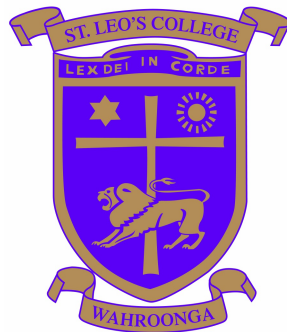


St Leo's Catholic College, Wahroonga
Annual School Report to the Community

2014



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Principal

Mr Anthony Gleeson

ABOUT THIS REPORT

St Leo's Catholic College (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

St Leo's Catholic College, established in 1956 as a boys' school, became fully co-educational in the 1989 and part of the Catholic school system of the Diocesan of Broken Bay. The school continues in the Edmund Rice charism of pastoral leadership, developing strong community relationships and building a Catholic faith community in today's challenging world. All learning, co-curricular and other programs are conducted within the framework of the Gospel values of Integrity, Hope, Dignity, Respect and Justice.

A strong emphasis on knowing each student ensures learning outcomes are maximised and students have the necessary foundations for their pathway of choice once they leave the College. Rich and diverse co-curricula offerings in music, drama, debating, public speaking, social justice activities, the Duke of Edinburgh scheme and a range of sports enable development of the whole student.

Having been Principal of the College for 4 years, I have so many rich experiences of seeing a 12 year old boy or girl mature into a young adult, equipped with the social confidence, strength and moral grounding to utilise their quality Catholic education in the next phase of their lives.

Parent Body Message

Positive relationships amongst all members of the St Leo's Catholic College are highly valued. Involvement in a student's education increases chances of success, creates a stronger sense of belonging and ownership and pride in one's school. Strong partnerships between the College, students, parents and caregivers are valued and enhance learning and wellbeing.

The following are examples of partnerships fostered through 2014: Support of College events - First Day Welcome Morning Tea for new parents and caregivers, Year 7 Welcome BBQ, Working Bee, Movie Under the Stars Night. Support of the College Literacy & Numeracy Programs aimed at providing assistance to students to improve their literacy and numeracy outcomes. Support of "The Dish"; a Vinnies van where meals are served to the homeless in the Hornsby area. Support of the Parent Information and Involvement Evenings that commence with socialising followed by the Principal's Update and a focus topic such as "Supporting Students at Exam Time". The College Dinner is a Board initiative which was very successful this year as was our Annual Mocktail Party where parents are hosted by Year 11 Hospitality students and staff.

Student Body Message

As the graduating cohort of 2014 we began our journey at St Leo's in 2009, with backpacks half our body size and Year 12 seeming an impossibly long way off. At times the journey was hard,

but as a College community we helped each other through. Support from the Principal Tony Gleeson, who was always dedicated to the wellbeing of the students and gave so much of his time to talk with us one-on-one was especially helpful. Assistant Principal, Mr Marc Reicher kept us focussed as did our Year Leader Mr Solomonides with whom we built a strong bond over the past 6 years.

As we finish at St Leo's, it is interesting how our memories of camps, retreats, excursions and sporting moments flood our minds bringing warmth and laughter to our shared experience.

There will not be 150 identical graduates from St Leo's Year 12, 2014. We all have our own dreams, our own plans, and our own futures. To those students who follow us, shine as the star only you can be. There is nothing you can't do. Your only limit is yourself. Make this life what you want it to be, and let St Leo's light your journey.

Parish Priest's Message

St Leo's Catholic College is part of the Catholic Diocese of Broken Bay Education System. As the priest responsible for the College I am proud to say that St Leo's is first of all Catholic and is proud to show this at all levels of College life.

In November 2014, Pope Francis appointed Peter A Comensoli as Bishop of Broken Bay. Bishop Comensoli has built on the aspect of Discipleship and asked that our teachers be conspicuous for Christ and explicitly Catholic. This is a great challenge not just for teachers but for each one of us, parents and clergy. Our faith commitment to Sunday Mass and participation in parish life will give St Leo's a place connected to the local parishes and not an isolated college.

I trust that all of us can join together to assist our students to be Catholic in the true sense of the word.

SECTION TWO: SCHOOL FEATURES

School Features

St Leo's Catholic College Wahroonga, is a Catholic systemic secondary school.

We are a co-educational College offering secondary education for Years 7-12 within the Diocese of Broken Bay.

Learning at St Leo's is engaging, challenging, enjoyable and aimed your child's individual level. We strive to understand the nature of every student so in partnership we can develop your child as confident, competent, Catholic young women and men of conscience.

As a co-educational College we provide an invaluable opportunity for students to understand and appreciate the perspectives boys and girls bring to the community and to not only recognise but respect and experience the sheer complexity of gender. We have developed a culture where diversity and inclusion is encouraged.

We deliver strong academic results across the curriculum in a broad range of subjects. The College caters for the most able students and supports those students across the spectrum of learning needs. Our aim is to assist each child to achieve their own personal best. A holistic approach to your child's education is paramount so they develop spiritually, academically, physically, socially and emotionally.

Our staff are experienced, dedicated and professional in their delivery of structured and positive learning experiences both within and beyond the classroom. Over the last three years our Professional Learning Program has been based on "Know My Students" in support of one of our strategic goals: "improving the outcomes of each student". Through this program we want to ensure we offer students the latest in academic, sporting and pastoral development.

As a Catholic College we provide the best possible faith, learning and growth environment for the College community. The College motto, *Lex Dei in Corde*, God's Law in the Heart, calls us to follow God's law, witnessed by Christ, to "love one another as I have loved you". The religious dimension of the College is a shared partnership between families, parish communities and the school. There are a number of significant occasions when the College community gathers to celebrate sacramentally in Masses and liturgies, including the Opening Mass, Edmund Rice Feast Day, Ash Wednesday, Easter Liturgy and end-of-year graduations and Reconciliations. There is significant focus at the College on living out the joy of the Gospel by putting our faith into action. This is demonstrated in the way we treat each other, the way we learn and in particular in the way we participate in Social Justice.

The College strives to work in partnership with parents and carers and is proud of the positive relationships that exist amongst our staff, students, local parishes and the wider community.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
364	533	158	897

* Language Background Other than English

We have approximately 60% male students and 40% female. We offer students from the local Catholic primary schools a smooth transition into secondary school whilst also celebrating diversity and inclusion by accepting students from over 25 primary schools in the region.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 92.37 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	95.10 %
Year 8	92.00 %
Year 9	91.60 %
Year 10	90.90 %
Year 11	92.30 %
Year 12	92.30 %

phone enabling Year Leaders, Home Room Teachers and our Student Services Manager to immediately liaise with students and parents to verify absences thus reducing the rate of "unexplained absences".

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

Student Retention Rate

Of the students who completed Year 10 in 2012, 96% completed Year 12 in 2014.

We have improved our retention rate on last year by 10%. This is encouraging but we are also cognisant that this rate can fluctuate based on many factors from year to year, such as availability and uptake of apprenticeships.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes; Year 12, 2014	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	35%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

We provide an extensive and broad range of subjects catering to a diverse range of students. This year our DUX attained an ATAR of 99.2 whilst we were also able to assist students into worthwhile and meaningful employment, or TAFE related courses.

Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort.

St Leo's is proud of our Senior Secondary outcomes:

- More than 75% of students offered places at University (State average 30%)
- 15% of students accepted into TAFE
- 5% of students commenced a trade
- 5% of students employed in the workforce

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
77	24	101

* This number includes 61 full-time teachers and 16 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	77
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Staff Formation
Day 2	Knowing Your Students; using data effectively
Day 3	Professional Learning Groups; action research projects

Professional learning is a crucial part of staff development. Induction, mentoring, training,

internal and external courses and qualifications were offered. A unique and well established action research approach was taken with all staff engaging in group research designed to identify student need within one or more of their classes. The high calibre of teacher's research demonstrated their skills as researchers and their capacity to use data to build responsive learning practices. Teachers researched effective feedback, motivating students, using technology effectively in the classroom, improving literacy, numeracy and study techniques.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

Catholic Life and Mission

Catholic Heritage

The College is dedicated to the education and formation of young people as disciples of Christ and our motto "God's Law in the Heart" gives direction to our mission.

Religious Life of the School

The Catholic calendar forms the basis for celebrating Lent, Easter, Advent/ Christmas, the feast of the Assumption, special House patron days, and our Opening and Thanksgiving Masses.

On Tuesdays and Fridays students, staff and parents attend the College chapel where Fr Robert Borg, Dean of the Cathedral Parish and Fr David Ranson, Administrator, of Holy Name Parish, Wahroonga celebrate mass. Students also attend the parish Mass on Wednesday morning. Weekly Bible Study classes are well attended by students across all year groups.

The St Leo's community engaged with Diocesan events: Annual Staff Mass, Year 10 Social Justice Day, Praise and Worship events, Catholic Mission Mass and the Bishop's Year-12 BYTE.

Prayer and reflection are an integral part College life. Seniors are offered a unique experience of contemplative life through a unique retreat at the Benedictine Abbey at Jamberoo.

Catholic Worldview

The 'Catholic Worldview' explicitly informs most aspects of the Religious Education curriculum,

and is implicit in curricula across other Key Learning Areas. Reflection Days for Years 7 -10 and senior school retreats, combined themes from the Catholic Worldview with issues faced by young people today.

The College has social justice initiatives and many student-led fundraising programs. Generous donations of money and essential everyday goods supported St Vincent de Paul, Project Compassion, Catholic Mission, the Salvation Army, Youth Off The Streets, and other smaller requests for assistance.

Some of our students visited local nursing homes, Street Retreats, Vinnie's Night Patrol, and attended the Diocesan Social Justice Day. Migrant & Refugee Day was insightful with a visit from a young refugee from Pakistan, who shared his story making it a powerful reminder of our responsibility to the most vulnerable, beyond our own community.

Professional Learning in Catholic Life and Mission

Staff Spirituality Day explored the idea of 'balance' through the scriptural lens of the Martha and Mary story; the importance of personal prayer and contemplation, as a balance against the stresses and strains of contemporary life. Virginia Ryan and John Frauenfelder led the staff in an introduction to Pope Francis and his exhortation: The Joy of the Gospel.

The Diocese of Broken Bay has established an Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church, which is implemented by the College, as in all systemic schools in the Diocese.

Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English, Mathematics, History and Science for the required student year groups. Information about the phase-in period for the new syllabuses can be found on the [BOSTES](#) website. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

All staff at St. Leo's were involved in a professional development initiative aimed at continuous improvement and refinement of strategies to support learning outcomes.

As part of this initiative teachers participated in professional multidisciplinary learning communities, clustered around a shared class, wherever possible. In total there were 10-12 communities, with a minimum of 3 teachers in a group. Each community had a facilitator who liaised with the Director of Teaching and Learning. Groups met on a monthly basis to share ideas, strategies and track learning progress. Student data (Internal assessments, NAPLAN, PAT tests) were used to monitor student progress, and teachers collaborated across Key Learning Areas to research and implement best practice to meet the needs of learners. The focus areas of student learning were diverse, including addressing gaps in students' understanding or revision skills, motivation and engagement, critical thinking and enrichment, direct instruction and others.

There is a high correlation between academic success and sustained reading and writing practices. St. Leo's has taken a whole school approach to improving student literacy outcomes, which was implemented across all KLAs. 2014 saw the appointment of a Literacy Coach, who liaised closely with all KLAs to collaboratively plan and design the most effective, innovate and authentic strategies to ensure our students have the best literacy outcomes. A range of student data was accessed and reviewed to monitor the progress of the initiatives. The focus was the process of reading and writing, where students would improve focus and attention, read and reread difficult texts, draft and redraft their writing and take ownership of how they interpret and understand texts.

Additionally, our literacy initiative included the introduction of a reading programme during Tutor time with the aim of getting our students to read more frequently and widely.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	40.70 %	29.20 %	9.00 %	18.90 %
	Reading	36.60 %	29.00 %	9.70 %	15.90 %
	Writing	20.70 %	15.50 %	22.10 %	28.60 %
	Spelling	46.20 %	30.60 %	13.10 %	17.20 %
	Numeracy	35.10 %	28.60 %	13.80 %	17.30 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	30.80 %	19.60 %	13.20 %	26.80 %
	Reading	32.10 %	21.30 %	6.30 %	22.70 %
	Writing	18.30 %	14.80 %	24.60 %	38.00 %
	Spelling	30.20 %	23.70 %	12.50 %	22.40 %
	Numeracy	40.10 %	24.00 %	8.20 %	20.70 %

NAPLAN Comments

Students in Years 7 and 9 undertook tests as part of the National Assessment Program – Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- As a College (Yrs 7 and 9 combined) we are above National, State and Diocesan means in ALL areas (both literacy and numeracy); an outstanding achievement.
- Literacy: 39% of our Year 9 students were in the top 25% for Reading; and 41% of our Year 7 cohort were “At Proficiency” in Punctuation and Grammar compared to 34% at the State level.
- Numeracy: 76% of our Year 9 Students have either equalled or exceeded their expected growth in Numeracy
- * 40% of our Year 9 Cohort were "At Proficiency" in Numeracy compared to 20% of the State

These results, well above the State average, are due in large part to the College's unique Community Tutoring Program, assisting students who need one-on-one support for their literacy & numeracy development.

Detail on the school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9. Additional information can also be accessed from the My School website (<http://myschool.edu.au/>)

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate 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 2014, the number of students issued with a RoSA was 1.

Higher School Certificate

The results of the School's Higher School Certificate candidature are reported for particular

subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

Our students achieved fine HSC results in 2014. Overall more than 80% of students' results were in the top three bands. Some highlights:

- College DUX achieved ATAR: 99.2
- 3 students achieved Premier's High Achievers Award
- More than 75% of students offered places at University (compared to 30% across the State)
- 14 students with ATAR above 90
- 32% of students achieved ATAR above 80
- 66 entries: Distinguished Achievers List
- 44% of students achieved results in top two Bands
- 5 students nominated and/or selected for ArtExpress, DesignTECH and Encore Music Showcase

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2012		2013		2014	
	School	State	School	State	School	State
English (Standard)	0 %	16 %	4 %	7 %	8 %	8 %
English (Advanced)	33 %	54 %	35 %	53 %	60 %	59 %
Business Studies	38 %	27 %	59 %	35 %	49 %	37 %
Chemistry	53 %	43 %	61 %	42 %	47 %	46 %
Visual Arts	86 %	54 %	77 %	51 %	78 %	49 %

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The College creates a safe, positive and supportive environment reflecting the values of the College and its Catholic ethos. Recognising the pressures placed on members of the school community we provide creative and varied strategies which are preventative, interventional and restorative.

We have in place sound systems and structures that build resilience and a healthy school community. We have a strong Catholic pastoral philosophy, a positive, welcoming and informed community, well developed policies, practices and procedures and a safe and supportive environment that fosters the individual differences, gifts and talents of all. This ensures that everyone has the opportunity to reach their full potential, achieve their personal best and feel happy, safe and valued.

All staff members are focussed on student welfare and support, however some individuals have more specific roles in the Pastoral Care of students: Director of Pastoral Care & Wellbeing, Tutor Teachers, Year Leaders, College Counsellor, and Youth Ministry Co-ordinator.

Pastoral Care Programs include: Outdoor Education, Peer Support and Peer Mentoring, Retreat & Reflection groups and our Seasons for Growth group.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours

whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Students are aware of their responsibilities as members of the St Leo's community. This is reinforced through their Year Leader, Tutor Groups, Pastoral instruction, and importantly reiterated by the Assistant Principal and Principal. If student discipline or behaviour management is required, it will be assessed on a case-by-case basis. The College response could include:

- Counselling
- Consulting with parents/carers
- Reduced involvement in activities eg camps
- Loss of student leadership roles
- Self reflection by the student using a Choice Theory framework
- Suspension
- Informing the police
- Review of a student's position at the School
- Expulsion, determined by CSO Director of Schools
- Referral to outside professionals

Sanctions may be used for failure to meet College expectations:

- Lunch detention
- Litter Bags
- After School Detentions
- School based community service
- Time - out & Formal suspensions

If students believe they have been treated unfairly, there is a clear policy for appeal.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the [Pastoral Care Policy for Diocesan Systemic Schools](#) and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

St Leo's Catholic College takes their Anti-Bullying Policy seriously. Students are instructed from their initial Orientation Day in Year 7, through their journey at St Leo's about how to recognise, minimise and take responsibility for their actions at the College. Across many forms of

communication students are informed that *'Any form of bullying by an person for any reason is not acceptable at St Leo's. Everybody has the right to feel safe at the College, if you don't feel safe let your Pastoral Leader know'*.

Specialist presenters are hosted at the school to inform students and parents about bullying and in particular cyber bullying. These sessions are not only informative but also provide families with strategies on how to manage this issue.

As with most areas of College life, we find it most productive when students, parents/carers and teachers work as a community to combat this topical area.

Complaints and Grievances Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The College has clear lines of communication for parents/carers and students wishing to address any issue.

In relation to Academic or subject related areas the steps are:

- Class Teacher
- KLA (Dept) Leader
- Director of Teaching & Learning
- Assistant Principal
- Principal

When the issue concerns a student's welfare the process is:

- Tutor Teacher
- Year Leader: who can engage a range of services (College Counsellor, Youth Minister, Careers Advisor, Leaders of Senior Academic Care, External Support)
- Director of Pastoral Care & Wellbeing

- Assistant Principal
- Principal

Our College has a strong reputation for being extremely proactive in relation to pastoral care and the management of our student wellbeing. Being able to address complaints and grievances quickly and transparently is one factor in our overall policy of student management.

Initiatives Promoting Respect and Responsibility

At St Leo's College we offer a values-based education for our students. It is an expectation that all members of the College community display these values. Students are encouraged to develop self discipline where behaviour is self evaluated and specific plans are created to display the values we hold at the College.

VALUES:

- Integrity
- Hope
- Dignity & Respect
- Justice

We encourage students to use their initiative, drive, good humour, values and the ability to bring out the best in others to service their community and excel. Formal leadership opportunities that promote respect and responsibility exist through the roles of College Captains, Middle and Senior School Prefects, Student Representative Council Presidents and members, Ministry Leaders, Eucharistic Ministers and House Captains.

Further opportunities to develop these essential life skills are offered through charity fundraising, Duke of Edinburgh Award Scheme and Peer Support programs. Students who develop leadership skills outside of school are also recognised as role models within the College.

Promoting Respect and Responsibility is only possible when we work in partnership with parents and carers. Our Parent Network values the role parents and carers play in the education and moral leadership of their children and our aim is to strengthen the partnership between family, school and parish.

We are committed to the formation of confident, competent, Catholic young men and women of conscience.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

In 2014 a key focus was the renewal of buildings and facilities with the science block refurbishment providing six 21st Century Science Labs and 7 new classrooms. A new Drama Hall was developed. Work commenced on the refurbishment of A & B Block, new staff room spaces, a new girls' bathroom facility and the creation of a senior outdoor recreation space. There was a focus on college values by providing opportunities for student faith formation through involvement in liturgy, mission and social justice. Student opportunities to be involved in social justice activities were developed through the College Outreach Program involving local, national and international immersion experiences. The Student Leadership structure was reviewed to increase opportunities for participation in leadership roles and provide students a greater voice. Focus on the implementation of literacy strategies was supported by the continuous Community Tutoring Program. Work began on reviewing the Pastoral Program. Key pastoral staff undertook Mental Health First Aid training and plans have been developed to provide further opportunities for parent education to assist families in an ever changing world.

Priority Key Improvements for Next Year

Renewal of buildings and facilities continue with Blocks A & B to be completed in Term 2. The senior outdoor recreation space will open in Term 3 and 48 staff members will move into new staff rooms allowing them to be more productive and efficient in modern facilities. Phase III of the building works program will commence: creation of a new library and resource centre; development of an Administration facility; and redevelopment of Student Services. Students will be given opportunities to understand the Joy of the Gospel and put their faith into action through a range of social justice activities such as the Kiribati Immersion, Outback Pilgrimage, Year 10 Street Retreats and other locally based community projects. In Teaching & Learning there will be a continued focus on reading and writing, coupled with the research "Teaching for Thinking" by Ron Richhard, promoting higher order thinking in the classroom. The student recognition system will be reviewed, as will the College Behaviour Management System ensuring we stay at the forefront of pastoral care. The college will continue to explore how to best increase opportunities to be involved in external representative sport.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In 2014 we commissioned independent, confidential satisfaction reviews with our parents, staff and students. The scores represent the percentage of parents noting their experiences had been met or exceeded for their most important nominated school choice drivers.

The Top Five drivers were:

- The College Values
- A Co-education
- The College's leadership/direction
- Social and cultural diversity
- A Catholic education

The 10 most frequently nominated areas that parents value at St Leo's are:

- Caring, supportive and highly professional teachers and other staff
- Welcoming, inclusive, and supportive school community
- The inculcation of the College values and ethos
- A Catholic education
- A well balanced, holistic education
- Observing students' progress and growth
- Opportunities for students to grow intellectually and spiritually
- Students' happiness at school
- Opportunities for parents to engage with and contribute to the life of the College
- High quality communications between teachers and parents

Student Satisfaction

Based on the same 2014 survey students in Years 9-12 note where their experiences had been met or exceeded. The Top Five drivers were:

- A balanced challenging education
- The College values
- Co-education
- Social and cultural diversity
- A Catholic Education

Teacher Satisfaction

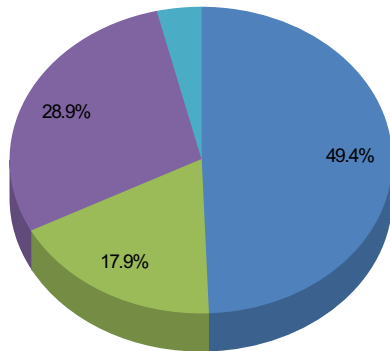
Based on the same 2014 survey teachers noted where their experiences had been met or exceeded. The Top Five drivers were:

- Quality of teaching
- Good education at a reasonable expense
- Focus on student welfare
- Co-education
- A Catholic Education

SECTION ELEVEN: FINANCIAL STATEMENT

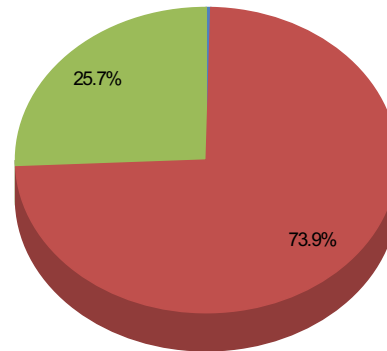
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (49.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.9%)
- Fees and Private Income (28.9%)
- Other Capital Income (3.8%)

Expenditure



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (73.9%)
- Non-Salary Expenses (25.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$7,228,187
Government Capital Grants	\$0
State Recurrent Grants	\$2,621,969
Fees and Private Income	\$4,228,775
Other Capital Income	\$553,048
Total Income	\$14,631,980

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$50,892
Salaries and Related Expenses	\$9,757,542
Non-Salary Expenses	\$3,395,126
Total Expenditure	\$13,203,560