

# 2017 Annual School Report

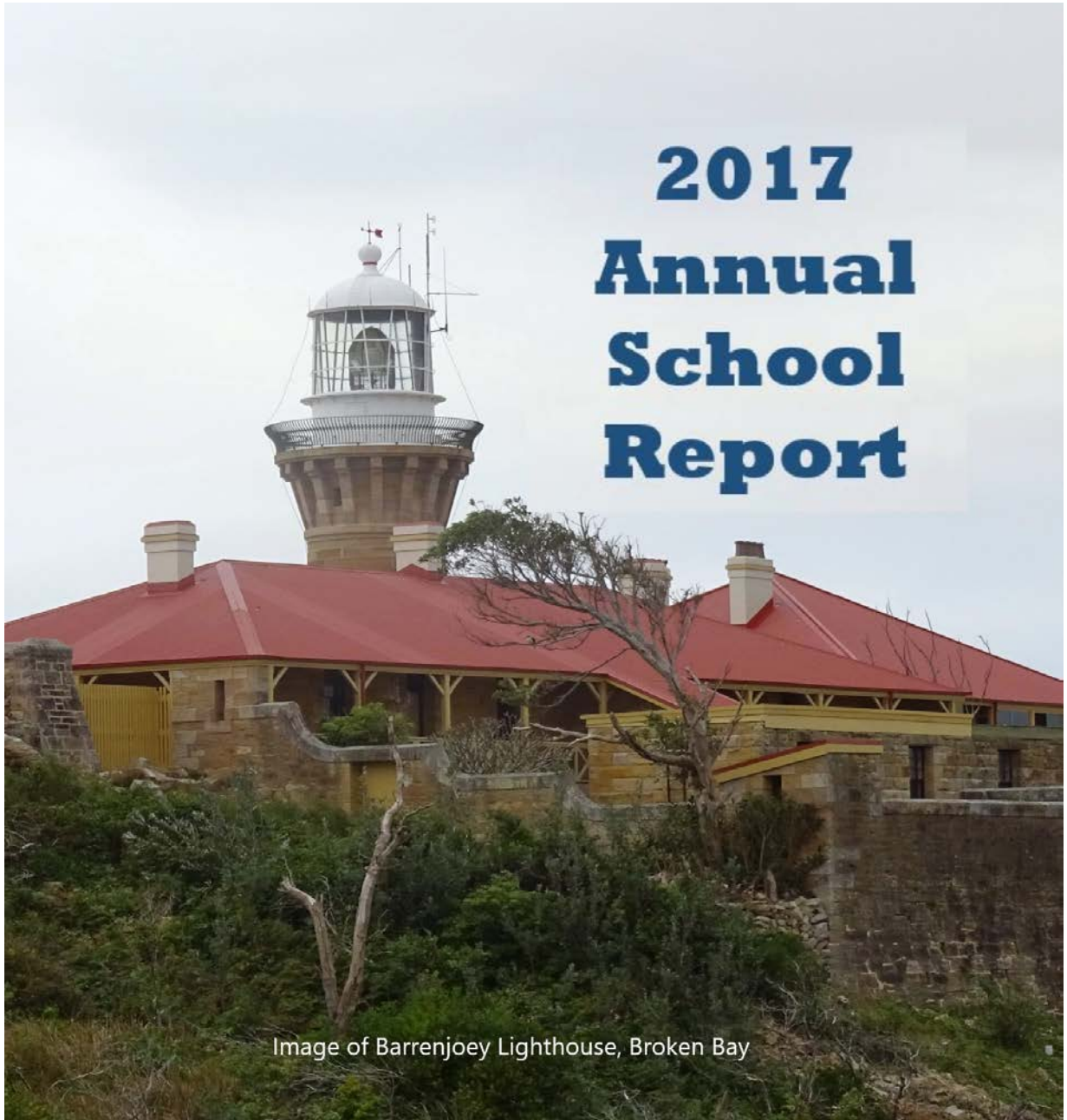


Image of Barrenjoey Lighthouse, Broken Bay



## St Leo's Catholic College, Wahroonga

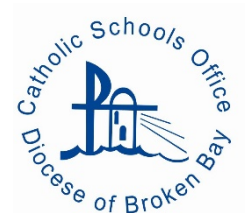
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## ABOUT THIS REPORT

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St Leo's Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) 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](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

The College theme for 2017, 'Jesus be the Centre - Find your Greatness', supported and challenged our community not only to remember Jesus but to live our lives with Jesus as our centre. The quality of the teacher in the classroom has a significant impact on student outcomes. Based on this knowledge and understanding, in 2017 we increased the amount of professional learning for our teachers. These professional learning initiatives recognise and reflect the changing world in which our young future leaders will live, interact and work. There have been numerous year camps, incursions, excursions, competitions and immersion experiences. The broad range of activities beyond the classroom enhances academic achievement and success and included cultural tours to Japan and Europe; immersion in the remote island of Kiribati; the Outback Pilgrimage; Year 9 fortnightly visits to McQuoin Park Aged Care Facility; Creative and Performing Arts showcase performances and band tours; Science and Maths Olympiads; debating and public speaking; STEM and HSIE incursions and excursions; and the extensive sports program.

### **Parent Body Message**

Our College Advisory Group consists of current and past parents working in partnership with the Leadership Team, meeting regularly to harness opportunities to support events at the College. To highlight the importance of our partnership, our advisory group was active in a number of events including the Opening College Mass, Year 12 Graduation Mass and ceremony, and the annual academic awards and Year in Review ceremonies. With the proposal of Federal Government legislative changes, which would result in a significant increase in our College fees, we rallied parental support and actively visited our local members, signed petitions, wrote letters and emails, attended meetings with local members and the Minister for Education, and assisted to delay the changes until a government review committee investigates the full impact. Our two key areas of focus were our community tutoring program where volunteers assist students in literacy and numeracy, and 'The Dish' which regularly feeds the homeless in the local area. Other community building events included: Year 7 welcome morning tea and BBQ, Mother's and Father's day Masses/breakfasts and a community movie night.

### **Student Body Message**

2017 represented another fantastic year for the students. We welcomed a new Year 7 cohort into our midst and farewelled the graduating class of 2017. The students continued to actively participate in a large number of extracurricular activities including many competitive sporting teams, debating and public speaking, choir, bands and ensembles and of course the wildly successful musical, *Guys & Dolls*. Students took part in many outreach programs including Street Retreat, Vinnies Van and the annual Kiribati Immersion. Through these experiences students made a positive contribution to the community while deepening their own sense of service. The student leadership team successfully coordinated a variety of events and fundraisers such as St Leo's day, RUOK day and house-led fundraisers for charities such as St Vincent de Paul which together raised thousands of dollars for charity and motivated the student body to live by our College values and engage in meaningful, beneficial activities. With the constant guidance and support of our peers, teachers and the College executive, the students continued to grow into confident, competent, Catholic young men and women of conscience.

### **Parish Priest's Message**

As the Parish Priest and member of the College Advisory Board, it is a privilege to work with the Leadership Team on the spiritual health and welfare of the students at St Leo's. The appointment of Mr Daniel Petrie in late 2016 as Director of Evangelisation and Catholic Formation has seen an extensive and visually exciting Religious Education program grow and flourish at the College. The spectacular 'Road to Bethlehem' nativity pageant and the 'Via Doloroso - Stations of the Cross' were splendid examples of the College reaching out to the local community, with over a thousand guests from parishes and primary schools coming to watch. Under the leadership of Bishop Peter Comensoli, we continue to live by the theme "Jesus be the centre - Find your Greatness". We come together in prayer, liturgy, assemblies and in class to honour Jesus.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

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

St Leo's Catholic College is a comprehensive, co-educational school focused on nurturing students' passions through opportunity and challenge. We offer an outstanding range of learning experiences for the holistic development of all students as lifelong learners. Learning at St Leo's is engaging and focused on promoting student growth spiritually, academically, socially, emotionally, physically and ecologically.

We are proud of the academic results achieved by our students. Over 70% of our graduating students are consistently offered a place at University each year. This is an impressive achievement for a comprehensive school, especially when you consider that across the State only 30% of students are offered a place at University. We are most proud of the growth shown by all of our students from Year 7 through to Year 12.

Through a vibrant liturgical and Religious Education program, St Leo's nurtures the spiritual life of each student. The College's extensive faith in action suite of opportunities enables students to put their faith into action to positively affect their world both locally and globally.

St Leo's provides a caring community where each student is known and encouraged to find their own personal greatness. The College has a well deserved reputation for providing high quality pastoral care for all students. Our comprehensive pastoral care program is focused on promoting well-being, connectedness, resilience and positive relationships. The positive and supportive environment at the College fosters the individual differences, gifts and talents of all. This ensures that all have the opportunity to reach their full potential, achieve their personal best and feel happy, safe and valued.

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 diverse perspectives that boys and girls bring to the community. Co-education prepares students for life after school where real life is rarely gender separated.

The College building works program *Building a Better School* is in its final stages with construction of a new \$10.5 million Creative and Performing Arts and TAS centre that will accommodate Drama, Hospitality (VET) with a full grade commercial kitchen, Music and Technical and Applied Studies (TAS). The anticipated completion date is late 2018. Information about facilities can be found on the College [website](#).

St Leo's prepares students to be spirit-filled leaders of conscience, equipped with the confidence to realise their passion, competence to create their own future and values to make a positive difference in the world.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
327	472	154	799

\* 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 2017 was 91.43 %. 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 %	93 %	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 2015, 98% completed Year 12 in 2017.

### 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, 2017	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	21%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

An extensive range of subjects catering to a diverse range of students is provided. The College Dux attained an ATAR of 97.9 and more than 70% of students were offered university places (compared to 30% across the state). Students achieved the highest Diocesan school result in 11 courses.

### Post School Destinations

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

Figures relating to the 2017 Year 12 student body showed that 73% of students went to University, 21% embarked on TAFE related studies and 6% went into employment.



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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

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](#). The following information describes the staffing profile for 2017:

<b>Total number of teaching staff by NESA category</b>	75
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	75
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
<b>Total number of staff</b>	91
Number of full time teaching staff	57
Number of part time teaching staff	18
Number of non-teaching staff	16

### 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.

<b>Day 1</b>	Student wellbeing using the Mind Matters Framework
<b>Day 2</b>	Formative Assessment
<b>Day 3</b>	Developing Growth Mindsets

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## SECTION FIVE: MISSION

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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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

The College is dedicated to the education and formation of young people as disciples of Christ and our motto “God’s Law in the Heart” gives direction to our mission. To focus and deepen the College mission as an evangelising enterprise, the theme ‘*Jesus at the Centre: Find Your Greatness*’ was rigorously pursued across the College in 2017.

In 2017 the College successfully brought to fruition the design and publishing of the *Embrace Awaken* Portal. *Embrace Awaken* is an evangelisation hub where digital pilgrims of all ages can explore and encounter God, each other and the global church. It empowers evangelisation through networking and, like the apostles, seeking out the young and ‘meeting them where they are’ which is increasingly virtual. This digital faith-space provides a portal to accessing the College *Faith in Action* suite of opportunities, prayers, formation programs and social networking.

Such a development assisted the College to achieve increased capabilities of developing staff capacity to sustain a meaningful prayer life in the classroom. A constant stream of experiential, musical, meditative, traditional and contemporary prayer and related resources have been made available anywhere and at anytime through the site. Nourishing the communal prayer life of the College was further supported by the implementation of the *Examen* as the midday call to prayer. Throughout 2017 staff and students paused to prayerfully explore answers to the contemplative questions that form this Ignation spiritual exercise. It has become part of the daily rhythm on campus.

The College successfully designed and implemented of the *Oikos (Belonging)* program of study for Year 7 Religious Education. This course was designed for students who begin at the College from a public school context. This innovative program was piloted by evangelisation specialists at the College. It provided a deep sense of belonging for such students and offered a range of experiences that engendered a successful transition into the faith community. The program generated sustained interest in the Rite of Christian Initiation of Adults (RCIA) which the College has committed to supporting in 2018.

Students were significantly involved in the 25 different social justice programs offered at the College, including the annual Kiribati immersion, regular street retreats and nursing home visits.

Opportunities for prayer and worship were woven into a rich tapestry of liturgical celebrations throughout the year. Over 300 students and 18 staff enthusiastically participated in the Australian Catholic Youth Festival. Liturgical experiences included Ash Wednesday, Stations of the Cross, Road to Bethlehem liturgical pilgrimage, Mother's and Father's days, Feast of the Assumption, Graduation and St Leo’s day.

**Secondary Curriculum**

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of 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 is an award-winning school that has been acknowledged for teaching excellence. The College provides an engaging and challenging learning environment that focuses on promoting student growth. Embracing a diversity of student capabilities, we provide academic challenge and support for different learning styles, rates and abilities, giving all students the opportunity to achieve their personal best.

Our Gifted and Talented program is designed to extend and enrich the learning of our most capable students in all areas of development. In Years 9 and 10 there is a targeted class designed specifically to extend and enrich the most capable students. Students are selected for this class based on their performance in external examinations, classwork, school testing and social factors. We focus on providing a curriculum that suits each student's needs. Our teachers implement a variety of teaching strategies in their programs to enhance the knowledge and skills of gifted students. Students can also participate in extension programs and have access to a variety of enrichment activities, both within the curriculum and through our extensive co-curricular program.

The College has a dedicated Learning Support department committed to supporting students who need extra assistance in their learning. Our expert Learning Support team supports collaborative learning and curriculum design and works closely with teachers, external professionals and parents to support the needs of all students. The College runs an Enhanced Learning class in Years 7 and 8 to support students with particular needs through smaller class sizes, specialised teachers and the College's unique co-teaching model where two teachers work together during each lesson to support students' learning.

We teach skills and knowledge relating to using and understanding ICT in all of our courses. The College operates a Bring your Own Designated Device (BYODD) iPad program for Years 7- 10 while students in Years 11 and 12 can use either iPads or MacBooks. These devices, along with other learning technologies, are important tools in developing critical thinking, creativity, collaboration and communication skills.

St Leo's offers a broad curriculum that is responsive to each student's needs. Our wide range of subjects provides pathways to university, other tertiary studies, and the workforce. Our courses give students a balanced and diversified experience across a range of academic, cultural, physical and vocational fields.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	31.25 %	28.80 %	7.81 %	18.80 %
	Reading	34.38 %	29.00 %	7.03 %	16.20 %
	Writing	21.09 %	16.50 %	19.53 %	28.40 %
	Spelling	42.19 %	32.90 %	11.72 %	15.50 %
	Numeracy	35.16 %	33.10 %	3.13 %	13.90 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	20.95 %	19.00 %	14.86 %	25.40 %
	Reading	31.76 %	21.00 %	9.46 %	21.30 %
	Writing	15.65 %	15.40 %	27.89 %	36.80 %
	Spelling	36.49 %	22.20 %	14.19 %	21.70 %
	Numeracy	27.70 %	24.00 %	8.11 %	16.00 %

## **NAPLAN Comments**

Students in Years 7 and 9 undertook NAPLAN in May 2017. Analysis of these results assists in planning and is used to support teaching and learning programs. Several points should be noted:

- Year 7 students achieved above state and the NSW Catholic sector averages in Reading, Writing, Spelling, Grammar and Punctuation 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.
- The learning gain of students was particularly strong in Spelling and Numeracy. In Numeracy, between Years 7 and 9, 75.9% of students experienced at or above expected learning gain for their starting point.

These results for comparative averages and learning gain, combined with strong growth when compared with schools nationally, schools with similar students, and students with the same starting point, 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 2017, the number of students issued with a RoSA was 9.

## **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 2017 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 97.9, also achieving the Prestigious Premier's High Achievers Award
- more than 70% of students were offered places at university (compared to 30% across the state)
- 42 students achieved Band 6 results
- 35% of students achieved results above 80%
- students in 11 different courses were ranked first in Broken Bay diocesan schools
- a student was nominated for the prestigious Art Express.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
English (Standard)	9 %	8 %	0 %	13 %	15 %	16 %
English (Advanced)	28 %	58 %	44 %	62 %	70 %	64 %
Economics	63 %	46 %	41 %	45 %	69 %	49 %
HSC English Extension 1	100 %	94 %	87 %	95 %	100 %	94 %
Studies of Religion II	46 %	40 %	65 %	48 %	60 %	47 %



### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

### **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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## Complaints Handling 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. There were no changes made to this policy in 2017.

## Initiatives Promoting Respect and Responsibility

St Leo's has a reputation for providing high-quality pastoral care for all students. Each student is known and encouraged to find their personal greatness. Underpinned by the research-based MindMatters framework, our comprehensive pastoral care program focuses on promoting wellbeing, connectedness, resilience, and positive relationships.

The College has well-developed structures, programs and resources to support student wellbeing. In 2017 the decision was made to introduce two new roles - Leaders of Middle and Senior School - to further support students and assist in the development of our new mentoring program in 2018.

In addition to our pastoral program, the College has developed a series of creative and varied pastoral strategies, which are preventative, interventional and restorative. In 2017 these strategies included the following activities:

- *Seasons for Growth* program
- Outdoor education program, including camps and/or retreats for every year group
- student participation in the Duke of Edinburgh program
- Peer Support program
- Year 11 peer mentoring program
- Girls lunchtime motivational talks
- Lunchtime games club
- the ongoing Year 10 street retreat program
- Year 10 Pacific Island immersion experience to the island of Kiribati
- ongoing visits to people with disabilities at Catholic Care for students in Year 9
- Student-led initiatives such as RUOK Day, National Day Against Bullying and Violence, MindMatters peer presentations, St Leo's day Mass and fair, Mental Health awareness month activities, Year 7 Jersey day initiative, and assemblies focused on key social justice issues
- Regular guest presenters for students and parent involvement evenings around the topics of online safety and cyberbullying, healthy relationships, adolescent mental health and study habits
- Targeted programs that cater to the specific needs for each year group such as Men of Honour, Day of Hope, GPs in Schools, Brainstorm productions, Girls KYUP (self-defence), Seasons for Growth and the Outback Pilgrimage
- The Young Social Justice Program at the NSW Parliament House
- The parent led "The Dish" initiative
- Close liaison with a network of external service providers when needed.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

In 2017 the College:

- created a digital faith-space website: *Embrace Awaken Portal*
- increased prayer life in classrooms through a call to prayer (Examen) each day
- successfully trialled and implemented the *Oikos Program* for students entering College from a public school
- implemented 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 and regular professional development designed to promote excellence for all students and teachers
- launched our new assessment and reporting system for improving feedback on student learning and fostering a growth mindset in our students
- introduced new eLearning classes in Years 7 and 8
- continued with proactive programs focussing on health and wellbeing including programs that provide strong role models such as Men of Honour, Day of Hope, GPs in Schools, Brainstorm productions, Girls KYUP (self-defence), Seasons for Growth and the Outback Pilgrimage

## Priority Key Improvements for Next Year

In 2018 the College aims to:

- further enhance the depth of student faith development experiences through the retreat and Religious Education programs
- launch *St Leo's Learning Den*, allowing students to document and showcase their growth through the creation of digital portfolios and personalised learning plans
- implement a school wide pedagogical model designed to make learning intentions, success criteria and steps for improvement more visible to students
- trial *Passion Projects* with students in Years 9 and 10 designed to develop students' skills in problem solving, collaboration, communication and creative thinking
- launch our new mentoring program focused on developing personalised plans to support student personal growth
- implement collaborative cross-curricular professional learning groups focused on developing teachers' skills as mentors.
- expand opportunities for students to be involved in sporting endeavours that promote healthy lifestyles.

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## SECTION TEN: COMMUNITY SATISFACTION

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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 indicate the highest levels of parent satisfaction in the following areas:

- the welcoming, inclusive, and supportive school community
- the caring, supportive and highly professional teachers and other staff
- the high level of pastoral care and inculcation of College values and ethos
- the quality of Catholic education provided at the College
- the provision of 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 chaired by the College Captains. Representatives have provided pleasing responses with regard to learning structures, teacher practice and the pastoral care programs within the College. Students are particularly pleased with:

- the quality of education with a clear focus on students reaching their own personal best
- the caring and supportive teachers and staff
- the holistic approach to education at the College
- the co-educational nature of the College
- the social and cultural diversity at the College
- the many opportunities offered to students at the College

## **Teacher Satisfaction**

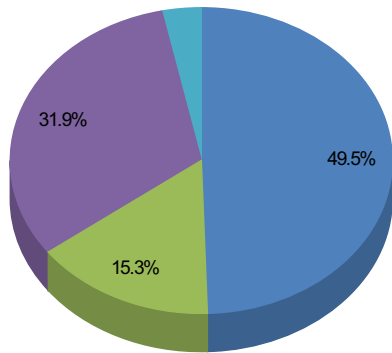
Staff members are regularly involved in dialogue at the College. In 2017 this was achieved through regular and ongoing discussions through Professional Learning groups. Teachers rate the following as the five greatest strengths of the College:

- the quality of teaching
- the quality of pastoral care and focus on student well-being
- the quality Catholic education provided
- opportunities for students to find their greatness and make a positive difference
- the provision of a holistic education, focused on student growth.

## SECTION ELEVEN: FINANCIAL STATEMENT

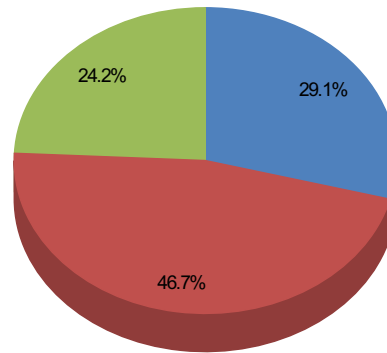
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (49.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.3%)
- Fees and Private Income (31.9%)
- Interest Subsidy Grants (0%)
- Other Capital Income (3.3%)

Expenditure



- Capital Expenditure (29.1%)
- Salaries and Related Expenses (46.7%)
- Non-Salary Expenses (24.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$7,671,001
Government Capital Grants	\$0
State Recurrent Grants	\$2,368,674
Fees and Private Income	\$4,942,562
Interest Subsidy Grants	\$0
Other Capital Income	\$516,513
<b>Total Income</b>	<b>\$15,498,750</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$6,409,525
Salaries and Related Expenses	\$10,292,115
Non-Salary Expenses	\$5,344,822
<b>Total Expenditure</b>	<b>\$22,046,462</b>