

# St Leo's Catholic College Wahroonga

## 2006 Annual Report



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## **1. Message from Key Groups in Our School Community**

### **1.1 Message from the Principal**

In 2006 St Leo's Catholic College underwent the Broken Bay Diocese's School Review Process. This is a process that has two parts Tier 1 and Tier 2. Tier 1 is a compliance process to ensure that we are following the Board of Studies rules and regulations. Tier 2 is a process where aspects of the school are examined to ensure that we are doing what we say we are doing.

I am pleased to say that the Review Panel endorsed what the parents, students and College staff said about what is happening at the College.

Thus all the following information in this report has been endorsed, ensuring that when our young people leave our College they are 'confident, competent Catholic young men and women of conscience'.

### **1.2 Message from the Parent Body**

St Leo's Catholic College has made notable progress in the last year to meet the outcomes of its action plans which were developed as part of its Quality School Project. This project was a focus of Priority Areas 2 and 3 (Teaching and Learning, Curriculum) of the 2002-2006 Strategic Plan.

The overall reaction of the parents has been positive and reassuring, evidenced by encouraging parent feedback that the College is achieving its goals.

This has been further enhanced by the setting of new initiatives by the School Board and P&F to develop and assist in the implementation of the College's mission.

### **1.3 Message from the Student Body**

St Leo's puts in place structures and opportunities for us to be 'confident, competent Catholic young men and women of conscience'.

This is achieved through our tutor periods where we learn about how to deal with conflict, how to work out relationships, and how to set study goals; and through the teachers who demand of us quality work that is truly reflective of our personal best. We have many opportunities to not only take part in liturgies and religious experiences but also to live out our religion through action.

Students have a strong voice at the College through the Student Representatives from each year group.



## 2. School Profile

### 2.1 Introduction

St Leo's Catholic College is a co-educational Years 7 to 12 College that exists on the North Shore of Sydney in the suburb of Wahroonga.

The College enjoys a fine reputation in the local community and is often commended on the friendliness and the cooperation of its student body. Students of the College are renowned for wearing the College uniform with pride.

The main feeder parishes are Asquith, Berowra, Normanhurst, Pymble, West Pymble, St Ives, Wahroonga, Waitara and Pennant Hills. While its main feeder Catholic primary schools are Our Lady of the Rosary, St Patrick's, St Bernard's, St Agatha's and Prouille, a considerable number of students come from the local Government schools at Normanhurst, Hornsby, Wahroonga and Waitara.

2006 has been the fourth year of the College being involved in its Quality School Project, the aim of which is to provide quality outcomes for all its students.

### 2.2 Student Profile

The following information describes the student profile for 2006:

Girls	Boys	LBOTE*	Indigenous	Total
399	591	171	1	990

\*Language background other than English

### 2.3 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Enrolment\\_Apr2006.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Enrolment_Apr2006.pdf)

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

St Leo's Enrolment Committee consists of the Principal, the College Chaplain, and parish priests from Waitara and Normanhurst.

### 2.4 Staff Profile

The NSW government requires that this report details 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
80	2	1	83

### Leadership Structure

As St Leo's is a large secondary college there needs to be a dense leadership structure to cater for all areas of responsibility.

There are nine Year Coordinators and Assistant Year Coordinators who meet as the Pastoral Team led by the Student Welfare Coordinator.

There are fourteen Key Learning Area Coordinators and assistants, along with the



Librarian, the Learning Support Coordinator, the Careers/ Vocational Education Coordinator and the Information Technology Coordinator who meet as the Curriculum Team led by the Curriculum Coordinator and the Deputy Principal.

The Year Coordinators meet with their Homeroom Teams whilst the Key Learning Area Coordinators meet with their Faculty Teams.

Day-to-day smooth running of the College is the responsibility of the Administration Coordinator.

The Management Team focuses on policy development, system development and procedures. It is comprised of the Principal, Deputy Principal, Religious Education, Pastoral Care Coordinator, Curriculum Coordinator and the Administration Coordinator as well as a representative of the Year Coordinators and the Key Learning Area Coordinators.

The Leadership Team focuses on strategic leadership and the mission and vision of the College and consists of the Principal, Deputy Principal, Religious Education Coordinator, Pastoral Care Coordinator, Curriculum Coordinator and the Administration Coordinator.

**Support Staff**

The College has sixteen support staff in the Library, Front Office, Finances, Book Shop, Uniform Shop, Science Laboratories and Hospitality Kitchen in a combination of full-time and part-time basis.

In addition, the College has a Business Manager who manages the support staff as well as overseeing the finances, tradesmen and contractors.

**2.5 Teacher Attendance and Retention Rates**

The average teacher attendance rate during 2006 was 94.9%. This figure does not include teachers on planned leave.

The teacher retention rate from 2005 to 2006 was 86.8%.

The teaching staff of the College focus on their role as teachers in the classroom and, as such, do not seek to miss their classes by engaging in professional development during the College day. Extensive professional development occurs within meeting times that are scheduled within the school day. There are times, however, when staff are committed to taking students on sporting gala days and excursions that assist in enriching their work in the classroom.

There has been a significant reduction in teacher movement at the end of the school year so much so that at the end of 2006, only three out of 83 teaching staff sought employment in other schools.

**2.6 Teacher Satisfaction**

At the end of each year the College evaluates its Quality School Project and it is in this evaluation that staff are able to express their opinion about the progress that has occurred during the current year. In addition, at our School Review which involved an external team of twelve educators evaluating our work, staff also had the opportunity to comment on the direction and progress of the College.

Through both avenues, staff endorsed the report made by the Principal which praised the achievements made by the community in working towards achieving the goals set out in the Strategic Plan.

**2.7 Student Attendance and Retention Rates**

<b>Started Yr 7 in 2003. Completed Yr 10 in 2006.</b>	<b>Completed Yr 10 in 2004. Completed Yr 12 in 2006.</b>	<b>Started Yr 7 in 2001. Completed Yr 12 in 2006.</b>
79%	73%	55%

St Leo's data on retention rates is of interest due to the fact that the College is in an area that includes at least six independent single sex schools as well as two selective high schools and five Department of Education comprehensive schools. This results in



movement to and from our College on a regular basis in a variety of year groups.

In addition, parents who come from professional backgrounds, move in and out of the area depending on their job requirements as the North Shore is seen as an attractive area of Sydney in which to live.

## **2.8 Student Satisfaction**

Data was gathered from our student population from Years 7 – 12 for our Internal KLA Reviews, for our annual evaluation of our Quality School Project and for our School Review that occurred in 2006.

Overall, students reinforced what the College Leadership says it is doing in the area of pastoral care and, although acknowledging that teachers are challenging them more in the classroom, still regard that there is room for further development. They agreed on what teaching strategies they liked and agreed about those they felt were ineffective.

The input from our students informed our new Strategic Plan for 2007 – 2010.

## **2.9 Student Destinations**

On the whole our students head to either university, to traineeships, to TAFE or into the workforce on a part-time and full-time basis.

Our students access a variety of courses at a number of universities – Sydney, NSW, UTS, Macquarie and Western Sydney including those in the country – Bathurst, Canberra, Wollongong and Armidale. There is no one area that our students favour above the other.

Our students also attend a variety of courses at local TAFES – Hornsby, Meadowbank, North Sydney.

Work is usually sought in the local area of Hornsby.



### **3. Catholic Life and Mission**

#### **3.1 Catholic Heritage**

St Leo's Catholic College was founded by the Christian Brothers in 1955 to provide quality Catholic education for boys in the tradition of Edmund Rice. The foundation Principal was Brother Leo Crohan. The brothers remained until 1982 with a transfer to a lay Principal, Mr Alan Bradey.

The College was transferred to the Trustees of the Archdiocese of Sydney in 1983 as well as becoming co-educational with girls entering Year 11. The College is now part of the Broken Bay Diocese.

The school aims to provide quality Catholic education.

#### **3.2 Liturgical Life**

The school year began with our opening College Mass where we welcomed our Year 7 students, new students from other years and new members of staff. At each of our whole school masses we involve the students and staff to model what it means to belong to a Catholic community.

A myriad of opportunities to be fully involved in the liturgical life of the College is provided for students during the twice weekly masses that are held in our College chapel, to the whole year group, and whole College liturgies. Of note was a moving Message Stick liturgy as well as the formation of a Peace Garden which encompasses all religions and our moving ANZAC and Remembrance Day liturgies.

St Leo's is fortunate to have a College Chaplain who is actively involved in the liturgical life of the College as well as working closely with staff in providing opportunities for them to develop their faith through our Staff Retreat Program and assisting in the pastoral care of students as is required.

On various feast days and significant days in the life of the school, the College community also comes together for the celebration of the Eucharist.

Prayer features strongly in the daily life of the College initiated by staff and students at the commencement of the school day and at the beginning of lessons.

Social justice issues are shared with the College community at year assemblies and whole College assemblies with an active Edmund Social Justice group liaising with the Year 12 Social Justice Council, the Year 12 Liturgy Council and with the St Vincent de Paul chapter.

#### **3.3 The School in the Life of the Parish and Diocese**

As St Leo's College has nine feeder parishes we are often challenged as to how to become more involved in these parishes especially in light of physical distance and the fact the school has more students from some parishes than others.

However, students from the College are involved with Our Lady of the Rosary, Waitara, due to its physical proximity by assisting with their sporting events and debating as well as leading their younger students in developing their values and in understanding themselves better. In addition, the students from Our Lady of the Rosary use our bottom oval at lunch times as they are short of space. We are keen to support any parish events that require the use of our ovals.

The parish priest at Waitara is a member of our College Board.

Students from St Leo's go 'back to parish' at least once a year, either at the Feast of the Assumption or All Soul's day. In addition, each of the parish priests and assistant parish priests are always welcome at our College liturgical events and do participate when they are available.

#### **3.4 Religious Education Curriculum**

The Diocesan K to 12 Religious Education Curriculum was introduced in 2004 for implementation in schools.

2005 saw the reworking and refinement of the units originally taught to ensure that not only is the content being taught but the



essence of the Catholic faith is also being taught.

The Religious Education program is taught with the same academic focus as all other subject areas with assessment for and of learning tasks set to ensure that students are achieving the outcomes that are set out in the syllabus.

The challenge is for our staff to bring significance to the content so that our students see relevance in their everyday lives. It is through engagement with content that students are able to make what they learn meaningful. A sound content basis allows for an informed learner and this is important for fully understanding our Catholic religion.

The strands of Prayer and Liturgy, Catholic Discipleship and Scripture bring a faith dimension to the learning.

A revision of our Senior Retreat Program occurred to ensure that it complements the outcomes of the modules of the Broken Bay K to 12 Religious Education Syllabus and to ensure that it assists the College in taking forward the Diocesan Purpose of Catholic Schools.

### 3.5 Catholic Worldview

As a Catholic school, St Leo's sees quality education as an expression of the Catholic worldview which is a little like examining everything we do through "Catholic-tinted glasses".

We therefore seek to offer opportunities to apply that worldview to all aspects of school life, both inside and outside the school. It is for this reason that each policy that is developed, each project that we consider, every aspect of student management, has a reference point which is our Catholic worldview.

Our focus this year was on integrating the National framework for Values Education in Australian schools with our Mission Statement and our Catholic Worldview to develop our St Leo's values statement that is distinctly Catholic. This process involved consultation with our staff, our students and

our parent community to ensure that we all understood and supported what we said that we did value.

In 2006 our teaching staff participated in a two day Staff Retreat where they examined their own spirituality by participating in workshops, prayer and the Eucharist. In addition, staff were given the opportunity to attend a Twilight Retreat which focused on the importance of prayer in their lives and the Eucharist as the centre of their faith.

In addition, Years 11 and 12 students attended three day retreats where they examined their own spiritual journey and participated in the Eucharist.

Every College Assembly, Year meeting and Staff Development Day begins with a prayer or reflection led by staff or students.

### 3.6 Parent Participation

Our College Parent Newsletter involves parents in the religious life of the College by inviting them to participate in, as well as describing, the College's liturgical experiences, religious education excursions, what is occurring in the religious education program or the social justice activities in which the students and staff are involved.

In addition, the Principal, Religious Education Coordinator, College Chaplain or Youth Minister highlight Feast Days or significant events in the liturgical calendar for parents and students.

Parents are also involved in our prayers at the beginning of each parent meeting which is held for all year groups in the College.

Parents are always welcome to each College assembly and every whole College mass.

Parents, through the Parents' and Friends' Association have also had the opportunity to hear and ask questions about the new Religious Education Curriculum. The College Board operates in the Shared Wisdom model that the Diocese has adopted for ensuring that groups develop trust, listen to the wisdom of all and allow the Holy Spirit to work among the group. The Board supports the faith development of its members by



ensuring that prayer is a focus of each of its meetings. Each year the Board attends a Board Retreat to provide an opportunity for further faith development.

### **3.7 Professional Learning in Catholic Life and Mission**

Professional learning refers to the development of teachers' professional expertise.

In the area of Catholic Life and Mission this occurs in a diversity of ways. All teachers of Religion have been involved in professional development to assist them in their teaching of the new Religious Education Syllabus at network meetings, school-based inservices, special days hosted by Broken Bay Diocese as well as their own private professional development opportunities.

RE is taught under the same framework as all other subjects in the College, that of the Quality Teaching Framework and thus RE teachers are encouraged to utilise the same strategies as all our staff to ensure that students develop a deep knowledge and deep understanding of their religion.

In addition, staff have attended school-based retreats as well as the Ministry for Teachers Program that is offered by Bishop David Walker.

Some staff, on a regular basis, attend presentations by theologians and the Studies of Religion association whilst others have pursued additional study at a post-graduate level.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Rqs\\_Accrd\\_Tchrs\\_RE.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Rqs_Accrd_Tchrs_RE.pdf)





## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Pastoral_Care_Oct05.pdf)

[Pastoral\\_Care\\_Oct05.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Pastoral_Care_Oct05.pdf) and

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Student_Discipline_Policy_Oct05.pdf)

[\\_Student\\_Discipline\\_Policy\\_Oct05.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Student_Discipline_Policy_Oct05.pdf)

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

### 4.2 School Implementation of Diocesan Policy

Reflecting the re-worked Diocesan Pastoral Care Policy, St Leo's College has more fully developed its Pastoral Care Policy.

Our Pastoral Care Policy encompasses the areas of teaching and learning; catholic faith; school organisation and culture and community, all sitting on our values of integrity, hope, dignity, respect and justice, surrounded by our School Vision and Mission, the Catholic Worldview and the Diocesan Vision and Mission.

Therefore, our Student Management Policy is only one part of our school organisation and culture.

The implementation of the National Safe Schools Framework has been implemented in 2006 so that we are confident that we are certainly a safe school according to Federal Government requirements.

The College has delivered programs to students to support studying in a safe environment. For example, anti-bullying plays and workshops; anti-drug and alcohol presentations and workshops; Raising Responsibility Program; U Turn the Wheel (safe driving program); ongoing study skills and motivational program; Safe Partying Behaviour Program and Elevate Education which is a motivational

presentation for students in the senior years of schooling.

Our focus on student learning is essential if we are serious about the pastoral care of our students as we are committed to each student attaining their intellectual personal best in their studies. We believe in challenging our students in everything that they do.

Our policies and structures are also aimed to challenge for our belief that sound structures provide a sound and safe environment.

### 4.3 Pastoral Care of Families

Our pastoral team, which comprises the Pastoral Care Coordinator, the College Counsellor, the Youth Minister, the College Chaplain, representative of the Year Coordinators and Key Learning Area Coordinators, works closely with students and their families on an ongoing basis. Each of the team is trained in Choice Theory and Reality Therapy whilst the other members of the team bring a variety of expertise to assist families in our combined work with the young people in our College.

Parent evenings are held to assist parents in dealing with teenage issues, for example, understanding the psychology of their teenager, safe partying, safe driving, understanding alcohol and drugs in the life of teenagers, cyber bullying, and the potential impact of the internet on family life. At these evenings and depending on the nature of the issue, families are put in touch with outside agencies to work with them and the school in supporting their children as they overcome difficulties.

Our Youth Minister, as well as our College Chaplain, works with small groups of students who are overcoming grief or who need strategies to overcome their anger.

Our Pastoral Care Coordinator has undertaken the Peaceful Parenting course, which applies Choice Theory/Reality Therapy to the parenting of children. Opportunities for parents to learn peaceful parenting techniques are provided by the College as well as opportunities for parents to learn



more about Choice Theory and Raising Responsibility.

Our Careers Advisor also assists students in finding an appropriate vocation and arranges work experience on a one off or regular basis for students at risk. Many of our students have taken part in TAFE courses that prepare them for part-time or full-time work.

There is open and clear communication with parents in our community so that we can work together for the benefit of our young people.

#### 4.4 2006 Initiatives

In 2006 the College further took forward the work of 2005 by embedding our College values into our life at the College.

At each whole school liturgy the College Chaplain developed for the students what each value looked like on a day to day basis at school and at home.

Each year group made their own Values Cloth on which they each described what a particular value meant for them. This cloth, like their Year Candle, is present at each Year gathering.

Our values are integrity, hope, dignity, respect and justice. The students and staff wear our values in a visible way in the form of wrist bands.

During this year we trained our Year 10 and Year 11 students in different aspects of Choice Theory/Reality Therapy; Raising Responsibility and Connecting Habits so that they were able to work with the younger year groups during Tutor Periods to see and understand what our values look like when they are being lived out.

We further refined our Student Management Policy by giving it more of a restitution focus, a detailed appendix for staff and renaming it 'Moving Towards Self-Discipline'.

#### 4.5 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Complaints\\_Handling.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Complaints_Handling.pdf)

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



## 5. Excellence in Teaching and Learning

### 5.1 Curriculum Overview

St Leo's College offers a broad range of subject choices for students.

As St Leo's is a Catholic college, students must study Religious Education from Years 7 to 12. In Stages 4 and 5 students study the Broken Bay Diocese Religious Education Program while in Stage 6 they can choose between the Broken Bay Diocese program or the Board of Studies Syllabus.

The Stage 4 curriculum choice consists of the mandatory courses across the eight Key Learning Areas with students choosing between German and Japanese in Languages.

The Stage 5 curriculum consists of the mandatory courses as well as two elective subjects from within the TAS, Creative Arts, Languages and HSIE Key Learning Areas (KLAs).

In Stage 6, students are able to construct their HSC programs around Religion and English by selecting from approximately thirty subjects across each of the Key Learning Areas, including Vocational Education and Training courses that can be studied either at school or TAFE. Students are also able to put together a selection of subjects that enable them to complete a traineeship as part of their HSC.

In Stage 5 and 6 St Leo's also offers the Life Skills range of subjects for applicable students.

### 5.2 Approach to Teaching and Learning

The staff at St Leo's have adopted the Quality Teaching Framework which gives a clear, succinct and easily adopted approach to achieving quality teaching and learning. When quality teaching enables students to achieve outcomes in their learning it is given the title in this document of 'productive pedagogy'. Pedagogy is the art and science of teaching so when students achieve outcomes that are successful then the teaching has been successful.

This document states that, in order for successful teaching and hence learning, to take place, teaching must be of intellectual quality, it must take place in an environment where intellectual quality is valued and what is being taught must be significant to the world of the student. Hence, the staff at St Leo's have developed what we call a Teaching and Learning Protocol which incorporates the quality teaching philosophy into our program, unit and assessment task development.

The staff at St Leo's differentiates the curriculum for the students who are at each end of the learning spectrum, so students who are gifted and those who have learning disabilities, are able to be catered for in the mainstream classroom.

We have continued to work in this manner in 2006 with further development and refinement taking place in our teaching, learning and assessment program so that our students experience the full range of intellectual challenge.

### 5.3 Significant Initiatives

Our focus in 2006 has been on evaluating our assessment tasks to ensure that they not only adhere to the guidelines of our Teaching and Learning Protocol but also are clear and explicit for our students and are focussed on the outcomes that have been taught in the unit of work.

We also move to embrace the Board of Studies requirement that within a unit of work there needs to be ongoing assessment for learning so that the teacher knows how far the learning has progressed and whether the students are ready to be successful in the assessment of learning approach.

For the first time, the students and the families of St Leo's not only received an Assessment Handbook for Years 10, 11 and 12 but also received an assessment booklet for Years 7, 8 and 9 which clearly set out when tasks were due, what type of task it was and the outcomes that were being assessed. In addition, the break-up of marks for the semester reports was clearly defined.



We also moved to A-E reporting as required by the Federal Government. This required little change to our reports except for Years 7 and 8.

#### 5.4 Student Achievement

Overall the students at St Leo's Catholic College are maintaining their above average standard when compared to the state average of NSW. There has been an increase in the standard of results in all external tests especially the Higher School Certificate. However, there is still a need to address student motivation and commitment if these results are to improve further and for all students to reach their academic personal best.

##### *Literacy*

In Years 7 and 8 students at St Leo's sit for ELLA (English Language and Literacy Assessment), a state-wide literacy test for all students in NSW government and non-government schools.

We not only receive the results of our students but are able to compare them with others in the state and in the Broken Bay system of schools. In addition we receive results of performance gains from Year 7 to Year 8.

Our Year 7 and Year 8 students in 2006 scored above state and system level in all areas of the test: literacy, language, reading and writing.

	School	State
2004	91.3	88.7
2005	90.4	88.7
2006	90.4	88.8

**Literacy, average scaled scores, Year 7 2004-2006 (NB: average scaled scores for Literacy were not available prior to 2004)**

	School	State
2004	92.0	90.4
2005	93.3	90.5
2006	92.3	90.4

**Literacy, average scaled scores, Year 8 2004-2006 (NB average scaled scores for Literacy were not available prior to 2004)**

Our Year 8 students improved their results in all areas when compared with the results they gained in Year 7. Therefore, there has been a learning gain above that expected in the areas of literacy, language, reading and writing for our 2006 Year 8 students.

94.26% of Year 7 students achieved the national benchmark for writing. 91.72% of Year 7 students achieved the national benchmark for reading.

##### *Numeracy*

In Years 7 and 8 students at St Leo's sit for SNAP (Secondary Numeracy Assessment Program), a state-wide numeracy test for all students in NSW government and non-government schools.

We not only receive the results of our students but are able to compare them with others in the state and in the Broken Bay system of schools. In addition we receive results of performance gains from Year 7 to Year 8.

Our Year 7 and 8 students in 2006 scored above state and system level in all areas of the test: numeracy, number, measurement, space, data and problem solving.



	School	State
2003	86.4	84.7
2004	88.4	85.1
2005	87.4	85.0
2006	86.9	84.7

#### Numeracy, average scaled scores, Year 7 2003-2006

	School	State
2003	89.8	87.4
2004	90.8	87.8
2005	92.2	87.7
2006	90.6	87.2

#### Numeracy, average scaled scores, Year 8 2003-2006

The performance gain of St Leo's students from Year 7 to Year 8 was greater than is expected as has been the case for the past two years.

82.5% of students in Year 7 2006 at St Leo's achieved the national numeracy benchmark.

#### **School Certificate**

Students at St Leo's College sat for English Literacy, Mathematics, Science, Australian History and Australian Geography in the School Certificate external tests, and CST10.

It was observed that 27 students (approximately 15.3% of the 176 students) gained 48 performances at the highest state benchmark across the five School Certificate tests.

	English	Maths	Science	History	Geog	Comp
2001	75.46 (71.8)	60.1 (72.8)	71.82 (71.2)	n/a	n/a	n/a
2002	77.38 (74.1)	75.86 (72.2)	74.98 (72.5)	75.02 (67.2)	75.02 (68.6)	
2003	75.35 (72.7)	73.32 (71.9)	77.35 (74.3)	71.15 (69.1)	75.73 (70.5)	
2004	77.09 (73.9)	74.15 (71.1)	78.74 (74.1)	72.68 (70.8)	75.23 (72.6)	
2005	75.73 (73.1)	71.52 (71.0)	76.55 (74.6)	73.63 (73.6)	74.14 (72.8)	
2006	77.47 (74.1)	69.53 (67.9)	75.44 (72.8)	70.60 (71.0)	77.31 (74.4)	82.04 (80.5)

#### **School Certificate results, 2001-06 (state means in brackets)**

This compares favourably to the 2005 College cohort results where 20 students (12.2% of 164 students) gained 33 performances at the highest benchmark across the five School Certificate subjects.

The school will continue to challenge our students to improve the results as well as focussing on History where there has been a decline in performance.

#### **Higher School Certificate**

Once again our HSC results were strong with our students gaining 72 entries in the Distinguished Achievers list which means that they scored 90 or over in those subjects. This is an increase of 23 Band 6's on 2005 and demonstrates a strong performance by these students who, on the whole, are of the same calibre as previous years. Our highest UAI was 99 with 22 students gaining a UAI over 90.

Distinguished Achiever's List:

2001	17
2002	49
2003	52
2004	43



2005 49

2006 72

16% of the cohort gained a University Admissions Index (UAI) of 90 or more with 22 out of 29 subjects scoring results above state average.

1. Ancient History
2. Community & Family Studies
3. Construction Examination
4. Drama
5. English (Advanced)
6. English Extension 1
7. English Extension 2
8. General Mathematics
9. Geography
10. German Beginners
11. Hospitality Examination
12. Information processes & Technology
13. Information Technology Examination
14. Mathematics
15. Modern History
16. Music 1
17. Personal Development, health & PE
18. Physics
19. Society & Culture
20. Visual Arts
21. Japanese Continuers
22. Hospitality Examination

One student came in the top 10 places in Studies of Religion in the state.

Strong performances were demonstrated by the majority of the cohort who performed better in the actual examination than on their school-based assessment.

### **Targets for 2007**

The school is aiming to increase its performance in all external examinations in 2007 so that more students are accessing the higher levels of achievement.

In ELLA and SNAP we would like to see a greater gain from Year 7 to Year 8 results.

In the School Certificate the school would like to see more students achieving Bands 5 and 6 than has previously occurred.

In the Higher School Certificate the school is aiming to increase the number of students gaining marks in the highest band as well as increasing the number of students who receive a UAI of 70 or more.

## **5.5 Information, Communication and Learning Technologies (ICLT)**

Our information, communication and learning technologies (ICLT) plan is in its fifth year.

In 2006 we again concentrated on the professional development of staff to enable them to take advantage of the potential of the world of IT in their teaching. We were able to progress in this area as the College is well-equipped with the necessary hardware for IT to be successfully integrated in the classroom.

For the third year in a row, the IT Coordinator worked with representatives of each of the KLAs to provide sophisticated professional development with the aim of those people training other staff in their KLA. This has been a successful initiative along with the workshops provided for staff after school at lunchtimes and on staff development days.

2006 saw our students taking place in a cross school Forensic Science Project which involved a great deal of problem-solving utilising IT. The teams from each systemic school in Broken Bay gathered at Challenge Ranch to finally work out the solution to the problem that had been posed many months before. This was an excellent and exciting application of IT to student learning.

## **5.6 Professional Learning**

All teachers participated in a range of professional learning activities in 2006.

Active engagement in a wide range of professional learning activities was again a feature of the professional life of St Leo's staff in 2006.



On a Diocesan level, staff were engaged in such experiences as: Teacher Induction and Mentoring Program, KLA Network meetings and KLA focus days; Child Protection training; Pastoral Care workshops; Special Needs and Gifted and Talented workshops; Literacy and Numeracy training, and the Broken Bay Pedagogy Initiative.

School-based professional learning was centred around: Control Theory/Reality Therapy Basic four day and practicum courses; small group work on applying how to apply Choice Theory in the classroom; Twilight Pedagogy Workshops metalanguage and substantive communication; literacy training by presenters of the 'Stepping Out' Literacy program.

Our staff development days focussed on explicit literacy teaching, Boys' Education, and Circle of Strength.

The average expenditure on professional learning per teacher in 2006 was \$1,330.

## 5.7 Students with Special Needs

As we are a comprehensive secondary college and therefore cater for the full range of students, we also have a complex mode of delivery for our students with special needs. Our philosophy is one of full integration for all students into the life of the College. Therefore, in order for teachers to be able to cater for the range of needs in their classroom we have concentrated on providing teachers with professional learning in the area of curriculum differentiation. This approach means that the teacher needs to adjust the outcomes, and the teaching and learning strategies for a unit of work to enable a student with special needs to be able to access what is being taught and thus is able to do the best that they can.

After successfully integrating students from the two satellite classes (St Edmund's and Aspect Australia) in 2003 and 2004, in 2006 we had a successful transition into full mainstream education. Our teachers have gained a great deal of expertise from working closely with the specialist teachers from the two satellite classes and are given detailed profiles of not only the learning

ability of each student but also a range of strategies to enable them to support the students in their learning. In 2006 Aspect Australia only had students in Year 8 and we will not have a satellite class from them in 2007.

Not only are the academic needs of the students with special needs catered for but their developmental needs are catered for with programs being developed by the Learning Support Team that parallel the pastoral programs presented to all students.

All students at the College are included in all aspects of the College life with adjustments made where required. We do not ask 'Why can't we?' but 'How can we...?'



## 6. Extracurricular Program

### Outdoor Education Program

Students in Years 7 to 10 participate in a Developmental Outdoor Education Program which sees students increasing their outdoor skills.

Year 7 went to Myuna Bay, Year 8 to Colo River where they camped out for three nights whilst Year 10 went to Elanora Heights where they combined outdoor activities with Leadership activities.

### Duke of Edinburgh

Over 40 students participated in preparing for their Bronze Duke of Edinburgh Award in 2006.

Each group had to take part in a number of camping expeditions as well as participating in community services activities.

### Debating and Public Speaking

Our students not only participated in the Catholic Secondary Schools Debating and Public Speaking competitions but also participated in a number of community competitions. Our Year 9 debating team became champions for all Catholic schools in Metropolitan Sydney.

### Mock Trial

Our students participated in the Mock Trial competition which allows students to gain experience in court room procedures under the guidance of a practising magistrate or solicitor.

### Music

Our Stage and Concert Bands and Chamber Ensemble performed in the Yamaha Music Festival as well as performing at numerous College events.

We have an extensive Music Tutor Program which enables students to learn to play a musical instrument during the school day.

In addition, each term a Musical Soiree is held to enable the parents and families of students who study music to see them perform.

### Drama

The College provides opportunities for students who study Drama to perform for their families, including two major productions that have involved large numbers of students.

HSC Drama students perform for their families and invited guests from the College in preparation for their HSC examinations.

### Sport

St Leo's belongs to a number of sporting associations:

- Metropolitan Catholic Colleges (MCC) for boys
- Metropolitan Catholic College Sport (MCCS) for girls
- Broken Bay Sports Association
- NSW Combined Catholic Colleges Association.

Students participate in either representative sport of a Thursday afternoon or take part in our internal sport and activities program.

As usual, we are successful participants in all association events including gala days and take out numerous championships across a variety of sports.

Students have reached, and were successful at, the national level in gymnastics.

We are proud of the fact that over 40% of students represent the College in sport during the year.

### Night Patrol

Our staff and senior students attend Night Patrol once a month, to assist in providing food and hot drinks to the homeless people of Sydney.

### St Vincent de Paul

Our St Vincent de Paul group raised money for the homeless; collected Easter eggs to be given out; knitted rugs for those in need; collected winter clothes for distribution; and organised a junior dance and Christmas hampers.





## 7. Strategic Initiatives

### 7.1 2006 Priorities and Achievements

Our Strategic Plan has six priority areas each of which had goals identified to be given priority for 2006. An Action Plan was formulated for each of the goals indicating how they were to be achieved and indicators given as a measurement of the achievement.

In the area of **Catholic Life and Mission** the goals concentrated on increasing school/parish links as well as providing opportunities for staff, students and parents to participate in spiritual development.

Indicators of the achievement of these goals were found in the continued work of the Edmund Social Justice Group with their lunch visits to a nearby nursing home; St Leo's students participating in Stations of the Cross; Christmas carol singing at nursing homes; participation in the Lighthouse Festival and working closely with the students at Our Lady of the Rosary, Waitara.

In the area of **Building Community** the goals concentrated on promoting a stronger sense of school spirit and pride and involving more parents in the life of the College.

Indicators of the achievement of these goals were found in the students wearing the college uniform more consistently; regular meetings of the Student Representative Council to discuss and bring forward student issues; parents elected as Year representatives; Parents' and Friends' social evenings; parent evenings to address teenage issues; Father's Day and Mother's Day Mass followed by breakfast; working bee.

In the area of **Teaching and Learning**, the goals concentrated on implementing a comprehensive professional development program; developing teaching and learning strategies which supported the learning styles of students and created more independent, motivated learners; promoting inclusivity of all students and raising academic standards and work ethic within the College.

Indicators of achievement of these goals were found in a professional development program being formulated at the beginning of the year which focussed on the areas that staff felt needed to be focussed on such as Boys' Education, explicit literacy teaching and applying Choice Theory in the classroom; teaching programs were re-written to reflect the three dimensions of the Quality Teaching document; report outcomes were re-written; some College policies were re-written to reflect our internal psychology approach; a number of cross-curricular ICLT projects were implemented; students appeared to be more engaged in their learning and student behavioural issues were reduced and a significant increase in the level of achievement of our students in the HSC.

In the area of **Curriculum** the goals concentrated on analysing academic results with a view to understanding areas that needed addressing; linking reporting outcomes with teaching outcomes and assessment outcomes and an internal review process that occurred with a number of Key Learning Areas.

Indicators of the achievement of these goals were found in analysis of School Certificate and HSC results by KLA Coordinators and the development of plans to improve the results; and programs were rewritten to ensure that the outcomes that were reported on matched those taught and assessed. Assessment tasks were coded to ensure that they were assessing what they stated they were assessing.

In the area of **College Organisation** the goals focussed on examining the current timetable structure and evaluating staff workloads and conditions.

Indicators of the achievement of these goals were found in the satisfaction of Year 11 with the new subject choice structure.

Our HSC Enrichment Program was continued as it has been invaluable for enabling teachers to further prepare the students to optimise their results in the examination.



In the area of **Environment and Facilities** the goals concentrated on maintaining and improving the beautiful and spacious College grounds; planning and implementing a program to improve the aesthetics of the classrooms; and involving students in addressing ongoing maintenance.

Indicators of the achievement of these goals can be found in the increasing number of data projectors in classrooms; the employment of a gardener to maintain the upkeep of the extensive grounds; extensive work to ensure the College is compliant for wheelchair access; and completely refurbishing an outside area of the College that had provided safety concerns for students and staff.

Planning started for refurbishing the Terrace Steps overlooking Donely Oval and the area outside the Chapel.

## 7.2 2007 Priorities and Challenges

During 2006 data gathering occurred to inform our new Strategic Plan which will have a life from 2007 to 2010.

We were able to gather data from our School Review that took place in August, from parents who attended curriculum and parenting evenings during the year, from the students through their Student Representative Meetings, from parents at P & F meetings and the Board Retreat and from staff in our annual evaluation in 2005 and 2006.

The focus of this new plan will be on further embedding quality teaching and learning and quality relationships on a platform of Catholic worldview and our College values.

We need to firmly embed our Quality Teaching Framework into the work that is happening in the classroom if we are to motivate our students to want to learn and thus optimise their learning outcomes.

We need to continue to find ways to involve more parents in the life of the College as well as continuing to provide opportunities for parents to share their expertise with the community.



## 8. Parent Participation

### 8.1 Introduction

St Leo's has a history of strong Parents' and Friends' (P&F) involvement in the life of the College. The P&F meets monthly to share in the life of the College as well as organising a number of social events for parents such as the Welcome Cocktail party, P&F Dinner Dance, and Christmas Drinks.

Parent representatives are elected for each year group each year. Their main purpose is to build up a sense of 'community' in the parents of their year group and provide opportunities to meet on a social basis. In addition, they attended and supported Year Group Parent evenings that addressed particular issues and topics that they wanted addressed as well as speaking at these evenings and helping to provide and serve supper.

The P & F organised a number of events that drew large numbers of parents to the College. A working bee was held that involved a healthy number of parents doing gardening around the College. The Mother's Day and Father's Day Masses and breakfast saw the chapel filled with parents and the children followed by hearty eating by all.

The College Board was active again this year and focussed its work on Board Sustainability; College Values and the School Review process that occurred in August. In addition, at their annual retreat they analysed Strategic Plan data and developed a Board focus for the new Strategic Plan.

### 8.2 Parent Satisfaction

At our School Review in August, the parents who were interviewed expressed their feelings about many aspects of College life.

They spoke with passion of our pastoral care program, of the school parent evenings and of the community spirit found in the College particularly evident by the compassionate and supportive actions of staff, students and parents in the loss of a student in 2005.

They expressed the view that they are invited to take an active role in the functioning of the school, are regularly reminded of the lines of communication and feel that the College diary is an excellent means of communication between the college and the home.



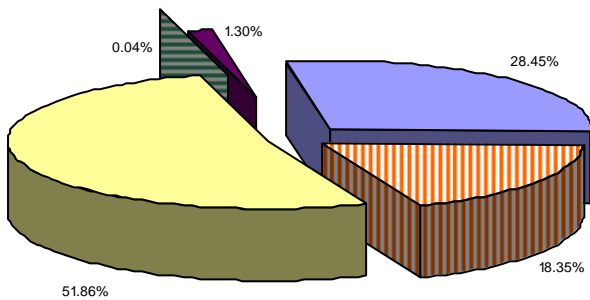
## 9. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

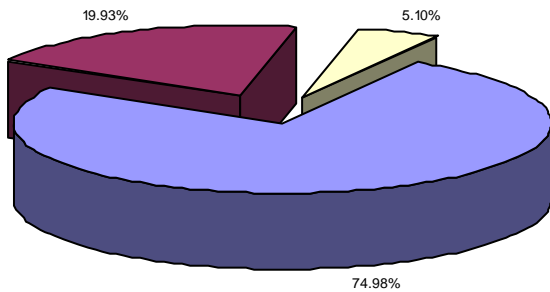
### Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income



### Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



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