

St Leo's Catholic College, Wahroonga

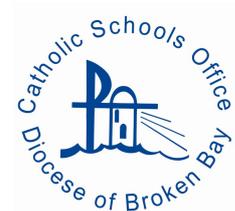
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ABOUT THIS REPORT

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 be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

A wonderful year of celebration as we marked 60 years of Catholic Education at St Leo's. 2016 saw us implement our Strategic Improvement Plan (2016-2018). Our theme for the year "Putting our Faith into Action" gave us direction. Our key goals are to:

- Empower members of the College to put their faith into action to make a positive difference
- Develop students who are critical, creative and confident problem solvers
- Foster student personal growth in a nurturing environment

Our Building Program continues to deliver improvements. A new administration building greets students, staff and guests and our A and B block renovations give fresh learning spaces for students. In 2017 a \$10.5 M Creative & Performing Arts and TAS Centre will accommodate Drama, Hospitality (VET); with a full grade commercial kitchen, Music and Technical and Applied Studies (TAS).

As Principal I am proud of students, staff and parents who have built an inclusive community in which we respect and value the diversity of each other. I look forward with great confidence to the future as we continue to increased opportunities for students to participate in dynamic and innovative programs across all year groups.

Parent Body Message

The College Advisory Group consists of past and present parents, who work in partnership with the Leadership Team and the 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. Our two key areas of focus were our unique Community Tutoring Program, where volunteers assist students in literacy and numeracy and 'The Dish', which regularly feed the homeless in the local area. The advisory group was also active in a number of other community building events including the Year 7 Welcome Morning Tea and BBQ, Opening College and Blessed Edmund Rice Mass, Mother's and Father's Day Masses/breakfasts, as well as working bees. As part of the College's 60th Anniversary celebrations a 60th Anniversary dinner dance and a movie night was organised.

Once a term parent involvement evenings are held, to provide parents with the opportunity to socialise, hear an update from the Principal and also educate parents on supporting their child. Topics covered in 2016 included transition to high school, safe and moral use of technology, Kiribati immersion program, and practical ways to support your adolescent.

Student Body Message

When we began our journey at St Leo's in Year 7, with backpacks half our body size, Year 12 seemed an impossible long way off. As the graduating cohort in the 60th year at St Leo's we are

extremely proud of all that our College has achieved. We have faced many challenges on our journey, but as a College community we have helped each other through. Support from our Principal Tony Gleeson, who was always dedicated to the wellbeing of the students and gave so much of his time to talk with us one-on-one was especially helpful. Assistant Principal, Mr Anthony Mahoney kept us focused, as did our Year Leader Mrs Todd. As we finish at St Leo's, it is interesting how our memories of classes, camps, retreats, excursions, social justice activities and sporting moments flood our minds bringing warmth and laughter to our shared experience. Thanks to our dedicated teachers we leave the College well equipped to make a positive difference in the world.

Parish Priest's Message

As Parish Priest and member of the College Board, I congratulate St Leo's Catholic College on the occasion of their 60th Anniversary for the significant contributions they have made to Catholic education as a systemic school in the Diocese of Broken Bay. St Leo's has responded to Bishop Peter Comensoli's call to form "missionary disciples" through both the Religious Education program as well as providing extracurricular opportunities for evangelisation and catechesis. Periodic whole College Masses, along with weekly Friday lunchtime Masses show that the Eucharist remains at the heart of this community. Students have also put their faith into action through feeding the homeless with Vinnies Van, visiting the elderly at McQuoin Park, fundraising for Caritas and St Vincent de Paul, visiting the island of Kiribati and answering Pope Francis' invitation to Krakow for World Youth Day. The spectacular *Road to Bethlehem* nativity pageant was a great example of the College reaching out to the local community with over a thousand guests from parishes and primary schools coming to watch.

SECTION TWO: SCHOOL FEATURES

School Features

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

As a Catholic, comprehensive, co-educational College, St Leo's exists first and foremost as an evangelising enterprise that recognises the sanctity of each and every member of the College community. Catholic values and evangelisation permeate teaching and learning, pastoral care and all dimensions of the College as Christ is the centre of our identity and mission as a community of Grace. The College motto, *Lex Dei in Corde* - God's Law in the Heart, calls us to follow God's law, witnessed by Christ, to "love one another as I have loved you". As such, St Leo's is an inclusive community in which the diversity of each of its members is respected and valued.

Learning at St Leo's is engaging, challenging, enjoyable and aimed at a child's individual level. The College strives to understand the nature of every student so in partnership with parents, students can develop as confident, competent, Catholic young women and men of conscience.

A culture where diversity and inclusion is encouraged is a feature of the College. The co-educational aspect provides an invaluable opportunity for students to understand and appreciate the perspectives boys and girls bring to the community and to successfully experience the sheer complexity of gender. Co-education prepares students for life after school where real life is rarely gender separated.

St Leo's is a real life community where students rub shoulders with others from all walks of life, dispositions, interests and social standing. It is reflective of the community they will meet once they leave our care. Learning to live and work with a wide range of people is a key factor to success in their later years.

The College building works program *Building a Better School* will enter its final stages in 2017 with a construction of a new \$10.5 Creative & Performing Arts and TAS Centre that will accommodate Drama, Hospitality (VET); with a full grade commercial kitchen, Music and Technical and Applied Studies (TAS) due to commence and be completed by mid 2018. Information about facilities can be found on the [website](#).

The College delivers strong academic results across the curriculum in a broad range of subjects and caters for the most able students and supports those students across the spectrum of learning needs. The College aim is to assist each child to achieve their own personal best. A holistic approach to a child's education is paramount so they develop spiritually, academically, physically, socially and emotionally.

A child's education is a journey that benefits from a strong and healthy partnership between dedicated teachers, families and the individual student. The College equips young people with the social confidence, strength and moral ground to utilise their quality education for the next phase of their lives.

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 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
348	499	164	847

* Language Background Other than English

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 2016 was 90.99 %. 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
94 %	91 %	91 %	89 %	91 %	91 %

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 [Procedures 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 2014, 92% completed Year 12 in 2016.

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, 2016	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	34%
% 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 97.4 and again more than 70% of students were offered places at University (compared to 30% across the State).

Post School Destinations

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

Figures relating to the 2016 Year 12 student body showed that 72% of students went to University, 22% embarked on TAFE related studies and 6% went into employment.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
79	16	95

* This number includes 56 full-time teachers and 23 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.	79
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	Formative Assessment
Day 2	Student Well Being using the Mind Matters Framework
Day 3	Safe, effective and moral use of technology

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

To focus and deepen the College mission as an evangelising enterprise, the theme ‘Putting Faith into Action’ was rigorously pursued across the College in 2016. Opportunities for prayer and worship were woven into a rich tapestry of liturgical celebrations for opening the academic year, Ash Wednesday, Stations of the Cross, Edmund Rice Feast Day, Mothers’ and Fathers’ Days, Feast of the Assumption, Graduation and St Leo’s Day.

In order to break open scripture and explore the spiritual marrow of the birth of Christ, the College witnessed the introduction of the ‘Road to Bethlehem’. This liturgical pilgrimage is a major re-enactment of the nativity and shared the faith experience with over 1000 visiting Diocesan students, teachers and members of the McQuoin Park retirement village. Live animals, hand made costumes and sets enabled ‘Bethlehem’ to be a highly successful evangelising experience. Likewise, the Stations of the Cross brought to life the Passion of Christ. Students acted out each station within a highly dramatic atmosphere of light, sound and texture.

The faith nourished by these experiences was reinvested through charitable service through regular nursing home visits, street retreat programs for the homeless, the Kiribati immersion, St Vincent de Paul’s Night Patrol, Winter and Christmas Appeals and Caritas’ Project Compassion. Programs such as these numbered 18 in 2016 and provided students with a broad suite of access point to reinvest their faith. Such programs operated on a local, national and international level providing a global approach to discipleship. Such works of mercy and worship experiences were framed in context and supported by a dynamic Religious Education program, as well as spirituality days, retreats and the Year 11 silent retreat at Jamberoo Abbey. The Year 11 and Year 12 retreats were highly successful evangelising experiences. Students recorded in Year 12

graduation surveys that such retreats were the most poignant, enjoyable and powerful experiences at the college in their journey.

The Religious Education program began a comprehensive redevelopment in Semester 2 as the College moves towards meeting the spiritual needs of the current generation. New tactile, visual and experiential based strategies have been woven into the curriculum to allow students to deepen their theology and to enrich their faith. Staff formation was enhanced through a dynamic staff spirituality day that offered a range of 'putting faith into action' initiatives throughout the Sydney experience. Staff cycled through options such as street retreats and indigenous spirituality walks through Redfern. Included in the day was an exploration of Mercy followed by staff prayer and meditation through the scriptures.

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 and Technological and Applied Studies (TAS). 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.

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 eLearning to support teachers in use of technologies to enhance learning and a Data and Systems Coordinator to assist teachers in their vital use of data to target their teaching to individual needs.

As a comprehensive co-educational Catholic College, 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 2016, the College introduced a new Stage 5 iSTEM elective that delivers Science, Technology, Engineering and Maths in an integrated way. This elective embraces innovative pedagogies such as problem-based learning and project-based learning. Students are challenged to manage projects and work in teams.

There has been significant focus throughout 2016 on staff professional learning. Teams of teachers worked collaboratively on projects focused on improving student outcomes through an inquiry model of teaching. Staff also engaged in professional development focused on using diagnostic data to target and adjust their teaching strategies. The College continued to implement its whole school, evidence based literacy plan, developed in 2015 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 the focus in paragraph writing. This data is provided to teachers with vital information for enhancing student writing. Teams of teachers continued to work towards the development of a thinking culture by attending Project Zero professional development days and Teaching for Thinking days. Guided by the CSO and informed by the work of Richard Elmore, the College introduced learning walks to engage teachers in critical reflection on teaching practice.

There has been a strategic focus on co-curricular opportunities available to students. 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 and Write it Out.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	29.50 %	27.60 %	17.27 %	19.80 %
	Reading	31.65 %	26.20 %	13.67 %	17.20 %
	Writing	15.83 %	15.50 %	17.27 %	26.90 %
	Spelling	32.37 %	28.20 %	15.83 %	17.50 %
	Numeracy	33.33 %	30.30 %	10.87 %	15.10 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	29.41 %	16.20 %	18.38 %	27.10 %
	Reading	28.47 %	20.60 %	14.60 %	21.40 %
	Writing	7.30 %	12.30 %	27.01 %	37.70 %
	Spelling	27.21 %	21.80 %	15.44 %	22.80 %
	Numeracy	28.15 %	22.50 %	8.15 %	17.50 %

NAPLAN Comments

Students in Years 7 and 9 undertook NAPLAN in May 2016. 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 with regard to the statistical mean (average) ([MySchool data](#)) were above National, State ([SMART data](#)) and NSW Catholic Schools ([SMART data](#))
- Year 7 students achieving above state and diocesan averages ([SMART data](#)) in Reading, Writing, Spelling and Numeracy
- Year 9 was equally pleasing with averages above State and NSW Catholic schools in Reading, Spelling, Punctuation and Grammar and Numeracy. Writing was also well above state average ([SMART data](#))
- the College average growth in Reading was 35.1 scaled scores (compared to 33.2 across the state) and the College average growth in Numeracy was 42.1 (compared to 40.7 across the State). No growth data for writing was available in 2016.

These results, above State average and growth ([SMART data](#)), and with a pattern of growth above schools nationally and schools with similar students ([MySchool data](#)), are due 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 2016, the number of students issued with a RoSA was 7.

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 2016 produced excellent results. Students balanced their academic studies while maintaining high levels of involvement in College life. Some highlights:

- the College Dux, achieved an ATAR of 97.4
- more than 70% of students were offered places at University (compared to 30% across the State)
- 42 students' scores were above 90%
- 39% of students achieved results above 80
- students ranked first in the Diocese of Broken Bay in 7 different courses
- two students nominated and one selected for Art Express
- one student nominated and selected for BOSTES Encore Music Showcase.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
	School	State	School	State	School	State
English (Standard)	8 %	8 %	9 %	8 %	0 %	13 %
English (Advanced)	60 %	59 %	28 %	58 %	44 %	62 %
Ancient History	22 %	33 %	0 %	33 %	46 %	31 %
Business Studies	49 %	37 %	57 %	36 %	47 %	35 %
Design and Technology	67 %	37 %	40 %	36 %	75 %	41 %
HSC History Extension	40 %	78 %	40 %	78 %	100 %	81 %
Music 1	100 %	60 %	58 %	62 %	100 %	63 %
Studies of Religion I	47 %	49 %	59 %	51 %	70 %	50 %
Visual Arts	78 %	49 %	79 %	54 %	75 %	55 %

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.

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.

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.

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.

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 2016 highlights:

- Year 10 Pacific Island Immersion Experience to the Island of Kiribati
- Peer Support 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
- series of well received *Girls Talks* and *Men of Honour program*
- Parent Information Evenings with a clear focus on mental health and well being
- College Student Leaders Stewardship increased awareness of responsibility through initiatives such as R U OK Day, St Leo's Day Mass and Fair, Mental Health Awareness month activities, Year 7 Jersey Day initiative, and student led assemblies focused on key social justice issues
- Year 11 Mentoring program
- Year 10 Leadership Workshops
- 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 and of course the College musical
- College HSC Showcase evening
- students participated in the *Write a Book in a Day* initiative and the Slam Poetry competition

- Seasons for Growth program
- students participated in the Duke of Edinburgh 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
- Outdoor recreation program
- 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

In 2016 the College:

- continued to improve College facilities through the building works program
- provided clearly articulated opportunities for all members of the College community to fully engage in 17 dynamic social justice and faith formation activities
- implemented a collaborative professional learning program which led to increased opportunities for student engagement, critical thinking, creativity and problem solving
- developed a clear, coherent and well-researched eLearning plan
- continued the implementation of our whole College literacy approach focused on student writing skills
- reviewed the assessment and reporting systems to improve feedback about student progress
- reviewed class structures to maximise outcomes for all students
- provided staff with professional learning in student mental health and wellbeing using the MindMatters framework
- initiated a new Peer Mentoring Program to enhance student personal growth
- strengthened opportunities for student involvement in representative sport and co-curricular programs.

Priority Key Improvements for Next Year

In 2017 the College aims to:

- create a digital faith-space website
- increase prayer life in classrooms through a call to prayer (Examen) each day
- introduce the *Oikos Program* for students entering College from a public school
- launch our College Learning Principles, CREATE.
- launch our new Promoting Excellence Professional Learning program more than doubling staff professional learning through a Faculty-based professional learning program, collaborative cross-curricular professional learning groups, regular professional development designed to promote excellence for all students and teachers
- continue with our successful whole College approach to improve literacy
- launch our new assessment and reporting system for improving feedback on student learning and fostering a growth mindset in our students

- introduce new eLearning classes in Years 7 and 8
- continue with proactive programs focussing on health and wellbeing including programs that provide strong role models, Empower Girls and develop Men of Honour for boys
- further broaden sporting opportunities which promote healthy lifestyles
- launch new initiatives designed to strengthen communication with parents.

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

Surveys of parents in 2016 indicate the highest 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

The Parent Advisory Group provides 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 practice and the pastoral care programs within the College. Students are also particularly pleased with the range of Youth Ministry initiatives, social justice opportunities and the co-curricular opportunities available at the College.

Teacher Satisfaction

During 2016, 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:

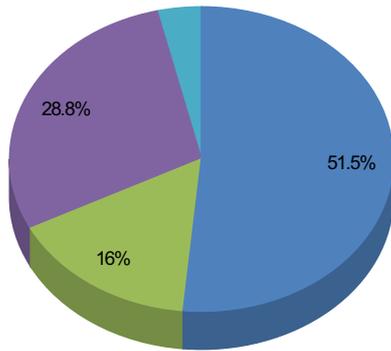
- quality of teaching
- quality of education at a reasonable expense
- focus on student well-being
- co-education

- a Catholic education.

SECTION ELEVEN: FINANCIAL STATEMENT

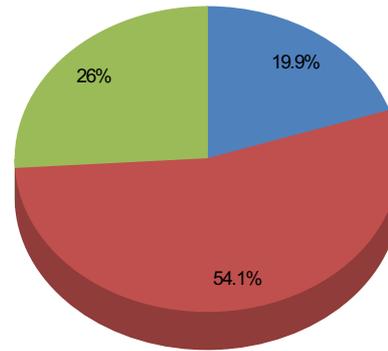
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (51.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (16%)
- Fees and Private Income (28.8%)
- Other Capital Income (3.7%)

Expenditure



- Capital Expenditure (19.9%)
- Salaries and Related Expenses (54.1%)
- Non-Salary Expenses (26%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$7,825,827
Government Capital Grants	\$0
State Recurrent Grants	\$2,427,503
Fees and Private Income	\$4,374,786
Other Capital Income	\$564,239
Total Income	\$15,192,356

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$3,777,423
Salaries and Related Expenses	\$10,293,276
Non-Salary Expenses	\$4,946,811
Total Expenditure	\$19,017,510