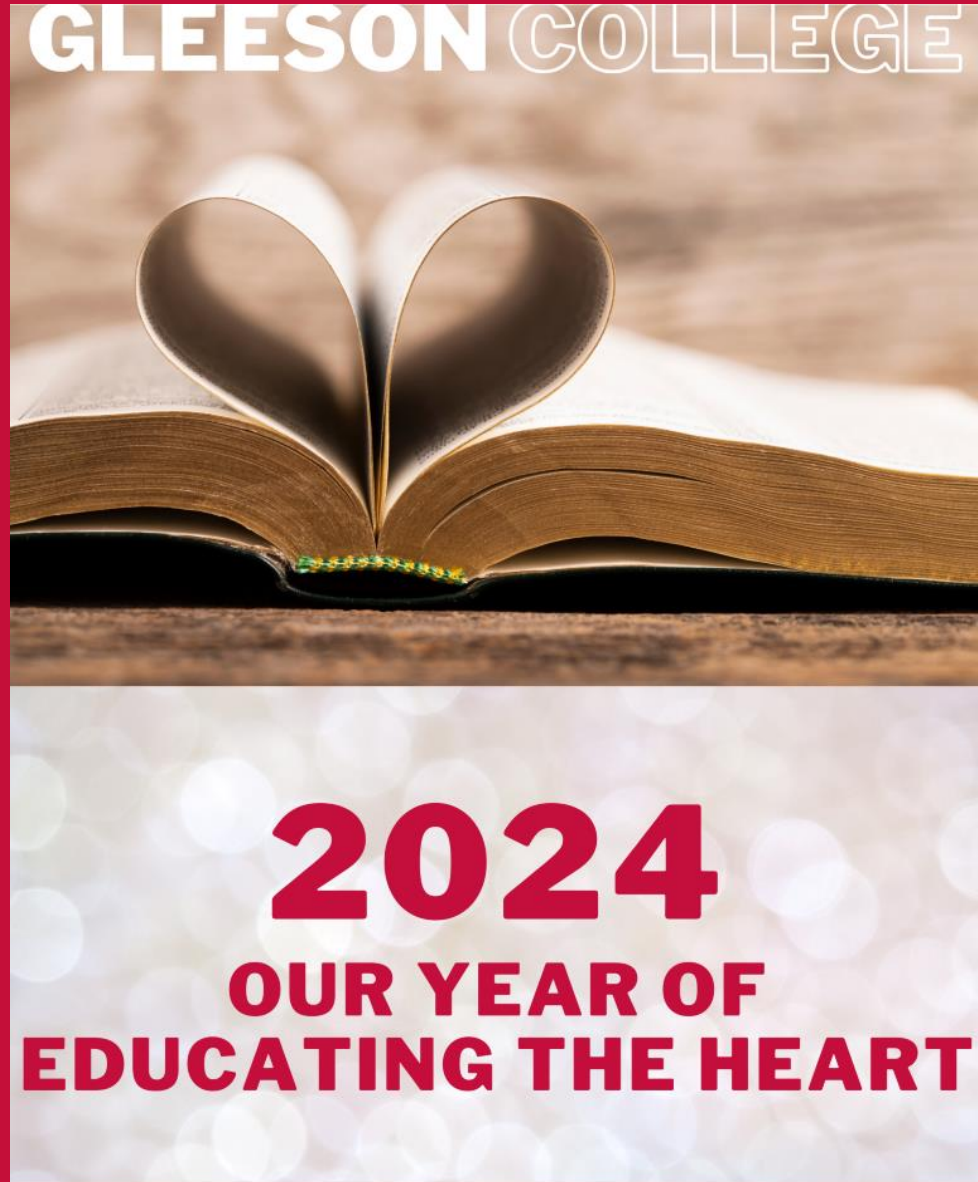
Deep Connections

- 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.

2024 was our 'Year of Educating the Heart', a focus on cultivating compassion, empathy and a deep sense of purpose before engaging the mind for learning and the hands for service. Of particular note in 2024 were the launch of our student and staff wellbeing frameworks (available on our website), a refocus on restorative practices through our engagement with Real Schools, and various building projects concluding Stage 3 of our master plan due for completion in Term 2, 2025. New master planning commences in 2025 with a focus on improving specialist facilities and catering for high demand in enrolments.



#WITHONEHEART

Student Cohort and Attendance

In 2024 the total number of student enrolments was 943. The number of students identifying as Indigenous or Torres Strait Islander was 0.66% of the school population.

Year level enrolments for 2024 as per the August census are reflected in the adjacent table.

Year Level	Number of Students
Year 7	198
Year 8	157
Year 9	159
Year 10	178
Year 11	131
Year 12	120

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	2024 Attendance Rates
Year 7	86%
Year 8	86%
Year 9	83%
Year 10	86%
Year 11	82%
Year 12	84%

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



Student Learning Outcomes

In the Middle Years, we have been building capacity and student agency through our extended STRETCH program, STEM program and through the passion of our Learning Team teachers and Middle Years Pedagogy Coach. We also have an established Literacy and Numeracy Intervention program that supports students in literacy and numeracy skills, as well as a growing Inclusive Education team that continues to work with students in all areas.

In regard to overall outcomes, Gleeson achieved over 30% of all grades in all year levels in the A band, with particular highlights in Years 9, 10, and 11, with over 40% of all grades in the A band. Overall, approximately 80% of all grades were a B- or higher across the span of year levels.

To support students in demonstrating their full capacity Gleeson College continued to engage with a NAPLAN readiness program through the Education Perfect platform. 2023 also saw a change to the way that NAPLAN is resulted, therefore comparisons to previous years' data cannot be made. However, Gleeson achieved strong results, especially in Year 9 with this cohort achieving above the National Average in each of the 5 tests.



2024 Grade Band Distribution

Band	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
A	34%	39%	41%	43%	40%	32%
B	46%	41%	40%	39%	36%	48%
C	18%	17%	16%	15%	18%	19%
D	1%	2%	3%	3%	2%	1%
E	<1%	<1%	<1%	<1%	<1%	0%

2024 NAPLAN Results

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	531	544	539	534	532
Year 9	572	585	570	553	572

Senior Secondary Outcomes

Congratulations must go to our Year 12 students of 2023 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.

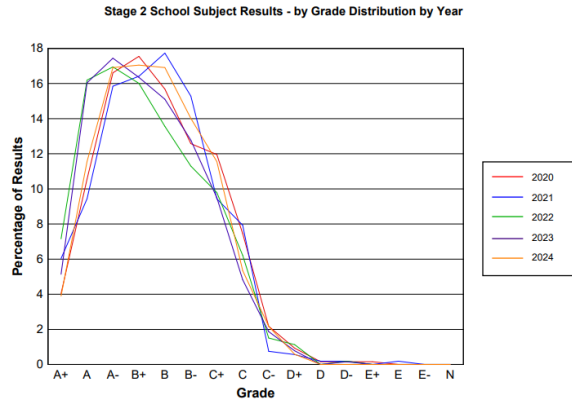
- **100% SACE completion**
- **19 Students received an Australian Tertiary Admissions Rank (ATAR) of 90 or above.**
- **The highest ATAR achieved was 97.95 out of a possible 99.95**
- **80% of all grades were B- or higher..**
- **27 A+ final grades were achieved by Year 12 students.**
- **5 merits were achieved in 3 subjects.**
- **The cohort had a median ATAR score of 70.25**

We congratulate all students in our class of 2024 and wish them every success in their life journey beyond school.

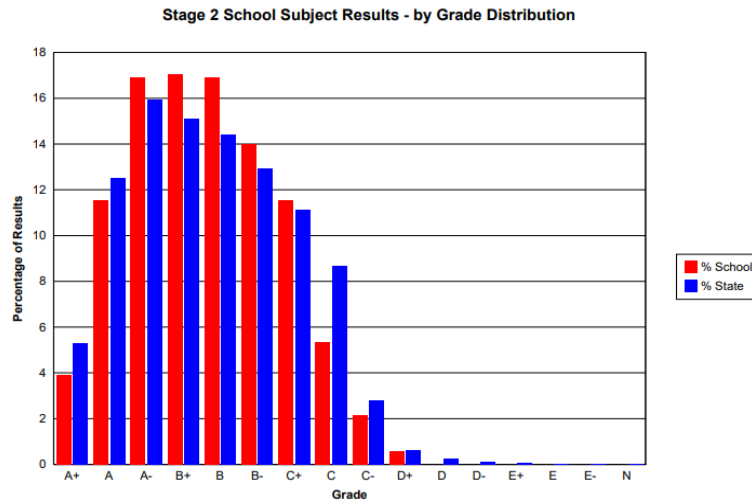


Senior Secondary Outcomes

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



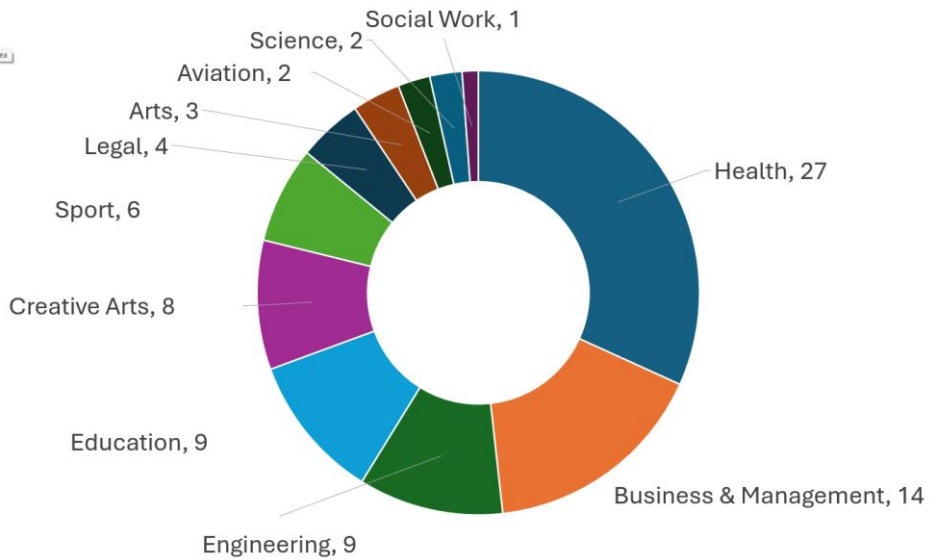
The below graph provides a grade distribution for Gleeson College and the State, calculated using the grades of all enrolments that were awarded a result in graded subjects. Again, strong results are reflected at the 'A', 'A-' and 'B+' level.



Senior Secondary Outcomes

The following tables outline course offers made across the Year 12 cohort for study or training in 2024. Student preferences for tertiary study and training continue to be dominated by Health, Education, Science and Arts. Out of the 90 Year 12 students who applied for university entrance, 85 received offers, and 66 of those were for the student's first preference.

Universities	Students
University of Adelaide	22%
UniSA	66%
Flinders University	12%
Other	0%

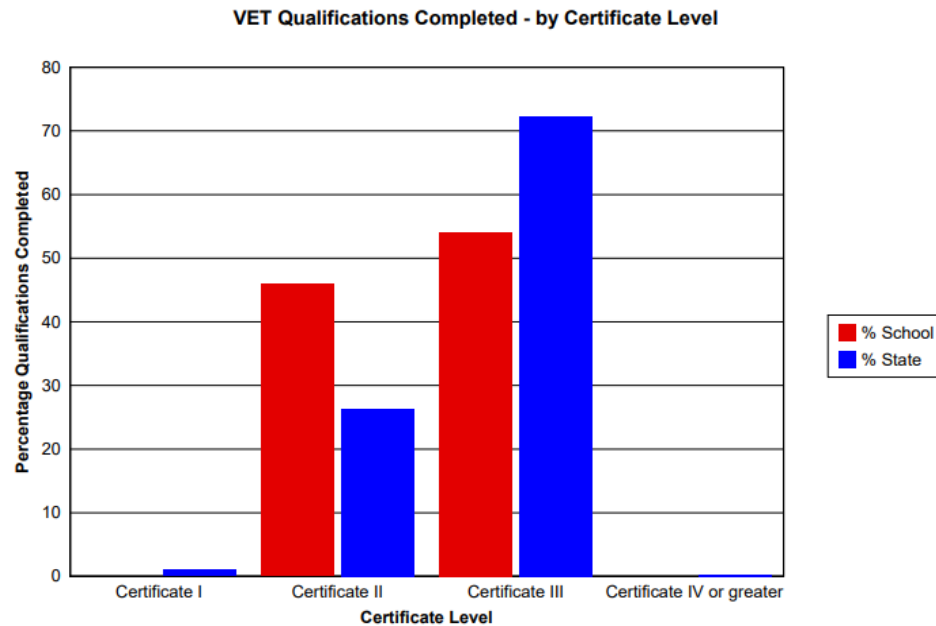


Senior Secondary Outcomes for Year 12 2024: VET

Gleeson College caters for a wide range of student pathways and is proud of the many options available to students in relation to **Vocational Education and Training (VET)** as a flexible option to help meet the individual needs and interests of students.

The graph below provides information on the graduates of 2024 who completed VET Qualifications by Certificate level throughout their secondary schooling. 23% of 2024 graduates included either full or part completion of a VET certificate course in their studies.

At Gleeson College, a significant number of Year 11 and 12 students achieve Certificate III competencies, providing access to both further training and university pathways. In 2024 15 Year 12 students used the completion of a Certificate III course in their ATAR calculation.



Senior Secondary Outcomes: VET (Vocational Education & Training)

In 2024 and beyond Australian teenagers face a rapidly evolving job market influenced by digitalisation, automation, and globalisation. According to Jobs and Skills Australia, "Transferable skills are crucial for future job seekers as they enhance employability across various industries and roles. In a rapidly changing job market, skills such as communication, problem-solving, and adaptability are essential. Additionally, digital literacy, critical thinking, and teamwork are vital for thriving in the modern workforce"

The Flexible Pathway opportunities available to Gleeson College students continue to accommodate these trends to prepare them for success post-school. In 2024 many Year 12 students had completed qualifications in Year 11 to assist with their Stage 2 journey.

VET at Gleeson saw the continuation of some excellent opportunities in a range of fields, and new courses as well. The newly refurbished One+ Trade Hub hosted more students for Construction, with Electrotechnology also moving into that space and Engineering Pathways running for the first time this year.

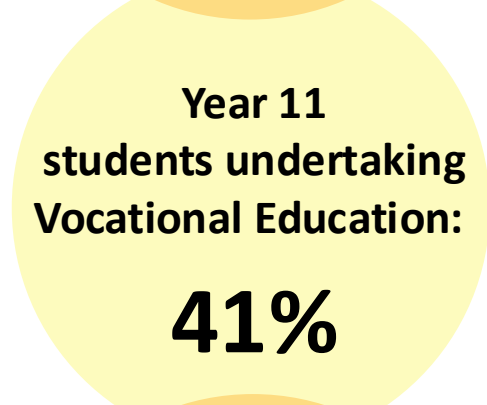
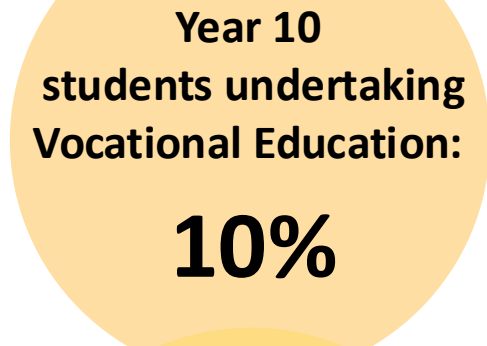
Other courses that were taken up by our students that had not been recently included the study of Automotive Servicing Technology, Assistant Dance Teaching and for the first time a Stackable VET option for study of Real Estate.

We continued to see health-related courses as popular amongst our students, whilst our engagement in Fitness continued as our Year 11 group studied on campus to complete their qualifications. Whilst some students who commenced VET course study chose to only part-complete their qualification, the majority earned their full qualification with the results contributing to their SACE completion and potentially ATAR calculations.



2024 VET Participation - Certificate Level	Total Number of Students with Completed Units of Competency
Short courses/Individual Competencies	43
Certificate II	20
Certificate III	36
Total	99

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.



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 2024 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

Year Level	Number of Students
Year 7	63
Year 8	38
Year 9	46
Year 10	36
Year 11	27
Year 12	20

In 2024, the Thomas Learning Centre (TLC) supported the needs of **230** students, as shown in the adjacent table. This was an increase of 42 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 2025 is an increase to 259.

Of the 230 inclusive education students, 9 required extensive support (highest category), 32 required substantial support, 128 required supplementary support and 61 required quality differentiated teaching in the classroom. The level of support required was substantially different from 2023 (refer to table). 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 230 students with additional needs, 17 required highly personalised curriculum and were therefore accessing curriculum at lower year levels 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. Additionally, homework club was offered on four afternoons per week, providing support to students outside of school hours.

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.

NCCD Adjustment	Number of Students	
	2024	2023
Extensive	9	3
Substantial	32	20
Supplementary	128	52
QDTP	61	103



Co-curricular Opportunities

Gleeson College offers numerous activities outside normal classroom times.

Performing Arts

Gleeson College's extensive Performing Arts Program incorporates Music, Dance and Drama, and participates in many performances each year. The College ensembles (Concert Band, Stage Band and Concert Choir) continued to flourish with the Stage Band once again being selected to play at the Catholic Schools Music Festival. The Semester 1 and Semester 2 Creative Arts Evenings were both amazing exhibitions of the students' talents in all aspects of The Arts and our dance students were highly competitive in several dance competitions throughout the year. The highlight of the year was definitely Gleeson College's production of *Charlie and the Chocolate Factory The Musical*, which featured students in a live band and a 70 strong cast of students from years 7-12 in an incredible and joyful performance to sold out audiences.

Science and STEM

In 2024, a key achievement was the transformation of Lab 4 into a state-of-the-art wet lab, inaugurated with an engaging STEM boat-building challenge. Science Week centred on "Species Survival—More Than Just Sustainability," captivating students through quizzes, humorous challenges, and a hands-on Biodiversity Blitz. Year 7 students explored Indigenous Scientific Perspectives, a newly introduced unit blending traditional knowledge with modern environmental insights. The Year 8 excursion to the University of Adelaide's School of Earth Sciences deepened students' understanding of geology and planetary science. Through the integrated Science Tales project, Year 8 students excelled in science communication, while Year 9 students embarked on an immersive Mission to Mars experience at Hamilton Space School. Year 7 students showcased outstanding investigative skills at the One+ Science Awards, with one student advancing to state-level competition. Additionally, the new EcoSTEM Club introduced impactful environmental initiatives, including designing pollinator hotels to support native bees and participating in the 2024 Rise Up Tree Planting event. Collectively, these enriching experiences highlight Gleeson College's unwavering commitment to fostering scientific curiosity, innovation, and academic excellence, ensuring students are exceptionally prepared for future challenges.



Co-curricular Opportunities

Sports

2024 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. 296 students represented the College while 255 students represented the college in their time through the Saturday Sport Program.

6 students represented the College in School Sport SA Teams in Soccer, Tennis, Cross Country, Swimming and Baseball. 50 student volunteers for our partner primary school sporting events. And Gleeson unified all teams with the introduction and rebranding of all sport uniforms.

Overall Gleeson fielded 75 teams across Statewide KO Competitions and Saturday Sport. Honourable mentions to our Saturday teams in the Middle Boys A Grade soccer won their pool, Both year 7 Saturday Netball teams made it to the 1st and 2nd Play off with one team winning their division. Boys Volleyball placed 2nd in the A2 Competition and 5th in the Volleyball SA Schools Cup. Whilst in the KO Competition we State Runners up in Open Basketball, 9/10 Girls Tennis and Volleyball State Finalists, Open Girls and Boys Futsal Teams also made their way to the Finals Day.

Languages and Cultural Experiences

In 2024 Kogakuin Junior High school, our Japanese Sister school, were again welcomed to Gleeson College throughout the year. We welcomed 15 Year 9s for a 12-day study tour with many of the students hosted by our families in a positive and rich cultural exchange. The Learning of our students was enhanced as the Japanese students were integrated across classrooms and year levels increasing our students as Intercultural and Globally-Minded learners.

After a temporary hiatus, following COVID-19, Gleeson College was proud to reintroduce the Japan Trip to students and provide them the opportunity to utilise their language in country. Gleeson College students spent 14 days in Japan experiencing the culture, language, and food whilst also reuniting with their friends during the school visit and homestay with Kogakuin Junior High School. Students valued the opportunity to add relevance to their learning and build connections with people across the globe. Gleeson College will continue its practice of intercultural exchanges expanding its welcoming of foreign students from both Japan and Germany for short-term and extended visits in 2025.



Gleeson College Staff

Staff Profile

The Gleeson College staff comprises 113 staff (39 males and 74 females).

Of the 82 teaching staff, 63 are full-time (63.00 FTE).

31 (26.59 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 2024

The Year of Educating the Heart saw our staff engage in a variety of professional learning:

- Faith Formation opportunities internally and externally extended **Teaching & Learning**
- Learnership - "*Learning is not the product of teaching. Learning is the product of the activity of learners*" (John Holt)
- Engagement with Real Schools + Adam Voigt guest speaker
 - Positive priming
 - Affective statements
 - Student agency and accountability
- SACE Capabilities + Learner Profiles + Learner Conversations now including Year 10
- Assessment Literacy - review of Policy
- NAPLAN and PAT data
- ACARA Version 9
- Continuing to investigate and utilise educational platforms and tools such as Turn-it-in, AI platforms, EducationHQ and MyEdOnline
- Staff-led PD including
 - How to support students to study effectively
 - Explicit Instruction
 - Artificial Intelligence (AI)
 - Student Agency
 - Boys in Education - review of several texts

Pastoral Care

- Launch of our Student Wellbeing Framework and Staff Wellbeing Framework
- The Resilience Project continues - GEM (Gratitude, Empathy, Mindfulness)
- HEART Survey + Pulse + Resilient Youth survey
- Staff-led PD including
 - How to support students to study effectively
 - Effective communication
 - Summary and reflections from text "The Anxious Generation" Jonathan Haidt
 - Student Agency
 - Boys in Education - review of several texts

Workplace Health & Safety

- SALT training
 - Diabetes Training
 - Epilepsy Training
 - Child Protection training
- Continued engagement with EA updates

Position	Number
Principal	1
Deputy Principal	1
Positions of Responsibility	26
Other Teachers	54
Non-Teaching Staff	31
TOTAL STAFF	113



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	21
Certificate IV	22
Graduate Certificate	21
Diploma	16
Graduate Diploma	24
Advanced Diploma	1
Bachelor Degree	99
Bachelor Degree – Honours	2
Masters	26
Doctorate	1



Finance

Funding Source	Income \$
Australian Government Recurrent Funding	11,542,591
State/Territory Government Recurrent Funding	3,245,225
Fees, Charges and Parent Contributions	6,284,974
Other Private Sources	179,196
Total Gross Income (excluding income from general capital grants)	21,251,986



Parent Satisfaction

A summary of some data received via the 2024 CESA Live Learn Lead Survey is shown at right from our top two scoring areas.



1. The staff are welcoming to my family and me.



2. My family's culture and background are respected.



3. I feel respected by everyone when I am at the school.



Community

Resourcing

1. The school's facilities and grounds are well maintained.



2. The school's facilities and grounds provide a stimulating and welcoming environment.



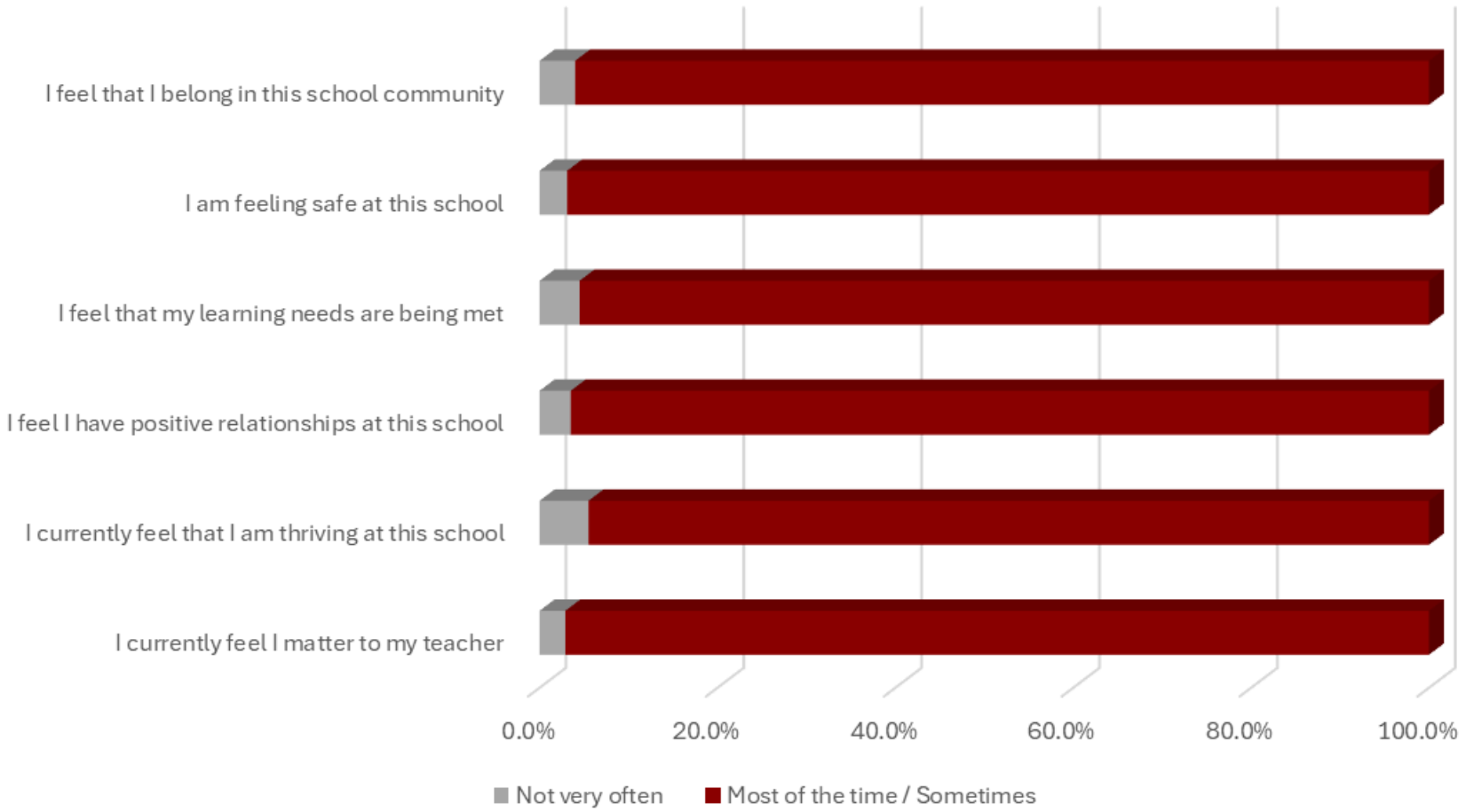
3. The facilities of the school meet the needs of my child/ren.



Student Satisfaction

The results of the 2024 Classroom Pulse Survey completed by Students are shown in the graph below.

Student Satisfaction - CESA Pulse Check-in





School Performance Report – 2024

GLEESON



WITH ONE HEART