



The Globe

Newsletter of Gleeson College

Issue 1 > Friday 5 February 2021

2021 > THE 'YEAR OF SERVICE' AT GLEESON COLLEGE



Almost 800 new and returning students excitedly gathered in our Gleeson Courtyard to welcome in the 2021 school year on Thursday 28 January.

As is tradition, our College Principal Mr Joe Corbo addressed our College Community and announced that 2021 at Gleeson College will be the 'Year of Service'.

No formal lessons were held on the first days to allow for the many administration tasks such as the distribution of locker padlocks and House shirts for our new students, and the fun getting-to-know-you activities.

We warmly welcome all our families to Gleeson's 'Year of Service' in 2021.



WELCOME TO OUR NEW STAFF

We warmly welcomed 12 new staff members to our Gleeson Community at our first Assembly last week.

Photo (L-R): Marisa Favilla (HaSS Leader), Jan Fowler (Student Services), Amy Gaedtke (Home Ec/Technology), Lachlan Holt (English, HaSS, Tourism), Josh Lamb (Maths, RE, Science), Adam Lewis (Assistant Principal Student Development), Chris Millowick (English, History, RE), Daniella Minniti (Inclusive Ed ESO), Luca Mittiga (English, HaSS, Music), Brodie Noble (English, HaSS, PE, RE), Darryle Phillips (Chemistry, Maths, RE) & Sue Knight (Acting Deputy Principal).



Gleeson College

40-60 Surrey Farm Dve, Golden Grove
South Australia 5125 T: 8282 6600

www.gleeson.sa.edu.au | info@gleeson.catholic.edu.au

Absentee/Late SMS: 0438 879 373

Absentee Email: absentee@gleeson.catholic.edu.au



WELCOME TO THE 2021 SCHOOL YEAR



Dear Gleeson Families,

Welcome to the first edition of The Globe for the 2021 academic year.

I would like to begin by extending a special welcome to all of our new families and new members of the Gleeson community and a heart-felt welcome back to everyone else. I trust that you and your children have started to feel settled back at school and that you are looking forward to the year ahead.

Reflecting on 2020 much could be said about the challenges of the year, but I would like to recognise that we had many successes amidst the challenges. Particular highlights include:

- The introduction of dedicated Middle School House Leaders therefore doubling the House Leadership Team
- Moving into the Micah Centre
- New model of Year 12
- Introduction of Gleeson Connect-Ed, online learning
- Introduction of Learner Profiles and Learner Conversations (engaging all middle school students and their families)

- Converting T1-2/1-3 into the new Thomas Learning Centre for all of our students who need learning support – this is a wonderful, welcoming space!
- The success of our year theme: 'A Focus on Connection'
- Moving music rooms to Gleeson College for the first time
- Development of the Faith and Living curriculum
- The outstanding results achieved by our Year 12 students

...and I am sure there were many personal highlights that could be added.

2021 has begun very smoothly and students are starting to realise the increased expectations of their new year level. Every year presents the challenge and opportunity for growth which can only come from hard work and determined application.

In Week 4 of this term, we will have the opportunity to celebrate the hard work and academic success of many students across the College in Semester 2 of last year and particularly we will welcome back the high achievers of our graduating Class of 2020.

The Year of Service

Our Vision Statement at Gleeson College expresses the desire to discover and develop our gifts and use them in the service of others. Our College Song implores us to respond to God's call

to serve and it recognises that *'to be a leader you must be a servant to the rest'*. This year at Gleeson College we are focusing on the theme of service at every year level, with all staff and the community at large.

One particular example of service from our senior students has already begun with our Year 11 students buddying up with our new Year 7 students. Their first activity together started awkwardly but by the end of the session amazing new relationships had been formed and they are all looking forward to their next meeting.

Looking ahead...

This year will be Gleeson College's thirty third year of providing an excellent Catholic co-education in the Northeast and we are looking forward to the exciting innovations and educational opportunities it will present, including but not limited to:

- The new Faith and Living subject/ curriculum (*please see article by Kate Morgante on page 4*)
- The CESA prayer project
- Completion of new Technologies rooms
- Year 11/Year 7 Buddies
- New Year 9 Camp
- New Learner Profiles using Power BI
- Learner Conversations Year 7 to 10
- Developing Gleeson College Micro-Credentials
- Increasing student voice in curriculum, assessment and school improvement
- The Year of Service

We pray for...

As we start this year, we pray that God will bless all members of our College and guide us as a Catholic Community in our important work throughout 2021.

We especially pray for Archbishop Gleeson's younger brother, Ray Gleeson, who has been an amazing friend of the College and is quite ill.

In closing, I wish every student and their respective families all the very best for 2021.

Mr J Corbo,
Acting Principal



PHOTOS > Guest Speaker Mr Tim Dansie spoke to our Year 12 2021 cohort on their first day back

In his presentation, Tim spoke about how we measure success, build resilience, seek support when we need it and develop an understanding of intrinsic and extrinsic motivation.

INTRODUCING OUR 2021 LEADERSHIP STAFF

Gleeson College Leadership Team

Joe Corbo	Acting Principal
Sue Knight	Acting Deputy Principal
Paul O'Connor	Business Manager
Adam Lewis	Assistant Principal Student Development
Kate Morgante	Assistant Principal Teaching & Learning
Alesia Sala	Acting Coordinator of Religious Ed. & Catholic Identity
Tom Dawson	Acting Manager of Community Engagement
Emma Williamson	Executive Assistant - Principal & Leadership

Gleeson College Senior School House Leaders

Joshua Boden	Damiani Senior School House Leader
Clint Vause	Fyfe Senior School House Leader
Naomi Creek	Hughes Senior School House Leader
Lisa Feleppa	McDonald Senior School House Leader

Gleeson College Middle School House Leaders

Kathy Marusic	Damiani Middle School House Leader
Emma Rogers	Fyfe Middle School House Leader
Carlo Librino	Hughes Middle School House Leader
Sarah Campbell	McDonald Middle School House Leader

Gleeson College Learning Area Leaders + Key Teachers *(pictured below)*

Carly Meakin	Arts Learning Area Leader
Thomas Blake	Flexible Pathways Leader
Danny Gloria	Health & Physical Education Learning Area Leader
Marisa Favilla	Humanities & Social Sciences Learning Area Leader
Renee Simanis	Inclusive Education Leader
Antonia Ditroia	Acting Languages & Cultural Programs Learning Area Leader
Jessica McCarthy	English Learning Area Leader
Timothy Bond	Mathematics Learning Area Leader
Jason Puttnins	Science Learning Area Leader
Adrian Ranieri	Technologies Learning Area Leader
Evelina Condo	Key Teacher Visual Arts
Madeline Cooke	Key Teacher Technologies

Gleeson College Leadership Team:



Joe Corbo



Sue Knight



Paul O'Connor



Adam Lewis



Kate Morgante



Alesia Sala



Tom Dawson



Emma Williamson

Senior School House Leaders:



Joshua Boden



Clint Vause



Naomi Creek



Lisa Feleppa



Middle School House Leaders:



Carly Meakin



Tom Blake



Danny Gloria



Marisa Favilla



Renee Simanis



Antonia Ditroia



Kathy Marusic



Emma Rogers



Jessica McCarthy



Timothy Bond



Jason Puttnins



Adrian Ranieri



Evelina Condo



Madeline Cooke



Carlo Librino



Sarah Campbell



LEADING EDUCATIONAL CHANGE AGAIN IN 2021

As we begin the new school year we are excited to share changes that will further support and engage students in their educational journeys here at Gleeson College. These changes and developments have been introduced from collated feedback and consultation from our Gleeson Community.

Faith & Living: Religious Education, Personal Development & Pastoral Care

As a community that strongly believes that pastoral care and our Catholic faith are at the heart of all we do, there are now five lessons per week dedicated to Religious Education, personal development and pastoral care in each year level. The application of a revised approach incorporates feedback from students, parents and staff alike to broaden the scope and scale of what Religious Education looks like at Gleeson College, as well as implementing the redesigned CESA Crossways curriculum. Accordingly, our new subject 'Faith and Living' consists of six domains:

Religious Education, House Identity, Pastoral Care, Capabilities, School Community and Service, Personal Development and Future Directions.

Faith and Living is a subject that allows students to develop their skills and dispositions across spiritual, academic and practical domains, which explores ideas and concepts in religious education, personal development, global citizenship, ecological awareness and responsibility, as well as life lessons in authentic contexts and situations.

Religious Education at Gleeson College gives students a range of opportunities to explore the role that faith and spirituality has for both oneself and one's own community. As a community of faith, we believe God is active through each individual person, and that by developing a better understanding of life in all its contexts, students discover how God is present in their lives. In all year levels, students are introduced to traditions early in their classes and living within a 'Faith-filled Community' is evidenced through our College values.

It is a compulsory subject for students to complete from Years 7-12, however in Stages 1 and 2, students' achievement in the area of Religious Studies is



Faith & Living

RELIGIOUS EDUCATION AND PASTORAL CARE PROGRAM



acknowledged with SACE credits, contributing to their SACE Certificate. Subsequently, at Year 11, students attract 20 Stage 1 SACE credits and at Year 12, 10 Stage 2 credits, which can be used towards their ATAR. We look forward to sharing Faith and Living with your children.

Academic Support Process

To ensure all students submit all required subject requirements we also have reviewed our Academic Support Process (ASP). The ASP is aimed to support students to complete all assessment to a C grade or higher, by the due date. This is now formed with two distinct processes, Learner Support and Organisation Support. Learner Support is initiated at a check point(s) before the final due date of an assessment, in the form of a formal submission to SEQTA, or a progress check during lesson.

Learner and Organisation Support takes place at lunchtime in the Thomas Learning Centre. Teachers may issue Learner or Organisation Support after conversation with the student and then placing a notification on SEQTA where parents will receive email notification. The process is supervised by our Learning Area Leaders who can support students in their completion of required tasks.

Key Capabilities, Learner Profiles & Learner Conversations

Through the Living, Learning, Leading (LLL) framework, Gleeson College helps nurture and shape thriving people, capable learners and leaders for the world that god desires. Since the start of 2020 Gleeson College has been immersing our community in the LLL and embedding the Key Capabilities throughout the breadth of our curriculum. This culminated with our inaugural Learner Profiles and Learner Conversations.

This year students will engage with the capabilities across all subject areas and again have the opportunity to reflect on their learning in and out of the classroom. Students will collect artefacts showcasing their development of the capabilities, and assess their progression. The Learner Conversation will increase student voice, and encourage parent reflection as well. Our Learner Profiles will be reimagined and include additional elements representing additional facets of student development and learning.

Kate Morgante,
Assistant Principal Teaching & Learning

YEAR 7 + YEAR 11 BUDDY PROGRAM

With 2020 being a year of connection for Gleeson College, and 2021 being themed with Service, it was decided the time was right to reimagine and reintroduce a Year 7 and Year 11 Buddy Program, which we launched Thursday of Week 1. This program is designed to foster opportunities to support the newest students to our school by members of our senior school who are experts in what it means to be a Gleeson Student.

This initial session was all about making connections and forming relationships. Our Year 11 students formed groups of like-minded peers and adopted a group of Year 7s who they will connect with on 10 separate occasions throughout the year. To help form an early bond, the Year 11s facilitated some get-to-know-you games with their new buddies. Some played Two Truths and a Lie, others worked through an 'All About You' matrix, and some went with some different games of their own creation. All in all, the first meeting was characterised by kindness, bonding and welcome. This session was followed the next day, where the Year 11s reached out to their new buddies by writing them a formal email to solidify their connection. This activity was twofold in its intent.



It served to maintain the initial bond formed on the first day while also role-modelling high school-style formal electronic communication. Some Year 11s have also received replies showing the positive early impact of this program.

The next time these two groups gather will involve a session planned to offer a check-in on the Year 7s' opening weeks at Gleeson College. It will also serve as a teaching moment for the Year 11 to educate our Year 7s on some of the normal procedures that take place

in a Catholic Mass, the first of which is scheduled later this month. Other meetings will support the Year 7s' preparation for their Camp, teaching the younger students how to tie a tie prior to the uniform change over, facilitating learner profile mock interviews and guiding subject selection decisions. Our hope is that this program is both fruitful and beneficial to both age groups during this year dedicated to service.

Josh Boden,
Damiani Senior House Leader

Dear ...,

Hello! Since you were absent for our buddy session yesterday, I thought I would send you an email to introduce you to our group. The Year 11 students in your group are myself, Monique and Aidan as Cc'd in this email.

Our next meeting will be on Wednesday in Week 3 so you can meet us in person. We are here to support you in your transition and Year 7 schooling at Gleeson. If you need a hand, we are more than happy to help you if we can. All you need to do is send us an email or talk to us during one of our meetings.

I'll tell you a little about myself - I enjoy reading and playing basketball. I also have a dog called Kira and a cat called Ruby. Do you have any pets?

I look forward to meeting you soon.

Kind regards,

...

Dear ...,

Hello. How are you? It was nice meeting you yesterday. I enjoyed getting to know you in our session. I found it really interesting that you like pigs. I hope to get to know you better next time we meet in Week 3 on Wednesday, where we can chat about how you have found your move to Gleeson.

Let me tell you a little more about me - I have a 19-year-old brother and a 3-year-old dog named Moose. My favourite subjects are PE and English.

I love finding creative ways to undertake tasks and I always complete assignments to the best of my ability. The homework load continues to rise on your journey through high school, but the best advice I can give you is that the homework will be worse if you don't do work in class.

I hope you are enjoying your time here, and if you need a hand, don't be afraid to ask!

Kind Regards,

...

GLEESON



WITH ONE HEART

26

A+ final grades
achieved by
Year 12 students

15%

of students
achieved an
ATAR score of
90 or above

6%

of students
achieved an
ATAR score of
95 or above

30%

of all results
were A grades

77%

of all results were
A and B grades



GLEESON COLLEGE YEAR 12 RESULTS 2020

We congratulate our Year 12 cohort on their outstanding academic achievement in 2020:

2020 DUX OF COLLEGE

Lara Copeland, with an ATAR of 98.55
A+ Merit in Psychology
A+ in Chemistry and Religion Studies



2020 PROXIME ACCESSIT

Chelsea Rulla, with an ATAR of 97.55
A+ Merit in Child Studies
A+ in Workplace Practices



90+ ATAR ACHIEVEMENT

17 Gleeson College students achieved an ATAR of 90 or above:

Lara Copeland	98.55	Jana Ivancic	94.05
Chelsea Rulla	97.55	Eliza Dodson	93.95
Madison Sauerwald	97.40	Brianna Rosenthal	93.85
Callum McFadden	96.90	Sarah Gill	93.55
Caitlin Mikutta	95.80	Sophie Napoli	92.95
Kiana Pascoe	95.50	Tia Sampson	92.95
Imogen Brooksby	95.35	Phoebe Surman	90.55
Angelina Kyriacou	94.90	Abby Lowman	90.00
Maria Librandi	94.30		

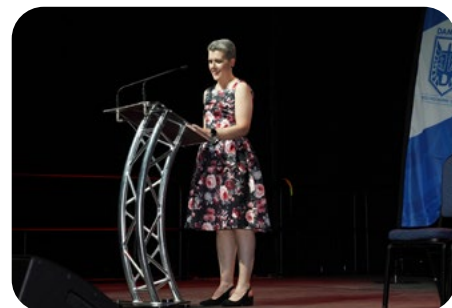
MERIT AWARDS

Five Gleeson College students achieved a Merit Award in a Stage 2 subject:

Lara Copeland	Psychology	Teacher: Ms Naomi Creek
Amy Fredella *Year 11	Info. Processing & Publishing	Teacher: Ms Denise Spiroulas
Sophie Napoli	Workplace Practices	Teacher: Mrs Maria Gagliardi
Chelsea Rulla	Child Studies	Teacher: Ms Ashlee Curtis
Ethan Weniton	Digital Technologies	Teacher: Mr Philip Hernes

We congratulate all students in our Class of 2020 and wish them every success in their life journey beyond school.

YEAR 12 GRADUATION 2020 > Adelaide Entertainment Centre



YEAR 12 GRADUATION 2020 > Adelaide Entertainment Centre



MATHS PATHWAY PROGRAM IN YEAR 7

We are thrilled to announce that the Year 7 Mathematics teachers will be using the Maths Pathway teaching and learning model in their classes in 2021. The Maths Pathway model is a sophisticated approach to teaching and learning that allows for a far greater degree of personalised learning than traditional approaches. This means that students will be learning the mathematics that they are ready for, whether that is consolidating concepts from primary school, or extending themselves further.

The Maths Pathway model include the following components:

- Personalised learning: By completing a series of diagnostic exercises and ongoing assessment, every student's gaps and competencies are identified. They then learn the content they're ready to learn.
- Targeted teaching: Teachers will work with smaller groups to engage in rich hands-on learning experiences, 'mini-lessons', to give students the skills and confidence they need to master the curriculum.
- Rich learning: Students are regularly invited to engage in thought-provoking, teacher-led group activities that allow them to connect mathematical ideas from across the curriculum.



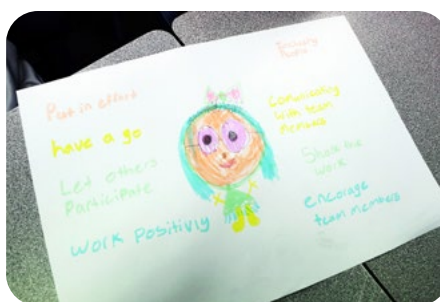
- Differentiated assessment: Each fortnight, students will complete an assessment, personalised to what they have learned during the fortnight. The focus of this assessment is to demonstrate mastery of concepts and processes.

Student progress is measured in terms of their growth - from wherever their baseline is.

The Maths Pathway teaching and learning model is supported by an online learning environment. By combining evidence-based teaching methods and classroom practices with the online learning environment, teachers are supported to provide personalised learning for each student and implement high-impact teaching strategies. Because the online learning environment is an important part of the Maths Pathway model, **please make sure your child's laptop is fully charged for every school day.**

If you have any enquiries about Maths in Year 7, don't hesitate to get in contact with your child's Maths teacher, or with myself.

Timothy Bond,
Mathematics Learning Area Leader



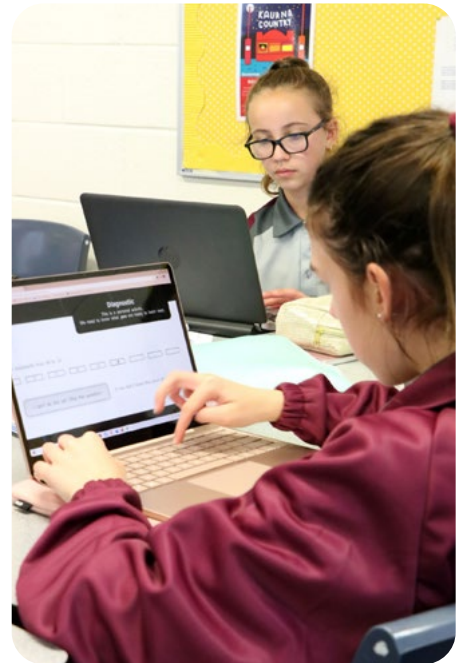
PHOTOS > This week, Mr Puttnin's class explored the characteristics of groups that work well, and those that don't. Some characteristics identified included:

- Being inclusive
- Giving things a try
- Everyone participating
- Encouraging

After completing this exercise and sharing their thoughts, the students began the diagnostic, which has given insight into what students have mastered, and what they are ready to learn!

****MORE PHOTOS ON NEXT PAGE****

MATHS PATHWAY PROGRAM IN YEAR 7



LEARNING A LANGUAGE IN 2021!

As a new year commences at Gleeson College, so does another opportunity for students to extend their second language learning. It is proven that bilingualism correlates with increased cognitive development and abilities.

Furthermore, learning a language is paramount in developing greater intercultural understanding. With our ever-increasing student numbers, it is obvious that Languages at Gleeson College is an area that ignites the passion of many of our young people.

In 2021 we have six compulsory classes across Italian and Japanese in Year 7 and in Year 8, 2 elective classes across both languages in Year 9, two Year 10 classes across both languages, and a composite Year 11 and 12 Japanese class.

In addition to this we have launched an innovative new subject called Stage 1 Language and Culture Studies in which Year 10 and 11 students will conduct self-lead language acquisition in any language of their choice, and champion intercultural understanding and cultural inclusion

To set our young people up for success, please note the following tips and tricks for students of language, and for us as a community to support them:

1. **Use technology.** Ensure you have access to technology to practice your language learning outside of the classroom. Learn to login to your Education Perfect account and ensure you have always completed, or practice again, any activities set by your teacher. Think about downloading Duolingo too, a free language learning app that offers both Italian, Japanese and more!
2. **Stay motivated.** Remember, learning a language is not just a school subject but a life skill! If you dedicate yourself to learning a second language, you will learn it. However, this takes enthusiasm, practice, and commitment.
3. **Set learning goals!** Tell your teacher about them too. You might want to be able to speak fluently on a specific topic in Italian to your nonna by the end of the year or be able to watch a Studio Ghibli film in



Japanese without subtitles by the end of the semester. If you write down your goals, you are 42 percent more likely to achieve them!

4. **Keep a vocab journal.** Keep a little notebook with you when in a language class, or consuming any content in language (TV shows, movies, music, books, podcasts, YouTube clips). Write down any words that come up often or that you do not know the meaning of. Then, use wordreference.com to find the meaning of the words. Physically writing down meanings of words helps you to remember them. You

will find after many pages of jotting down, you'll flip back to the first page and realise how far you've come!

Remember, your language teacher is so glad to hear if you are excited about learning a language. Do not hesitate to ask them when you have any questions, work related or general, about your second language.

Now, in bocca al lupo and ganbatte for the year ahead!

Antonia Ditroia,
Acting Languages & Cultural Programs
Leader

FIRST DAYS 2021



FIRST DAYS 2021



CARPARK COURTESY

The following information is a reminder to help alleviate the congestion we experience in the carpark at drop off/pick up times, and more importantly to ensure the safety of our students, staff and families.

Entry to the carpark:

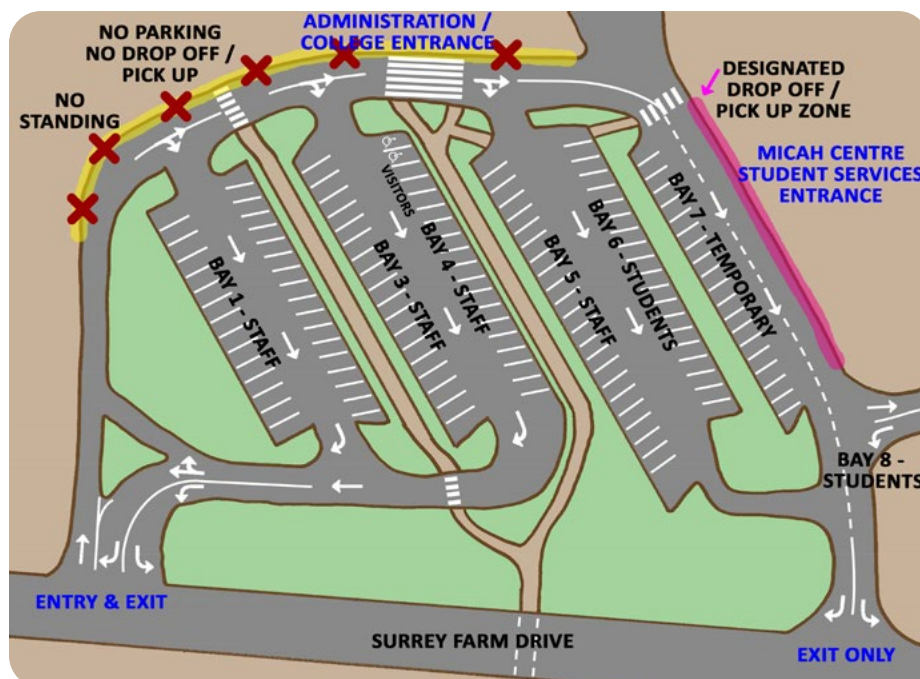
- Is always from the top entrance by the Gleeson College sign from Surrey Farm Drive (refer map).
- Please remember to travel along Surrey Farm Drive at no more than 25kmph when students are present.
- Slow down to 10kmph once you have entered the College carpark.

Moving through and out of the parking bays:

- All parking bays are one way, running away from the main administration building.
- If you have travelled along the bottom bay by the Micah Centre and have been unable to find a park, then you must not turn directly into the next bay entering and travelling in the reverse direction. Instead, the only option you can take is to proceed out of the carpark onto Surrey Farm Drive and then re-enter from the top entrance.

Dropping students off:

- After entering the carpark proceed to the drop off/pick up zone located adjacent the Micah Centre.



- Please do not drop off students before the first zebra crossing as this causes traffic to bank up and out to Surrey Farm Drive.
- The spot marked X on the map is particularly bad for this.

Picking students up:

- As a general expectation, students should wait in the drop off/pick up zone adjacent to the Micah Centre. Cars should move as far along the Micah Centre towards exit before stopping to pick up students.
- Please do not pick up students at

the spots marked X on the map as this causes traffic to bank up, especially in the afternoons.

Please note:

At the busiest times, some cars may need to proceed out onto Surrey Farm Drive and move down below the bus zone to park and wait.

Golden Grove High School carpark and Adey Place:

Please be reminded we do not have access to the Golden Grove High School carpark as a kiss and drop zone. Please **do not** drop off students in Adey Place/GGHS car park.

Time Saving Suggestions:

Some parents work out particular pick-up points outside of the carpark to meet their children, even in streets beyond Surrey Farm Drive. In this instance, we ask for respect of residents who may be attempting to access their driveways and the local streets.

Some parents will arrange pick up after the peak period. Traffic is usually clear by 3.40pm.

We thank you for your ongoing support in keeping our students, staff and families safe in our College car park.

Dr Sue Knight,
Acting Deputy Principal

Our Lady of Hope School

Principal's Tour

Wednesday 24th February, 2021 at 9.30am & 6.30pm

You're invited



A journey in faith and learning

To book your place on the tour please use the link below-
<https://www.oloh.catholic.edu.au/book-a-tour.html>

or phone 82898344.

*Tours normally take 1-1.5 hours

Golden Grove Road (cnr The

Golden Way) Greenwith SA 5125

(Enter via the front entrance off Golden Grove Road and proceed to the OLOH front office)

W: www.oloh.catholic.edu.au
E: info@oloh.catholic.edu.au



- *Catholic Primary School Reception to Yr 7
- *Quality learning program
- *Professional, committed & caring staff
- *Welcoming & supportive community
- *You do not need to be catholic to enrol
- *Fee options & discounts may apply
- *Excellent Out of School Hours & Vacation Care
- *Christian Education in the Catholic Tradition
- *Up to date Information Communications Technology
- *Contemporary facilities
- *Positive learning environment



GLEESON NOTICEBOARD

HOMework CLUB 2021

Gleeson College offers students the opportunity to work in a quiet, supervised environment, with guidance and assistance from staff at Homework Club.



Homework Club runs from 3.30 - 4.30pm (Monday - Thursday) in The Learning Centre (TLC) with many benefits on offer for our students. Students from across all year levels are able to receive guidance to complete homework, projects and/or assignments and gain specialised assistance to help understand subject content. Please note that this is different from private study provided in the library.

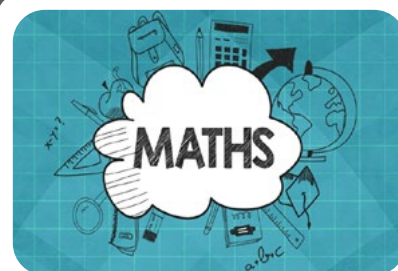
Homework Club will start in Week 3 of Term 1 and continue through to Week 7 of Term 4 and is an extension activity offered to students to assist them to achieve their best. To ensure students receive personal attention and support from supervisors, Homework Club will be limited to 30 positions each afternoon session, with bookings essential. Students can attend up to two nights per week but must be enrolled in each of these sessions. These nights can be changed each term, by negotiation with the Coordinator.

As the year progresses the availability of places may change, depending on the number of students needing support.

If your child/ren are interested in attending Homework Club in 2021, head to our Gleeson website and download the Application Form:

<https://www.gleeson.sa.edu.au/homework-club.html>

Please print, complete and return this form to Reception or The Learning Centre as soon as possible. Alternatively, you can also collect a hard copy from Reception. If you have any questions, feel free to email our Homework Club Coordinator, Ms Joanna Grotto, at: joanna.grotto@gleeson.catholic.edu.au



MATHS HELP

Maths Help is available each Wednesday after school for all students in two locations:

Middle School (Years 7-9) >

3.30 – 4.15 in F1-2

Senior School (Years 10-12) >

3.30 – 4.30 in F1-1

Students are welcome to join us any week, whether it is to work on an assignment, study for a test, review their learning, get concepts clarified, or just to do their maths homework. A permission form is not required, however student attendance will be taken.

*****Due to meetings, sometimes Maths Help is not held. This is communicated through notices in SEQTA. Students requiring supervision may go to Library.***

Timothy Bond,
Mathematics Learning Area Leader



GOLDEN GROVE CAMPUS UNIFORM SHOP

Devon Clothing > P: 8350 7934 E: ggcus@devonclothing.com.au



GOLDEN GROVE CAMPUS UNIFORM SHOP TERM 1 TRADING TIMES

Monday:	1.00pm - 2.30pm
Tuesday & Wednesday:	8.15am - 9.15am & 1.00pm - 4.15pm
Thursday:	1.00pm - 2.45pm
First Saturday of Month:	9.00am - 12.00pm

MODBURY DEVON CLOTHING UNIFORM SHOP

OPEN 9.00am - 5.00pm Monday to Friday + 10.00am - 1.00pm Saturdays

P: 8350 7930 | Shop 24 Clovercrest Plaza > 429 Montague Rd, Modbury North

GC UNIFORM POLICY

Gleeson's Uniform Policy and a list of all student requirements is located on our College website:

www.gleeson.sa.edu.au

Alternatively, if you have any questions please phone Reception on 8282 6600.

GLEESON NOTICEBOARD

2021 Gleeson Diary Dates



Term 1 2021

8 Feb Middle School Parent Information Evening
10 College Board Meeting
15 Senior School Parent Information Evening
17 Academic Assembly
25 College Tour, 9.15am
26 Athletics Carnival > Tilley Reserve

8 Mar PUBLIC HOLIDAY > Adelaide Cup

10 - 12 Year 7 Camp > Pt Hughes + Wallaroo
16 College Tour, 9.15am
18 Year 8 Reflection Day
22 Catholic Co-Ed Athletics Carnival > SA Athletics Stadium (TBC)
24 College Board Meeting
30 College Tour, 4pm
31 Parent Teacher Interviews

2 Apr PUBLIC HOLIDAY > Good Friday

5 PUBLIC HOLIDAY > Easter Monday

6 Parent Teacher Interviews
7 Year 8 Immunisation Dose #1 (Diphtheria, Tetanus, Petussis, HPV Dose 1)
9 FINAL DAY OF TERM 1 FOR ALL STUDENTS

Term 2 2021

27 Apr FIRST DAY OF TERM 2 FOR ALL STUDENTS

School Card 2021

Families eligible for School Card, or who think they may be eligible in 2021 and have not yet submitted their application form, are asked to obtain the relevant School Card Application Form on the Gleeson website via the following link >

<https://www.gleeson.sa.edu.au/college-fees.html>

Information about the School Card scheme can also be obtained from the SA Government website at the following link > <https://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme>

Fee Statements

Fee statements will be distributed very soon. If you have any queries about your fees, please email

AR@gleeson.catholic.edu.au

and our Finance Staff will get back to you as soon as possible.



<https://www.facebook.com/GleesonCollege/>



https://www.instagram.com/gleeson_college_withoneheart/



Click here to view our Gleeson YouTube Channel

Medical Information + Action Plan for your Child

*Does your child/ren have any medical conditions?
Have you provided up to date medical information, medical action plans and related medication to the College?*



Thank you to families who have already done so. If you are yet to provide this information to the College, have any questions or require any forms, please contact Elisa at Reception on 8282 6600 between 8am - 4.30pm.

Finally, if you have provided medication to the College, which may now be out of date, you will receive notification and a request for replacement medication. Please provide this as soon as is practicable so that we can best provide for your child/ren's needs. Thank you.

Do you need to update your contact details?

If you need to update any of your contact details please advise the College in writing or via email to our Registrar, Diana Quaglia >

diana.quaglia@gleeson.catholic.edu.au



Gleeson College

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Absentee/Late SMS: 0438 879 373

Absentee Email: absentee@gleeson.catholic.edu.au