

St Leo's Catholic College Wahroonga

2009 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

St Leo's Catholic College has been committed to its Quality School Project since the first Strategic Plan in 2002. The outcome for the project has always been simple: to improve the learning outcomes for all students in a safe and supportive learning environment.

The commitment of the teachers and the College community to educational excellence was recognised in 2009 when the College received a National Award for Excellence by a School and its Community from Teaching Australia in Canberra and the Deputy Prime Minister, Julia Gillard. Only sixteen schools in all sectors throughout Australia received such an award.

The learning outcomes of the St Leo's students has improved and this was demonstrated by the HSC results of Year 12, 2009. The challenge will now be to ensure that quality learning outcomes continue to be achieved by future students of St Leo's.

1.2 Message from the Parent Body

The year in review has seen the Board and the College continue to work together in a co-operative and enthusiastic spirit.

The College has maintained its high priority to ensure that all aspects of its governance model reflect its quality teaching ethos. The pastoral, spiritual and educational themes are all aligned to achieve this goal.

The College has continued to progress its laptop strategy which has met with resounding support among the parent community. This is bolstered by the ongoing information technology improvements around the College which included the installation of full wireless capability within classrooms and other areas.

The Board has been involved in assisting the College with the planning of major construction work which will have a significant impact upon College life for years to come.

Both the Board and the College have focussed on parental involvement throughout the year especially by ensuring that new parents to the College are welcomed and supported. Additionally the College has canvassed parent and community opinion through parent surveys and various workshops.

The Board has also been active in progressing an alternative safety solution to the Pacific Highway crossing at Waitara Station with the full support of the College.

Overall the Board has witnessed the College achieve new milestones throughout the year both academically and pastorally, but none more deserved than the National Award for Excellence.

Chair of the St Leo's College Board

1.3 Message from the Student Body

Being a member of the Student Leadership Team at St Leo's Catholic College community is a fulfilling, busy but pleasant task.

This year we had many celebrations: The House Cup, Stress Down Day, Bandana Day, Jeans for Genes Day and a revamped St Leo's Day which involved every student learning about Pope St Leo the Great as well as enjoyable House activities.

Being involved in the College means giving something of ourselves back to the other students of the College. Whether it be the endless array of sport opportunities, music performances, drama performances, social justice events, hosting an overseas student, liturgies or just having the opportunity to speak to other students - all contribute to our community.



There is a culture at the College where students feel comfortable questioning the system and seeking new approaches. This has allowed St Leo's to become a dynamic environment which caters to the ever-changing needs of students, whether it be inside or outside of the classroom.

St Leo's is simply a place we will never forget.





2. School Profile

2.1 Introduction

St Leo's Catholic College is a Year 7-12 co-educational secondary school within the Diocese of Broken Bay. A comprehensive college, St Leo's provides a holistic spiritual, academic, physical, social and cultural education. The young men and women of St Leo's are encouraged to strive to reach their personal best in their academic studies. This is recognised in not only the local community but also through our National Award for Excellence by a School and Its Community that the College received this year. It was awarded in recognition of exceptional achievement in the education of young people.

The College is situated on the North Shore of Sydney in the suburb of Wahroonga.

The students come from an extensive area, travelling from the Central Coast in the north, the Harbour in the south and Epping in the west.

The main feeder parishes are Asquith, Berowra, Normanhurst, Pymble, West Pymble, St Ives, Wahroonga, Waitara and Pennant Hills. The main feeder Catholic primary schools are Our Lady of the Rosary, St Patrick's, St Bernard's, St Agatha's and Prouille. Students also enrol from the local government schools in the area.

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
375	581	131	4	956

*Language background other than English

2.3 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.

2.4 Staff Profile

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

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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
88	0	0	88

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.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 95.3%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 87.3%.

2.6 Teacher Satisfaction

Opportunities for staff to participate in the development and implementation of curriculum matters, policies and procedures occurs through their faculty meetings, professional development meetings, middle managers meetings, staff meetings and leadership meetings.

All staff are asked to complete an evaluation of all whole school events. This ensures staff concerns are addressed in a collegial manner.

Staff volunteer to participate in out of regular hours activities, including Social Justice experiences, overnight camps and retreats, coaching sport teams, music and cultural events.

Staff and their families were invited to a St Leo's family celebration day in November which catered for staff and their families.

All new staff are inducted through a program coordinated by the Director of Pastoral Care and have regular meetings throughout Term 1. Professional development is actively encouraged and funded.

2.7 Student Attendance and Retention Rates

The following should be taken into account when discussing the College student retention rate.

St Leo's Catholic College is located in an area where there is a large pool of schools. This includes at least six independent single sex schools as well as two selective high schools and five government comprehensive schools. This results in movement to and from our College on a regular basis in a variety of year groups.

YEAR	Average student attendance rate (%)
7	94
8	96
9	94
10	95
11	97
12	97

The average student attendance rate for 2009 was 95%.



Of the students who completed Year 10 in 2007, 82% completed Year 12 in 2009.

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 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.

2.8 Student Satisfaction

Each year group has a Student Representative Council and the College Prefects (Year 12) are given a prominent role. All Prefects (Year 12, Year 11 and Middle School Prefects) regularly meet with staff to ensure appropriate action is taken on any concerns. All students are in a Tutor Group at the College which gives another avenue for expressing their satisfaction.

The House Ministries are run by the students and are active and well supported all year round. These House Ministries are Social Justice, Catholic Life and Mission, Culture and Sport and Environment.

Student Initiatives that have been acted upon are Bandana Day, Jeans for Genes Day and Stress Down Day.

A tribute from the Class of 2009 by the College Captain, '...you cannot spend five minutes at St Leo's without realising how much the students enjoy their time here...' sums up student satisfaction at the College.

2.9 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2009 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 27%.



2.10 Student Destinations

Over one third of our Year 12 students apply for and gain places at one of the universities in the Sydney metropolitan area and in Wollongong, Newcastle, Armidale or Canberra. The courses that our students access cover the full range.

The remaining students either take up traineeships or TAFE courses or go to work from where they often eventually pursue tertiary courses.



3. Catholic Life and Mission

Overview

As the title of this report suggests, the role of Religious Education at St Leo's Catholic College is central. It is inclusive of the Catholic Church, inclusive of every student and teacher who enters the life of the College and inclusive of the wider community, who St Leo's welcomes, integrates and serves.

The Catholic Life and Mission of the College is supported by a professional and dedicated team who work in the domains of the College Leadership Team, Director of Mission, Religious Education teachers, Youth Minister, Parish Priests, Ministry Team Leaders and the Student Leadership Team.

3.1 Catholic Heritage

During 2009 we saw a revival of our heritage as we revisited the life of our patron St Leo.

Pope St Leo the Great, whose feast is November 10, was the focus of a day of celebration organised by the Student Leadership Team. Our day commenced with the College gathering for a liturgy which reflected the life of Pope Leo and the life of St Leo's College. Students participated in a range of fun events in their College House group (Aquinas, Chanel, Xavier and Loyola).

Games were the order of the day until we concluded in thanksgiving for the life of Pope St Leo and our wonderful day.

3.2 Religious Life of the School

Hornsby RSL was the venue for the Celebration of Eucharist to mark the beginning of the 2009 school year. Our *"Reaching for the Stars"* theme blended well within the Eucharist as we set out for the year. Goals, hopes and dreams were prayed for as we called on our *"Everyday God"* to be with us on our 2009 journey. Parish priests officiated at the Celebration.

The Religious Life of the College permeates our College Ministries, namely Catholic Life and Mission, Sport and Culture, Social Justice and Environment. Student Leaders from the Student Leadership Team take charge of a Ministry and involve staff and students in events organised by each ministry such as Earth Hour, care of College grounds, local nursing home visits (lunchtime Monday), Project Compassion, Fr Chris Riley, House Spirit just to mention a few.

The liturgical seasons, school feast day and special times in the ebb and flow of the College year provide opportunities for the whole school and smaller groups to worship and pray together.

Throughout the school year Eucharist plays a significant role. Each Wednesday morning at 8:00 am and Friday lunchtimes the College Chapel was a popular gathering place for many of the College community. The involvement of priests from our feeder parishes was much appreciated. Their availability for College events was most generous.

Mother's Day and Father's Day Masses were celebrated early on the Friday mornings prior to these days with an overwhelming attendance on both occasions. Breakfast followed the Masses which added to the community celebration and atmosphere.

Year 11 students dramatised the Passion, Death and Resurrection of Jesus for our Lenten/Easter Liturgy. This reflection on the Paschal Mystery was memorable because of the solemn role-playing of these students and the prayerful, reflective participation of the assembled staff and students. The Last Supper, Crucifixion and burial were presented in the beautiful ambience of the College assembly area.

Reflection days, in keeping with the themes of RE classes, were conducted for the Middle School years, whilst Years 11 and 12 experienced annual retreats. Both these events contributed to the spiritual growth of students. Student evaluations of all these events were very positive. Reflection



days were held at the Diocesan St Francis of Assisi venue at Somersby and the senior retreats were held at the Christian Conference Centre at Stanwell Tops.

The parish priest celebrated Mass in the College assembly area on the feast of the Immaculate Conception to mark the conclusion of the 2009 College year.

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

St Leo's Catholic College considers itself part of the Broken Bay Cathedral Parish of Our Lady of the Rosary, Waitara. The Year 10 Graduation Mass and ceremony was conducted here with the facilities accommodating staff, parents, students and friends for Mass and refreshments that followed.

Year 12 students attended the Bishop's Year 12 Event.

The College delivers the Broken Bay Religious Education Curriculum for Years 7-12, including the Board of Studies Studies of Religion course for Years 11 and 12.

Year 10 students attended the Diocesan Social Justice Day where lectures and discussion groups introduced students to Diocesan and global issues.

3.4 Catholic Worldview

Students develop a whole array of social and leadership skills in becoming disciples or simply developing an awareness of important values in our community through participating in a range of activities promoted by the College. Hopefully, by understanding the Ministry of Jesus they are inspired to carry on the care of our community.

As well as undertaking selected local social justice activities, staff and students at St Leo's put their faith into action in the global arena. Project Compassion is always the focus of the College throughout Term 1 each year and 2009 was no exception. Educational information and fundraising activities went hand in hand to call for understanding and generous responses from staff and students. St Vincent de Paul has a continuing focus at St Leo's. Senior students have a regular roster for Night Patrol which is an immeasurable experience for them about the needs of humanity and their own spirituality. The annual Winter Appeal gained a marvellous response from the St Leo's community. Numerous blankets and items of warm clothing were donated and delivered to the local St Vincent de Paul organisation.

The Vinnies Christmas Hamper Appeal was supported beyond all expectations. Hampers were given to the Waitara Conference and the western suburbs of Sydney for distribution among the needy. This was a fine effort by the Student Leadership Team.

3.5 Professional Learning in Catholic Life and Mission

- The 2009 Staff Spirituality Day provided opportunity for staff to experience informative, relevant input and personal reflections. A variety of activities such as Meditation, Yoga, and Expressions with Art allowed staff to enjoy some personal reflective time.
- Two teachers participated in the Ministry for Teachers course.
- The Association for Studies of Religion annual conference was attended by two Studies of Religion teachers.
- Various inservice courses have been undertaken by Religious Education teachers
- The Director of Mission attended Religious Education Coordinators' meetings and the annual conference.
- The Religious Education teaching staff are congratulated on their professional contribution to the most significant and rewarding role within the College. A highlight to conclude the Year was the excellent HSC results achieved by the Studies of Religion I and II unit students.



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 and Anti-Harassment policies. Within the Pastoral Care policy, any major disciplinary sanctions were implemented with the involvement of the Secondary Schools Consultant.

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 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 Coordinators, a Youth Minister and a full-time Counsellor. This team works closely with teachers, students and their families. 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.

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; Understanding Our Basic Needs; Understanding our Children's Basic Needs; Conquering Conflict; The Power of the Positive, and study workshops.

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

The College Counsellor provided information at Parent Evenings on coping with stress and has organised Cyberbullying presentations for students.

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.

Pastoral time twice weekly, Choice Theory lessons for Year 7 each cycle, 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.

St Leo's strong community focus was recognised by the gaining of the Federal Government Award – Excellence by a School and its Community presented in Canberra – an award that recognised the outstanding efforts and achievements of the staff, the parents and the students.



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 Catholic Schools Office 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 Catholic Schools Office 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

The College continues to offer a broad range of subject choices for students. Religious Education is studied in all Stages. The Broken Bay Diocese Religious Education Program is followed in Stages 4 and 5 while in Stage 6 students may choose the Broken Bay Diocese program or the Board of Studies course.

The Stage 4 curriculum consists of mandatory courses in all KLAs. Students study either French or German in Year 8. Students in Stage 5 study two elective subjects in the HSIE, Creative Arts, Languages or TAS KLAs as well as the mandatory courses.

Religion and English are the two compulsory courses in Stage 6. Students studying at this level have approximately 30 subjects to choose from across all Key Learning Areas, including Vocational Educational and Training Courses that are studied at the College or at TAFE. Students are also offered the opportunity to complete a traineeship as part of the HSC where applicable.

A range of Life Skills courses are offered for students in Stages 5 and 6 for whom aspects of mainstream curriculum are not appropriate.

In 2009 our focus was to continue to depth staff understanding of the Quality Teaching Framework and the Understanding By Design process for program development, assessment tasks and learning opportunities. Assessment tasks in Stages 4 and 5 all have a literacy component that is formally assessed. Improving the learning outcomes of students is at the core of this process.

In 2009 the College continued to focus on the Faculty Review Process. This process allows for self-reflection and evaluation. The faculties that underwent this review were TAS, Mathematics, Languages and PDHPE.

All students receive an Assessment Handbook that outlines the tasks, weightings, outcomes assessed and the due date for each task. This assists students in the planning of their work to produce quality work.

Reports are sent to parents four times a year. An Interim Report is sent at the end of Terms 1 and 3. Semester Reports are sent out at the end of Terms 2 and 4. The semester reports give information as to the progress of the child in the cohort as well as in the class.

5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy (NAPLAN). Several points should be noted:

- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.
- In the 2009 cohort, there were 174 students in Year 7 and 159 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 Year 7 and Year 9. In Year 7, the highest band that a student can achieve is Band 9. In Year 9, the highest band that a student can achieve is Band 10.



Band Distributions (%) – Year 7

			Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
Reading	2009	School	1	9	20	29	28	13	98
		State	5	13	23	28	20	11	95
		National	5	13	25	29	19	9	94
	2008	School	1	6	21	35	25	12	99
		State	4	14	26	28	18	10	95
		National	5	14	28	28	17	8	95
Writing	2009	School	4	7	29	25	26	8	94
		State	6	14	29	29	15	7	94
		National	6	14	28	27	15	8	93
	2008	School	3	5	38	29	19	7	97
		State	6	14	27	28	16	8	94
		National	7	14	26	27	16	9	92
Spelling	2009	School	1	8	25	34	24	8	97
		State	5	11	22	29	20	13	95
		National	6	12	25	29	18	9	93
	2008	School	3	5	18	36	30	9	97
		State	5	10	22	30	21	11	94
		National	6	12	24	29	19	8	92
Grammar & Punctuation	2009	School	2	9	16	41	12	20	96
		State	7	13	23	26	18	12	93
		National	7	13	24	28	18	10	92
	2008	School	5	9	20	32	27	8	95
		State	6	14	26	27	17	9	93
		National	7	15	28	26	16	7	92
Numeracy	2009	School	1	10	26	34	17	12	98
		State	4	14	24	26	18	14	95
		National	4	14	26	28	17	10	95
	2008	School	1	7	21	28	27	17	99
		State	3	14	24	25	17	15	96
		National	3	15	26	26	17	12	96

It is pleasing to note that in all test areas the percentage of students achieving at or above the national minimum exceeds the national figures. In all test areas the numbers of students in the lower bands are significantly lower than the national figures.

In response to the identified needs in the areas of Writing, the English Faculty developed a special writing project in consultation with the English Teacher's Association targeting students in Years 7 and 9. The outcomes of this project will form the basis of the approach to the teachings of writing in 2010 across the College.



Band Distributions (%) – Year 9

			Band 5 (-)	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
Reading	2009	School	3	10	19	32	29	6	94
		State	6	15	26	29	18	6	94
		National	7	16	27	29	16	5	92
	2008	School	3	10	27	32	21	7	97
		State	5	17	28	27	16	7	94
		National	6	18	29	26	14	6	93
Writing	2009	School	7	20	20	28	16	8	90
		State	10	20	28	22	12	7	89
		National	11	19	27	22	13	7	88
	2008	School	8	19	16	35	15	8	92
		State	11	20	28	22	12	7	89
		National	12	18	26	22	13	8	87
Spelling	2009	School	4	7	33	31	14	10	94
		State	8	14	25	27	17	9	92
		National	9	16	27	26	15	6	90
	2008	School	7	10	28	27	22	6	93
		State	7	14	25	28	18	8	92
		National	9	15	26	27	16	6	90
Grammar & Punctuation	2009	School	2	8	31	27	20	11	96
		State	8	17	27	26	15	6	91
		National	8	17	28	26	14	5	90
	2008	School	7	10	33	26	17	7	93
		State	8	19	27	25	14	7	91
		National	9	20	28	24	13	5	90
Numeracy	2009	School	2	8	18	34	28	10	96
		State	4	15	26	26	17	11	95
		National	4	15	28	28	16	8	95
	2008	School	4	10	26	36	15	10	96
		State	5	17	26	24	16	12	95
		National	5	18	28	25	14	8	93

It is pleasing to note that in all test areas the percentage of students achieving at or above the national minimum significantly exceeds the national figures. In all test areas the numbers of students in the lower bands are significantly lower than the national figures. The current approach to intervention and in class support for students at risk continued to work effectively.

The whole school literacy policy was introduced in 2009 and will continue to be developed further to ensure that the literacy learning outcomes are maximised for each student.



School Certificate

School Certificate means, 2004-09:

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	Computing Skills Test
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
2005	School	75.73	71.52	76.55	73.63	74.14	NA
	State	73.14	71.01	74.57	73.59	72.76	NA
2004	School	77.09	74.15	78.74	72.68	75.23	NA
	State	73.95	71.09	74.10	70.78	72.65	NA

It is pleasing to note that in all subjects the College cohort mean was above the state mean. There was a significant improvement in performance on the Australian History test. A combination of students accumulated a total of 76 performances at the highest benchmark (90% +) across the six School Certificate tests.

Higher School Certificate

The 2009 HSC results were the best since 2001. There were 102 entries in the Distinguished Achiever's list in 25 different courses and more than 30 students achieved an Australian Tertiary Admissions Rank (ATAR) of 90 or more with the highest ATAR being 99.75.

Distinguished Achievers' List:

2009	102
2008	50
2007	28
2006	72
2005	49
2004	43
2003	53

The mean of the College cohort exceeded the State mean in the following 27 subjects: Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Drama, Earth and Environmental Science, Economics, English (Standard), English (Advanced), English Extension 1, English Extension 2, Information Processes and Technology, Legal Studies, General Mathematics, Mathematics, Mathematics Extension 1, Modern History, Music 1, Music 2, Music Extension, Physics, Senior Science, Studies of Religion II, Visual Arts, Construction Examination and Hospitality Examination.

In addition there were six state placings:

5th Place in Ancient History



6th Place in Economics

7th Place in Business Studies

8th Place in Earth and Environmental Science

13th Place in PDHPE

20th Place in Business Studies.

5.3 Extracurricular Activities

The College has an active and vibrant extracurricular program that includes musical soirees, ensemble and Performing Arts Workshop (PAWS) evenings. College and community events are opportunities for the Stage and Concert Bands to showcase their work.

In 2009 we saw many initiatives in the many activities that are on offer to students.

The Duke of Edinburgh has been revamped and over 30 participants from Years 9 and 10 completed the Bronze Award.

There are many avenues for musicians and singers at the College. The Concert, Stage and Symphonic Bands not only entertained our College community, but also members of the public in local area festivities. The musicians undertook a very successful tour to Mungindi Music Festival, NSW. Individual performances, student bands and singers also performed at the musical soirees and ensemble evenings.

In the Public Speaking arena, the students took part in three major competitions, the Catholic Schools Debating Association (CSDA), with two students gaining places in the Zone Finals; the Sydney Morning Herald Competition, and the Legacy Public Speaking Competitions. In debating, due to student interest in the Middle School, the College conducted an internal House Debating Competition, as well as the normal participation in the CSDA, the Sydney University Cup and the Macquarie University Cup competitions. The Senior A1 debaters finished in the top eight teams in the CSDA competition.

In sport, students had the opportunity to represent the College in many competitions for selection at Diocesan, State and National levels. These competitions included BBSSSA, MCC, MCCS, and the CCC across a wide variety of Sports. Three students were recognized at the NSW Blues Awards with two receiving Blues Awards and one student achieving a Bar Award.

In a first for the College, both boys (A Grade Rugby League - MCC) and girls (A Grade Netball - MCCS) senior teams won their respective competitions.

5.4 Professional Learning

Staff continued to engage in the professional learning that was offered by the Catholic Schools Office of Broken Bay, professional associations and international speakers during 2009.

The learning from these opportunities was complemented by a range of professional learning workshops that were provided by the College:

- Choice Theory/Reality Therapy/Lead Management Basic Week and Advanced courses for interested staff.
- Four day conference on Understanding by Design by two Middle Leaders who then shared this knowledge with other staff members
- Professional Learning teams that met when the students left early once a fortnight. The topics were: PEEL (Project for Enhancing Effective Learning), Reading for Understanding, Learning in the Digital Age, Gender Education, Self Directed Learning, Learning Support and specific support for New Scheme Teachers.



- ICLT Workshops were based on individual needs and covered the latest Web 2 technologies as well as software applications.
- Staff meetings were another avenue for professional learning where information from the professional learning teams, Choice Theory/Reality Therapy and literacy were shared.
- Faculty meetings and workshops ran throughout the year on a regular basis.
- The staff members of the College also worked on teaching programs using the Understanding by Design framework.



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

The College was in its third year of its Strategic Plan during 2009. There are three main priority areas and the completed major projects are listed for each.

Priority Area No 1 – Implementing Quality Learning Platforms

The one-to-one laptop program was independently evaluated. As a result of the findings the College expanded its program to include all of Year 8 and Year 7 students. Specific projects included:

- All new staff were given professional learning in Choice Theory/Reality Therapy at either a beginner's or advanced level.
- The development and implementation of a whole school literacy policy.
- The expansion of our Academic Mentoring program to include Year 11 in Term IV.
- The offering and acceptance of selected Year 11 students into a Macquarie University philosophy course.
- A detailed whole school feedback process to students at the start of the year on their performance on their Semester Two exams which would give direction for the learning goals for the current year.
- An enhanced internal faculty review model and middle management appraisals were developed and implemented.
- A Gifted and Talented Coordinator and a Literacy Support Coordinator were appointed to the College.
- The professional development of staff in the area of integration of ICLT into the curriculum led to the appointment of an ICT Support person in the area of teaching/learning.
- A permanent part-time Academic Mentor for Senior students was employed.

Priority Area No 2 – Authentic Catholic Faith

Many of our goals have been achieved through the House Ministry system, which resulted in the inaugural College Cup being presented at the Annual Presentation Evening to the winning House.

Our Catholic faith was deepened through Retreats (staff and senior students), Reflection days, initiatives from the House Ministries as well as our regular weekly Masses, Bible Studies and Year group liturgies.

The inaugural new format of St Leo's Day focused on Pope St Leo the Great, his life and the contemporary interpretation of his life.

These programs were developed to meet the faith needs of our community as well as addressing the themes of discipleship, prayer and liturgy.

Priority Area No 3 – A Responsive and Dynamic Resources Environment

- By the conclusion of 2009, the College had upgraded its wireless environment to allow greater connectivity across the College.
- The College received the Federal Government NSSCF grant to achieve a two students-to-one computer ratio across Years 9 to 12.
- The Federal Government BER Pride Grant was used to treat concrete cancer in the Science building, to install blinds and to refurbish the girls' toilet block.
- Computer trolleys were made available across all floors of the College buildings.



- The core infrastructure to allow faster and more efficient connectivity across the network was installed.
- The electrical board was upgraded to replace the original wiring.
- An integrated Student Management software to track student learning, attendance, achievements and pastoral concerns was introduced.
- A new library computer system, Destiny, was installed. Destiny is web-based and therefore can be accessed from any computer in the school, enriching the research which is done in the classroom as well as in the library. The library now has its own home page.
- A separate HSC resources collection was developed. These items are easily accessible to senior students. Homework Club was introduced. The club runs three days a week after school. The teacher librarian provides a simple snack and juice to boost brain function and is available, along with special education teachers, to assist students with organisation and homework completion.

The College received a National Award from the Australian Government in recognition of Excellence by a School and its Community. This was as a result of eight years work in implementing quality education in a Catholic systemic framework in strong partnership with the local community.

6.2 2010 Priorities and Challenges

- To embed the quality teaching and quality relationships into each classroom.
- To implement the current educational research through the staff Professional Learning Teams to improve learning outcomes.
- Data driven decision making will drive the teaching/learning opportunities for all students in all KLA faculties.
- It will be the responsibility of staff to get to know each student under their care, particularly in terms of religious, cultural, academic and physical aspects of school life. This aligns with our College theme for 2010 – the Year of Growth.
- Develop a model that uses our extensive current resources in a strategic manner to improve student outcomes across the College.
- An evaluation of the current Strategic Plan and the gathering of information for the basis of the next Strategic Plan.
- The amalgamation of the Diocesan ICLT architecture with current ICLT resources to ensure the best outcomes for students.
- To strengthen our relationships as partners in the lifelong learning of our students.



7. Parent Participation

7.1 Introduction

Our emerging Parent Participation model has had strong results at the following events:

- PAWS Evenings
- Parent/Teacher/Student Evenings (over 90% of parents attending in each cohort)
- Opening Mass and liturgies
- Taming Technology Evening
- Drama Evenings
- Cohort Information Evenings
- Building Positive Relationships
- Visual Arts/TAS Major Work Evenings.

The parents are very supportive of events that assist them as parents of a 21st Century learner.

The more formal support comes through the College Board. Here the parents assist the College in its strategic planning and take forward the annual goals in the area of community life and provide hospitality at various events.

7.2 Parent Satisfaction

At the end of 2009 an extensive Parent Survey was distributed online to all parents. The response rate was 58%. The responses highlighted a high level (averaging 80% - 85%) of satisfaction within the parent body in the three priority areas of Authentic Catholic Faith, Quality Learning Platforms and a Responsive and Dynamic Resourced Environment.

Parents affirmed the leadership of the College, the strong religious dimension present in the community, the care given by teachers in the learning environment and the opportunities provided for the involvement of parents.

The actual results of the survey will be detailed in the College Newsletters early in 2010.



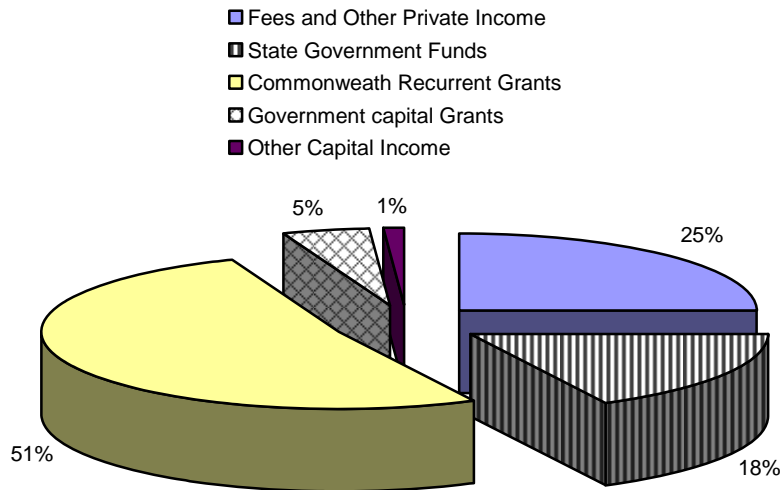


8. Financial Report

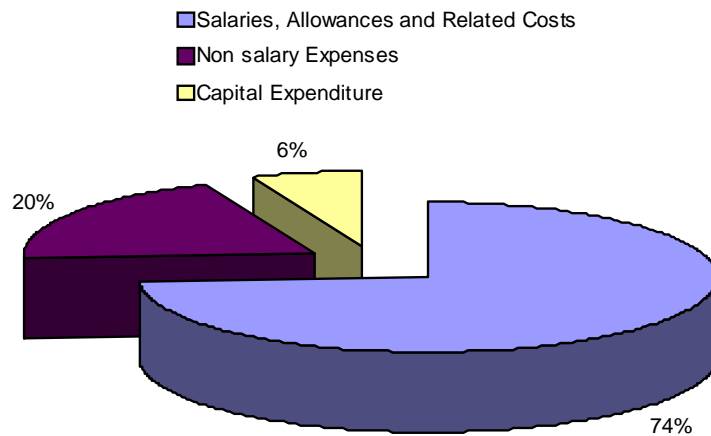
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

Income



Expenditure



The contents of this annual report have been validated by the Schools Consultant, Andy Martin.