



2020

ANNUAL SCHOOL REPORT



St Leo's Catholic College

16 Woolcott Avenue, WAHROONGA 2076

Principal: Mr Anthony Gleeson

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About this report

St Leo's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College 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 College 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 College'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 College directly or by visiting the College's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

At the commencement of this year, we announced our theme for 2020 - Launch out into the Deep - in the shadow of devastating bushfires. Then came the rain, a great deal of it. By mid-March, COVID-19 of course had become the main game for everyone around the world. Concerns about health and safety turned quickly to development and adaptation of a Home Based Learning Program and ongoing adjustments to this model in response to our community's feedback. Modification to teaching, learning, looking after our student and staff wellbeing, and supporting families. Teachers teaching online, students learning at home, and whole families in lockdown, all tested the resilience of our community and stretched our capacity to support everyone. It certainly was a challenge.

From the assessments (surveys, emails and phone calls), our College has done exactly that; not perfectly, but successfully on multiple fronts. Many of these opportunities arose out of challenges faced by our community. For example, keeping the College open - each day - even during the listed holidays to assist frontline and emergency workers, the introduction of a student wellbeing monitoring application - a simple emoji symbol enabling staff to gauge student wellbeing in lockdown; the Year 12 Passion into Excellence Program; Growth Domain Projects; and the Parent Career Pathways Video Series are just a few.

I would like to extend my gratitude to all.

I have spoken often of the importance of the partnership between school and family and I have felt that very strongly this year and it is undoubtedly a key to the success of the College. It has been a great privilege to serve this wonderful Catholic learning community.

Parent Body Message

Communication between the parents/carers, our students and the College was a standout feature this year. There were many surveys, the first one in early March *CoronaVirus Preparedness Survey* which surveyed about access to the internet, supervision at home and types of devices. The remaining surveys were around the evaluation of the Remote Learning Model, which was revised three times to ensure we as parents/carers had the best model for the delivery of the curriculum as best as it could be, particularly when there were other children at home as well.

The parent/carer body received an update from the Principal three to four times each week, outlining details about College (online) happenings, learning and happenings that were

occurring in the near future. The effort to stay connected with the College was greatly appreciated.

The College was at all times responsive to our needs and concerns.

Parent representatives were also invited to be part of the Assessment Working Parties for both Stage 6 (Years 11 & 12) and Stages 4 and 5 (Years -10). In Year 12 parents were surveyed on the format and type of Graduation Ceremony for acknowledging and farewelling our Year 12 students.

Student Body Message

Whilst the graduating class of 2020 were faced with uncertain ramifications of a global pandemic, we bound together in strength and resilience. Despite the many restrictions that Covid19 brought we were still able to achieve so much in such an unsettling atmosphere. The year started relatively normal, class in person from Monday to Friday, the countless extra-curricular activities and weekly assemblies. This all began to change, but with the active response of our teachers and pastoral leaders the transition into the online and social distanced-world was seamless.

Through the pandemic, the class of 2020 still managed to rise above. Through the help of our teachers and the fantastic pastoral care department at St Leos, we continued to work towards completing our HSC to the best of our ability.

Although we knew life at school would not be the same in our final year, we improvised, adapted and overcame any challenges that were thrown at us.

Together as a cohort, our hard work and dedication to both our studies and our community, as well as to each other helped us all be where we wanted to be. An example of the dedication and importance of participation this year was our Open Debating Team winning the CSSA Debating Competition for the Sydney Metropolitan area. The meets were all online, but with being adaptable and flexible we were able to take out this title in a hotly contested competition.

We would like to thank the school for their unwavering commitment to the class of 2020 in our final year. By supporting us through thick and thin, we were still given the opportunity to each try to be our best both in the classroom and out.

School Features

Located on six hectares in the Blue-Gum suburb of Wahroonga, we are the only co-ed Catholic secondary school on the Upper North Shore. A caring, inclusive community renowned for our pastoral care, we have a strong focus on knowing each student and growing their unique potential. We are committed to developing the 'whole person' by focusing on what we call our St Leo's 'Growth Domains' focusing on each of the academic, spiritual, creative, physical, social/emotional and environmental aspects.

St Leo's achieves consistently strong academic results and is acknowledged for teaching excellence and programs such as our one-on-one student mentoring and coaching - making the College an exceptional place to learn. We have a distinct STEM and innovation focus, ensuring our students have the skills they need for a globalised world.

Our newly completed \$25 million campus upgrade, provides a range of state-of-the-art learning and recreational facilities, including our \$14m Mary MacKillop Centre for Creative and Performing Arts, Technology, Design and Hospitality. It provides outstanding 21st century learning spaces such as a new dance/drama theatre, commercial kitchens and STEM workshops.

The unique St Leo's 'Learning Den' online platform demonstrates learning and features digital portfolios students take with them to show future employers, and our Pathways Program assists students and families transition to life beyond school.

We also have a strong sporting culture and a huge range of co-curricular offerings including 20 Creative and Performing Arts ensembles which are free to students, social justice opportunities and tours.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
330	426	142	756

* Language Background Other than English

Enrolment Policy

The College 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2020 was 89.28%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.89	92.19	91.59	89.98	86.41	81.60

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 College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- 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 College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College 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, CSBB 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 College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The College'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 2018, 88% completed Year 12 in 2020.

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 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	6 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	98 %

Post School Destinations

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

83% of students undertook study at University

11% of students entered the workforce or took a Gap Year

4% of students entered into an apprenticeship

2% of students undertook study at TAFE

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	84
Number of full time teaching staff	52
Number of part time teaching staff	15
Number of non-teaching staff	17

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA. 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 College 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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 College.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

St Leo's Catholic College is committed to providing quality professional learning opportunities for all staff to support their ongoing growth and teacher development. Staff engage in whole-school, team-based, self-paced and externally provided professional learning experiences in various modes. Our goal is to build a collaborative professional learning community that utilises evidence-based research and uses data-driven strategies to improve student's physical, social and intellectual development.

In Term 1, professional learning opportunities focused on developing skills in using Zoom to engage students in their learning safely and effectively. The staff continued developing skills in creating online learning courses for students to cater to students' need to learn at home. Ongoing professional development in eLearning and ICT in previous years provided a strong foundation for staff to effectively provide continuing student support while transitioning to home-based learning in an online environment.

Throughout the year, staff continued to develop skills in the analysis of external school data from external sources (e.g. HSC, NAPLAN, Best Start, HSC Minimum Standards and PAT Tests) to evaluate practice. They also engaged in learning to meet the needs of students across the full range of abilities by completing the Disability Standards for Education program.

Whole-school professional learning days provided opportunities for staff to engage in a range of workshops and focused learning groups to improve practice in the following areas:

eLearning/ICLT

Curriculum and pedagogical practices

Well-being and Pastoral Care, and

Evangelisation and Catholic Formation

An action-research based learning project took place to monitor and meet students' social-emotional learning needs during and beyond the home-based learning periods. The research resulted in all staff using the data relevant to the students in their care to support wellbeing.

The introduction of COMPASS (a Student Management Learning system platform) across all systemic Catholic Schools necessitated professional learning across the school by both administrative and teaching staff. This program was ongoing for over six months and has improved teacher-parent communication, as it provides greater opportunities for parents/carers to engage in their children's learning.

New NESA Syllabuses continue to drive ongoing professional learning in the areas of Mathematics, Science, PDHPE, Technology and History. Staff engaged in a range of professional development opportunities available through NESA and a range of teacher associations (e.g. STANSW, MANSW, and ETA) focused on maximising familiarity with the structure and content, particularly the new Stage 6 Syllabuses.

Again, individual staff have pursued professional learning across various domains relating to Leadership, Classroom Management, Pastoral Care and Curriculum.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 College seeks to educate and form young people in the Catholic faith. The College 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 College'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 theme for 2020 was "Set Out (Launch) Into the Deep" (Luke 5:4) and when Bishop Anthony Randazzo launched it at the Opening College Mass little did anyone anticipate how far out from our regular shores we would be heading.

The Evangelisation and Catholic Formation Team faced the challenges and opportunities brought about by the global pandemic. The normal delivery of our Religious Education program was challenged by COVID, with the opportunity for greater collaboration for teachers in developing resources and presenting online Religious Education and Studies of Religion workshops while students were engaged in remote learning.

Challenges were also experienced in how spiritual nourishment and faith in action activities were offered to students and staff. These challenges led to innovations including, liturgies broadcast via livestream from the College Chapel, online guided meditations and a virtual Stations of the Cross experience.

Disappointingly, due to venue restrictions the Year 11 and Year 12 Retreats were not able to be held. However, a Year 12 Retreat Day was held at school to allow this year group important time to celebrate and reflect together.

Many of our regular Faith in Action activities were put on hold once restrictions were put into place, including Street Retreats, Nursing Home Visits and the Jamberoo Abbey Retreats. Praisefest youth gatherings, however, continued to be offered as a virtual experience.

As restrictions lifted, the Year 10 Youth Ministry class helped facilitate a Year 8 Reflection Day in the Light of Christ Centre. It truly was a year of setting out into the deep, developing creative new ways to continue our mission of evangelising and forming the College community.

Curriculum, Learning and Teaching

Secondary Curriculum

The College 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 College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The College provided 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 and Performing Arts (CAPA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus.

During the 2020 academic year the delivery of the Curriculum took on many faces, as school systems, schools, staff and students all dealt with the COVID-19 measures and lockdowns.

The College Leadership team spent countless hours reworking the timetable to determine the best approach to online learning. This culminated in approximately three variations of the timetable until an approach that satisfied everyone was met. In the final iteration of the online learning timetable students would spend one full day on each subject, allowing for a greater depth of learning to occur and result in less disruptions moving from one Zoom class to another every hour. This required staff to approach their teaching and learning differently and it was a large learning curve for all involved. Instead of seeing students for a compressed one hour period, staff now had students for a full day. A lot of staff professional development went into utilising Zoom to deliver lessons effectively and also the use of other applications to aid in an online learning environment.

The assessment of student work and their attainment of outcomes was also a large factor to consider during the COVID-19 lockdowns. A decision was made to reduce the number of assessments required across all years groups and to focus more heavily on the use of Course Performance Descriptors to determine student attainment. Year 12 students were now also facing the fact that HSC Examinations were still going ahead. The College developed a post trial examination program to assist students with their preparations for the HSC Examinations. Students were timetabled off regular classes and provided more intensive 3 hour periods of time to focus on one subject.

Although the 2020 academic year was a difficult and uncertain time for many, the College continued to offer a well-rounded education and the move to online learning allowed staff to think about and approach teaching and learning in different ways. As we move forward, we are sure the lessons learnt during this period will drive future improvements and directions within the College.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Higher School Certificate (HSC) Diocese

The results of the College'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 and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The results for the HSC in 2020 were very similar to previous years. There were very strong results shown in Engineering Studies, Physics, Society and Culture and across all subjects in the CAPA faculty.

DeCourcy data showed solid student comparative learning gains in Engineering Studies and Physics, whilst Music 1, Studies of Religion I, and Society and Culture all had sound comparative learning gains.

St Leo's will be focusing on writing for the 2021 cohort and looking to strengthen our already good results.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2018		2019		2020	
	School	State	School	State	School	State
Design and Technology	-	47 %	57 %	47 %	67 %	47 %
Drama	-	42 %	-	44 %	57 %	47 %
Engineering Studies	-	36 %	20 %	32 %	40 %	34 %
Music 1	100 %	65 %	100 %	66 %	100 %	64 %
Physics	10 %	34 %	40 %	37 %	40 %	41 %
Society and Culture	67 %	47 %	75 %	45 %	67 %	44 %

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 2020, the number of students issued with a RoSA was 110.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College'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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

Anti-Bullying Policy

The College'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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Complaints Handling Policy

The College 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

The year 2020 was unlike any year that we have experienced in schools before, and as such, the pastoral care and wellbeing of our students was paramount.

The COVID-19 pandemic not only impacted the way that schools delivered the curriculum, but it also changed the social interactions between students. Here at St Leo's, we noticed a shift in student behaviour, and their overall wellbeing, once they returned from home-based learning. This provided many challenges from a pastoral care perspective.

During Remote Learning, the College implemented student wellbeing surveys as a means of keeping track of student mental health. If a student rated themselves poorly on the wellbeing survey, this prompted their Year Leader to check-in on them to see what additional support could be offered during the lockdown. In addition to this, our parent and caregiver community were provided with resources so that they could assist their young person during this difficult time. The SchoolsTV resource, that the College had subscribed to, came to the forefront as renowned adolescent Psychologist, Dr Michael Carr-Gregg provided great insight, advice and tips on how parents/caregivers could better support their child during the pandemic. The feedback that we received was that this was a tremendous resource and tool for families.

Upon school returning to 'normal' for Semester 2, we noticed that for some, there was an undercurrent of concern and worry amongst a number of students. In addition to this, social isolation has impacted many friendships. As such, the College modified its pastoral care program to incorporate activities and events that helped students re-connect and re-develop friendships; whilst all being COVID-19 compliant. Despite many school camps and other celebratory activities having to be postponed or cancelled, we still managed to engage with a

number of year group spirituality days and reflection workshops, which provided the students with some normality.

2020 was a year where all staff placed a greater focus on making strong connections with the students in their care because it was through these relationships where students took comfort and strength in knowing that things would be OK and that we, as a College, would work through the tough times. It was the collective strength and support of our faith community that helped many of our students, and their families, survive a year of great challenge and adversity.

Here's to 2021 – a year of hope and better mental health!

COMPASS was introduced in February 2020 as the College's new student management system. This streamlined, 24-7 online platform allows both staff and parents/caregivers to easily access up-to-date and meaningful information about students' progress. The system electronically stores all relevant (and confidential) information about a student's learning journey and has many unique user-friendly features, including the ability to:

Clearly monitor student attendance, and allow parents/caregivers to enter explanations for absence or lateness

View students' timetables and the College calendar

Set and view homework/assessment tasks

Update student behaviours and progress via relevant Chronicle entries

Complete semester reports

Set up parent-teacher conferences

Set up College events and electronic parent/caregiver permissions

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 College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College 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

A significant highlight of the School Improvements this year was the highly successful way in which the College responded to the rapidly changing needs of a Covid19 learning environment. The College designed and implemented the 'St Leo's Remote Learning Model' that delivered tailored quality learning through a combination of teacher directed and student directed learning via Zoom and online platforms. This was shaped and reshaped over three phases according to the feedback received from student, staff and parent surveys. Such feedback ensured it met the evolving physical, academic, spiritual, cultural, social emotional and ecological needs of the community. Examples include online physical personal training sessions, guided meditations and prayer streamed live from the Chapel to morning and afternoon wellbeing surveys that provided instant data to inform our pastoral care practices.

Students were further provided with a project based learning challenge in the Genesis Project, that called for students to address authentic global ecological issues and implement their learning from a range of other courses.

To further assist the senior students, the College introduced the Passion into Excellence Program that provided personalised academic coaching to every Year 12 student as well as a comprehensive Post Trial Examination Program.

Priority Key Improvements for Next Year

Key priorities for 2021 will be student centred and in support of their holistic development. Pastorally, the College will focus on attendance and increasing the overall attendance rate while coupled with individual attendance consistency.

Academically, the College will be seeking to bolster the quality of pedagogy through the delivery of a suite of Professional Development that focuses on improving the teaching of literacy across all our KLA areas to all of our students through the work of Dr Trish Weekes.

The involvement of our parents/carers in the College needs restructuring so a better model of partnership can be developed in light of our learnings from Covid19.

Communication across the College will be reviewed in light of the rise in technology (eg Compass and social media). With so many “tools” being available, coupled with what we have been using (Edumate, Google Classroom, Edmodo etc), we need to collaboratively determine not only the best methods for communication within the community of St Leo’s but also to strive towards improving the outcomes of our students.

One of our learnings from this year was the enhancement of an online Pastoral Care monitoring or check in system for each student. Due to the success of the monitoring of students (both cohort and individually) during Covid19 lockdown we will enhance this system in 2021.

Finally, improved academic tracking to assist the College to harness the data available to better inform our teaching practice to maximise the comparative learning gain of our senior students.

Spiritually, the College will seek to increase availability and participation rates in formation opportunities across student year levels and with staff.

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 College from parents, students and teachers.

Parent satisfaction

Throughout the year, the Covid19 restrictions mean't that there was limited face to face meetings /interactions and activities at the College. However, the College staff made the best use of technology to explore other ways of communication which kept us not only informed of College events but in partnership with staff and students in this difficult year.

Multimedia (both pre-recorded and live streamed) presentations of Holy Week, End of Year Presentations, Year 12 Graduation Planning and the Graduation itself, Pathway programs, Subject Selection Evenings and the Maths Program in Stage 4) were just some examples.

The parent/carer body was surveyed 5 times throughout the year, 4 internal surveys (primarily about the Remote Learning program) as well as the Tell Them From Me Survey.

The parent body was also represented on the Assessment Task Working Party for Years 7-10 as well as Years 11 & 12.

Even though the restrictions from Covid19 were in place, 76% of parents stated the importance of offering a wide variety of extra-curricular activities. There are many "offshoots" that come with the participation in these activities, such as connectedness and belonging - which again rated very high in the parent surveys (>90% - sense of belonging/sense of community).

The three most important factors on choosing St Leo's from our parents were:

Committed, professional staff

Pastoral care (eg parent/community sentiment, welfare related programs such as mental wellbeing

Sense of belonging/sense of community

Student satisfaction

Upon exiting the College, the Graduating Year 12 students are surveyed on their learnings and experiences of their time at the College. Below are responses to the question of developing confident, competent, catholic valued young women and men of conscience.

“...After six years at the College, I believe that the College mission statement is good and accurate because it places emphasis on developing students as human beings, rather than just students. The statement places emphasis on the education which takes place outside of the classroom and acknowledges that if a person learns how to be a good human being with good soft skills, the academic will follow....Yeah it's pretty good, I'd say I am pretty confident and competent...solid...This statement is 100% true. As I have always said when talking to prospective parents - what we may lack in compared to other schools in our area, we make up for in the ability to provide the whole education of a young person ...I agree that this statement is evident in the Year 12, 2020 year group. Having started from Year 7 within everyone you can see how everyone has developed into being more confident in themselves and being competent individuals...I think that the College Mission Statement does in fact create these young people. After my journey at Leo's I feel like the school has created a number of well educated, mature and responsible young adults. Having these qualities is significant and will allow us to gain jobs in the future and hopefully be successful in whatever our chosen career is. ..”

Teacher satisfaction

Staff were surveyed many times this year. These surveys were based around Staff health and well-being, particularly around Covid19 and the effect of the Remote Learning model and its delivery. The staff also participated in the Tell Them From Me survey.

Due to the fast-paced onset of the Remote Learning delivery of the curriculum, the model went through three phases in its development in response to staff (as well as student and parent) surveys and comments. The model had to meet the needs of all 3 groups working in partnership. The staff realised that the “traditional” face to face method of curriculum delivery could not be simply “zoomed” - much consultation and planning had to be undertaken in order to come up with a model that would deliver the best outcomes for the students.

The staff selected St Leo's as being an inclusive school (83%) followed by data informing practice (82%) and learning culture (81%) as being the main drivers of student learning.

On a day-to-day basis, staff members are invited through staff meetings and the College Executive to dialogue satisfaction through the workplace context of teaching and the school improvement agenda. The College is a supportive work environment with a positively engaged staff. The number and variety of extra-curricular activities offered by the staff would suggest that our staff feel a strong sense of belonging and support in the workplace.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2020 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.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$7,659,936
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,180,371
Fees and Private Income ⁴	\$3,798,623
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$467,851
Total Income	\$14,106,781

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$2,207,158
Salaries and Related Expenses ⁷	\$10,454,342
Non-Salary Expenses ⁸	\$5,940,022
Total Expenditure	\$18,601,522

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT