



ANNUAL REPORT 2024

you will reap what you sow





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FROM THE REGIONAL DIRECTOR – MARIST SCHOOLS AUSTRALIA

The 2024 Annual Report provides a valuable insight into the vibrant Catholic learning community that is St Gregory's College, Campbelltown. Founded in 1926, the vision and daily life of St Gregory's College is animated by the person and Good News of Jesus Christ and enriched by Marist tradition, spirituality and approaches to learning and teaching.

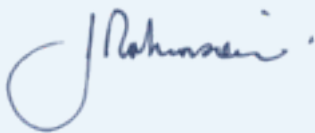
The theme for all Australian Marist schools this year has been First Light: Reveal the Spirit. In a classical rabbinic story, the teacher asks the disciples: "When do you know it is dawn?" One says, "when you can distinguish a white thread from a black one." "No," says the teacher. "When you can see the outline of a tree against the horizon," ventures another. "No," says the teacher — to this and all other efforts to answer the question. Finally, he says, "when you can look into the eyes of another, a stranger, and see a brother or a sister, then it is dawn. Until then, it is still night."

Our 2024 theme compels us to find the light that is God's spirit in every person, in every gesture of welcome and hospitality and in the beauty of the created world. For St Marcellin Champagnat, God's Spirit was always present and at work in the world, inspiring his mission and giving strength to his purpose. It is this gift of the Spirit that we Marists want to share with others, the young, our colleagues and families, the stranger – of bringing people into the joy and freedom of the light of Christ – the Source of all Light.

This Annual Report illustrates the commitment of St Gregory's College to be a place of light and an authentic expression of Marist life and mission. We celebrate the continued emphasis of the College in the provision of contemporary, life-giving educational opportunities for each student. We acknowledge the achievements of teachers and College staff more broadly in their pursuit of excellence in learning and teaching, grounded in the belief that every child is precious, and every student can learn. We extend our thanks to all families and the broader College community for your support in the past year, the collective commitment to the wellbeing of each person and the strengthening of the partnerships which exist in this wonderful community.

In presenting some of the life of the College community during the past year and looking to the future with hope, we commend this Annual Report to you and celebrate the ongoing achievements of the students, staff, and the broad family of St Gregory's College, Campbelltown.

We pray with Mary, our Good Mother, that God will continue to bless the St Gregory's Community.



Dr John Kyle-Robinson
Regional Director (NSW/ACT)
Marist Schools Australia



FROM THE COLLEGE PRINCIPAL



St Gregory's College Campbelltown was founded in 1926, following a generous grant of land in late 1924 by Thomas Donovan, a local land holder in the Macarthur Region, to the Marist Brothers, Sydney Province. It has its origins in the vision of St Marcellin Champagnat, a man dedicated to the education of children from the rural areas of southern France in the nineteenth century. This Marist College community lives out the vision of St Marcellin Champagnat by providing a day and boarding school to serve the needs of students from the metropolitan, Macarthur, and rural areas of New South Wales and beyond.

St Gregory's College Campbelltown has a proud reputation as one of Australia's leading independent Day and Boarding Catholic schools. Since 1926, the College has educated boys to become confident, intelligent, and compassionate young men, capable of making a valuable contribution to their world. Since 2018, the College has offered boys and girls from Kindergarten to Year 6 an opportunity to learn and grow in a community that has its foundations immersed in the Marist charism.

Many students in the College are day students who are drawn from the surrounding region, including the expanding southwest areas of Sydney. A great number of girls and boys at the College have a close relative who previously attended St Gregory's College as a student. The Boarding Houses for our Years 7-12 boys bring students together from many towns and cities in country NSW, Lord Howe Island, and as far afield as the Northern Territory, Western Australia and Queensland.

The College maintains and delivers a contemporary and comprehensive curriculum with outstanding facilities and resources. Our programs support broad student involvement and growth within dynamic pastoral care structures and social justice initiatives.

St Gregory's College provides a holistic, well-balanced education for our students. Inspired by the spirit of St Marcellin Champagnat, the founder of the Marist Brothers, and the vision of the generations who came before us. We work to help each student be the best they can be – academically agile, physically agile, spiritually agile, and emotionally agile. Students, staff, and parents work in partnership to ensure quality outcomes, lifelong learning, and everlasting relationships. It is our aim at St Gregory's College to ensure our students are young men and women ready to take their place in an ever-changing world. This can only be achieved through excellence in teaching and learning in an environment that allows our students to grow and prosper.

In 2021, St Gregory's College Junior School became accredited as part of the International Baccalaureate World School offering the PYP (Primary Years' Programme). St Gregory's College utilises the extensive research of the International Baccalaureate Organisation (IBO) to provide each student with the best possible framework to support learning in these early years of Kindergarten to Year 6. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

Throughout 2024, the College undertook a Marist School Cyclic Inquiry. The purpose of the MSCI is twofold. Firstly, to celebrate and demonstrate the effectiveness of the school's long term strategic improvement, growth in faith, learning and wellbeing to the National Director and to the local and broader community. Secondly, to identify a limited number of strategic improvement priorities for inclusion in the next School Strategic Improvement Plan.

The inquiry included extensive survey and interview opportunities with all key stakeholders. A four-person panel spent three days immersed in the community to test and delve into survey and self-review data. It is important to note the Vision and Mission of the College was examined and strongly aligns with our three priorities.

THE THREE PRIORITIES ARE:

- 1. Further Enriching the Catholic Identity of the College in the Marist Tradition**
- 2. The Development and Implementation of a School Wide Pedagogy K-12**
- 3. Improving Student Learning Outcomes and Enhancing a Culture of Excellence.**

The community look to the future with great anticipation and excitement of undertaking these priorities into 2025 through to 2027.

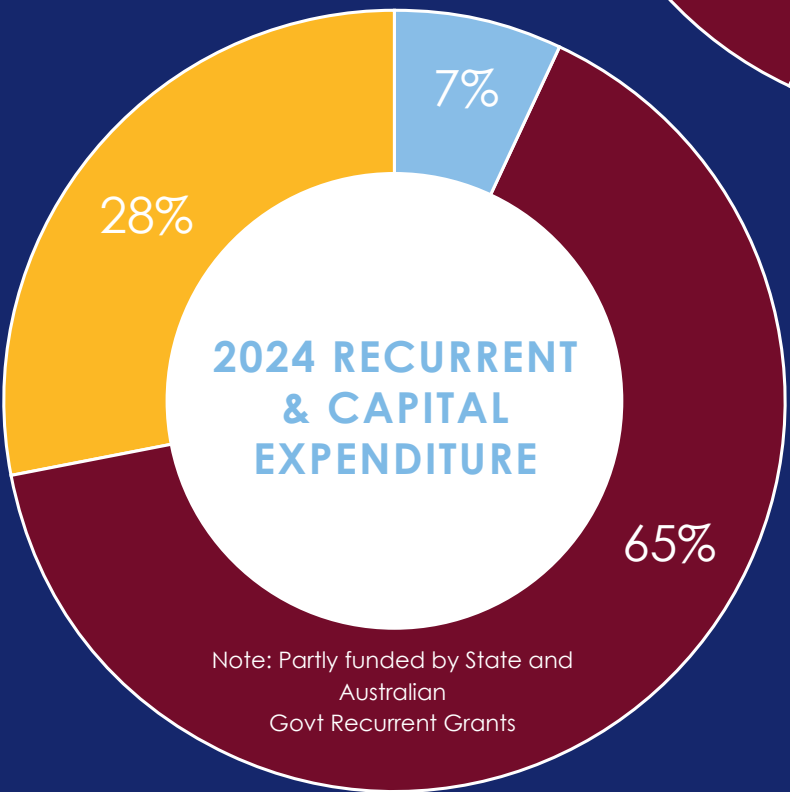
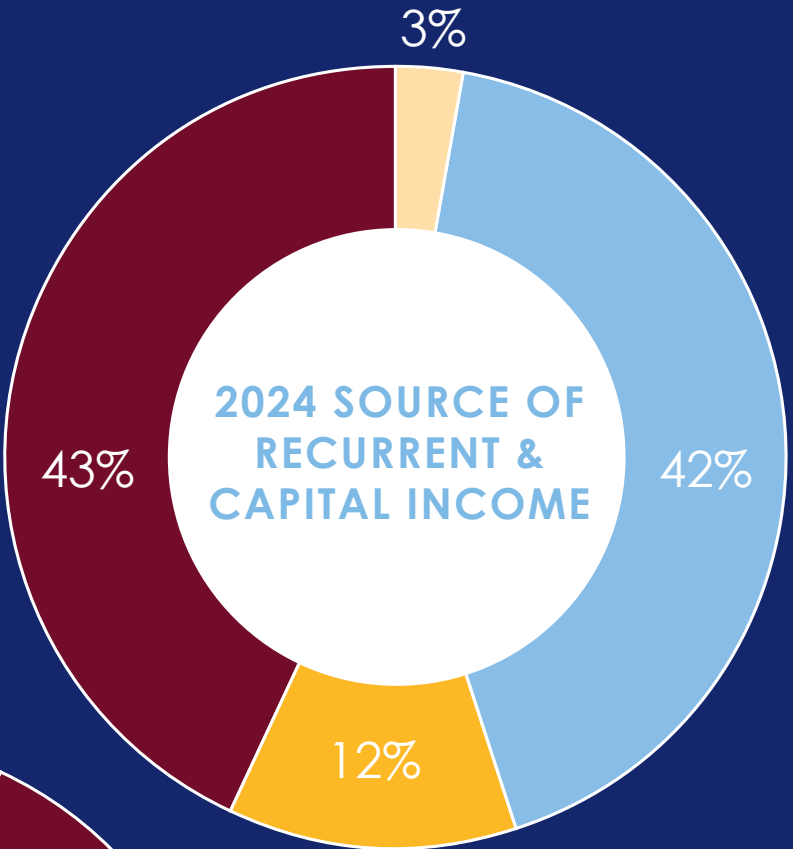
Matthew Brennan
College Principal (K-12)



FINANCIAL INFORMATION

2024 SUMMARY

Other Capital Income	3%
State Government Capital Grants	0%
Fees and Private Income	42%
State Government Recurrent Grants	12%
Australian Government Recurrent Grants	43%
Government Capital Grants	0%



Non-Salary Expenses	28%
Capital Expenditure	7%
Salaries, Allowances & Related Expenses	65%

These graphs are based on the Australian Government 2025 Financial Questionnaire (2024 Data)

Prepared by: Brian Schick – Chartered Accountant, Director of Business Operations

STRATEGIC PRIORITY FOCUS AREAS FOR 2024

2024 was the year for introspection, review, consultation and collaboration as we looked towards planning strategically for the 2025-2027 period.

This planning process coincided with the **Marist Schools Cyclic Inquiry** which gathered data from a number of sources which were extensive and included the following:

- Leuven Survey – Enhancing Catholic School Identity
- The Marist School Australia Foundational Domain
- The School Improvement Tool and Elaborations – (ACER)
- College Self Review School Improvement Tool (SIT)
- The DIS – Diagnostic Inventory of School Alignment report (USQ)
- Interviews with many key stakeholders including, Leadership Team, Middle Leaders, Staff, Students, Community members, Regional Director, Advisory Council Members and Members of the Brothers on site
- Learning walks in classrooms and across the campus
- MSA Data Collection Report.

The outcome of the cyclic enquiry was to commend the College Leadership for their energetic and transparent engagement in the process.

'This Cyclic Inquiry was characterised by strong alignment between and across all data sources that informed the process and recommendations that were given were based on consistent and solid data. The alignment with the College Leadership and their aspirations was significant. St Gregory's is an excellent Catholic College in the Marist tradition with significant community recognition for its quality. The students and staff of the College are proud of their community and its standing. The transparency and authenticity of the College leadership contributed significantly to the quality of this process.'

From the Cyclic Inquiry, three recommendations were given:

- 1. Further enhance the Catholic Identity of the College in the Marist Tradition**
- 2. Improving Student Learning Outcomes and Enhancing A Culture of Excellence**
- 3. The Development and Implementation of a School Wide Pedagogy K-12.**

This thorough process has allowed the College to create an exciting new Strategic Plan. Entitled 'Acknowledging the Past; Inspiring the Future', the document will be launched in early 2025.

STAFFING



ALL TEACHING STAFF HAVE TEACHING
QUALIFICATIONS RECOGNISED BY

NESA



TOTAL STAFF
159.4 FTE

2.6 FIRST NATIONS STAFF
IN SCHOOL K-12

JUNIOR SCHOOL

HEAD COUNT TOTAL	63
(FULL TIME EQUIVALENT) FTE	46
TEACHING STAFF	32
NON-TEACHING STAFF	31
FEMALE	 46
MALE	 17

SENIOR SCHOOL

HEAD COUNT TOTAL	132
(FULL TIME EQUIVALENT) FTE	113.4
TEACHING STAFF	85
NON-TEACHING STAFF	47
FEMALE	 67
MALE	 65

STUDENTS

1424

TOTAL
STUDENTS

142 BOARDING
STUDENTS INCLUDED

SENIOR SCHOOL
STUDENTS

955

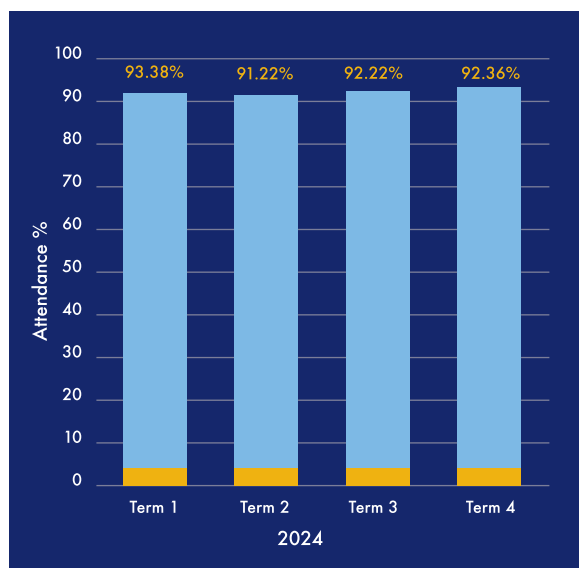


JUNIOR SCHOOL
254 MALE STUDENTS
215 FEMALE STUDENTS

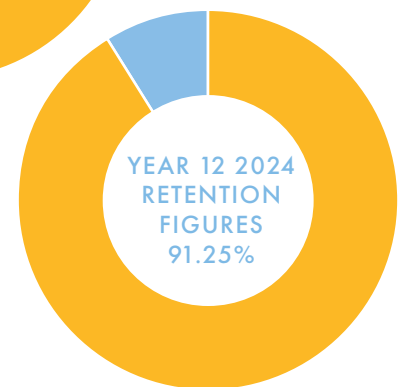
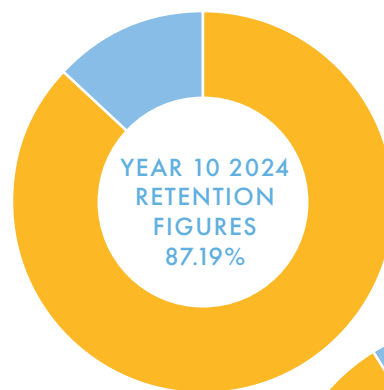
STUDENT ATTENDANCE

In 2024 student attendance continues to be monitored daily with the well-being of each and every student paramount. In 2024 it was pleasing to see steady attendance numbers across the College. The Director of Students, Homeroom teachers, Year Leaders and parents work together to maintain a high level of student attendance across the academic year.

Attendance is marked via the SENTRAL system each morning during homeroom. Parents/Carers of students who are absent without any notification from Parents/Carers receive an email asking for an explanation of the absence. If a student is absent for three or more consecutive days without explanation, then the Homeroom teacher will make a phone call to the Parents/Carers. Parents/Carers can notify the College of a student's absence in a number of ways; by telephone, by email, via the SENTRAL Portal or write a note in the student's College Diary.



92.36%
WHOLE SCHOOL
ATTENDANCE



St Gregory's staff continue to support student attendance in a number of ways which include:

- monitoring attendance and keeping accurate records
- introduction of attendance improvement plans for students who are not attending school regularly
- instant communication with Parents/Carers after morning homeroom if students are away and reasons are required
- dedicated communication with Parents/Carers by Student Services staff, Heads of Year and Director of Students if Parents/Carers have not provided a reason for absence
- discussions regarding attendance are raised at Parent Teacher Student interviews at both the Senior School and Junior School and additional discussions for Senior School Students with the Head of Transition and Pathways to assist the student in gaining a focus as to the ATAR, Vet or SBAT opportunities that are available to them.

“

St Gregory's College provides a holistic, well-balanced education for our students. Inspired by the spirit of Saint Marcellin Champagnat, the founder of the Marist Brothers, and the vision of the generations who came before us, we work to help each student be the best they can be – academically agile, physically agile, spiritually agile, and emotionally agile.

”



PROFESSIONAL DEVELOPMENT

St Gregory's College remains committed to fostering a culture of lifelong learning through strategic professional development. Aligned with our Strategic Plan, one of our key priority areas is "A Learning-Centred College." Within this framework, we focus on ensuring that teaching is collaborative, contemporary, and designed to inspire students while preparing them for success in an ever-changing world.

Professional development is central to this vision. The College invests significantly in the continuous professional growth of all staff to ensure they remain current, skilled, and responsive to evolving student needs, demographic shifts, and educational innovations. Throughout 2024, staff engaged in a variety of learning experiences aimed at deepening instructional practice, increasing teacher capacity, and ultimately enhancing student outcomes.

Whole-Staff Professional Learning in 2024 Included:

- Staff Spirituality Day
- Mandatory training in CPR, Anaphylaxis, and Asthma
- Insights on Artificial Intelligence and its impact on learning at St Gregory's
- Literacy
- A Marist Pedagogy
- Curriculum Reform

Literacy remained a core focus in our teaching and learning strategy. Staff participated in literacy-focused professional learning, including targeted workshops and strategy sessions. The integration of Universal Design for Learning into all curriculum planning enabled teachers to design inclusive literacy experiences, catering to the diverse needs of learners. This approach ensures that literacy instruction is accessible, evidence-based, and aligned with the Disability Standards for Education (2005).

In 2024, the College continued its commitment to fostering a culture of collaboration and collective efficacy through the sustained operation of Professional Learning Groups (PLGs). These groups provided an essential platform for staff to engage in the sharing of high-impact instructional strategies, reflect critically on classroom practice, and align teaching with the College's overarching educational vision.

"When teachers stop learning, so do students. Ongoing professional development is not a luxury – it is a cornerstone of excellence in education." ~ Linda Darling-Hammond

A key area of focus for the Senior School was enhancing curriculum access for diverse learners. Staff worked purposefully to implement differentiated instruction strategies that align with the College's strategic priority of "knowing our students." To support this focus, Senior School teachers engaged in targeted professional learning, including completion of the "Engaging Boys in Writing" program, which contributed five hours of NESA-accredited professional development.

In addition, the College deepened its commitment to Marist spirituality and pedagogy through staff participation in the online modules of Our Living Marist Spiritual Heritage. This professional learning supported staff in embedding the College's spiritual charism within their teaching practices and broader educational approach.

All Middle Leaders participated in a two-day Marist Middle Leadership Formation Program titled "*Infinite Mind – Sacred Heart*", facilitated by Br Tony Leon. This program explored the foundational Marist leadership values of humility, simplicity, and modesty, offering a reflective and formative experience for staff in positions of leadership.

A comprehensive HSC Symposium was held for all Stage 6 teachers, featuring the following targeted sessions: The Role of Artificial Intelligence in Education, Strategies for HSC Success, HSC Examination Preparation and Data Analysis Using RAP and DeCourcy Tools. The symposium concluded with a presentation from the NESA Liaison Officer, outlining Stage 6 requirements and evidence-based best practices to support student success.

In 2024, the College became a member of the International Boys' Schools Coalition (IBSC), enhancing access to high-quality resources and professional learning opportunities specifically tailored to boys' education. Staff engaged with a range of IBSC materials, including educational podcasts, which served as catalysts for collegial dialogue and the development of a shared understanding around the use of explicit instruction to improve learning outcomes for boys.

Several staff enrolled in the Mini Certificate of Gifted Education (Mini COGE) through UNSW, enhancing their capacity to identify and support gifted, high-potential, and talented students. This initiative builds expertise in curriculum differentiation, evidence-based pedagogy, and data-informed practice.

Curriculum reform continued to be a key area of strategic focus across both the Junior and Senior Schools in 2024. In the Junior School, priority was given to the implementation of the new Stage 2 and Stage 3 English and Mathematics syllabuses. Staff engaged in collaborative planning and development processes, designing and trialling new units of work underpinned by the principles of IB and PYP to ensure effective student engagement and inclusivity.

In the Senior School, faculties undertook extensive curriculum planning and resource development aligned with the staged curriculum reform timelines. All curriculum design processes were guided by the UDL framework, supporting the creation of accessible and high-impact learning experiences that address the diverse needs of all students.

Teachers working towards Proficient Teacher accreditation were supported through structured, school-based processes aligned with the Australian Professional Standards for Teachers. Targeted guidance was provided by colleagues, leaders, and mentors to ensure that each teacher engaged in purposeful professional learning activities that enhanced their instructional capacity and pedagogical practice. These teachers are continuing to refine their expertise and skills in preparation for achieving accreditation in 2025 and beyond.

In 2024, teachers participated in a range of external professional development opportunities in areas such as:

- A Spotlight on Clarified ACE: Leading the Transition Workshop
- AFS Training
- AGTA Conference
- AI Conference
- AISNSW Cyber Security Symposium
- Amazon head office visit
- Anaphylaxis for school nurses
- Animals in schools' visits
- Art Empowers
- Aruba Central Training
- Aussie AGT Training
- Award Leader – Level 2.1 Award Management
- Boys' Education Conference
- Brick and Block
- Bronze Medallion
- Business Studies Teachers Conference
- CAA National Conference
- Career Adviser Master Class
- Catholic Schools NSW AI Symposium
- Cattle Handling Weekend
- Chemical Course AQF3
- Collaborative Investigation Workshop
- Course Convenor Orientation Day
- Cross-curricular Secondary School Assessment
- CSNSW Disability Network Day
- CSNSW Disability Symposium
- CSNSW Early Career Teachers Workshop
- CSNSW Online NCCD workshop
- Cultivating Well-Being in the All-Boys Classroom
- Curriculum Leaders Conference
- Curriculum Reform Conference
- Cyber-security Committee Meeting
- Designing Year 11 HMS Unit Plans
- Educate Plus AGM
- Empowering Excellence in Boys' Schools: Upskilling Teachers and Developing Leaders in Boys' Schools
- Engaging Boys and Young Men in Counselling
- Enrol HQ Masterclass
- FBT Seminar
- Festival of Inclusive Education
- Fitness Qualification Upgrade
- Geography 110: Intro to Maps
- Growing Geography
- GTANSW Regional Conference
- Henty field day
- Hoof Trimming and Lameness for Cattle
- HOS ISA Conference
- HOS ISA Meeting
- Hospitality Conference
- Hospitality Training
- HSC Mathematics Extension 1 – Long Course
- ICT in Schools Summit 2024
- Inclusion Illuminated: Decoding MTSS and UDL Strategies
- Integrate Expo
- ITE Conference
- JAMF Nation Live
- Leadership Course
- Leading Year 11 HMS Faculty Planning
- Marist Liturgical Music Leaders Workshop
- Meet mManager Training Day
- Mini COGE
- MITIE Meeting at Apple
- MITIE Meeting
- MSA Data Network
- National Teacher Conference
- NSW Curriculum Reform NESA
- NSW School of Languages Petersham
- Primary Industries Training
- Primary Industries Upgrade
- Professor Amy-Jill Levine Lecture
- Reading Tutor Program Zoom
- Restorative Classrooms
- Restoring the Sense of Self
- RLS Lifeguard Update
- Side by Side
- SLN Secondary Leading Learning Network Meetings
- SMH Schools Summit
- Stage 3 Network Coaching
- STEM in Agriculture
- Sydney Building Expo
- The Resilience Project Teachers Seminar
- Timetabling Solutions
- Upgrade drivers license – Knowledge test
- Upgrade drivers license – Practical test
- VET Fitness Validating Day
- VET Induction Day
- VET PI Validation Day
- VETAG Vet Meeting
- Western Careers Adviser Day
- Western Sydney Airport Tour
- Woodturning Course: Five Days of Turning
- Writing Conference

TEACHER ACCREDITATION STATUS 2024

0	Highly Accomplished or Lead Teacher accreditation
110	Proficient Teacher accreditation
5	Conditional accreditation
2	Provisional accreditation

POSITIVE WELLBEING PROGRAM AT ST GREGORY'S COLLEGE

In 2024 the College pastoral focus has been on THE RITE JOURNEY program.

The program has grown and continues to expand into consecutive year groups. 2024 saw our Year 8 students commence the program in Term 4.

The College has further developed a wellbeing program that will foster positive health, relationships, spirituality, education, outdoor opportunities and family engagement.

Positive Health	Positive Spirituality	Positive Outdoor Education
Healthy habits Body Image Mental Health RUOK? Day Community Service Project (Yr 10 & 11) Push Up Challenge for mental health	Being Catholic (Yr 7) Being Marist (Yr 8) The Rite Journey (Yr 9) Being Just (Community service project) (Yr 10) Being a servant (Yr 11) Finding God (Yr 12)	2 night camp (Yr 7) 2 night camp (Yr 8) 2 x 1 night expeditions Duke of Edinburgh Bronze (Yr 9) 2 day camp Rite Journey (Yr 9) 2 day camp (Yr 10) Duke of Edinburgh Silver (Yr 10) Spirituality Day MARIST Immersion program (Yr 11) Retreat Mittagong (Yr 12)
Positive Relationships	Positive Education	
Bullying Prevention Positive Friendships Consent Yr 7-12 Education Child Protection NDA Bullying & Violence Harmony Day (Yr 7-12)	Intro to Positive Education Intro to The Agile St Greg's graduate Intro to the 5 R's <ul style="list-style-type: none"> • Respect • Resilience • Resourceful • Relational • Responsible 	
Positive Family Engagement		
ALL <ul style="list-style-type: none"> • Lunch on the Lawn (JS & SS) 	Yr 9 <ul style="list-style-type: none"> • The Rite Journey Entrance event 	
Yr 7 <ul style="list-style-type: none"> • Grandparent's day • Mum and Sons breakfast & liturgy • Boys and Blokes Mini-Olympics • Study skills evening • New Parent cocktail Evening 	Yr 10 <ul style="list-style-type: none"> • Subject selection evening • The Rite Journey Exit event • Halfway There parent cocktail evening 	
Yr 8 <ul style="list-style-type: none"> • Family challenge trivia night (ALL) • Subject selection evening 	Yr 11 <ul style="list-style-type: none"> • Information evening 	
	Yr 12 <ul style="list-style-type: none"> • Graduation and Formal 	

HSC 2024 SUMMARY



146

HSC GRADUATES



105

ATAR
RECIPIENTS



4

ATAR OVER 90



67.45

AVERAGE ATAR



24

DISTINGUISHED
ACHIEVEMENTS
(BAND 6)



14

COURSES ABOVE
STATE AVERAGE



10

COURSES
IMPROVED
FROM LAST YEAR



65

UNIVERSITY
EARLY ENTRIES

COLLEGE DUX ATAR JOSHUA RYAN

96.35



5

SHAPE TECHNOLOGY
NOMINATIONS



2

ENCORE
NOMINATIONS



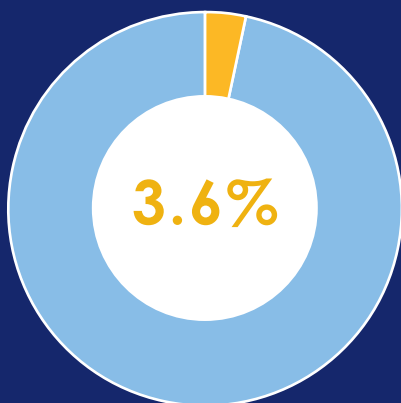
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EVET & SBAT
COMPLETED

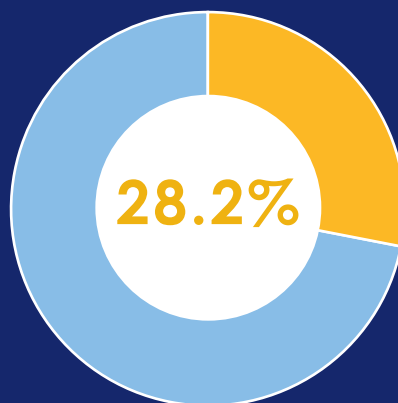


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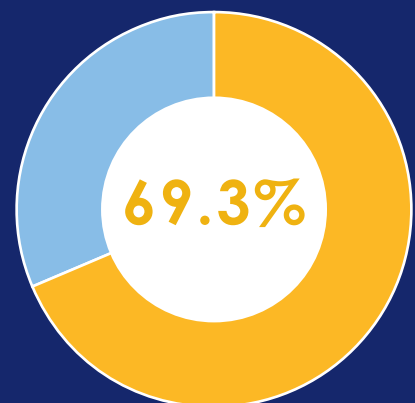
VET TAFE
CREDENTIALS



BAND 6
RESULTS



BAND 5-6
RESULTS



BAND 4-6
RESULTS



HSC RESULTS

ACADEMIC ACHIEVEMENTS

St Gregory's College's results are a testament to the conscientious efforts of our students and teachers.

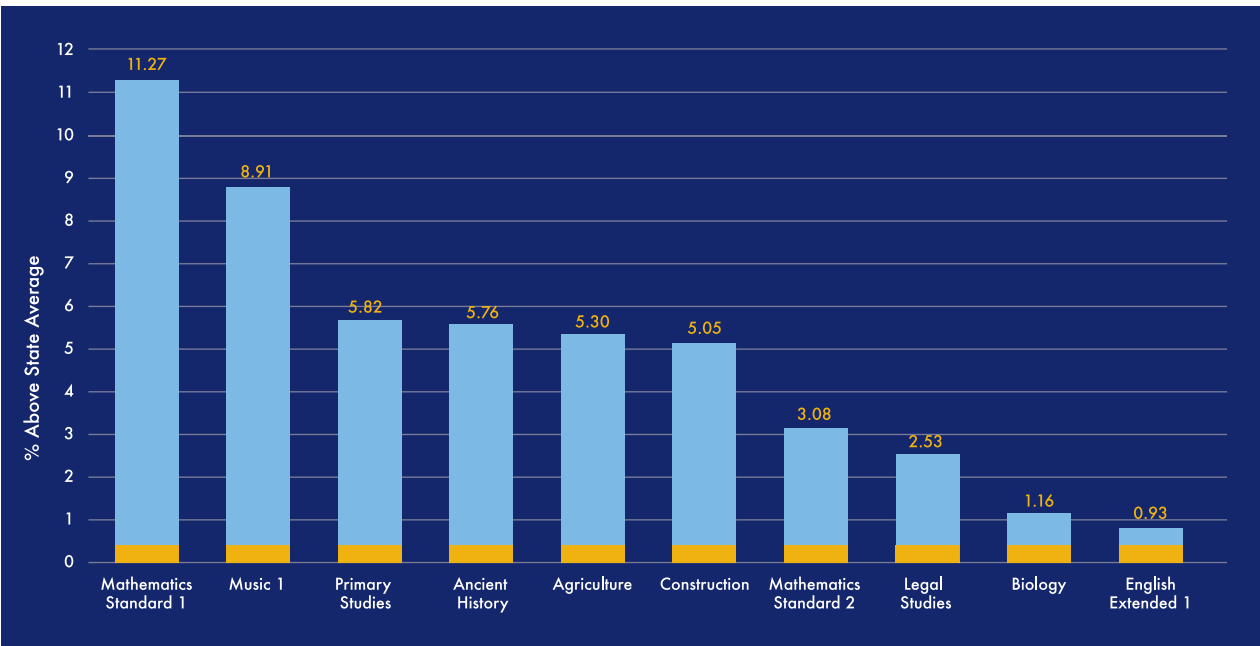
In 2024, there were 24 Distinguished Achievers. 28.2% of students were in the Band 5 – 6 range and 69.3% of students achieved results in the Band 4 – 6 range. Joshua Ryan was our College Dux and he obtained an ATAR of 96.35 and four other students achieved an ATAR over 90. There were 68 students who obtained VET credentials in Construction, Fitness, Primary Industries and Retail Services. 10 students were successful in achieving School-Based Apprenticeships and Traineeships or completing TVET courses.

HSC RESULTS

HSC PERFORMANCE AGAINST STATE AVERAGES

In 2024, the College offered 32 courses and was above average in 14 of these courses.

HSC 2024 – TOP 10 COURSES ABOVE STATE AVERAGE



COURSE BAND HIGHLIGHTS

COURSES WITH HIGHEST LEARNING GAIN

Music 1	0.62	(5 students)
English Extended 1	0.26	(2 students)
Ancient History	0.19	(17 students)
Design & Technology	0.14	(4 students)
Geography	0.10	(15 students)
Primary Studies	0.28	(16 students)
Mathematics Standard 1	0.20	(10 students)
Chemistry	0.16	(32 students)
PDHP	0.11	(38 students)
Agriculture	0.08	(18 students)

Highlights for Band 5 and Band 6 results

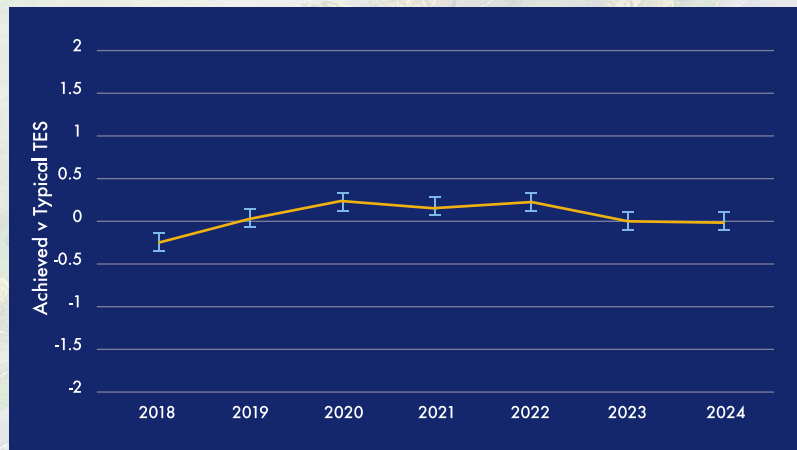
Music 1 60% Band 6 100% Band 5-6 (5 students)	Mathematics Ext 2 25% Band E4 50% Band E4-E3 (4 students)	Ancient History 18% Band 6 65% Band 5-6 (17 students)
Legal Studies 12% Band 6 47% Band 5-6 (17 students)	Mathematics Ext 1 11% Band E4 78% Band E4-E3 (9 students)	Agriculture 11% Band 6 56% Band 5-6 (18 students)
Biology 8% Band 6 15% Band 5-6 (13 students)	Society & Culture 7% Band 6 21% Band 5-6 (5 students)	PDHPE 7% Band 6 15% Band 5-6 (29 students)
Physics 6% Band 6 26% Band 5-6		

HSC RESULTS

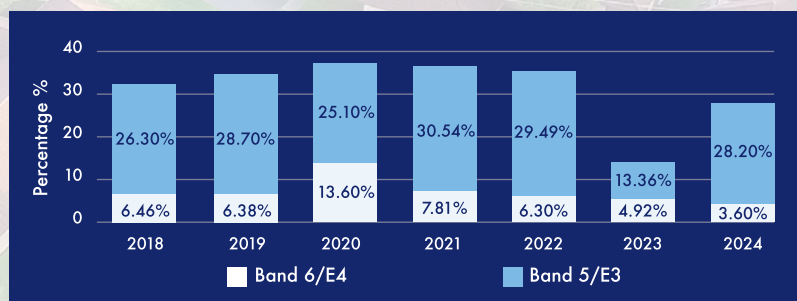
HSC IMPROVEMENT

HSC results at St Gregory's College continue to trend positively over a five-year period when compared to expected achievement (DeCourcy). Comparing the expected/typical TES results for all students indicates that there has been significant growth in student performance.

SGC OVERALL ACHIEVED VS TYPICAL (DECOURCY)



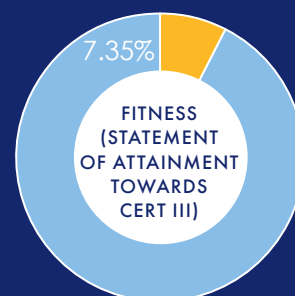
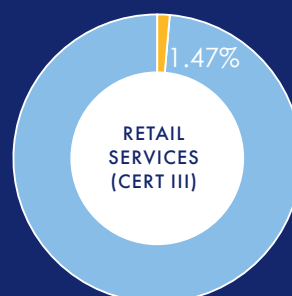
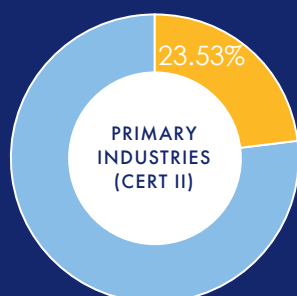
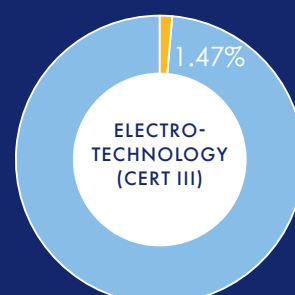
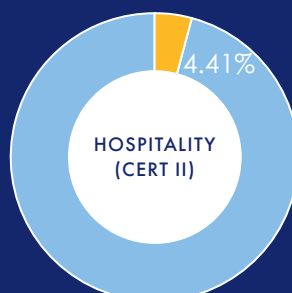
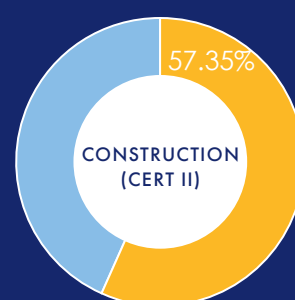
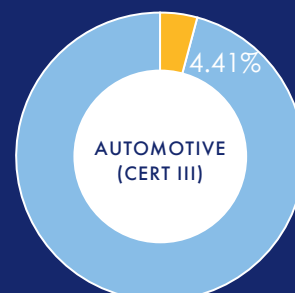
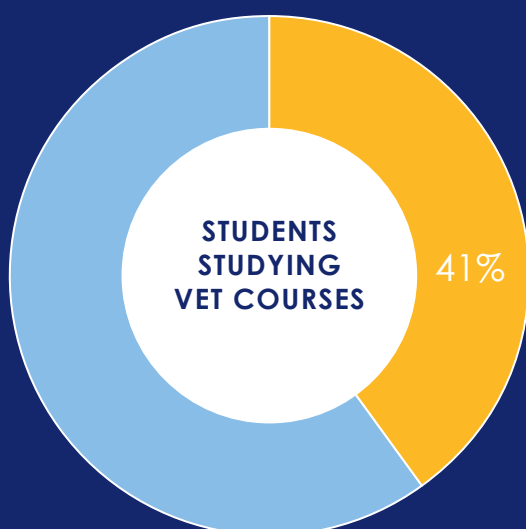
SGC BAND 5/6 RESULTS



VOCATIONAL EDUCATION & TRAINING

The College offers a wide range of Vocational Education and Training opportunities. 41% of students undertook at least one VET Course for Stage 6. Of these:

- 3 students studied Automotive (Cert III)
- 39 Construction (Cert II)
- 3 Electrotechnology (Cert III)
- 1 Hospitality (Cert II)
- 16 Primary Industries (Cert II)
- 1 Retail Services (Cert III)
- 5 Fitness (Statement of Attainment towards Cert III)



RECORD OF SCHOOL ACHIEVEMENT

In these cohorts, the following students satisfied the credential of the Record of School Achievement:

159 YEAR 10 STUDENTS

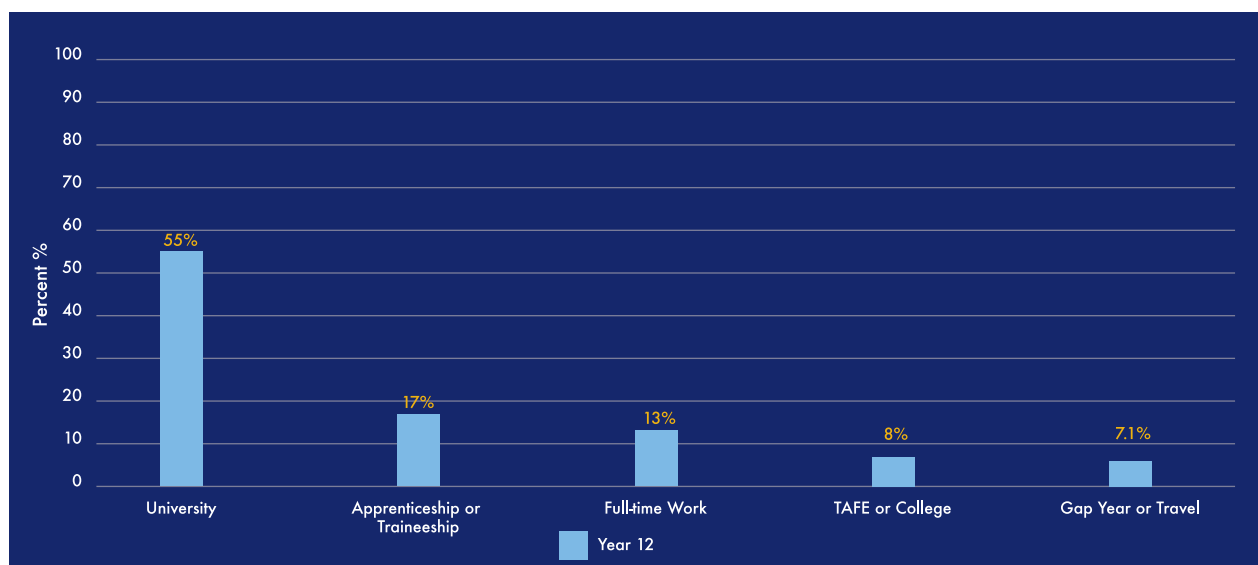
137 YEAR 11 STUDENTS

146 YEAR 12 STUDENTS

DESTINATION SURVEY

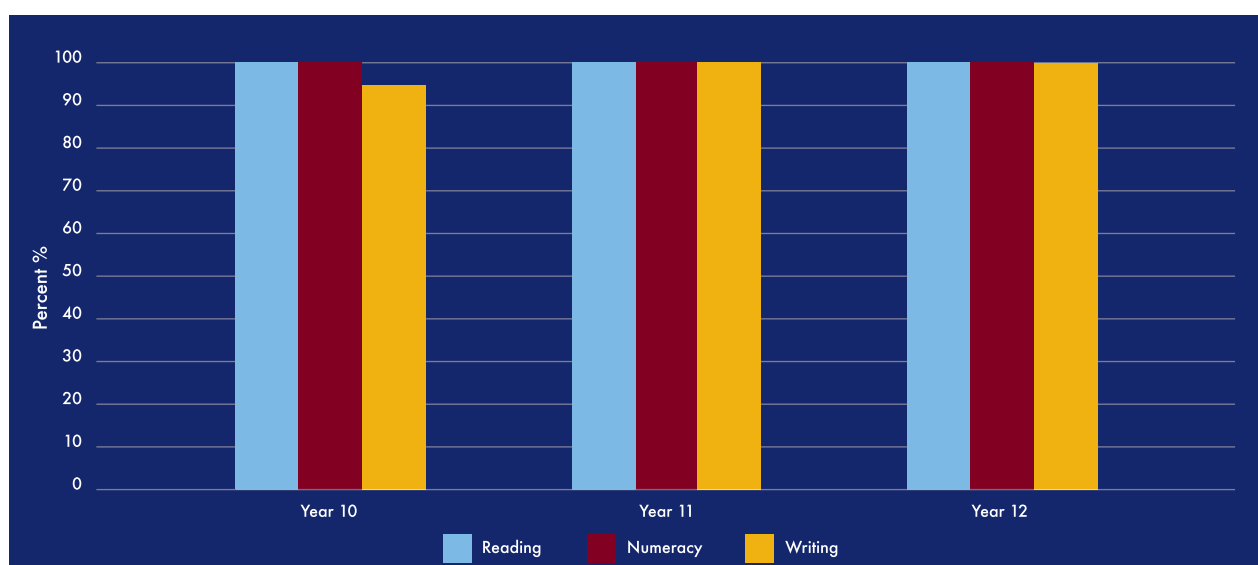
The destination survey data for Year 12 students illustrated 55% matriculated to university, 17% attained an Apprenticeship, 13% obtained a job 8% were attending TAFE and 8% were on a Gap year.

81% of students were successful in attaining their first choice in the degree or career opportunity.



HSC MINIMUM STANDARDS

In 2024, 100% of students had passed their HSC Minimum Standards tests before the beginning of Year 12 and 97% of students had passed before the beginning of Year 11.



NAPLAN DATA

	2023	2024			
Compare to	<input type="radio"/> Students with similar background	<input checked="" type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	414	438	415	417	404
Year 5	499	495	492	498	470
Year 7	533	535	531	530	542
Year 9	574	583	575	562	584

NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background	<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	414	438	415	417	404
Year 5	499	495	492	498	470
Year 7	533	535	531	530	542
Year 9	574	583	575	562	584

NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to all Australian students

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

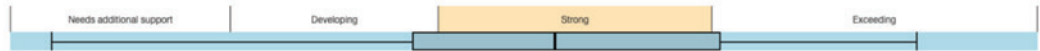
NAPLAN 2024 Proficiency

Year 3

Writing
n=73



Reading
n=72



Grammar and Punctuation
n=71



Spelling
n=71

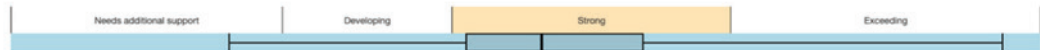


Numeracy
n=71



Year 5

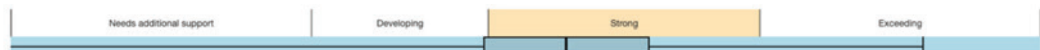
Writing
n=56



Reading
n=56



Grammar and Punctuation
n=56



Spelling
n=56

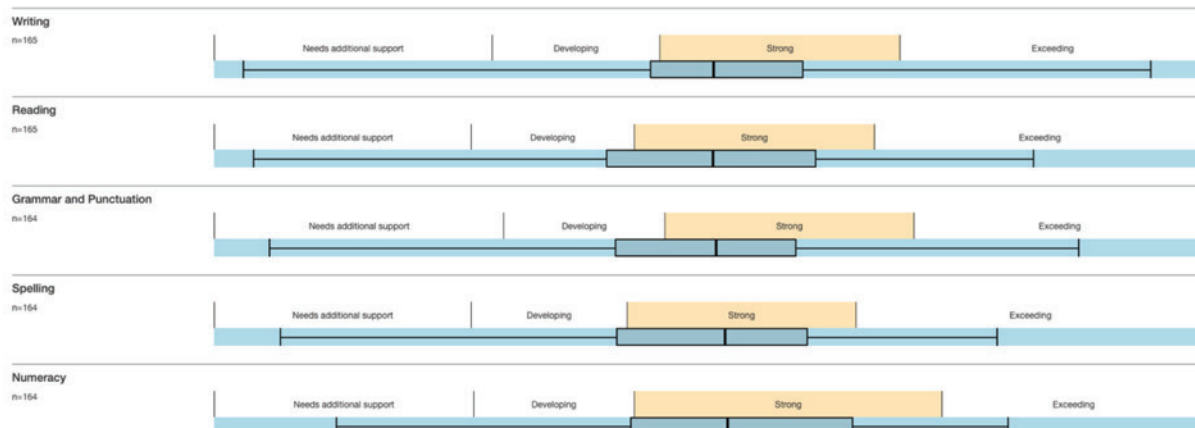


Numeracy
n=56

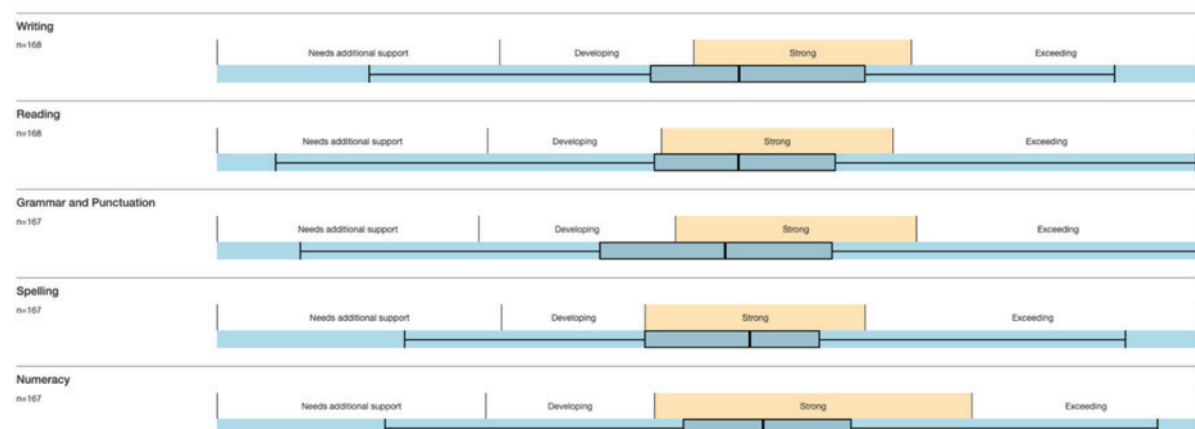


NAPLAN 2024 Proficiency

Year 7



Year 9

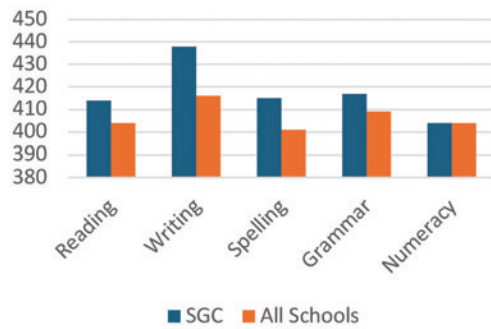


NAPLAN Averages

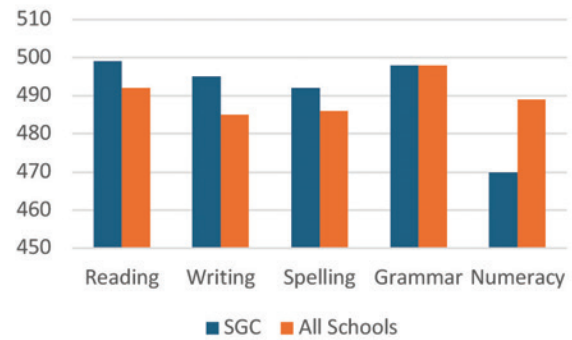
Year 3	SGC	All Schools	Year 5	SGC	All Schools	Year 7	SGC	All Schools	Year 9	SGC	All Schools
Reading	414	404	Reading	499	492	Reading	533	535	Reading	574	565
Writing	438	416	Writing	495	485	Writing	535	540	Writing	583	574
Spelling	415	401	Spelling	492	486	Spelling	531	540	Spelling	575	567
Grammar	417	409	Grammar	498	498	Grammar	530	537	Grammar	562	555
Numeracy	404	404	Numeracy	470	489	Numeracy	542	540	Numeracy	584	565

NAPLAN DATA

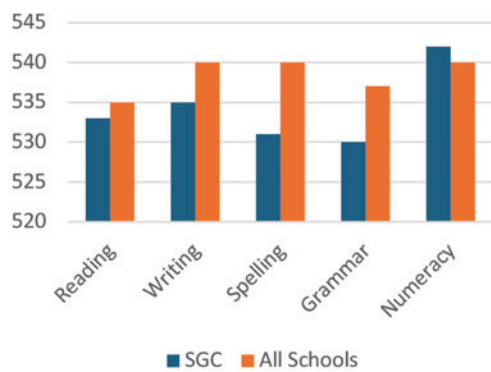
Year 3 SGC v All Schools



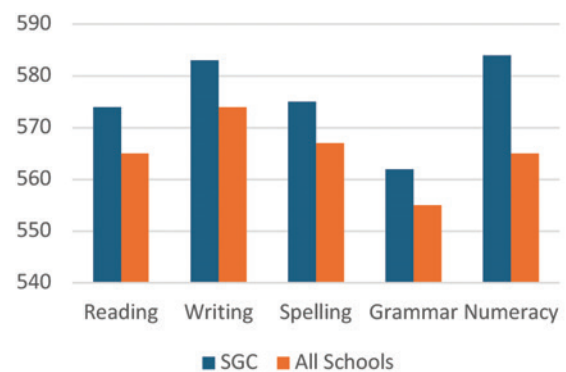
Year 5 SGC v All Schools



Year 7 SGC v All Schools



Year 9 SGC v All Schools

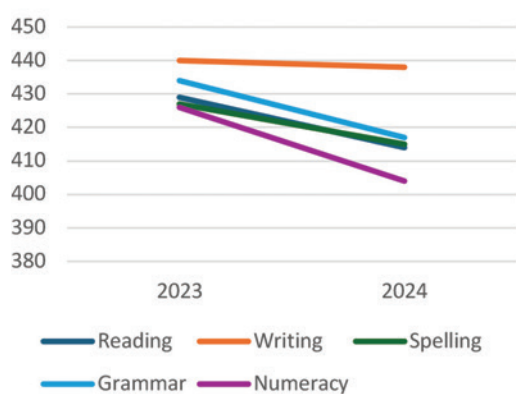


NAPLAN DATA

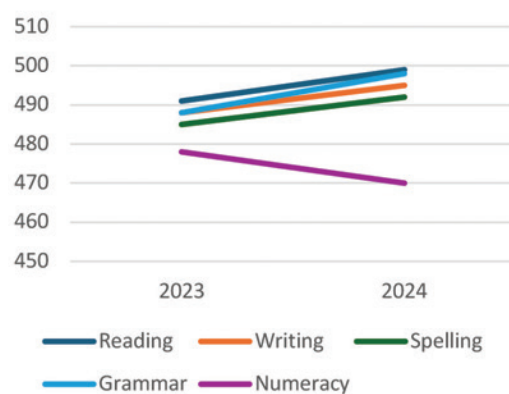
NAPLAN 2023 v 2024

Year 3	SGC	All Schools	Year 5	SGC	All Schools	Year 7	SGC	All Schools	Year 9	SGC	All Schools
Reading	414	404	Reading	499	492	Reading	533	535	Reading	574	565
Writing	438	416	Writing	495	485	Writing	535	540	Writing	583	574
Spelling	415	401	Spelling	492	486	Spelling	531	540	Spelling	575	567
Grammar	417	409	Grammar	498	498	Grammar	530	537	Grammar	562	555
Numeracy	404	404	Numeracy	470	489	Numeracy	542	540	Numeracy	584	565

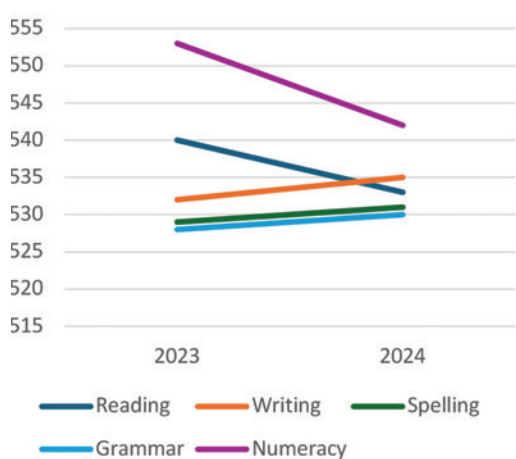
Year 3 Growth 2023-2024



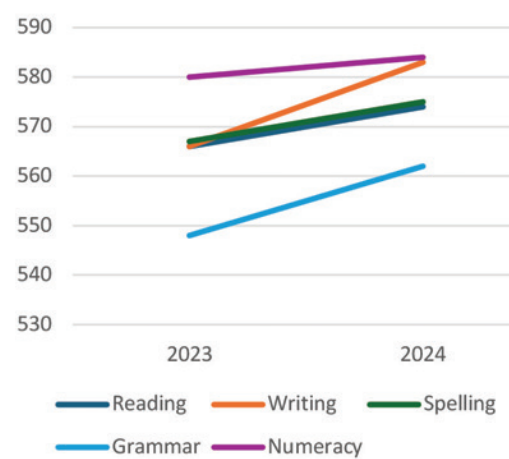
Year 5 Growth 2023-2024



Year 7 Growth 2023-2024



Year 9 Growth 2023-2024



PARENT SATISFACTION

A YEAR OF CONNECTION AND COMMUNITY

As we reflect on another successful school year at St Gregory's, we take a moment to celebrate the incredible impact of our parent volunteers. Parent involvement in our school community is not just appreciated; it is essential. Inspired by the love of work exemplified by St Marcellin Champagnat, the parent commitment to service fosters a nurturing environment where our students can thrive.

We once again thank our dedicated volunteer community for their generous support throughout the 2024 year. From the vibrant carnivals and heartwarming Grandparents', Fathers' and Mothers' Days to the lively BBQs, dances, canteen operations, and the essential roles on College Boards and Committees. Each event has been a testament to unwavering dedication. These activities not only enhance our school spirit but also strengthen the bonds within our St Greg's family.

One of the highlights of the year was undoubtedly the Spooky Soiree Parent Maroon and Blue Dinner. This spooktacular evening transformed the Brother Luke Hall into a dazzling haunted wonderland, complete with a giant roof spider web and a spooky photo display. Our volunteer parent organising committee truly outdid themselves with a memorable Thriller flash mob dance that had everyone on their feet, dancing the night away with 450 friends and celebrating the joy of community.

We are fortunate to have over 210 generous volunteers who work selflessly to create magical experiences for our students. Your passion and dedication make St Gregory's not just a school, but a true community.

Testimonials from Parents:

I picked up my son and his friend yesterday afternoon at school and I certainly had a smile all the way home (with the boys requesting a stop via McDonalds for a McFlurry) as they told me about the camp. They were laughing as they said how cold and wet it got and the caving was a bit challenging, but they did think they did ok with cooking their pasta meal! I thought for sure my son would ask me to cancel his 1.5hr tennis lesson at 5 yesterday, but he came home, had a quick shower and went straight to tennis! When he got home from that, he had 2 helpings of dinner, another shower and a good sleep. I did say to the boys that I bet the staff were looking forward to a hot shower and their own beds too. All credit to you and thank you for taking time from your personal life to spend it looking after our boys, it is never taken for granted.

Every year at the Mother's Day liturgy and breakfast's, I get really emotional not for any other reason than for just how beautiful they are. The food, setup, songs, prayers and performances are so touching.

Please thank everyone involved for putting on such a special morning for me and my girls. It really is the one day in the school calendar year, I most look forward to. Thank you.

Good Morning

I would just like to take this opportunity to thank everyone involved in today's Mother's Day celebration.

This was our first Mother's Day celebration with the school as my daughter is in Kindy and it was super special.

I sadly lost my mum three weeks ago so it was nice to be amongst the community celebrating mums of all kinds. So a big thank you to everyone for making it happen.

Happy Mother's Day to you all.

My husband and I would like to express how incredibly grateful we are to our children's dedicated teachers. They knew our children very, very well and knew exactly how to cater for them at each corner they have taken this year thus far. The extra care and attention they have put towards their academic growth is so appreciated.

Please share this with them as it is not often told that they, who see our children more than we do during a school term are doing a wonderful job. Knowing that they too have families of their own and can be on top of it all is just a blessing.

It's peace of mind knowing that they're in the best place and classroom.

With love, from a grateful Mum and Dad.

We would like to sincerely thank you for an amazing Family Weekend. It truly was a wonderful weekend, and our family is very grateful for all the work that went into making the weekend what it was.

We received great feedback from all the boys' teachers during Parent Teacher Interviews and seeing them thriving really reassures us that we have made the right decision for our boys academically and personally. It is a challenge for us and our boys for them to be boarding away from home, but after a weekend like Family Weekend it brings us so much comfort.

As mentioned on Saturday evening, Greg's really is a great place to be, and we felt that more so this year. It is buzzing and certainly feels better than ever.

Once again, thank you for all that you do for our boys, we are extremely grateful.

I was hoping you could please pass on for me to Mr Brennan how absolutely beautiful this morning was at the Champagnat Mass and awards.

All the children that spoke should be immensely proud of themselves but the young man (year 12 I think) who announced the teachers presenting the awards was outstanding.

It was quite an emotional morning with many celebrations and listening to the reasons behind the students receiving the awards was so lovely to hear.

We are very proud to be a part of this wonderful community. Thank you. It really was a wonderful morning.

It was yet again a delight to be able to join the St Greg's community for your Champagnat Mass. Please convey also to Cathie and her team and the boys on the wonderful event it was.

It was a privilege to be able to be present. Best wishes.

Br Bob

Good afternoon, I trust you are well.

My son played today for St Pats against your open 3rds in rugby. It was a game played with fierce passion and St Greg's dominated on the scoreboard. But...

After the game my car had become stuck in the soft mud. I approached one of your teachers, a young guy named Lindsay, and he rallied a group of Greg's boys who kindly gave me a push.

I loved the balance of fierce competition on the field and gentleman like help and Christian kindness off the field.

It was a great demonstration of why we send our boys to schools like St Greg's and St Pat's.

The boys kindly posed for a snap as I said I'd send a thank you to you. Please pass on my gratitude to the teacher, the boys and your community.

Dear Mr Brennan and Mrs Leask,

I hope this email finds you both well.

I am writing to extend my heartfelt congratulations to both St Patrick's College and St Greg's College for the outstanding production of Peter Pan. My daughters, Charlize and Peyton Fulko, attend St Patrick's College, and my son, Hunter, has just started Year 7 at St Greg's College. Our entire family was thoroughly impressed by the performance.

The acting, staging, and lighting were fantastic, and the orchestra sounded world-class. It was evident that a tremendous amount of effort and dedication went into making this musical a success. I would like to extend a big thank you to all the teachers who put in extra hours outside their normal working hours to commit to such an amazing event. Their professionalism and hard work truly brought everything together in a remarkable way.

Thank you for your commitment to the Creative Arts in both schools. Many students excel in this area and need realistic outlets to showcase their talents. Your support and encouragement provide these students with valuable opportunities to shine. As a parent, I know that I have made the right decision in sending my children to such fantastic colleges.

Additionally, as a Music teacher, it made me extremely proud to see so many past students up on stage and performing in the orchestra.

