



Gilroy Catholic College

2024 Annual School Report



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Catholic Schools
Parramatta Diocese

Introduction

About the Annual School Report

Gilroy Catholic College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Ms Cheryl Merryweather

I am very proud to present the 2024 Annual School Report for Gilroy Catholic College, Castle Hill. The college is a strong faith community where each person's relationship with Jesus Christ is central. Our College Mission Statement, 'We all strive to learn, achieve and progress as we walk in the light of Christ', is the foundation of everything we do at the college. The College Framework places our students at its centre and supports all aspects of learning; academic, spiritual, social and emotional.

Our community of students, parents and staff foster a holistic education where we seek to develop each individual in the name of Christ. Together we seek to learn about ourselves and others so that every member of our community lives our seven values: faith, service, community, respect, justice, compassion and forgiveness. We believe that each of our students has an obligation to develop his or her God given talents to the fullest to become leaders of their generation. Our ongoing goal is to maintain a learning environment that promotes the development of personal excellence across all fields: academic, sporting and cultural.

Learning and teaching at the college focusses on research based pedagogy and the diversity of student learning needs to ensure that all students are offered every opportunity to achieve. Our Gilroy lesson structure incorporates explicit teaching to engage, support and challenge students in their learning. Technology is used as a learning tool offering rich opportunities to provide students with the skills they will need to navigate a changing world and become the leaders of their generation.

Our learning community nurtures each student to be the best version of themselves each day. To this end each year group has one college value as their focus for development incorporating charitable fundraising and activities to raise awareness. The core college value of faith is held by the entire community: "For we live by faith" (2 Corinthians 5:7).

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Parental involvement is a vital part of life at Gilroy Catholic College. We have an active Parent Council which is comprised of nominated parish representatives from our closest parishes of St Michael's, Baulkham Hills and St Bernadette's, Castle Hill, as well as members from within our school community.

The Parent Council regularly hold a parent forum which may include a guest speaker presentation related topics e.g. mental health pertaining to the development of teenagers. Each term a consultative meeting between the Parent Council Executive Members and College Leadership is held onsite.

All communication from the Parent Council is distributed to our families via the College communications systems.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

From the Students

As student leaders we are very proud to be part of a dynamic community where every student is supported in a comprehensive learning environment and is part of the Gilroy Catholic College family.

In 2024, the pastoral program allowed students from each year group to embrace others and understand what caring, compassion and respect is about. Our pastoral program was important in settling Years 7 into our community and providing them with a sense of belonging. We have excellent staff who are always approachable and supportive.

The Student Leadership Team endeavoured to push the boundaries of what the college had achieved in our charity work and raising awareness. We were actively engaged in raising awareness or providing goods for a variety of causes including Caritas and St Vincent de Paul. The role of the Student Leadership Team was to promote each college value and assist students to foster the values of compassion, service, community, respect, forgiveness, justice and faith in their daily lives.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the college

Gilroy College, as it was then known, opened in 1980 and, in 2008, became Gilroy Catholic College. The College was not established by a religious order. It was established in response to a need, identified by parents at the time, for a Catholic secondary school in the Hills area. The first principal, however, was a member of the De La Salle Brothers. The College was founded on the site of St Gabriel's School for hearing impaired children which had occupied the site from 1922. In the first year of operation the College had 137 students with a staff of 11. The College was named after Cardinal Sir Norman Gilroy, the first Australian-born cardinal and a significant figure in Catholic education. His motto, 'Christ is My Light', was adopted by the College and highlighted the importance of Jesus Christ at the centre of college life. In 2004, close links were re-established with St Gabriel's School for hearing impaired children through the establishment of a joint centre for the hearing impaired within the College to assist students to make the transition to secondary schooling. This centre no longer exists at the college yet the relationship between the two schools remains close. In 2016, the College adopted St Mary of the Cross MacKillop as its patron saint. St Mary of the Cross, as an Australian saint, complements the example provided by Cardinal Gilroy, and the college community has always worked diligently to assist the wider community, in keeping with St Mary's aspiration that we 'never see a need without doing something about it'. The values of St Mary of the Cross are reflected in our college values and her example is one of inspiration to the community.

Location / Drawing Area

Gilroy Catholic College is a coeducational Catholic secondary college located in the Hills District, northwest of Sydney. The school has strong relationships with the parishes of St Michael's Primary School Baulkham Hills, and St Bernadette's Primary School Castle Hill. The majority of its students are drawn from the Catholic primary schools in these and other local parishes.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	134
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	84
Number of part time teaching staff	17
Number of non-teaching staff	33

Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Gilroy Catholic College can be sourced directly from the college.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- Staff collaborated to develop a Gilroy Lesson Structure, based on explicit teaching and The Gilroy Way which outlined expectations for classroom management.
- Staff worked in teams to develop student's literacy and numeracy skills as part of our school improvement plan.
- Early career teachers were led through an induction program and provided with mentoring to further develop their teaching.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Students made sandwiches for the Vinnies Van most weeks which were then taken for distribution on the Vinnies Van on Thursday nights.
- Students brought in snack packs, on a homeroom roster system, for the Vinnies Van most weeks that were then taken for distribution on the Vinnies Van.
- Students donated money or collected items for various charities, such as Jesuit Refugee Services, Jesuit Social Service, Women's Shelter and Vinnies.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Staff Professional Learning session on Encountering Jesus to assist with the implementation of the new curriculum.
- Staff Professional Learning session on Encountering Jesus to assist with the ongoing implementation of the new curriculum.
- Staff Spirituality Day planned for Pilgrimage in the footsteps of Mary MacKillop but was transferred to an in school experience due to poor weather.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 7 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	84%	67%
Writing	84%	65%
Spelling	86%	72%
Grammar and Punctuation	78%	61%
Numeracy	82%	67%

NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	74%	63%
Writing	74%	61%
Spelling	80%	72%
Grammar and Punctuation	63%	55%
Numeracy	76%	63%

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2024:

- The number of students issued with a RoSA in Year 10 was 10.
- The number of students issued with a RoSA in Year 11 was 17.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	81%	67%	78%	59%	63%	56%
English Advanced	97%	96%	99%	95%	100%	94%
Studies of Religion 1	98%	80%	86%	84%	84%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 50.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Animal Care, Com Services - Intro, Fitness, Numeracy, Sport Coaching, Sport Lifestyle and Recreation.

School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2024	
	School	State
Mathematics Standard 1 Exam	100%	44%
PDHPE	84%	66%

HSC Results Comment

At Gilroy, our mission is to foster a community where we all learn, achieve, and progress in the light of Christ. The dedication and resilience of our HSC cohort have once again led to outstanding achievements, reflecting the strength of our academic culture and

commitment to excellence. This year, we celebrate the 45 students who became Distinguished Achievers, each attaining a score of 90 or higher in at least one of their subjects. Their hard work, determination, and drive have contributed to another year of remarkable success for our school. Our 2024 cohort also had 4 students who placed in the state across 3 subjects (Mathematics Standard 1, Studies of Religion I and Studies of Religion II). In addition there were 2 all rounders who achieved a band six result in all courses.

Student Profile

Enrolment Policy

Gilroy Catholic College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
627	659
Total Enrolments: 1286	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	91%	10	88%
8	90%	11	89%
9	89%	12	93%
College Average: 90%			

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on

written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 85%.

Post School Destination

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Post School Destination	
University	91%
Technical and Further Education (TAFE)	6%
Workforce	2%
Other/Unknown	1%

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	204
Students with disabilities (SWD)	277
Aboriginal and Torres Strait Islander	13

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Gilroy Catholic College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Increase attendance across the school community.
- Reward students for improved attendance throughout the year at School and Year Assemblies.
- To hold a House reward activity day.

Gilroy Catholic College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Gilroy Catholic College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Every teacher Implementing the Gilroy Way each lesson.
- Whole school celebration of Harmony Day.
- Students independently utilising the Gilroy Way.

Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feel welcome at Gilroy Catholic College.
- Parents believe that Gilroy Catholic College fosters positive behaviour.
- Parents believe that their children are safe at Gilroy Catholic College.

Areas of strength from the student feedback include:

- Students feel that teachers encourage independence whilst at Gilroy Catholic College.
- Students believe that teachers are responsive to their needs.
- Students feel safe at Gilroy Catholic College.

Areas of strength from the staff feedback include:

- Staff believe that the College vision aligns with the wider system.
- Staff feel a sense of belonging and supported to reach their full potential.
- Staff responses indicated their intention to stay with the organisation in the long term.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Improve student learning growth in reading, comprehension and grammar, as measured by PAT-R in 2024.	Still Working Towards.
Priority 2	Improve student learning growth in Number and Algebra, as measured by PAT-M each calendar year in Year 7 and Year 9.	Still Working Towards.

Projected School Priorities		
Priority 1	To embed high yield explicit teaching strategies (The Gilroy Lesson) in every lesson to improve student learning outcomes.	
Priority 2	To refine our Multi-tiered System of Support process regarding student behaviour and attendance.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$18,748,263
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,986,397
Fees and Private Income ⁴	\$6,490,254
Other Capital Income ⁵	\$808,277
Total Income	\$31,033,191

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$16,458,535
Salaries and Related Expenses ⁷	\$18,080,949
Non-Salary Expenses ⁸	\$13,305,954
Total Expenditure	\$47,845,438

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses