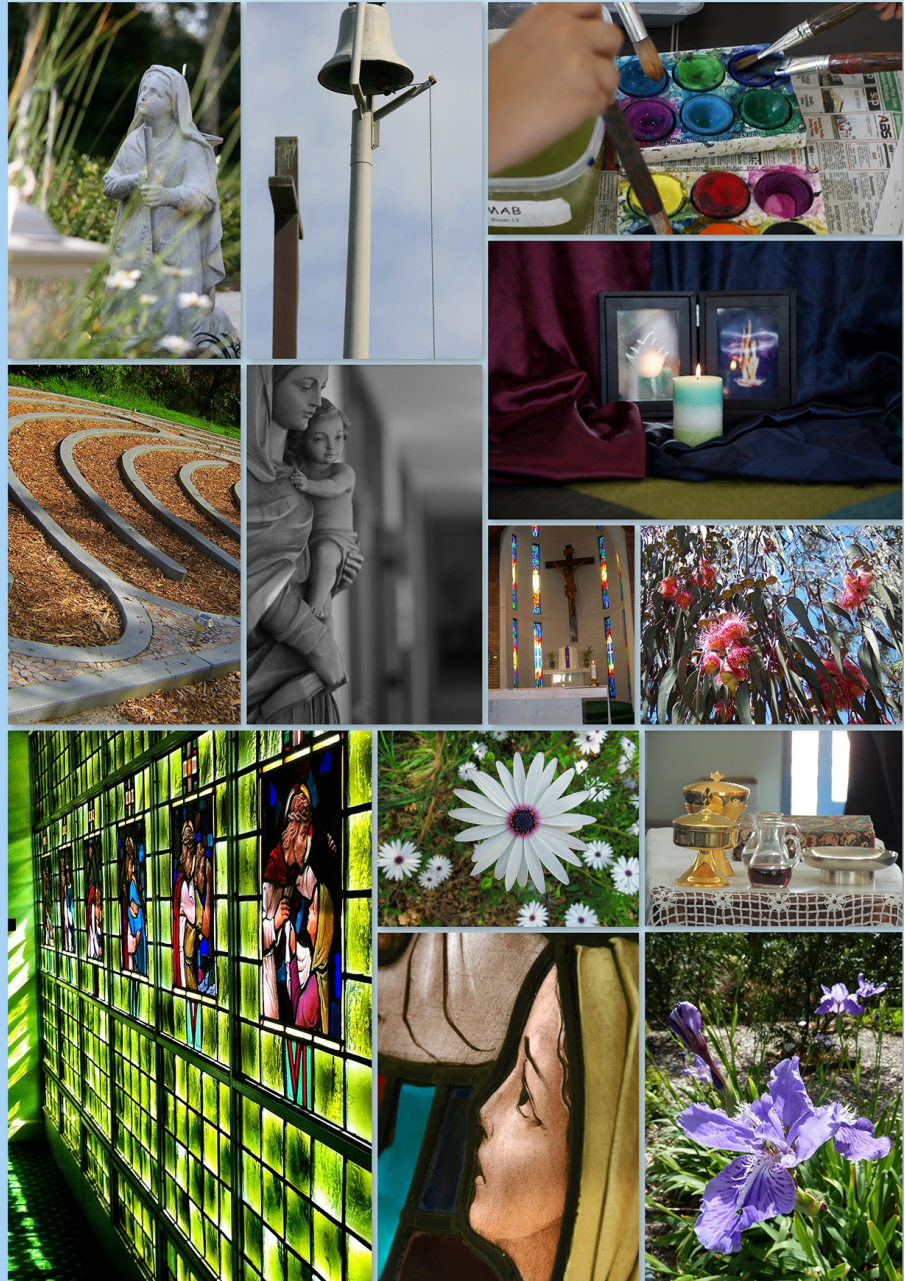


2015

annual school report



St Leo's Catholic College, Wahroonga

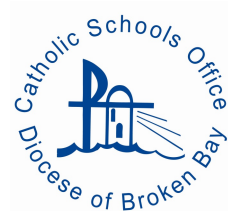
16 Woolcott Avenue, Wahroonga 2076

Principal: Mr Anthony Gleeson

Phone: (02) 9487 3555 Fax: (02) 9487 2637

Email: stleos@dbb.catholic.edu.au

www.stleos.nsw.edu.au



ABOUT THIS REPORT

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

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

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

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

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2015 was particularly busy and rewarding, characterised by committed faith and social justice activity, strong academic results, inspiring learning, improved facilities, great success in our co-curricular programs and a vibrant cultural life.

The College undertook an extensive review involving wide consultation with all members of our community. The process greatly informed the development of our new Strategic Improvement Plan. The external panel conducting the review affirmed the College as an inclusive community where students feel known, respected and valued. The panel characterised the College as having a palpable culture, which prioritises quality learning across the spiritual, academic, physical, social and emotional domains. The panel praised the College for its active and enthusiastic approaches in giving life to its Catholic mission and noted the strong tradition of high quality pastoral care.

As Principal I am proud to be able to say that St Leo's is a faith filled learning community where students are challenged to put their faith into action. I thank our staff, students and parents who tirelessly work together in partnership to continually improve our school.

Parent Body Message

As an advisory group we are blessed that the College Leadership team welcomes and values our input and contribution. Our group consists of representatives from the Leadership Team, past and present parents, and our Parish Priest. As a group, we meet twice a term, to harness opportunities for us to support events at the College and provide feedback on other issues. Two of our ongoing key areas of focus are our unique Community Tutoring Program, where volunteers assist students in literacy and numeracy and 'The Dish', which regularly feeds the homeless in the local area. Additionally, we were involved in a number of community building events including the Year 7 welcome morning tea and BBQ, Opening School Mass, Blessed Edmund Rice Mass, Mother's and Father's Day Masses/breakfasts, *Movie under the Stars*, and thank-you mocktail party. The parent involvement evenings held each term provide an opportunity for all parents to socialise, hear from the Principal and then learn how to support their child; some topics in 2015 included transitioning to high school, study skills and a focus on student outreach programs. We were delighted to be able to support the College's first trip to Kiribati.

Student Body Message

In our roles as College Captains this year, our main responsibility was to represent the student body and College as a whole. This was done in a number of ways such as speaking at assemblies, representing St Leo's College at school events, leading the SRC and organising our Senior School leadership team. By working together with the student leadership team, SRC and the Executive team, it allowed us to take initiative and see positive change throughout the school and wider

community. We were also given the opportunity to represent the College at various community events. These occasions allowed us to further develop our understanding of leadership and engage in issues that extend past St Leo's and into the wider community.

If there's one thing that we have learnt about leadership at St Leo's, it is that leadership isn't simply a title or badge that starts in Year 12. Leadership is a continual process that begins the moment we start our schooling. Whether that is by being part of the SRC, helping in fundraising activities or even being involved in sporting teams. Leadership isn't limited to the College Captains or prefects; but rather applies to the whole school community.

Parish Priest's Message

St Leo's Catholic College is part of the Catholic Diocese of Broken Bay Education System. As the priest responsible for the College I am proud to say that St Leo's is first of all Catholic and is proud to show this at all levels of College life. Bishop Peter A Comensoli has built on the aspect of Discipleship and asked that our teachers be conspicuous for Christ and explicitly Catholic. This is a great challenge not just for teachers but for each one of us, parents and clergy. Our faith commitment to Sunday Mass and participation in parish life will give St Leo's a place connected to the local parishes and not an isolated college. Next year we will celebrate 60 years of Catholic education at St Leo's. There is much to celebrate at St Leo's and I am proud to be able to say that the College continues to thrive as it opens its doors to all who seek a Catholic education.

SECTION TWO: SCHOOL FEATURES

School Features

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

The College is a comprehensive co-educational Catholic College within the Catholic Diocese of Broken Bay. As such, the College exists to provide the best possible faith, learning and growth environment for the College community. Our motto, *Lex Dei in Corde* - God's Law in the Heart, lights a path for us to follow God's law, witnessed by Christ, to "act justly, love tenderly and walk humbly with your God".

The College mission statement expresses our commitment to the formation of confident, competent, Catholic young men and women of conscience. The overall focus is the development of the whole person – spiritually, academically, physically, socially and emotionally. The College aims is to help students discover and develop their talents so that they can shape and perhaps change the world into a better place. Catholic values are at the very heart of St Leo's philosophy, providing a strong academic and cultural framework which promotes the College's core values of Integrity, Respect, Justice, Hope and Dignity in every aspect of life in the classroom and beyond.

As a co-educational College, an invaluable opportunity is provided to students to understand and appreciate the perspectives boys and girls bring to the community and to not only recognise but respect and experience the sheer complexity of gender. A culture where diversity and inclusion is encouraged has been developed.

Learning is engaging, challenging and enjoyable, and is aimed at each students' individual level. The staff strive to understand the nature of every student so that they are able to assist them to succeed in all aspects of their education. The College has established itself as a highly successful school which provides education across multiple pathways and across a wide range of curriculum, sporting, social justice and cultural areas.

The curriculum is broad and responsive to the needs of the students in a range of academic, cultural and vocational fields, equipping them with the essential life skills required for contemporary society. As a non-selective high school, the College delivers strong academic results across the curriculum, catering for the most gifted of students whilst skillfully supporting all students across the spectrum of learning needs.

There is significant focus at the College on living out the joy of the Gospel by putting our faith into action. This is demonstrated in the way we treat each other, the way we learn and in particular in the way we participate in Social Justice.

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

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
346	524	169	870

* Language Background Other than English

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

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2015 was 91.20 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93 %	92 %	91 %	89 %	91 %	91 %

The *College App* allows parents/carers to register their child's absence instantly via their phone or mobile device enabling Year Leaders, Tutor Teachers and our Student Services Manager to immediately liaise with parents to verify absences thus reducing the rate of "unexplained" absences.

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend

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

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

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

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

Student Retention Rate

Of the students who completed Year 10 in 2013, 87% completed Year 12 in 2015.

This figure fluctuates from year to year. In 2014 we had a retention rate of 96%. Each year is influenced by a range of factors, such as availability of subjects, uptake of apprenticeships, and the transition of families in and out of the local area.

Senior Secondary Outcomes

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

Senior Secondary Outcomes; Year 12, 2015	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	37%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

An extensive and broad range of subjects catering to a diverse range of students is provided. This year the College dux attained an ATAR of 98.7 and has gone on to study a Bachelor of Economics at the University of Sydney.

Post School Destinations

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

Figures relating to the 2015 Year 12 student body showed that 70% of students went of to university, 25% embarked on TAFE related studies and 5% went into employment.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
78	23	101

* This number includes 57 full-time teachers and 21 part-time teachers.

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	78
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Staff Formation
Day 2	Effective use of Technology in Learning
Day 3	Professional Learning Groups; action research projects - focused on Literacy and Cultures of Thinking

Professional development is a crucial part of staff development. A range of professional development opportunities including induction, mentoring, training, internal and external courses, meetings and formal qualifications were provided to staff. These opportunities

supported the ongoing faith formation of staff, focused on the development of knowledge and skills in pedagogy and pastoral care, and were based on current research. A unique and well established action research approach was taken with all staff engaging in professional learning groups focused on improving student outcomes.

SECTION FIVE: MISSION

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

The College in collaboration with families and parishes, strives to form confident, competent, Catholic young men and women of conscience who are a force for good in our world today. The theme for the year, inspired by Pope Francis, was: “The Joy of the Gospel: Putting Faith into Action.”

At the centre of the College stands the beautiful chapel, a sacred place of peace and prayer, the spiritual heart of the community and the font from which all actions flow. Staff, students, family and friends of the College continue to gather there every Friday at lunchtime for the celebration of Eucharist led by priests from the local parishes. The wider community also joined in worship for College events including the Opening Mass, Ash Wednesday, Stations of the Cross, Edmund Rice Feast Day, Mothers' and Fathers' Days, Graduation and St Leo's Day celebrations. The four College Houses – Chanel, Xavier, Loyola and Aquinas – continued the tradition of celebrating their House Patrons with a special Liturgy on their respective feast days.

Students were encouraged to put their faith into action by personally reaching out to help those in need through participation in a variety of opportunities such as the monthly St Vincent de Paul Night Patrol, Caritas' Project Compassion, Vinnies Winter and Christmas Appeals, lunchtime nursing home visits, visits to people with disabilities at Catholic Care for students in Year 9, and the ongoing Year 10 Street Retreat program. The College launched a Pacific Island Immersion experience with students travelling to the islands of Kiribati. This will now be an annual trip offered to Year 10 students. Year 11 students had the opportunity to embark on our bi-annual outback pilgrimage visiting remote indigenous communities and sacred sites around NSW. Following a speech at Assembly by an asylum seeker, students put on a lunchtime *Detention 4 Detention*, giving up their lunchtime to write messages of support for those applying for refugee status.

A range of faith enrichment activities were also on offer: weekly lunchtime Bible Studies; the Year 11 and 12 retreat program at Stanwell Tops; Reflection days for Years 7-10; Bible distribution by the Gideon Society to all of Year 7; weekly leadership formation for the Year 11 Youth Ministry Team; the voluntary three-day silent retreat by 13 students at the Benedictine Abbey at Jamberoo; 10 students teaching Special Religious Education at two local public schools; attending quarterly diocesan Praise and Worship events; as well as the five day trip to Adelaide made by 18

students for the Australian Catholic Youth Festival.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

As a comprehensive co-educational Catholic College, St Leo's provides a high standard of education that promotes the spiritual, academic, physical, social and emotional development of each student. The College embraces a diversity of students' capabilities providing both academic challenge and learning support so that all students have the opportunity to achieve their personal best. The College has strategically resourced the employment of a Leader of Senior Student Academic Care who is responsible for the promotion of academic excellence and continuous improvement in order to maximise student outcomes.

St Leo's offers a broad curriculum that seeks to foster and challenge the individuality, creativity, initiative and ability of all students. The College aims to provide structures that enable students to study in the areas and levels most appropriate to their abilities, needs and interests. In 2015, the College Introduced a new Philosophy elective which has been very well received by students. This elective embraces innovative pedagogies such as problem-based learning and critical thinking.

There has been significant focus throughout 2015 on staff professional development on literacy and creating cultures of thinking. In 2015, the College developed a whole school, evidence based literacy plan in consultation with Dr Linda Bendikson (University of Auckland 'critical friend'). This entailed collecting samples of writing from all students in Years 7 to 10 to obtain baseline data for our paragraph writing focus. This data is provided to teachers with vital information for enhancing student writing. Continued wide reading in English lessons (once a fortnight) and the inclusion of wide reading in the pastoral program has reaped rewards in the area of student growth in reading. The implementation of literacy strategies was supported by the continuous Community Tutoring Program.

Staff at the College also worked in collaboration with the Catholic Schools Office, Harvard University and other leading voices in Cultures of Thinking to plan activities and develop teacher understanding of the thinking culture.

There has been a strategic focus on co-curricular opportunities available to students. A Representative Sporting Advisory committee has been formed to identify future directions in this

important area of development. The College music program has grown in strength and number. Students had the opportunity to participate in the Da Vinci Decathlon, debating, public speaking, chess, drama club, International Competitions and Assessments for Schools ([ICAS competitions](#)) as well as seasonal opportunities to be involved in slam poetry, Write-A-Book-in-A-Day and Red Room Poetry Object Prize.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	35.50 %	28.60 %	7.00 %	19.20 %
	Reading	38.60 %	28.40 %	7.60 %	15.30 %
	Writing	13.30 %	15.60 %	20.30 %	29.10 %
	Spelling	40.50 %	30.80 %	10.20 %	16.10 %
	Numeracy	32.10 %	25.80 %	7.70 %	16.60 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	17.80 %	16.90 %	27.20 %	29.00 %
	Reading	35.30 %	21.10 %	12.40 %	23.00 %
	Writing	19.90 %	13.40 %	33.10 %	39.20 %
	Spelling	28.40 %	23.90 %	15.30 %	22.10 %
	Numeracy	33.20 %	24.00 %	11.90 %	17.40 %

NAPLAN Comments

Students in Years 7 and 9 undertook NAPLAN in May 2015. Analysis of these results assists

College planning and is used to support teaching and learning programs. Several points should be noted:

- The Years 7 and 9 combined results were above National, State and NSW Catholic Schools means in ALL areas (both literacy and numeracy); an outstanding achievement.
- Students achieved significant growth from Year 7 to 9 in NAPLAN, significantly above National, State and NSW Catholic Schools growth. Of particular note is the College average growth in reading, which was 43.9 (compared to 38.6 across the State), the College average growth in writing was 38.1 (compared to 27.2 across the State) and the College average growth in numeracy was 49.1 (compared to 47.6 across the State).

These results, well above the State average, with a pattern of growth above National, State and NSW Catholic Schools growth, are due to in large part to the College's strategic focus on both reading and writing in Years 7 to 10, and the College's unique Community Tutoring Program. This Program assists students who need one-on-one support for their literacy and numeracy development.

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2015, the number of students issued with a RoSA was 1.

Higher School Certificate (HSC)

The results of the School's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

The graduating class of 2015 has certainly left its mark on the College. Student balanced their academic studies while maintaining high levels of involvement in College life. Some highlights:

- the College dux, achieved an ATAR of 98.7
- more than 70% of students were offered places at University (compared to 30% across the State)
- 37 students' scores were above 90%
- 37% of students achieved results above 80
- students ranked in first place in the Diocese of Broken Bay in 9 different courses
- two students nominated for Art Express and one student nominated for BOSTES Music Showcase.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2013		2014		2015	
	School	State	School	State	School	State
English (Standard)	4 %	7 %	8 %	8 %	9 %	8 %
English (Advanced)	35 %	53 %	60 %	59 %	28 %	58 %
Business Studies	59 %	35 %	49 %	37 %	57 %	36 %
Economics	71 %	43 %	62 %	45 %	63 %	46 %
Engineering Studies	43 %	30 %	67 %	33 %	71 %	8 %
HSC English Extension 1	100 %	88 %	100 %	93 %	100 %	94 %
Visual Arts	77 %	51 %	78 %	49 %	79 %	54 %

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

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

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

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

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

Pastoral Care Programs in place include: Outdoor Education, Peer Support, Peer Mentoring, Boxercise, Retreats and Reflections, Seasons for Growth.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

All students, their families and all employees have the right to a safe and supportive learning environment. The responsibility to teach, foster, promote and encourage positive behaviours from all students is a shared belief.

The College has proactive strategies for defining, teaching, and supporting appropriate student behaviours to create a positive school environment to enhance learning. The Pastoral Care program permeates every aspect of the life of the school – spiritual, academic, social, cultural and physical.

Behaviour management and student discipline is underpinned by the College Mission Statement and the College Values Statement. There is an expectation that all students and staff will behave in ways that display the values that foster our Mission Statement. The College Code of Conduct outlines the behaviours expected in order for students to uphold the College values and to show respect for self, respect for others and respect for the environment.

In 2015 the College developed a Student Welfare Committee to formally identify and monitor students who are at risk in their learning or wellbeing.

Anti-Bullying Policy

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

The College takes its Anti-Bullying Policy seriously. The College has a proactive *Positive By-Stander* approach to Anti-Bullying whereby all students are encouraged to share in the responsibility of caring for one another within and beyond the College community and to stop bullying and harassment in all its forms.

Students are instructed from their initial Orientation Day in Year 7, through their College journey about how to recognise, minimise and take responsibility for their actions. Across many forms of communication students are informed that *'Any form of bullying by an person for any reason is not acceptable at St Leo's. Everybody has the right to feel safe at the College, if you don't feel safe let your Pastoral Leader know'*.

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

Complaints and Grievances Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A

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

The College has a strong reputation for being extremely proactive in relation to pastoral care and student wellbeing. Being able to address complaints and grievances quickly and transparently is one factor in the College policy of student management. An open dialogue is encouraged with all members of the wider community including parents and students. The College invites each parent to be actively engaged in their children's learning and wellbeing. The College's aim if an issue or complaint is received is to seek to resolve issues through direct discussion, in a timely and confidential manner at the lowest appropriate management level.

The College has clear lines of communication for parents/carers and students wishing to address any issue. In relation to academic or subject related areas the lines of communication are to the:

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

When the issue concerns a student's welfare the lines of communication are to the:

- Tutor Teacher
- Year Leader
- Director of Pastoral Care & Wellbeing
- Assistant Principal
- Principal

Initiatives Promoting Respect and Responsibility

The College offers a values-based education for all students. It is an expectation that all members of the College community display these values. Students are encouraged to develop self discipline where behaviour is self-evaluated and specific plans are created to display the College values - those being:

- Integrity
- Hope
- Dignity & Respect
- Justice

Promoting respect and responsibility is only possible when College staff work in partnership with parents and carers. The parent network values the role parents and carers play in the education

and moral leadership of their children and the College aim is to strengthen the partnership between family, school and parish.

Some of the 2015 highlights:

- Year 10 Pacific Island Immersion Experience to the Island of Kiribati
- Year 11 students bi-annual Outback pilgrimage visiting remote indigenous communities and sacred sites around NSW
- Peer Support program
- regular community Boxercise program
- St Vincent de Paul Night Patrol
- the ongoing Year 10 Street Retreat program
- Caritas' Project Compassion
- Vinnies Winter and Christmas Appeals
- ongoing lunchtime visits to local nursing home visits
- ongoing visits to people with disabilities at Catholic Care for students in Year 9
- College Student Leaders Stewardship increased awareness of responsibility through initiatives such as R U OK Day, St Leo's Day Mass and Fair Asylum seeker, student led assemblies focused on key social justice issues
- St Leo's students represented the College in a variety of sports
- Students attended the Young Social Justice Program at the NSW Parliament House
- The parent led "The Dish" initiative
- Drama and music student contributed gifts of performance at College assemblies, liturgies and public performances
- College HSC Showcase evening
- students participated in the NSW Chemistry Titration competition
- students participated in the *Write a Book in a Day* initiative
- students participated in the Slam Poetry competition with interactive sessions with Australian Champion, Luka Lessons
- Student led lunchtime games club
- Seasons for Growth program
- students participated in the Duke of Edinburgh program
- College Outdoor Education program
- students participated in the Catholic School Debating Association competition
- the community tutoring program involving over 50 community volunteers assisting students in literacy and numeracy on a weekly basis
- College Retreat and Reflection Day program.

SECTION NINE: SCHOOL IMPROVEMENT

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

Key Improvements Achieved

The College continued its key focus on improving facilities through the building works program. This included the refurbishment of the A and B block classrooms, the creation of three new staff room spaces, new library resource centre, development of new girls' bathrooms facilities and the creation of a new outdoor recreation space. There was a focus on College values by providing opportunities for student faith formation through involvement in liturgy, mission and social justice. Student opportunities to be involved in social justice activities were strengthened through the College Outreach Program involving local, national and international immersion experiences. Year 11 students embarked on the inaugural Pacific Island Immersion experience. There was a continued focus on improving student literacy at the College, with special emphasis on reading and writing. The implementation of literacy strategies was supported by the continuous Community Tutoring Program. The College continued to review and evaluate the St Leo's Pastoral Care and Wellbeing Framework to ensure that the whole school approach to pastoral care and well being continues to meet the needs of our community.

Priority Key Improvements for Next Year

In 2016 the College aims to:

- continue to improve College facilities through the building works program
- provide clearly articulated opportunities for all members of the College community to fully engage in social justice and faith formation activities
- develop resources and opportunities for members of the College community to regularly engage in prayer and reflection
- continue the College collaborative professional learning program with a focus on student thinking and problem-solving
- develop a clear, coherent and well-researched eLearning plan
- continue the implementation of our whole College literacy approach focused on student writing skills
- review the assessment and reporting systems to improve feedback about student progress
- review class structures to maximise outcomes for all students

- provided staff with professional learning in student mental health and wellbeing using the MindMatters framework
- initiate a new Peer Mentoring Program to enhance student personal growth
- strengthen opportunities for student involvement in representative sport and co-curricular programs.

SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

Throughout 2015 the College undertook an extensive College Review as part of the Broken Bay School Review and Development program involving wide consultation with staff, students, parents and clergy. The data indicates high levels of parent satisfaction in the following areas:

- caring, supportive and highly professional teachers and other staff
- welcoming, inclusive, and supportive school community
- the inculcation of the College values and ethos
- the quality of Catholic education provided at the College
- a well balanced, holistic education
- observing students' progress and growth
- opportunities for students to grow intellectually and spiritually
- students' happiness at school
- opportunities for parents to engage with and contribute to the life of the College
- high quality communications between teachers and parents

The Parent Advisory Group provide avenues for parents and community members to raise positive issues or those of concern. Any issues which are raised are listened to, discussed and responded to appropriately.

Student Satisfaction

Students are regularly surveyed about their views and levels of satisfaction. The College conducts regular meetings of the student representative council which is chaired by the College Captains. Representatives have provided pleasing responses with regards to learning structures, teacher practise and the pastoral care programs within the College. Students are also pleased with the Youth Ministry initiatives and social justice opportunities available at the College.

Teacher Satisfaction

During 2015, staff members were regularly invited into a dialogue which probed satisfaction through the workplace context of teaching and the preferred focus for school improvement at the College. The major vehicle for data collection was through surveys, staff meetings and the College leadership Team. Data from teachers noted where their experiences had been met or exceeded. The top five drivers were:

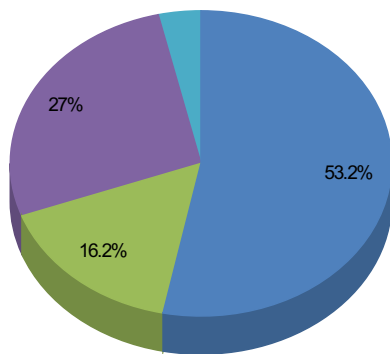
- quality of teaching
- good education at a reasonable expense

- focus on student welfare
- co-education
- a Catholic education.

SECTION ELEVEN: FINANCIAL STATEMENT

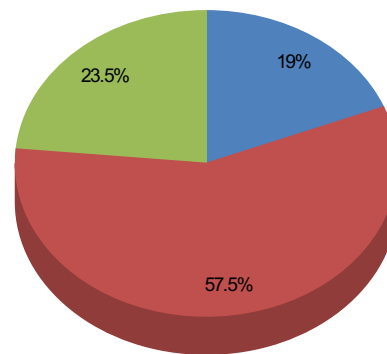
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (53.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.2%)
- Fees and Private Income (27%)
- Other Capital Income (3.6%)

Expenditure



- Capital Expenditure (19%)
- Salaries and Related Expenses (57.5%)
- Non-Salary Expenses (23.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$8,184,249
Government Capital Grants	\$0
State Recurrent Grants	\$2,496,143
Fees and Private Income	\$4,152,715
Other Capital Income	\$554,622
Total Income	\$15,387,729

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$3,370,701
Salaries and Related Expenses	\$10,218,704
Non-Salary Expenses	\$4,175,140
Total Expenditure	\$17,764,545