



2022

ANNUAL SCHOOL REPORT



St Leo's Catholic College

16 Woolcott Avenue, WAHROONGA 2076

Principal: Mr Anthony Gleeson

Web: www.stleosdbb.catholic.edu.au

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 at local school level and 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

This report reflects our achievements in 2022, which have certainly put us on track for continued success. A particular highlight of 2022 was appointing two Assistant Principals to support the Catholic Schools Broken Bay's (CSBB) strategic plan, Towards 2025 and its two priorities. These are, Evangelisation and Catechesis, and Student Achievement. Each Assistant Principal working collaboratively to take care of these two priorities at the College level. These two people, along with many others have brought fresh ideas and exceptional stewardship to St Leo's Catholic College.

With the lifting of restrictions from Covid19, meant that our journey of developing competent, confident, Catholic valued young women and men of conscience could continue but in a more supportive and nurturing environment as a result of our learnings from Covid19.

To complement this environment, the 10 year building project entered its final phase with the refurbishment of what was known as "C" Block. It is now known as the Aquinas Building. This now sees the completed update of all buildings and facilities to support our students with the latest and purposeful facilities to support their learning.

Towards the end of 2022 the College underwent a School Evaluation, to ensure a full understanding of the strengths and challenges of the College and establish future directions and an action plan. This initiative will ensure that the College is delivering a collaborative culture of continuous improvement to ensure that the learning growth of each student is maximised.

2022 was another extraordinary year and I am so proud of how our students, teachers, support staff, parents and clergy responded. It is a privilege to be part of this Catholic learning community.

Parent Body Message

Communication between the College, students and parents/carers continued to grow in strength at St Leo's during 2022.

The 'Parents in Partnership' forums, introduced following home-based learning in 2021, continued to be well received by the College community. A cyclical model with meetings held each term and agenda based around topics requested by parents, attendance remained strong and feedback good throughout the year. Stage-specific online parent meetings were also held at the start of the year with general information about each year group, while

individualised Student Learning Conferences (Parent Teacher Student Interviews) were held in the middle of the year, in a blend of online and face-to-face formats.

A comprehensive overview of College news, the regular parent newsletter 'The Lion Roars' was reinstated on a fortnightly basis in 2022 following more regular updates as required during home-based learning. The publication supported news and information available on the College website and shared via our social media channels. Facebook continued to be the main public social channel with excellent community engagement, while moderated private parent groups were increasingly used by parents to communicate with each other within year groups. LinkedIn was used mainly as a support channel for recruiting purposes.

A series of surveys were conducted throughout the year gathering valuable feedback from students, parents and staff. The most extensive of these were the annual external Tell Them From Me Survey and thorough School Evaluation interviews in Term 4, which were key inputs towards establishing new strategic objectives moving into 2023.

Feedback from parents continued to show they were highly appreciative of the College's efforts to stay connected and give the community opportunities for input.

Student Body Message

2022 was categorised as a year of resilience and adapting to change as we entered the busiest year of our schooling lives.

The Year 12 2022 cohort began the year with the hopes of retreats, excursions, and leadership opportunities which we had been restricted from in the past 2 years. As the year progressed, we faced the challenges of the approaching HSC - testing our ability to live a balanced life of fun and hard work.

The Student Leadership Team of 2022 worked continuously on projects such as the International Women's Day handbag initiative to make a difference in the lives of people in need. As the year came to a close, our beloved pastoral leaders organised a week of fun activities to show us the calm before the storm that was the HSC.

Year 12 2022 reached the end of the journey as we all pushed through the HSC exam block with dedication and celebrated our milestones together at our Year 12 Formal at Curzon Hall.

The College's continuous involvement in our development as independent young adults through supporting us through our Year 12 studies does not go unnoticed.

We couldn't be prouder of what our cohort achieved and more so for the opportunities St Leo's gave us in 2022.

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. With a growing reputation, the College continues to be in extremely high demand, currently at maximum capacity with extensive waitlists now in every year group for 2023 and limited availability for 2024.

Renowned for our pastoral care and being an inclusive environment, St Leo's has a strong focus on knowing each student and growing their unique potential. The comprehensive pastoral care program focuses on promoting wellbeing, connectedness, resilience and positive relationships. The positive and supportive environment at the College fosters individual differences and talents, ensuring all students have the opportunity to reach their full potential, achieve their personal best and feel happy, safe and valued.

A recently completed \$30M campus and technology upgrade provides students with state-of-the-art learning and recreational facilities, including a \$14 million centre for Creative and Performing Arts and Technology and range of other facilities.

St Leo's is proud of the academic results achieved by our students, as well as the range of achievements in other fields of endeavour. Over 70% of graduating students are consistently offered university places each year. This is an impressive achievement for a comprehensive school, considering the average of 30% offered university places across the State. Our unique Pathways Program also assist students and families transition to life beyond school. As always, we are most proud of the growth shown by all students from Year 7 through to Year 12.

St Leo's nurtures the spiritual life of each student through a vibrant liturgical and Religious Education program. The College enables students to put their faith into action and positively impact their world both locally and globally with an extensive faith in action suite of social justice opportunities. The commitment to developing the 'whole person' and wide range of learning experiences offered includes student mentoring and coaching programs. A strong STEM and innovation focus ensures students have the skills they need for a globalised world. A strong sporting culture and array of co-curricular offerings including 24 Creative and Performing Arts ensembles are also available and free to all students.

This extensive range of offerings helps make St Leo's an exceptional place to learn and produce 'confident, competent Catholic-valued young women and men of conscience' who are ready to change 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 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
387	495	122	882

* 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 2023. 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 2022 was 87.30%. 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
88.80	86.20	86.50	86.30	87.00	88.80

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 2020, 91.3% completed Year 12 in 2022.

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 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	21.8 %
% 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 2022 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 2022:

Total number of staff	96
Number of full time teaching staff	51
Number of part time teaching staff	27
Number of non-teaching staff	18

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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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 improve classroom practice. Staff engage in wholeschool, team-based, self-paced and externally provided professional learning experiences in various modes.

2022 provided increased opportunities for our teachers to engage in professional learning collaboratively as COVID-smart restrictions eased and allowed us to gather as a community. Priority was given to KLA focused professional learning to allow for staff to get to know each other and support classroom teaching and learning as St Leo's welcomed over 35 new staff in 2022.

Professional Learning in 2022 included sessions on;

- Understanding the needs of diverse learners
- CSBB System-wide Professional Development Day
- Curriculum Compliance Workshops

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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 Catholic 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. As an inclusive Catholic school, St Leo's provides a Catholic education for young Catholics and non-Catholics alike.

The College weaves prayer and worship into a rich tapestry of liturgical celebrations throughout the year including our opening liturgy, Ash Wednesday Mass, Easter and Christmas celebrations and working with our local Parishes to ensure our students can attend Mass each Friday in the College Chapel.

Key events on our calendar include:

- Year 7 Bible Presentation
- 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 Disadvantage
- Caritas Annual Appeal

The College's Youth Ministry offers a variety of exciting opportunities students can choose to participate in at St Leo's each week including the Rosary, Vinnies School Conference, EarthCare Environmental group, Social Justice Group and weekly Mass.

In the classroom, all students undertake Religious Education lessons from Years 7-10. In Stage 6 (Years 11-12) students have a choice of Studies of Religion and Studies in Catholic Thought.

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.

The College has undertaken a school wide review which has resulted in the College Leadership team collaboratively working with staff to develop two strategic opportunities for the College which are:

- Embedding high expectations for enabling success and learning for all, and
- Ensuring growth for all

The College has also undertaken a Literacy Project which will see our staff involved in a three year program aimed at improving the literacy of our students. Staff are working in KLA groups, under the guidance of Dr Trish Weekes, to develop their understanding of literacy in their subject area and collaboratively develop resources and teaching strategies to engage the students and improve their writing outcomes.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	34%	24%	16%	21%
	Reading	38%	27%	9%	15%
	Writing	32%	24%	14%	22%
	Spelling	39%	33%	11%	17%
	Numeracy	41%	32%	12%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	21%	22%	13%	27%
	Reading	29%	21%	10%	23%
	Writing	18%	17%	25%	33%
	Spelling	18%	17%	14%	21%
	Numeracy	24%	20%	8%	19%

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 2022 produced strong results. Our students showed tremendous resilience, persistence and determination. Their first term of year 12 marked the emergence out of COVID restrictions.

Some highlights:

- The College Dux received an ATAR of 96.1
- 18 students received a Distinguished Achievers Award
- Our students achieved 187 Band 5 and 6 results
- More than 68% of students were offered places at university, with over 50% of students receiving early entry offers from universities prior to the HSC examinations
- A student was placed 2nd in the State for Information Processes and Technology
- Students in 9 courses were ranked first in CSBB schools
- One student received a SHAPE nomination for Industrial technology - Timber
- One student received a CALLBACK nomination for Dance

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

The Class of 2022 are certainly to be congratulated

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2020		2021		2022	
	School	State	School	State	School	State
Ancient History	14 %	33 %	50 %	34 %	80 %	34 %
Modern History	21 %	58 %	86 %	38 %	55 %	34 %
Music 1	100 %	64 %	100 %	64 %	100 %	70 %
Visual Arts	74 %	65 %	87 %	63 %	86 %	66 %

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 2022, the number of students issued with a RoSA was 10.

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

Everyone in the College community is involved in student wellbeing. A commitment to partnership and shared responsibility amongst staff, students, parents and other family members is an integral feature of pastoral care and student wellbeing at St Leo's College.

In the College's daily and routine life, the way in which people interact with each other significantly affects each student's sense of self-worth, belonging and wellbeing. The Wellbeing Mentor and Year Leaders are the primary carers for each student and assist students to flourish across their spiritual, intellectual, social, emotional, cultural and physical dimensions. Our Curriculum Leaders are also critical to academic care and student wellbeing and set standards and clear expectations of learning.

2022 presented some unique challenges as students engaged in their first full year of face-to-face learning after the COVID pandemic and its restrictions and consequent Home-based Learning. The College worked extensively with families to assist them in dealing with the challenges that the COVID period presented to them. This included the engagement of expert external speakers to provide our students and their families with strategies on how to manage the digital world. This included presenting students with strategies on how to manage their online profiles and developing their knowledge and understanding of the legal ramifications of their online behaviours. Parents were given valuable information about how to support their children's wellbeing online and how to restrict their children's exposure to risky situations.

St Leo's worked to set high expectations for respectful behaviour and foster pride in the College; ensuring that students were aware of their responsibilities in wearing school uniform correctly and engaging with each other with kindness and respect. Students were

encouraged to make a positive contribution to the school community at assemblies and in mentor group.

Throughout 2022 student leadership was fostered through the school's student leadership programs this includes the School Representative Council and the senior student leadership body. These students make a significant contribution to the college community by leading school assemblies, promoting whole school initiatives and contributing to charity fund-raising.

A key initiative in 2022 was the review and launch of the revised Mobile Device Policy, this allowed students to engage with each other during recess and lunch-time and was significant in fostering student wellbeing by removing opportunities for students to engage in cyberbullying. This process included consultation with staff, students and parents and was one of the significant successes of 2022.

We thank all staff, students and parents who have worked together this year. Above all else, it is the partnership between these three groups that has the largest impact on the wellbeing of each student and their ability to achieve their full potential at school.

Everyone in the College community is involved in student wellbeing. A commitment to partnership and shared responsibility amongst staff, students, parents and other family members is an integral feature of pastoral care and student wellbeing at St Leo's College.

In the College's daily and routine life, the way in which people interact with each other significantly affects each student's sense of self-worth, belonging and well-being. The Wellbeing Mentor and Year Leaders are the primary carers for each student and assist students to flourish across their spiritual, intellectual, social, emotional, cultural and physical dimensions. Our Curriculum Leaders are also critical to academic care and student wellbeing and set standards and clear expectations of learning.

Our two strategic priorities, embedding high expectations for enabling success and learning for all, and ensuring growth for all resulted in targets made in literacy, and restorative practice which would be built upon in 2023. Evidence based restorative practice in the St Leo's context will see students to reflect on their poor choice, take ownership of their behaviour, and provide protective measures to ensure this behaviour does not occur again.

I thank all staff, students and parents who have worked together this year. Above all else, it is the partnership between these three groups that has the largest impact on the wellbeing of each student and their ability to achieve their full potential at school.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

The focus of School improvement for the first half of 2022 was a 'reset'. This 'reset' was necessary after the period of COVID restrictions and home-based learning as students found the return to face-to-face learning challenging. The reset was to provide an opportunity to consider how we might best meet the needs of students and teachers in a post-COVID environment. A key element of this was the revised mobile device policy that resulted in a revised set of guidelines for mobile devices at St Leo's. A consultation process was completed with teachers, students and parents and a policy that effectively removed mobile phones from learning areas and recess and lunch spaces was introduced.

St Leo's then embarked upon a strategic school improvement process with CSBB. This process involved a school evaluation considering a range of data about the college, including HSC data, NAPLAN data, Tell Them From Me, the CSBB Culture Survey, classroom observations and feedback from a range of stakeholders in the school community. This process resulted in the development of two opportunities to drive school improvement. These opportunities are;

- High Expectations to enable Success in Learning
- Growth for All

These would then provide the framework for collaborative strategic planning with staff and will inform the development of a strategic plan in 2023.

Priority Key Improvements for Next Year

The College engaged in a school evaluation process between September and November 2022. The purpose of this process was to gain fuller understanding of the strengths and challenges of the school, and establish future directions and an action plan.

The school evaluation was framed around the Continuous Improvement Cycle with a focus on *critically reviewing, intentionally analysing and strategically planning*. An inwards looking, outwards looking, forwards looking analysis was done with evidence consisting of quantitative data, people's viewpoints and observational evidence. The process involved the Evaluation team analysing available data and evidence (Evidence Analysis). The Site Visit allowed for further analysis.

The School Leadership Team and Evaluation Team assessed the performance of the school against 4 domains of the *National School Improvement Tool*. The four domains identified as a result of the Evidence Analysis and Site Visit were:

Domain 1: An explicit improvement agenda

Domain 3: A culture that promotes learning

Domain 5: An expert teaching team

Domain 7: Differentiating teaching and learning

Consideration of the issues led to the identification, by the Leadership Team of St Leo's and the School Evaluation Team, of two opportunities to be prioritised for improvement:

1. Embedding high expectations for enabling success in learning for all

2. Ensuring growth for all

Why are these priorities important and why should we change?

Building a sustainable Catholic learning community

Responding to our moral imperative of delivering with care and compassion Authentic Catholic Education

Providing more opportunities for our students

Building a professional community amongst staff

Strengthening the community of St Leo's College

Provides greater clarity, focus and direction

Empowers community members

Establishes a clear vision and purpose for St Leo's College

Provides a better working environment for staff and learning environment for students focused on growth

Provides an approach to support sustainable growth

Gives a clear focus for Change: Reason + Vision + Plan

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
- Parents expressed that they were satisfied with the revised mobile phone policy.

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:

- 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.

Teacher feedback identified that there was a need for greater staff involvement in school improvement processes and this feedback was used to drive the strategic planning process that was embarked upon in term 4 2023.

In response to the school evaluation there was a re-structure of the leadership team which included the creation of a Professional Learning position on the leadership team - Director of professional Growth that will be focused on supporting staff professional development and support to enable progress through levels of professional accreditation.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$7,346,177
Government Capital Grants ²	\$39,787
State Recurrent Grants ³	\$1,996,865
Fees and Private Income ⁴	\$6,078,472
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$3,805
Total Income	\$15,465,107

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$191,703
Salaries and Related Expenses ⁷	\$12,085,933
Non-Salary Expenses ⁸	\$6,693,797
Total Expenditure	\$18,779,730

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 2022 REPORT