



St Leo's Catholic College Wahroonga



2010 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

2010 marks the first year as my appointment as College Principal. The College will build upon its strong foundations to ensure that St Leo's Catholic College not only can teach our students in the ever changing environment but also lead our community in living our Catholic faith, our learning and teaching, and strengthening our relationships in order for the students to reach their personal best.

Our students need to be living in partnership with our faith, engaged, challenged and find learning enjoyable.

1.2 Message from the Parent Body

Developing the partnership between parents and the College was a key priority for 2010.

Milestone achievements for the year included re-instigating the St Leo's Dinner, establishing a Parent Network Group, a parent-led initiative, and parental involvement in a range of activities including special programs such as the Multi-Lit Reading program and educational workshops.

A parent survey conducted by the Board gave valuable feedback on key areas of the College, and will inform the policy development and decision making for the coming year.

1.3 Message from the Student Body

The Student Leadership Team at St Leo's Catholic College is made up of a group of enthusiastic students who are willing to take on the responsibility of representing their peers to create a more cooperative and dynamic school environment.

Although a lot of effort is required to fulfil these duties, the strong sense of team work and school spirit at St Leo's makes being part of the leadership team a relatively easy and always rewarding task.

Student initiative is always encouraged and many of the student organised events such as our colourful fete styled St Leo's Day, Christmas Hamper collection, Hearts for Haiti fundraiser and Aboriginal Colours Day for Fountain for Youth have occurred due to our students' desire to contribute to the community

The Leadership Team has maintained its active role in the community by always searching for better ways to improve student life and staff to student relations. At St Leo's we aim to be not just a school but a community and the Student Leadership Team is proud to represent the voices of all students in preserving this friendly and engaging environment.





2. School Profile

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
358	564	0	3	922

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
74	2	0	76

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 97%.

2.5 Teacher Satisfaction

All new staff are given an induction course to the College and are mentored for their first year. Professional development is actively encouraged and is a key factor in the College Strategic Plan. In addition to staff days to begin each term, the College conducts weekly staff meetings, monthly staff meetings and convenes working parties and committees as required. All staff are encouraged to become involved. All leaving staff are invited to attend an exit interview.



2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
7	95
8	95
9	96
10	91
11	94
12	94

The average student attendance rate for 2010 was 94%.

Of the students who completed Year 10 in 2008, 81% completed Year 12 in 2010.

Management of 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 Education Act 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office (CSO) monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.



2.7 Student Satisfaction

Throughout 2010 over 85% of Year 12 students were individually interviewed by the Principal. Each was asked to reflect upon their time at the College and the ways in which the College has supported them in their development as members of our community.

The positive relationship between the students and the staff was viewed as being a unique quality that enabled the students achieve their personal goals as well as the many opportunities students had to involve themselves in areas other than the academics.

2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2010 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 54%.

2.9 Student Destinations

Students at St Leo's Catholic College can choose an academic or non-academic pathway for study for the Higher School Certificate. The College offers two clearly defined patterns of study. An ATAR pathway ensures students qualify for the Australian Tertiary Entrance Rank (ATAR) leading students to further study at University while a non-ATAR pathway directs students to seek an apprenticeship, further study at TAFE or full-time employment. Of the students who completed their Higher School Certificate (HSC) in 2010, 4% are still looking for work or taking a "GAP" year. Approximately 64% of the candidature was offered places over a range of courses at Universities in Sydney and Newcastle, the majority gaining entrance to Macquarie University. Other Universities that accepted several St Leo's Catholic College students include University of Western Sydney, University of Newcastle, University of New South Wales, Sydney University, University of Technology, Australian Catholic University and Notre Dame Sydney. A number of students also applied for positions at private Colleges. Approximately 32% obtained apprenticeships, continued study at TAFE, or entered small business or other family businesses.



3. Catholic Life and Mission

Just as the Chapel is the physical heart of our College grounds so our Catholic identity is the heart of our College community. St Leo's is unambiguously Catholic in all dimensions of College life - in our outreach to the wider community providing avenues for social action; in our education program which is focused in accordance with the syllabus program as developed by the Diocese of Broken Bay for Years 7 to 10 and Religion Catholic Studies for some Years 11 and 12 students; the compulsory place of Christianity in the Studies of Religion program.

The College acknowledges responsibility to support and develop the spiritual life of our teachers catering for this with adult models of prayer life, reflection times and service opportunities.

All teachers are encouraged to be engaged within the Catholic Life and Mission of St Leo's as all can be involved through the Retreats, Reflection Days and Camps, Homeroom prayers and Year group assemblies as well as whole school gatherings. There are specific teachers dedicated to the teaching of the educational program of religion within the College. This is supported by the example of the College Leadership Team, Director of Mission, Youth Minister, Parish Priests, Ministry Team Leaders and the Student Leadership Team.

3.1 Catholic Heritage

The central place of the College prayer to Pope St Leo the Great endorses the place of our College name-sake in our community's life. At the start of the year new students and parents to the College were introduced to the person of Pope St Leo the Great. The core values stated in our prayer were the focus of assemblies, class activities in homeroom groups and presentations by College Leadership to the students. The College Prayer was included in most liturgical activities.

The Leo's Day of activities, organized by the Year 11/12 leadership, was a wonderful expression of College life. The day of Mass, community building activities and fund raising for charity reflected so many elements central to St Leo's College.

3.2 Religious Life of the School

The central theme of a Year of Growth: 'From little things big things grow!' was the gathering theme for a significant number of our community gatherings. College staff meetings and Development days used readings and reflections that supported both an individual's faith journey and the community's efforts to grow as a Catholic College. From the opening Eucharistic celebration at Hornsby RSL the students were encouraged to identify ways in which they could personally grow and ways in which they could assist the community around to grow.

The Eucharist celebration is central to the spiritual life of the College. In 2010 the students gathered for whole community Masses celebrating the school year beginning, the induction of the new College Leadership, Ash Wednesday Mass, Back to Parish, Year 10 and 12 Graduation Masses and the end of year Mass. Mass was also a focus at both the Year 11 and 12 Retreats. An endeavour will be made in 2011 to have a Mass as part of the Years 7 to 10 camp experiences.

The weekly experiences of Mass on Wednesday morning and Friday lunch were very positively supported. Both had slightly different clientele. Staff members took the opportunity to support the morning Mass with their presence. The Mothers' Day and Fathers' Day morning Masses proved very popular in the community, with the St Leo's Board providing breakfast for those families who gathered. These Masses would not be possible without the generous support of a significant number of our Diocesan Priests and Bishop David Walker.

The leadership role of the students is to be acknowledged. A cohort of 15 Year 11 students undertook the Eucharistic Ministry Program coordinated by the College Youth Minister. These students then acted as part of the mission team during ongoing liturgical activities such as the distribution of ashes for Ash Wednesday and Eucharistic Ministers and altar servers during weekday and special occasion celebrations.



Reflection Days were part of the program offered to Years 8 to 10 in 2010. Guest presentations occurred at the Diocesan St Francis of Assisi venue at Somersby. Retreats were offered to Years 11 and 12, staffed and primarily presented by the Religious Education team. The importance of this program saw the Year 11 Retreat occur over 3 days. Year 10 experienced a "Vocations Day" with presentations by visiting members of different religious communities and concluding with a Q&A session.

Excursions were organized for Years 9 and 11 matching with curriculum outcomes of their program.

The re-connections with local parishes and Our Lady of the Rosary was a particular highlight this year. Re-invigorating the Back to Parish activity was well received and provided priests with a chance to connect with a smaller group of students. Sharing liturgical occasions with Our Lady of the Rosary Primary School was well supported especially the Ash Wednesday Mass.

3.3 Catholic Worldview

In line with "experiencing life" students and staff had meaningful opportunities to find "meaning and purpose" within College life. The visits to the local nursing home were well supported by both teachers and students, with the senior students having an opportunity to act in a supportive role to the middle school students who attended. The St Vincent de Paul Night Patrol is a particular program for Year 11 and 12 students. A number of teachers supported this program on Friday evenings. Younger year groups contributed through the provision of supplies and the making of sandwiches.

Charity collections were generously supported from Project Compassion during the Lenten Season through to Winter Appeals and Christmas Hampers, food and gift hampers. The Salvation Army Appeal was also a whole school initiative. Class/Year groups were encouraged to support their own charitable causes.

3.4 Professional Learning in Catholic Life and Mission

In 2010 the Staff participated in a reflection day that focused upon environment. This supported our College theme for the year: A Year of Growth - from little things big things grow! The teachers were encouraged to look at Catholic responsibility for the environment and sustainability. Teachers were challenged to perceive ways students could be encouraged both locally and globally.

Three teachers participated in the Ministry for Teachers course in 2010.

Teachers within the Religion Department attended a number of professional activities. Activities attended included: the Jewish Board of Educators course; Vardy's Ethical Conference; RE markers meetings; 2 teachers within the Department are completing their Masters program through Newcastle University; Aboriginal Spirituality and Education inservice; and Diocesan Network Meetings for Religious Education.

A successful outcome was achieved with the Year 12 cohort in 2010 with 6 students receiving Band 6 in Studies of Religion 1 unit and 7 students receiving Band 6 in Studies of Religion 2 unit.

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.





4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

All Diocesan policies form the basis of College developed policies.

Derived from the Diocesan policies, St Leo's Catholic College has Pastoral Care, Anti-Bullying, Anti-Harassment and Staff Wellbeing policies. Within the Pastoral Care policy, any major disciplinary sanctions were implemented with the involvement of the Secondary Schools Consultant and notification to the relevant Parish Priest.

The implementation of the Pastoral Care policy is underpinned by our values of justice, integrity, hope, dignity and respect. This encompasses our school mission, the Catholic Worldview and the Diocesan Vision and Mission.

The Pastoral Care policy promotes the ongoing formation of students in the development of positive relationships, social justice initiatives, self-discipline, self evaluation, the pursuit of quality relationships, and concern for the environment through the House Ministry system.

4.3 Pastoral Care of Families

Our college Pastoral support network consists of the Director of Pastoral Care, Year Co-ordinators, a Youth Minister and a full-time Counsellor. This team works closely with teachers, students, their families and outside Professionals and Support Services. Members of the team are trained in Choice Theory and Reality Therapy and bring a variety of expertise to assist families in our combined work with the young people in our College.

St Leo's prides itself on the open and honest communication with its families. There are many ways that parents can communicate with College staff – through the Student Diary, phone, interview and email. The lines of communication are set out clearly in the diary. The College Board consisting of parents and College staff has a strong voice.

A number of Parent Workshops were held during the year to support parents and empower them to deal with the challenges of the 21st Century, Taming Technology and Understanding Behaviour from a Choice Theory Perspective.

These evenings were supported by the College Board which provided the hospitality.

The College Counsellor provided opportunities for meetings with parents and set up support networks for them. She has also given presentations on relevant topics, for example handling stress. St Leo's has adopted William Glasser's Choice Theory and its practical application of Reality Therapy as a method of empowering all members of its community to take responsibility for their own choices and self-evaluate in order to choose effective behaviours. Professional Development continues to occur in this area, with 6 staff completing Basic Intensive training, 4 staff continuing to Basic Practicum and one staff member completing Faculty training.

Pastoral time twice weekly, Peer Support, Drama presentations on Anti-Bullying, Road Safety excursions and presentations are some of the many activities provided for the students to enhance their emotional, social and mental well-being.

There is an informative and interactive Orientation program for new students to enhance their emotional, social and mental well-being.



4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.





5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

St Leo's continued to offer a broad range of subjects. In Year 8 French and German were offered, and for Years 9 and 10 students selected two electives from amongst such choices as Commerce, Elective History, Design and Technology, Food Technology, Industrial Technology (Timber or Multimedia), Information Software Technology, French, German, Drama, Music, Visual Arts and Physical Activity and Sports Studies. For Years 11 and 12 33 HSC examination courses were offered. Amongst these were four VET subjects, viz. Construction, Entertainment, Information Technology and Hospitality. In addition, several Life Skills courses were offered, and a number of students with Special Needs attained an HSC.

An Academic Mentor was employed specifically to work with students in Years 11 and 12 to further equip them with time management and study skills, and to provide additional support with the deconstruction and scaffolding of assessment tasks. Students met individually or in small groups with the Academic Mentor outside of class time to organise and fine-tune their study.

Literacy was a key focus area. A range of Literacy tools were used in Years 7-9 English classes, and intense Literacy intervention was provided for students identified as requiring support to reach proficiency levels. Across Faculties, attention was given to explicit teaching of text types and the incorporation of writing skills into teaching and learning programmes.

The Gateway Project, a collaborative venture between St Leo's and its primary feeder schools, provided identified Year 5 and 6 students the opportunity to extend their knowledge and skills in Science and Visual Arts within the Senior School context.

In partnership with Macquarie University identified students embarked on a pathways project giving them access to 1st year University courses while simultaneously completing their HSC. This opportunity provided a segue for academically able students to sample the demands of tertiary studies and obtain credits towards their tertiary courses.

Reporting on student progress was offered in qualitative Interim Reports issued at the end of Terms 1 and 3, and detailed quantitative reports issued at the end of Terms 2 and 4.

5.2 Student Achievement

Students in Years 7 and 9 sat 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:

- In Year 7, students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 6-9 are performing at a standard deemed above the national minimum standard. Students in Bands 8 and 9 are "at proficiency".
- In Year 9 students in Band 5 are achieving below the national minimum standard. Students in Band 6 are achieving at the national minimum standard. Students in Bands 7-10 are performing above the national minimum standard. Students in Bands 9 and 10 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN



summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.

- In the 2010 cohort, there were 147 students in Year 7 and 161 students in Year 9.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.

Band Distributions (%) – Year 7

		Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
Reading	State	4	13	21	26	22	11	95
	National	4	13	24	28	19	10	95
	School	0	8	20	33	23	16	100
Writing	State	5	11	32	24	18	7	93
	National	6	14	28	28	16	8	93
	School	1	3	25	26	27	17	99
Spelling	State	5	9	19	29	25	11	94
	National	6	12	22	29	21	9	93
	School	4	5	17	27	29	18	96
Gr. & Punct.	State	10	10	24	28	14	12	92
	National	7	14	25	26	17	9	91
	School	5	7	23	28	24	13	95
Numeracy	State	3	14	24	26	16	14	95
	National	3	13	26	27	18	12	95
	School	2	6	21	32	21	17	98

- the mean school achievement ranged between 15 to 35 points above the mean score of the State
- students achieved results close to those of similar schools in all NAPLAN components except Numeracy, where the achievement was marginally below that of similar schools; achievement was consistently above that of the State in all components
- student gain in all components was equal to or greater than that of similar schools
- patterns of student achievement remained consistent with those of 2009 and 2008, but there was a pleasing improvement in student writing, due primarily to the programmed focus on writing skills.



Band Distributions (%) – Year 9

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
Reading	State	8	19	23	24	19	6	91
	National	8	18	28	27	14	4	91
	School	2	6	27	39	22	6	98
Writing	State	10	22	22	25	12	8	88
	National	11	19	27	22	12	7	87
	School	1	20	30	29	13	6	99
Spelling	State	9	11	23	29	18	10	91
	National	9	16	26	26	15	7	90
	School	4	7	21	39	20	9	96
Gr. & Punct.	State	8	15	26	24	14	12	91
	National	8	16	27	27	16	6	91
	School	1	8	24	34	21	12	99
Numeracy	State	6	16	27	24	14	13	93
	National	5	16	28	26	15	8	93
	School	2	12	22	29	24	11	98

It should be noted in Year 9 that:

- school achievement in the lowest two bands was consistently and significantly lower than average State and National achievement
- school achievement in the top two bands was consistently equal to or higher than average State and National achievement
- the mean school achievement ranged between 14 to 23 points above the mean score for the State
- student gain in all components was equal to or greater than that of similar schools
- students achieved results close to those of similar schools in all NAPLAN components except Writing; achievement was consistently above that of the State in all components except Writing where it was close to that of the State
- patterns of student achievement remained consistent with those of 2009 and 2008.

The development and implementation of a variety of targeted literacy initiatives under the leadership of the Literacy Co-ordinator has ensured that the percentage of students achieving at or below the national minimum benchmarks has remained negligible. Students at risk are given access to the Multi-lit programme, one-on-one intervention and intensive reading instruction.



School Certificate

Students in Year 10 sat for the School Certificate examination in November. The table provided shows the mean of the 2010 school cohort in comparison with state and school results from previous years.

School Certificate means, 2006-10

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	Computing Skills Test
2010	School	79.19	74.76	80.21	72.35	74.37	81.13
	State	76.87	72.10	76.67	70.16	72.38	79.44
2009	School	79.47	72.19	78.03	76.86	75.84	82.60
	State	77.43	70.61	75.00	71.56	72.36	81.67
2008	School	78.62	72.81	77.09	73.08	76.91	84.11
	State	76.63	70.67	73.61	70.58	73.52	80.71
2007	School	78.37	72.19	78.67	75.20	77.87	81.78
	State	74.76	69.38	73.48	72.14	74.60	80.28
2006	School	77.47	69.53	75.44	70.60	77.31	82.04
	State	74.10	67.87	72.85	71.00	74.37	80.55

In all subjects school means were above those of the State. In Maths and Science pleasing gains were made. A combination of students achieved 30 performances at the highest benchmark (90%+) across five of the School Certificate tests. In Computing, 92% of students achieved Highly Competent.

Higher School Certificate

The mean of the cohort exceeded the mean of the State in the following 17 subjects: Biology, Chemistry, Community and Family Studies, Design and Technology, English (Standard), English (Advanced), Industrial Technology, Information processes and Technology, General Mathematics, Mathematics Extension 1, Mathematics Extension 2, Music 2, Personal Development, Health and Physical Education, Senior Science, Studies of religion 11 Unit, Visual Arts, and Entertainment Industry Examination.

There were 56 entries in the Distinguished Achievers List in 20 different courses. There were two State placings - first place in the State in Design and Technology and second place in the State in Modern History. At least 10% of the cohort achieved an ATAR of 90 or above, and the highest ATAR was 99.45.

5.3 Extra Curricula Activities

A number of students participated in the Macquarie University Pathways Program which enables academically able students to access 1st Year University courses whilst simultaneously completing their HSC. Students represented the College in Debating, Public Speaking, and the De Vinci Decathlon.

There were again many avenues for students with musical ability to showcase their talent in the Performing Arts Workshop (PAWS) evenings, soirees and through membership of the very active Concert, Stage and Symphonic Bands. Public Speaking and Debating were well subscribed, with participation in the Catholic Schools Debating Association (CSDA) competitions. The Duke of Edinburgh offered students the opportunity to obtain Bronze and Silver awards.

In the sporting arena students had the opportunity to participate in a wide variety of sports at Diocesan, State and National levels. These competitions included the BBSSSA, MCC and MCCA.



5.4 Professional Learning

Staff continued to work with the Understanding by Design principles in the development of programs of study under the leadership of staff who attended the Understanding by Design Conference in Melbourne. Coding of assessment tasks was undertaken using the Quality Teaching Framework. Across Faculties, staff attended Professional Association inservice days and a high percentage of staff participated in School Certificate and HSC marking and/or judging. Effective teaching was the key focus for professional learning, with specific reference to the work of University Academics. Staff members led groups which studied and then implemented Hattie's work on such aspects as Meta-cognition and Direct Instruction. Simultaneously, staff continued to update their ICLT skills through Breakfast and Twilight professional development sessions. In Terms 3 and 4 staff also became familiar with the NAPLAN SMART data, analysing in detail their students' strengths and weaknesses as identified in the 2010 NAPLAN tests. Intensive student tracking was begun, so that at the end of 2010 staff had developed detailed learning profiles for all of the students they were to teach in 2011.





6. Strategic Initiatives

6.1 2010 Priorities and Achievements

The College Leadership Team in consultation with the College Board, teachers, students, parents and members of the broader school community including our clergy, reviewed the success of the 2006-2010 College Strategic Plan.

In each of the three Priority Areas in the Strategic Plan:

1. Implementing Quality Learning Platforms
2. Authentic Catholic Faith
3. Responsive and Dynamic Resourced Environment

Each were found to have reached their targets over the past 4 years. With the appointment of a new Principal half way through the year, a new strategy is being developed by the community. The collaborative process has involved 2 parent surveys, a student survey and staff input through their subject and pastoral learning communities.

Our Outdoor Education program will be aligned with the introduction of the Australian Curriculum.

6.2 2011 Priorities and Challenges

As a result of the surveys and the initiatives of the Catholic Schools Office, the College will address:

- preparation of the School Review leading to the development of the next Strategic Plan
- broaden and increase the participation and understanding of members of the College community in opportunities for faith development, liturgy and mission.
- add value to every student's learning outcomes by:
 - staff gearing their pedagogy to address their students' individual needs,
 - students increasing responsibility for their own learning,
 - parents working in partnership with the College.
- the development of a master plan for the site of the College
- the alignment of the College and Catholic Schools Office ICT resources and frameworks





7. Parent Participation

7.1 Introduction

The Parent Network was established in late 2010. The College recognises that parents are the number one educators of their children and they contribute far more to the education of their child, than just fundraising. The purpose of this group is to examine and discuss ways in which parents can continue to contribute to the outcomes of their children within the secondary Catholic College setting.

The College Newsletter site "The Pride" outlines the goals and structure of our Parents' Network.

7.2 Parent Satisfaction

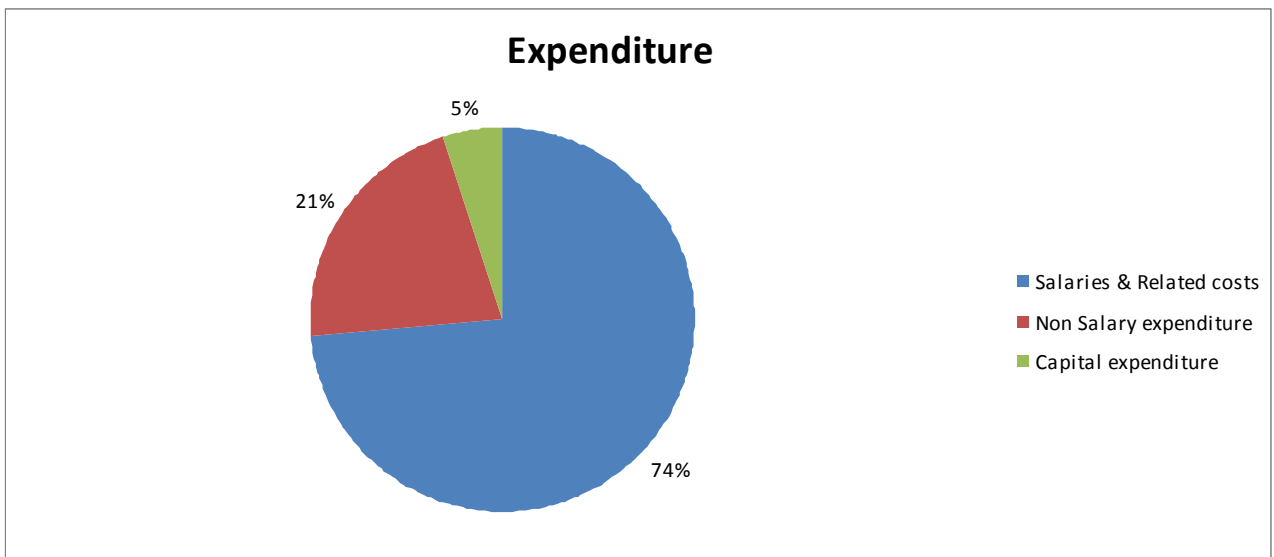
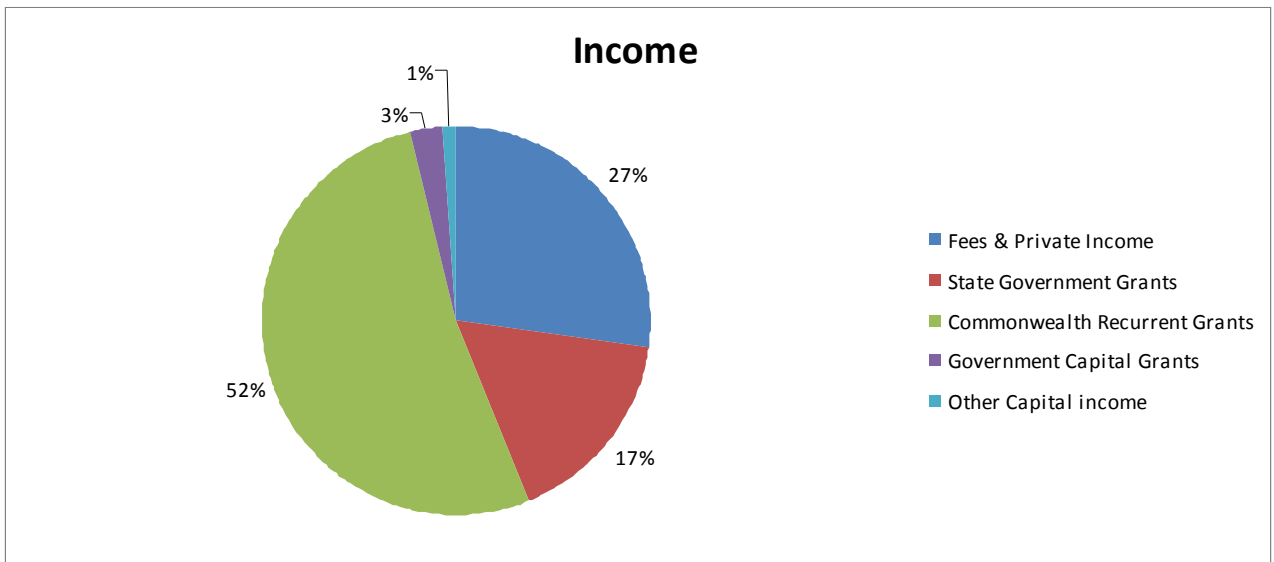
Two parent surveys were conducted in 2010. The parents reported that the teaching of two of the College values, dignity and respect were most relevant to their children. These along with our other values were very much appreciated by the parents as being modelled in the College. 75% of our parents stated that there were positive relationships between staff and their children. Over 80% of our parents stated that their children were in a safe, supportive environment at the College. Communication to parents was rated highly with over 86% of respondents highlighted the (electronic) College Newsletter as being informative. 90% of our parents feel that they are well informed of different events at the College. 95% of our parents are happy with their decision to enrol their child here at St Leo's Catholic College.





8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Ray Werren.