



# St Leo's Catholic College Wahroonga

## 2012 Annual Report



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

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

Following on from our very successful College Review last year, we have now completed the first year of our three years Strategic Plan. This plan gives direction and purpose to the College School Improvement Plan, as outlined in this Annual Report. Our first goal is to support the mission of our College, the second is to support this in our everyday Teaching and Learning and the third goal is focused around the improvement of our facilities and site.

As we strive to be an improving Catholic school we use the Strategic Plan to enable the formation of a stronger partnership with our parents and students so that the goals of the plan can be achieved.

It was pleasing to see that even though I was on leave for much of the year the annual goals were achieved – a good sign of a highly functional College and its members.

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

A strong and active partnership between the College and parent body was evident throughout 2012. Key areas of involvement have included the Parent Network, Literacy Support Group which was extended during 2012 to include Numeracy support, the mid-winter St Leo's Dinner and The Dish soup-van, feeding local homeless people. St Leo's support for The Dish during 2012 allowed the initiative to be extended to cover the holiday periods including Christmas Eve.

The Parent Network Principal Update meetings were held each Term and were very well supported. These meetings facilitated open and transparent communications between the College leadership and parent body. Year based social functions were also held through the Parent Network.

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

Throughout 2012, students had their own voice through the SRC where connection between students from all Year groups and the leadership team was enhanced. Joint meetings created a comfortable environment for all students to contribute to bettering the school for the entire student body.

Various unique learning environments were presented to the students to not only develop academically but also in the realities of real life. These included the students' participation in the Vinnie's Van, Street Retreat, and visits to the nursing home.

Fundraising opportunities arose in all Year groups throughout the year which included Project Compassion and supporting our own student body through raising money for families that needed financial support.

Leadership opportunities were given to all Year groups through nominating and selecting SRC representatives and Year 10 students took on the leadership role of becoming peer support leaders to the new Year 7 students.

These peer support groups augmented the schools' mentoring system and raised awareness of bullying and how it can be handled by the students and the teachers.



## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
360	572	162	3	932

\*Language background other than English

### 2.2 Enrolment Policy

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

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

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

### 2.3 Staff Profile

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

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

a	b	c	Total
78	0	0	78

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

### 2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 97%.

### 2.5 Teacher Satisfaction

The College continues to have a very high staff retention rate which demonstrates the satisfaction the staff experience working at St Leo's. Staff are committed to professional learning and have embraced the professional development focus of 2012-"Know My Students". Staff generously support and attend College related activities outside College hours such as camps, retreats, Vinnie's Night Patrol, sporting events. There is an active social club.



## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
7	96%
8	95%
9	94%
10	92%
11	95%
12	95%

The average student attendance rate for 2012 was 95%.

Of the students who completed Year 10 in 2010, 88% completed Year 12 in 2012.

**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; and
- 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.



## 2.7 Student Satisfaction

Students have a strong voice in the College and are given strategies to use when in need of support. This includes a number of significant staff with whom they are encouraged to communicate on a needs basis.

Peer Relationship Surveys are conducted on a regular basis to ensure a safe and supportive school environment and a positive learning culture. Positive relationships are fostered, diversity is celebrated and the values of dignity, respect, justice, integrity and hope are held dear.

Students are encouraged to take responsibility for their decisions and when ineffective choices are made they are led through a process of self-evaluation. There is a clearly published Student Appeals Process in the diary. There is a Student Representative Council with representatives from each Year group.

Students demonstrate their satisfaction with the College through their participation in extra-curricular activities, Peer Support, Debating, Representative Sport and social justice activities.

Student participation is growing in these areas.

## 2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2012 was 99%.

The percentage of students in Year 12 undertaking vocational or trade training was 44%.

## 2.9 Student Destinations

60% received university offers.

10% entered into apprenticeships and traineeships.

Approximately 10% took gap years either working or going overseas.

20% entered into courses with TAFE NSW.



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

#### **3.1 Catholic Heritage**

St Leo's continues to be an active member of the Broken Bay Diocese, under the jurisdiction of Bishop David Walker. New students and their families are introduced to our religious and historical identity as part of the induction process. Our College prayer and motto are significant aspects of this, and clearly identify our Catholic identity, core beliefs and values.

A new focus on the House Patrons of the College – Ignatius Loyola, Peter Chanel, Thomas Aquinas and Francis Xavier, started to take shape with College ministries more closely aligned to the house-system. Discussions on reconnecting with the Edmund Rice Foundation, as part of our Christian Brother heritage, commenced within the leadership team and the College Board.

#### **3.2 Religious Life of the School**

The vision of the College is reflected in its Mission Statement, "developing competent, confident Catholic young men and women of conscience"; it forms the backbone of all curricula and co-curricula activities, with particular emphasis within Religious Education, faith development, social justice and outreach activities at the College.

In 2012, emphasis on Goal 1, of the Strategic Plan, "Increase the participation and understanding of members of the College community in opportunities for faith development, liturgy and mission", resulted in a higher involvement of staff and students in the prayer and liturgical life of the College. Weekly Masses, celebrated on Tuesdays and Fridays were well attended, with additional opportunities provided through our attendance at the Cathedral Parish Mass on Wednesdays. Other liturgical highlights included our Opening Mass, Back-to Parish, Assumption Feast Mass, St Leo's Day, Christmas and Holy Week celebrations. Our class of 2012 and their families were the focus of our Graduation Mass, and our special celebrations for Mothers' and Fathers' Day, ensured that our goal of active participation of the whole College community was fulfilled.

Senior retreats, junior reflection days and camps, allowed our students to pause in the busyness of the school year, and take time to nurture their spirits, as well as take a step back, and reflect on both their journey, and their place and purpose within a context beyond themselves. Our in-house retreat programs at Jamberoo and Arcadia monasteries were an invaluable experience in building within our senior students, a sense of inner peace and spirituality.

#### **3.3 Catholic Worldview**

In 2012, the College continued its commitment to social justice and outreach activities, concomitant with a Catholic Worldview. Fundraising in support of Project Compassion and Mission Australia was an important aspect of our Diocesan connection. The generosity of our students continued in their chosen support of other charities including St Vincent de Paul and Fr Chris Riley's 'Youth Off The Streets'.

Under the leadership of the Youth Minister, activities including Bible study, nursing home visits, street retreats, Vinnie's Night Patrol, student Catechists and the Youth Ministry flourished. The Vinnie's Winter Appeal and the Christmas Hamper appeal again were supported with an overwhelming generosity by the College community.

A new initiative to recentralise the person of Christ, through active engagement with His life and teachings that is consistent with a Catholic Worldview, was proposed for 2013.



### 3.4 Professional Learning in Catholic Life and Mission

Opportunities to engage with the liturgical and prayer life of the College, as well as active engagement in social justice initiatives provide a sound basis for professional learning in Catholic Life and Mission. In addition, there was the more formal professional learning offered by the College - Ministry I, actively encouraged among middle-leaders, REC meetings and retreat, professional dialogue with other RECs, and ongoing communication and connection with the Cathedral, and its Dean.

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by 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 including Student Welfare and Anti-Bullying, 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

Diocesan policies form the basis of College developed policies such as the Pastoral Care Policy, the Anti-Bullying and Anti-Harassment Policy and the "Moving Students Towards Self Discipline" approach to student behaviour. Policies, practices and procedures are in place to ensure a safe and secure learning environment.

The National Safe Schools Framework Audit Tool ensures a safer, secure and supportive environment where the dignity of each member of the community – students, parents and staff – is valued. Diversity is celebrated!

### 4.3 Pastoral Care of Families

St Leo's openly acknowledges that parents and caregivers of its students are the primary caregivers. Open and honest communication between school and home is encouraged and practices are in place to allow for this. This communication occurs through the Student Diary, email, phone calls, personal interviews, parent teacher interviews and the College website. Parents and caregivers have access to all staff, in particular the Tutor Teachers and the Pastoral Support Team – Director of Pastoral Care, College Counsellor, Youth Minister, Year Co-ordinators and Assistant Principal. There is also referral to outside agencies when appropriate. "Parents in Partnership" has been the focus for the relationship between the College and parent/caregivers community in 2013. There is a strong and ever-expanding Parent Network group that meets regularly and organises both educational and social events such as the Year 7 Welcome BBQ.

### 4.4 Resolving Issues

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

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

### 4.5 Occupational Health and Safety

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

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





## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

A key practice in the delivery of quality teaching and learning is the ongoing evaluation of all aspects of curriculum provision, special projects, practices and strategies. This was achieved during 2012 through staff in the English, Mathematics, HSIE and Science Faculties commencing their preparation for the National Curriculum which will be implemented in 2014, and through the annual Faculty internal reviews that monitor and plan for quality teaching and learning. Additionally, a trial to examine the feasibility of the iPad as an effective learning tool was implemented, and by the end of 2012 the decision was made to move to the use of individual iPads. The College was particularly proud of the State Science testing (ESSA) results –Year 8 students participate annually in this test that measures students' science knowledge and their ability to think scientifically. In all areas tested the mean score of the 151 students who participated in the ESSA test exceeded 90%.

Parents are the 'number one' educators of their sons and daughters. Recognising this, during 2012 the College consolidated the work commenced in 2011 on the development of a strong, positive partnership with parents. At regular Parent Network Meetings parents and teachers engaged in dialogue about matters that significantly impact on the success of their children's learning. Through the contribution of parent volunteers the Literacy Programme was able to continue, and for the first time the College was able to provide Numeracy intervention.

### 5.2 Student Achievement

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

Several points should be noted:

- **In Year 7**, students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 6-9 are performing at a standard deemed above the national minimum standard. Students in Bands 8 and 9 are "at proficiency".
- **In Year 9** students in Band 5 are achieving below the national minimum standard. Students in Band 6 are achieving at the national minimum standard. Students in Bands 7-10 are performing above the national minimum standard. Students in Bands 9 and 10 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area.
- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2012 cohort, there were 173 students in Year 7 and 152 students in Year 9.



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

### Band Distributions (%) – Year 7

		Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
<b>Reading</b>	State	5.2	13.0	21.8	26.5	22.1	11.5	94.9
	National	4.2	13.7	24.7	28.1	19.2	8.6	94.2
	School	2.9	4.1	14.6	36.3	28.1	14.0	97
<b>Writing</b>	State	7.8	22.2	26.4	20.7	15.4	7.5	90.2
	National	8.5	18.5	29.5	23.7	12.6	5.7	89.9
	School	1.8	19.4	25.3	23.5	21.2	8.8	98
<b>Spelling</b>	State	5.5	8.3	19.0	30.1	25.2	11.9	94.8
	National	5.4	11.2	23.4	29.8	19.5	9.1	93.0
	School	2.9	5.9	16.5	30.0	35.3	9.4	97
<b>Gr. &amp;Punct.</b>	State	3.4	11.4	25.1	26.4	18.9	14.8	95.7
	National	3.4	12.2	24.6	28.8	19.6	9.7	95.0
	School	0.6	4.7	21.2	29.4	20.0	24.1	99
<b>Numeracy</b>	State	4.5	17.1	25.7	23.1	15.1	14.5	93.9
	National	4.7	16.1	27.2	25.2	15.0	10.4	93.7
	School	1.2	7.6	20.6	33.5	23.5	13.5	99

### Band Distributions (%) – Year 9

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
<b>Reading</b>	State	7.1	17.0	26.6	25.3	16.5	7.5	91.8
	National	7.1	17.9	28.6	26.4	13.6	4.9	91.3
	School	1.9	6.5	27.9	31.8	18.8	13.0	98
<b>Writing</b>	State	19.3	19.1	19.6	21.9	11.2	9.0	81.6
	National	16.7	21.4	24.0	19.5	11.0	5.8	81.7
	School	9.2	14.5	19.7	34.9	12.5	9.2	91
<b>Spelling</b>	State	8.2	11.9	23.6	26.9	21.8	7.6	90.7
	National	8.9	16.0	25.8	26.4	15.6	5.8	89.5
	School	3.3	9.8	22.2	24.8	28.8	11.1	97
<b>Gr. &amp;Punct.</b>	State	7.8	20.6	23.6	25.3	15.2	7.5	90.8
	National	8.0	18.7	28.1	24.8	13.3	5.4	90.4
	School	2.0	12.4	24.2	29.4	20.9	11.1	98
<b>Numeracy</b>	State	3.9	20.3	25.9	22.2	14.7	13.1	93.6
	National	4.9	18.5	28.3	23.8	13.8	9.1	93.5
	School	0.0	6.5	28.8	32.7	20.3	11.8	100

The improvement seen in the NAPLAN results from 2008 to 2011 was sustained in 2012. St Leo's has significantly fewer students performing in the lowest two Bands in all areas tested, in both Years 7 and 9. Similarly, in the top two Bands in all areas tested, students in Years 7 and 9 performed better than students across the state.



Compared to statistically similar schools, as demonstrated in the *My School* data, student achievement in all areas tested was again at least similar to, but mostly exceeded that of students in similar schools. This sustained improvement can be attributed to a number of strategic decisions. Firstly, NAPLAN data is closely analysed each year to inform programs and instructional design within English classrooms. Secondly, a focused literacy and numeracy intervention that has been in operation since 2010, targets those students identified through a variety of strategies as most needing support. Thirdly, the role of the Literacy Coordinator has evolved to include the development and implementation of a continuum of Spelling, Grammar and Punctuation teaching and learning strategies across Years 7 and 8. Additionally, there is a focus on developing Reading and Writing skills.

### **Record of School Achievement (RoSA)**

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. Six students of the College received a RoSA in 2012.

### **Higher School Certificate**

Year 12 students performed very well in the HSC. The top ATAR was 95.45 and 21% of the cohort achieved an ATAR above 85. Students achieved above the State average in 64% of courses, and in 36% of the courses students achieved either Band 5 or Band 6 results. Eighteen students were named in the Distinguished Achievers List, and one student was awarded Excellence for Musicology in the Musicology Viva Voce. University offers were made to 60% of the 2012 graduates.

### **5.3 Extra Curricula Activities**

A wide variety of extra-curricular activities was offered during 2012 so that each student had the opportunity to develop holistically. Students represented the College in a range of competitive sports, with some students being selected for the highest possible levels of school representation. The Music and Drama Faculties provided an avenue for students to entertain their families, friends and fellow students at soirees and special production evenings. Students excelled in Debating and Public Speaking, and yet others achieved their personal goals through completing Bronze or Silver Duke of Edinburgh awards.

### **5.4 Professional Learning**

St Leo's has established a strong action research approach for Professional Learning within the College. During 2012 staff participated in Quality Learning Teams (QLTs) where collaborative discussion about the meaning of student data in relation to teaching and learning strategies enabled teachers to shape their pedagogy to meet the learning needs of students. Each teacher identified a number of students to whom they specifically geared their pedagogy, and within the QLTs their work was shared and evaluated. With the implementation of the iPad trial, all staff received iPad training and several staff participated in an externally provided iPad training programme that was offered via Video Conference. Two New Scheme Teachers achieved accreditation.



## 6. Strategic Initiatives

### 6.1 2012 Priorities and Achievements

The three priority areas of Mission, Quality Learning and Improvement of the College Premises formed the basis of our improvement in 2012.

In the area of Mission, students and staff increased participation in prayer through sharing a daily prayer during Tutor time, the celebration of liturgies in the new Light of Christ Centre enabled the students to actively engage as the order of the Mass was projected onto screens, and a new student leadership structure based on Ministries was established.

In the area of Quality Learning a newly established Welfare Team enabled close monitoring and case management of students at risk, staff continued to use data to inform their understanding of their students, and there was an improvement in students taking responsibility for their learning through increased commitment to submitting high quality homework and assessment tasks as well as an improvement in attendance rates.

A more focused and comprehensive progressive sports program (both internal and representative sports) was introduced to cater for the individual needs of our students and parents. This supported our strategic focus.

Parent involvement in the life of the College continued to grow, with good numbers attending the Parent Network meetings and the Literacy intervention being extended with a group of parents and past students providing Numeracy intervention.

### 6.2 2013 Priorities and Challenges

Our priorities for 2013 are set by our College Strategic Plan. This plan will be the lens through which we continue our planning for the introduction of the Australian Curriculum in 2014.

In 2013 the College will continue to increase the participation and understanding of the College community in opportunities for faith development, liturgy and mission. This will be done through making an explicit link between the life and teachings of Jesus and the College Mission and values.

In 2012 the College staff through "Know My Students" used and interpreted the available data to improve the outcomes of their students in a group setting, either through their Key learning Area or in their particular pastoral group. This led into a 2013 focus of individual staff designing their own research projects using this data to collaboratively reflect and improve their teaching.

From the planning and consultation in 2012 for improving our College premises and facilities, work is to be commenced in 2013. This will ensure that the College physical environment is supporting the education of our students.



## 7. Parent Participation

### 7.1 Introduction

The St Leo's Catholic College Board has a strong parent representation and has provided sound and wise input on significant areas of College management.

The Parent Network continued to expand in 2012 and provide Literacy Support, co-ordination of social events, hospitality support for College events, the manning of the St John's Wahroonga Soup Van and Parent Evenings. Preparation for Numeracy support for the students was also undertaken, to be launched in 2013.

### 7.2 Parent Satisfaction

Strong positive relationships between all members of the College community – students, staff, parents and caregivers were evident in the 2011 Tier 2 Panel Review.

There is increasing representation and parent involvement at all College events which is evidence of parent satisfaction.

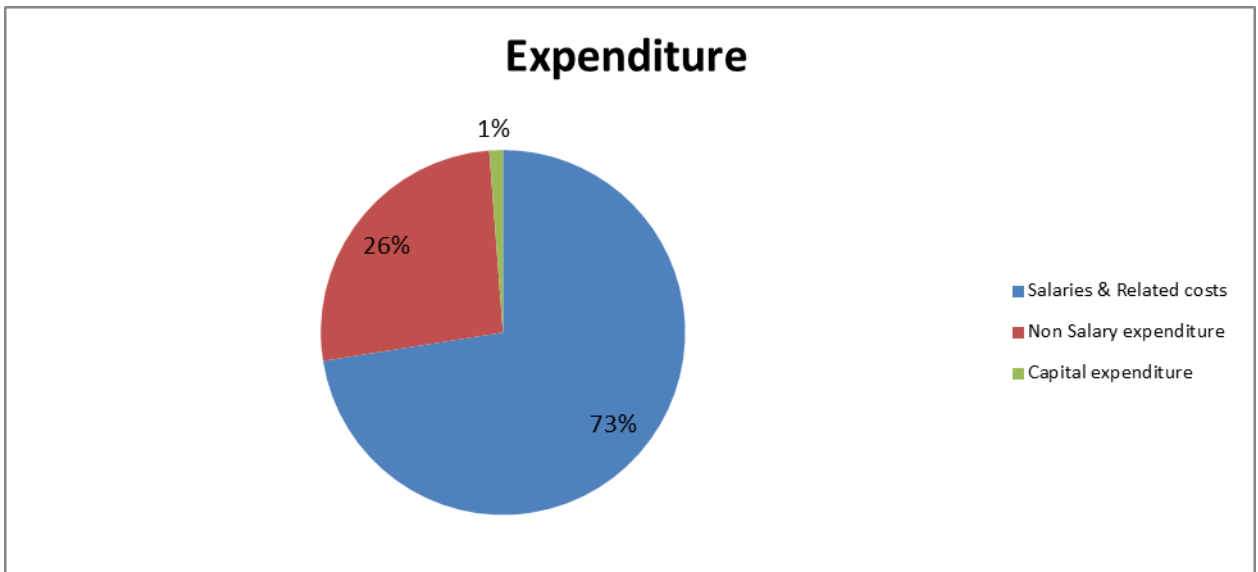
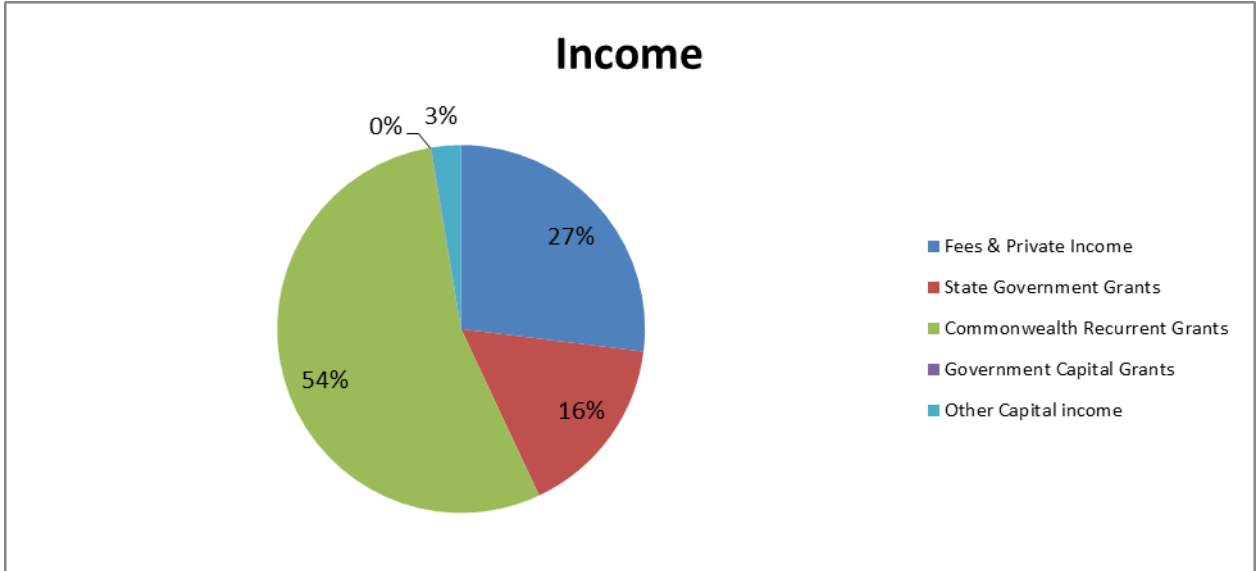
The theme of 'Parents In Partnership' promotes open and honest communication and parents are encouraged to address concerns according to the clear and well publicised lines of communication.





## 8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csoddbb.catholic.edu.au>



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