

2018 Annual School Report



St Leo's Catholic College, Wahroonga

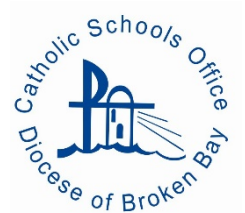
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ABOUT THIS REPORT

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

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

St Leo's is a caring, inclusive community with a strong focus on knowing each student and growing their unique potential. With consistently strong academic results and a wide range of co-curricular offerings, we aim to help students find their passion and develop their talents so that they can shape and change the world for the better. In 2018, the School was invited to join a global partnership of 1400 schools working together to share best practices and develop and design relevant and authentic teaching and learning experiences. This partnership known as New Pedagogies for Deep Learning will assist us as we prepare and equip our students for the future.

This year Mentor Teachers have been working with each student to develop a Personalised Learning Plan and digital portfolio using our custom online Learning Den. This unique learning platform will allow students to develop a digital portfolio that they can take with them to showcase their learning journey to future employers.

I am proud to be able to lead this incredible community as we continue to develop confident, competent, Catholic valued young men and women of conscience.

Parent Body Message

Our College Advisory Group consists of current and past parents, working in partnership with the College Leadership Team, harnessing opportunities to support events at the College and achievement of the College Improvement Plan.

With the theme of '*students finding their greatness*', our Advisory Group was active in a number of events celebrating students and our community- including the Opening College Mass, Year 12 Graduation Mass and Ceremony, and the annual ceremonies celebrating both academics and the Year In Review. To foster parent engagement, an evening information session on study skills was organised for parents and students, to attend together in partnership.

Our continued 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. Other community building events included: Year 7 Welcome Morning Tea and Mother's and Father's Day Masses/breakfasts.

Student Body Message

2018 was a very successful year for students at St Leo's with many successes in academic, sporting, musical and cultural activities. Some of the many sporting highlights included the launch of the first UK Football Tour and the success of our school's Aerobics teams at both State and National level. The College musical *Beauty and the Beast* and the Showcase evening displaying brilliant artworks, inspired designs and creations, drama and music performances put on display the creative talents of so many of our students. Again, students were able to put their faith into action through initiatives such as the Abbey Retreat, Lion Heart Ministry, Street retreats and annual Kiribati Immersion experience. Through these experiences students made a positive contribution to the community while deepening their own sense of service. With our new learning endeavours, like the Learning Den, the College is set to continue to have many more successful years to come. Being part of the class of 2018 has been an honour and the success of 2018 is an exciting indication of where the College is heading.

SECTION TWO: SCHOOL FEATURES

School Features

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

St Leo's is a comprehensive, co-educational college 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 the College is engaging and focused on promoting student growth spiritually, academically, socially, emotionally, and physically.

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, the College 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.

The College 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 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.

Our mentoring programs allows Mentor Teachers to work one on one with each student to develop a Personalised Learning Plan and digital portfolio using our custom online Learning Den. This unique learning platform will allow students to develop a digital portfolio that they can take with them to showcase their learning journey to future employers.

A culture where diversity and inclusion is encouraged and the co-educational environment provides an invaluable opportunity for students to understand and appreciate the diverse perspectives that everyone brings to the community. Co-education prepares students for life after school where real life is rarely gender separated.

The College's \$25 million building works program is nearing completion. Our new \$14 million Creative and Performing Arts, Design, Technology and Hospitality Centre is due to open in 2019.

The College 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.

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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
310	437	135	747

* 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 2018 was 92.56 %. 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
95 %	93 %	92 %	90 %	93 %	93 %

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 2016, 90% completed Year 12 in 2018.

The College's strong pastoral care and senior academic studies program ensures we have a high retention rate of 90% of students from Year 10 going on to complete Year 12. Some students wish to pursue greatness in other fields than academic. The College proudly supports this perspective.

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, 2018	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	17%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	99%

An extensive range of subjects catering to a diverse range of students is provided. The College Dux attained an ATAR of 99.35 and more than 70% of students were offered university places (compared to 30% across the state). Students were ranked first in the Broken Bay systemic schools in 17 courses.

Post School Destinations

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

Figures relating to 2018 show of the Yr 12 student body 72% of students went onto university, 23% enrolled in TAFE related studies and 5% went into employment.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	85
Number of full time teaching staff	52
Number of part time teaching staff	17
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.

Day 1	Promoting Excellence through Mentoring - Growth Coaching
Day 2	Making Learning Visible: St Leo's Blackboard Configuration and St Leo's Learning Den
Day 3	Maximising Learning through Google Classroom

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 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.

St Leo's proclaims the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples. The School 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 School mission as an evangelising enterprise, the theme '*Jesus at the Centre: Find Your Greatness*' was rigorously pursued across the College in 2018.

In 2018 the College launched the St Leo's *Embrace Awaken* Portal. This digital evangelisation hub 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 School *Faith in Action* suite of opportunities, prayers, formation programs and social networking. The *Embrace Awaken* Portal has assisted the College to pursue a contemporary and 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 2018 staff and students paused to prayerfully explore answers to the contemplative questions that form this Ignatian spiritual exercise. It has become part of the daily rhythm on campus.

After a successful trial in 2017, the College has now embedded the *Oikos (Belonging)* program of study for Year 7 Religious Education. This course has been designed for students who begin at the College from a public school context. 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.

Students were significantly involved in a range of faith in action and social justice programs offered at the College, including:

- the annual Kiribati Pacific Partnership program (International)
- Street Retreat Homelessness Program
- Catholic Care Early Education Support Program
- Bible Study Groups
- McQuoin Park Nursing Home Visit Program
- Praise Fest Events
- Jamberoo Abbey Retreat
- Year 11 and 12 Retreats Program
- Hornsby Cathedral Parish Dinner Program for the Disadvantaged
- Caritas Annual Appeal

We are proud of how these initiatives generate and support a living and dynamic spiritual life, tailored to suit each individual's needs.

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 college 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. In 2018, the College was invited to join a global partnership of 1400 schools working together to share best practices and develop design relevant and authentic teaching and learning experiences. This partnership known as New Pedagogies for Deep Learning will assist us as we prepare and equip our students for the future.

The College's Learning Den provides a unique digital platform that allows students to set goals and critically reflect upon their learning journey throughout their time at the College.

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. 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 for the needs of all students. The School 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 meeting students' learning.

We teach skills and knowledge relating to using and understanding ICT in all of our courses. The College operates a BYODD iPad program for Years 7- 10 while students in Years 11 and 12 are able to bring any device that suits their needs. These devices, along with other learning technologies, are important tools in developing critical thinking, creativity, collaboration and communication skills.

The College 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.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	32.79 %	26.90 %	9.02 %	16.30 %
	Writing	17.74 %	13.50 %	25.00 %	32.00 %
	Spelling	37.90 %	30.30 %	11.29 %	16.70 %
	Grammar	33.87 %	29.10 %	10.48 %	17.50 %
	Numeracy	30.08 %	28.90 %	5.69 %	14.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	23.81 %	20.90 %	11.90 %	18.50 %
	Writing	9.52 %	11.70 %	31.75 %	41.20 %
	Spelling	24.60 %	23.70 %	21.43 %	21.50 %
	Grammar	25.40 %	20.20 %	19.05 %	20.60 %
	Numeracy	19.84 %	25.80 %	10.32 %	14.80 %

Students in Years 7 and 9 undertook NAPLAN in May 2018. 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 significant growth from Year 7 to Year 9
- 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 2018, the number of students issued with a RoSA was 4.

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 2018 produced excellent results. Students balanced their academic studies while maintaining high levels of involvement in College life. Some of the highlights include:

- the College Dux achieved an ATAR of 99.35,
- two students achieved the Prestigious Premier's High Achievers Award
- more than 70% of students were offered places at university (compared to 30% across the state)
- more than 40 mentions on the Distinguished Achievers List
- 35% of students achieved results above 80%
- students in 17 different courses were ranked first in Broken Bay diocesan schools

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2016		2017		2018	
	School	State	School	State	School	State
English (Standard)	0 %	13 %	15 %	16 %	15 %	15 %
English (Advanced)	44 %	62 %	70 %	64 %	58 %	63 %
HSC English Extension 1	87 %	95 %	100 %	94 %	100 %	96 %
HSC English Extension 2	43 %	80 %	86 %	78 %	100 %	71 %
Music 1	100 %	63 %	67 %	66 %	100 %	65 %
Society and Culture	50 %	48 %	86 %	48 %	67 %	47 %
Studies of Religion II	65 %	48 %	60 %	47 %	56 %	41 %

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 2018.

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 2018. 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 2018 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 2018.

Initiatives Promoting Respect and Responsibility

The College 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 2018 the College implemented a new Mentoring program designed to foster student holistic growth throughout their time at the College through a *Growth Coaching* model. Mentor teachers worked with each student to develop a Personalised Learning Plan and digital portfolio showcasing their goals, growth and achievements through the College's Learning Den.

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 2018 these strategies included the following activities:

- 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
- Lunchtime games club
- Year 10 street retreat program
- Year 10 *Pacific Island immersion* experience to the island of Kiribati
- the Outback Pilgrimage
- 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) and *Seasons for Growth*
- 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.

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. 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 2018 the College:

- joined a global partnership of 1400 schools working together to share best practices and develop design relevant and authentic teaching and learning experiences known as New Pedagogies for Deep Learning.
- launched the new St Leo's Learning Den. This unique learning platform will allow students to develop a digital portfolio that they can take with them to showcase their learning journey to future employers.
- implemented a new Mentoring program designed to foster student holistic growth throughout their time at the College through a Growth Coaching model. Mentor teachers worked with each student to develop a Personalised Learning Plan and digital portfolio showcasing their goals, growth and achievements through St Leo's Learning Den.
- implemented a college wide pedagogical model designed to make learning intentions, success criteria and steps for improvement more visible to students.
- implemented a digital faith-space website: *Embrace Awaken Portal*.
- successfully imbedded the *Oikos Program* for students entering College from a public school.
- continued with proactive programs focussing on health and wellbeing including programs that provide strong role models.

Priority Key Improvements for Next Year

In 2019 the College aims to:

- ensure that 85% of students and staff have been provided with accessible opportunities in the areas of contemporary spirituality and justice
- ensure that 85% of students have developed a digital learning portfolio that demonstrates increased capacity in both the Deep Learning Capabilities and the Growth Domains
- introduce a new Report Template to provide increased information and transparency to parents
- increase the capacity of the St Leo's Learning Den to enable students to regularly engage with the Deep Learning Capabilities through evidence uploads and learning reflection posts
- ensure that 85% of students will have completed a Personalised Learning Plan with the assistance of their Mentors and have developed a digital Learning Portfolio via the St Leo's Learning Den.
- provide Professional Learning for Mentor teachers and mentees in order to introduce Student Led Conferences that increase student agency and ownership of their own learning

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 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 College
- 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 *Tell Them From Me* survey provides data about key areas of College life and is utilised to work collaboratively with the Student Representative Council to ensure that the College is meeting the needs of students. The surveys have indicated that 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

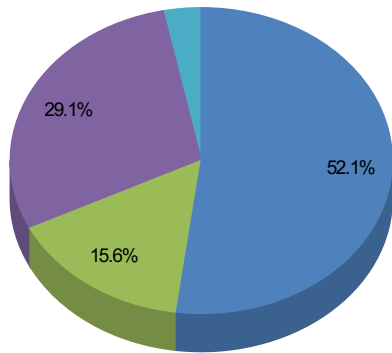
Staff members are regularly involved in dialogue at the College. In 2018 this was achieved through regular and ongoing discussions through Professional Learning groups and the Tell Them From Me survey. Teachers rate the following as the five greatest strengths of the College:

- 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

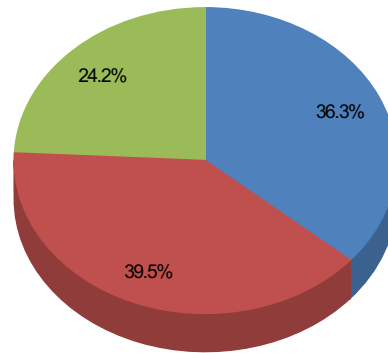
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.6%)
- Fees and Private Income (29.1%)
- Interest Subsidy Grants (0%)
- Other Capital Income (3.2%)

Expenditure



- Capital Expenditure (36.3%)
- Salaries and Related Expenses (39.5%)
- Non-Salary Expenses (24.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$8,580,646
Government Capital Grants	\$0
State Recurrent Grants	\$2,574,375
Fees and Private Income	\$4,795,313
Interest Subsidy Grants	\$0
Other Capital Income	\$528,672
Total Income	\$16,479,006

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$9,557,301
Salaries and Related Expenses	\$10,407,575
Non-Salary Expenses	\$6,377,300
Total Expenditure	\$26,342,176