



2021

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

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.

We aim to equip our students with the 21st century skills and attitudes to be future-leaders in their fields. To achieve this, we ensure our students are provided with broad educational experiences covering all six of our 'Growth Domains' – the spiritual, academic, social/emotional, cultural, physical and environmental growth – ensuring the development of the whole person.

COVID-19 again brought many challenges for our community. Teachers delivering lessons online, students learning at home, and whole families in lock-down, all tested the resilience of our community. I am so proud of the way our community faced these challenges head on, showing tremendous resilience, care and compassion for each other.

I would like to extend my gratitude to all in the community. I have spoken often of the importance of the partnership between school and family and I have felt that partnership very strongly this year. It has been a great privilege to serve this wonderful Catholic learning community.

Parent Body Message

Communication between the College, students and parents/carers continued to be one of our defining strengths during 2021.

The regular weekly parent newsletter, 'The Lion Roars' was replaced by 2-3 weekly parent emails during home-based learning, keeping the College community up to date with the range of online learning and wellbeing activities and resources as they were being developed and based on parent feedback. Three whole-school and two Stage-specific online parent Zoom meetings were held during the home-based learning period alone (four for Year 12 consulting parents around Graduation), along with a number of surveys and an open feedback form ensuring students and parents had ongoing involvement as the situation developed. The College's efforts to stay connected with the community and give parents input was greatly appreciated by parents.

Following the return to campus, the Principal implemented a new cyclical 'Parents in Partnership' forum where parents were sent a survey each term giving them control of the

agenda for the meeting which followed. This model was also well received and kept as the key parent forum moving forward.

Student Body Message

Transitioning from the year 2020 filled with uncertainty and great disruption, heavily defined by the COVID-19 pandemic, the Year 11 (2021) cohort began the year with a slight glimpse of our new normal. 2021 essentially became a sequel to 2020 presenting a longer and stricter lockdown. However, with an evolved lockdown came an even more evolved response from our teachers, pastoral leaders, and students as a collective. We were all able to seamlessly transition into full-day Zoom lessons and online interactions by adapting to the improved Home-Based Learning model.

Riding the unpredictable wave of COVID-19, we developed resilience as we adapted to this new phase of learning. Although Year 11 lost opportunities such as retreats and excursions, we were still able to pull through with newfound hope to prevail. Finishing our Year 11 end of Preliminary course exams in lockdown via Zoom was a unique experience. The College's unconditional support allowed us to continue our studies in preparation for our transition into Year 12 (2022). We also feel immense pride for all of the students maintaining a positive attitude during our Return-to-School program as 2021 came to a close.

School Features

St Leo's is a Catholic comprehensive, co-educational College located on six hectares in the leafy Upper North Shore suburb of Wahroonga. The recently completed \$30M campus and technology upgrade provides state-of-the-art learning and recreational facilities for our students, including our \$14 million centre for Creative and Performing Arts and Technology.

Renowned for our pastoral care and inclusive culture, we have a strong focus on knowing each student and growing their unique potential. 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.

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. Our Pathways Program assists students and families transition to life beyond school. 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.

We are committed to developing the 'whole person'. The wide range of learning experiences along with our student mentoring and coaching program make 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. We also have a strong sporting culture and a wide array of co-curricular offerings including 20 Creative and Performing Arts ensembles which are free to students, social justice opportunities and tours.

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.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
345	457	130	802

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2021 was 93.22%. 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
94.60	92.48	93.93	92.91	92.28	93.14

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 Quality Assurance and improvement 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.

Student Retention Rate

Of the students who completed Year 10 in 2019, 99.1% completed Year 12 in 2021.

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 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	23 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

Figures relating to the 2021 Year 12 student body showed that 65% of students went to University, 20% embarked on TAFE related studies and 15% went into employment.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	86
Number of full time teaching staff	47
Number of part time teaching staff	22
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 and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following 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.

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

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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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. While the global pandemic created challenges, the College was still able to weave prayer and worship into a rich tapestry of liturgical celebrations throughout the year. Liturgies were broadcast via livestream from the College Chapel, online guided meditations and a virtual Stations of the Cross were experienced. The pandemic also provided the opportunity for greater collaboration between teachers in developing resources and presenting online Religious Education and Studies of Religion workshops while students were engaged in remote learning.

While not all faith in action programs were able to be run in 2021, it was wonderful to see the way students engaged in social justice programs. We are looking forward to offering the full suite of faith in action and social justice programs in 2022, 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

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.

St Leo's offers a broad curriculum that is responsive to each student's needs. 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 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.

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.

During the 2021 academic year, the delivery of the Curriculum again 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. Our dedicated staff were again able to adapt to meet the needs of home-based learning.

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 year groups and to focus more heavily on the use of Course Performance Descriptors to determine student attainment.

Although the 2021 academic year was an 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

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	37%	26%	0%	23%
	Reading	38%	28%	0%	16%
	Writing	27%	20%	0%	25%
	Spelling	37%	31%	0%	15%
	Numeracy	48%	33%	0%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	20%	21%	16%	26%
	Reading	18%	21%	12%	24%
	Writing	17%	14%	24%	36%
	Spelling	17%	21%	15%	22%
	Numeracy	29%	22%	7%	18%

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 graduating class of 2021 produced excellent results. We were incredibly proud of the way students managed their academic studies throughout the challenges of COVID-19, showing tremendous resilience, persistence and determination. Some highlights:

- The College Dux achieved an ATAR of 99.1 and also achieved the Prestigious All Rounders Award
- Close to a third (32%) of Year 12 students achieved a Distinguished Achievers Award. Our students also achieved a 202 Band 5 and 6 results
- More than 70% of students were offered places at university (compared to 30% across the state), with over 50% of students receiving early entry offers from universities prior to the HSC examinations
- Students in 17 different courses were ranked first in Broken Bay diocesan schools
- A student was placed equal first in the State for Drama
- Two students were nominated for inclusion in ENCORE, the annual showcase of the most outstanding HSC Music Major Works

We were most proud of the growth shown by all students.

The Class of 2021 are certainly to be congratulated on their efforts.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Ancient History	11 %	36 %	14 %	33 %	50 %	34 %
Drama	-	44 %	57 %	47 %	89 %	46 %
English (Advanced)	51 %	62 %	53 %	63 %	71 %	69 %
HSC English Extension 1	100 %	94 %	80 %	93 %	100 %	94 %
HSC Mathematics Extension 1	78 %	80 %	30 %	74 %	100 %	74 %
Modern History	20 %	40 %	21 %	58 %	86 %	38 %
Music 1	100 %	66 %	100 %	64 %	100 %	64 %
Music 2	-	91 %	-	88 %	100 %	88 %
Society and Culture	75 %	45 %	67 %	44 %	70 %	45 %

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 2021, the number of students issued with a RoSA was 19.

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 2021.

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 2021.

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 2021.

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 grow and learn. Underpinned by the research-based MindMatters framework, our comprehensive pastoral care program focuses on promoting wellbeing, connectedness, resilience, and positive relationships.

The COVID-19 pandemic not only impacted the way that schools delivered the curriculum, but it also changed the social interactions between students. This meant that more than ever, the pastoral care and wellbeing of our students was paramount.

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.

After a significant time of Home Based Learning, students returned to on campus learning in Term 4. Our focus for Return to Campus was on ensuring safety, well-being and learning. During Term 4 the College implemented a strategic plan focused on restoring our students spirit, assisting them to rebuild relationships and reconnect with learning. The transition back to on campus learning was very successful. The joy from students was apparent and

students responded incredibly well. Our plans for Return to Campus extend throughout Term 4 and into next year, to ensure that we were supporting students for as long as needed.

Staff, students and parents are to be congratulated for the tremendous resilience shown and the wonderful way we were able to come together as a community to support each other through these unprecedented times.

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 COVID-19 learning environment. The College refined and improved 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 included 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.

During Term 4 the College implemented a strategic plan to assist students with the transition back to on campus learning. Focused on restoring our students spirit, assisting them to rebuild relationships and reconnect with learning, the transition back to on campus learning was very successful. The joy from students was apparent and students responded incredibly well. Our plans for Return to Campus extend throughout Term 4 and into next year, to ensure that we were supporting students for as long as needed.

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

The College has begun the renovation of C-Block to provide additional learning spaces to cater for the growing student population. This is due to be completed for the commencement of the 2022 academic year.

Priority Key Improvements for Next Year

Improvement plan for 2022

St Leo's will embark on a period of strategic and long-term planning in 2022. This process will be underpinned by the diocesan vision for Towards 2025, that has a focus on Evangelisation and Catechesis and Student Achievement. This process will be based upon the diocesan improvement process that looks to build a culture of continuous improvement by using a model called the Continuous Improvement Cycle.

Strategic planning will involve analysis of data including:

- Student learning outcomes both in high stakes external testing (NAPLAN and HSC)
- Survey data from Tell Them From Me and CSBB Culture survey
- Qualitative evaluative data gathered from teaching staff, students, and the parent body.

Initial consideration of this data has led us to some preliminary conclusion about areas of focus for 2022. These include:

- The development of a school vision for learning articulating the principles that will provide the foundation for the enacting of an explicit school improvement agenda
- An evaluation and revision of the subject selection process
- An evaluation of current practice in the areas of curriculum and assessment and adoption of a revised curriculum and assessment framework
- An evaluation of current practice in ICT for learning and the development of a strategic plan
- An evaluation of current practice in Diverse Learning and a focus on improved understandings of differentiation strategies and support mechanisms with a view to improve the capacity of teachers to meet the needs of diverse learners
- An evaluation of current timetabling structures in order to better meet the needs of students and teachers and improve student learning outcomes.

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

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

- the welcoming, inclusive, and supportive school community
- the caring and supportive teachers and other staff
- the high level of pastoral care and support provided to students
- the quality of Catholic education provided at the College
- the provision of a well balanced, holistic education
- students' progress and growth, with significant opportunities for students to grow holistically
- students' happiness at school

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. Teachers rate the following as the five greatest strengths of the College:

- the quality of teaching and learning
- 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.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2021 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 2021	
Commonwealth Recurrent Grants ¹	\$8,119,560
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,241,415
Fees and Private Income ⁴	\$4,854,026
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$0
Total Income	\$15,215,001

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$58,560
Salaries and Related Expenses ⁷	\$10,860,183
Non-Salary Expenses ⁸	\$5,125,596
Total Expenditure	\$16,044,338

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 2021 REPORT