



2025

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 Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The purpose of this report is to demonstrate to our community and those interested, compliance with the NSW Education Standards Authority (NESA) and the Federal Government.

These reports provide parents and the community with fair, accurate, and objective information regarding student academic performance, school improvement plans, teacher standards, and financial accountability.

St Leo's Catholic College exists to provide the highest quality of Catholic education to our students. This is not just delivered through the lens of our faith but it permeates all that we and say.

This year as you will notice from this report, are many examples of our Catholic valued learning community striving to live this faith day after day.

St Leo's Catholic College 2025 School Improvement Plan delivers school-based outcomes in complete support of CSBB's Shaping Tomorrow Together in Faith Strategic Plan. The School Improvement Plan encompassed a clear and systematic approach to raising student levels of achievement, building teacher capacity, further strengthening the staff collaborative learning community, and improving outcomes for every one of our young people.

This task is not just dependent on the staff, or just one section of our community, but all our members working together in partnership aimed at delivering an authentic, professional Catholic education, delivered with care and compassion.

It gives me great pleasure to present this report to our wider community, showing our purpose, our plans, our achievements and our challenges as we journeyed through 2025.

Parent Body Message

St Leo's Catholic College continues cultivating the relationship between the parents/carers and the College. The College appreciates the importance of the three-way partnership between parents, the student and the College - which is required for the development of a student through their secondary education years.

A significant part of this partnership's strength is the reinforcement of the cyclical model of our Parents in Partnership (PiP). The PiP consists of a small working party of a core group of parents across the year levels who raise issues on behalf of the wider school community.

The College employs a Parent Engagement Coordinator (PEC), to assist in fostering the relationship between school and home.

The fortnightly newsletter, 'The Lion Roars', is a great way to keep students and parents up to date with the vast range of activities going on in the College.

Each year group has an individual grade Facebook pages as another way parents can connect and receive relevant advice from school and to ask questions of each other.

The College also has a very popular Community Tutoring Program that has been running for many years. This is a very effective program assisting many students, particularly in the early years of 7 and 8, with literacy and numeracy.

The College's Mentor Teachers and Year Leaders reach out at the start of every year to introduce themselves to the parents/carers and to brief them for the year.

Student/Parent/Teacher conferences are conducted face-to-face at designated times of the year or online if parents/carers are unavailable for the live meetings.

The College holds a 'Coffee and Chat' once a term at the College. This is very positive and engaging and adds to the reinforcement of the partnership between the parents and the College.

Every year on Mother's Day and Father's Day, the College holds a beautiful liturgy followed by a breakfast to bring students and their mums, dads, carers and grandparents together to share a special morning.

There is an annual College Open Day which is open to all. The College also holds regular Careers Talks which are very valuable, as they showcase many universities, colleges, tertiary educational institutions and other vocational training bodies to help students with their career and future choices.

Student Body Message

The 2025 school year provided students with meaningful opportunities to further develop their holistic attributes, encouraging all to take on the theme for 2025 "embrace opportunity with faith" as they worked towards the College's mission of forming confident, competent, Catholic valued young men and women of conscience. Through participation in religious experiences such as Mass, the Rosary, the St Vincent de Paul Society, the Environmental Group and Dom's place, alongside involvement in sport, music and the performing arts, students were supported in strengthening their faith, confidence, skills and communication with peers. These experiences fostered a positive and inclusive school culture grounded in faith, service and personal growth.

Throughout 2025, a strong emphasis was also placed on student leadership and engagement. Students involved in leadership groups such as the Student Representative Council (SRC), Year 12 Leadership Team and St Vincent de Paul Society demonstrated initiative, collaboration and creativity. The leadership team embraced opportunities to build school spirit and community connection by organising a range of initiatives, including excursions to Luna Park, fundraising activities and the annual sports cup. These events not only strengthened relationships between students and staff but also encouraged participation, teamwork and a sense of belonging across the College community.

We would like to thank the College and staff for a school year rich in opportunity, faith and growth. The dedication and support shown throughout 2025 have enabled students to learn, lead and serve with confidence, leaving a lasting impact on both the graduating class and the wider student body.

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 strong and positive growing reputation, the College continues to be in extremely high demand, with waitlists now in every year group for 2026 and 2027.

Renowned for our pastoral care and 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.

Following on from a major \$30m campus and technology upgrade completed three years ago, further improvements to the campus have continued. These include a new library, staff rooms and the extensive refurbishment of one of the original buildings, 'C Block', now known as Aquinas House.

Planning commenced for the acquisition and installation of four air-conditioned Donnelly classrooms to account for the predicted increase in student numbers next year.

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 - an impressive achievement for a comprehensive school, considering the average State average of 30%. Our unique Pathways Program also assists students and families transition to life beyond school.

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 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 as well as our unique Community Tutoring program. 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 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 for the better.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
455	600	231	1055

* 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 2025. 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 2025 was 88.77%. 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
89.57	88.37	88.38	86.71	88.97	91.42

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 Department of Education 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 Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

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 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	35 %
% 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.

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Figures relating to the 2025 Year 12 student body showed that 70% of students went to University, 20% embarked on TAFE related studies and 10% went into employment.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	106
Number of full time teaching staff	67
Number of part time teaching staff	19
Number of non-teaching staff	20

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	9
Provisional Teachers	17
Proficient Teachers	60

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 [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It 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.

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 Youth Ministry 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. Further strengthening our Cathedral precinct, St Leo's joins with OLOR Catholic Primary School to celebrate significant liturgical and community events.

Key events and programs in the College calendar include:

- Year 7 Bible Presentation
- Street Retreat Homelessness Program
- CatholicCare Early Education Support Program
- Bible Study Groups
- McQuoin Park Nursing Home Visit Program
- Ignite

- Praisefest Events
- Shine
- Jamberoo Abbey Retreat
- Senior Retreat Program
- Hornsby Cathedral Parish Dinner Program for the Disadvantaged
- Caritas Annual Appeal
- Vinnies Winter Sleepout

The College's Youth Ministry program offers a variety of opportunities for students to actively participate in the faith life of the College each week. These initiatives encourage students to deepen their relationship with Christ, build community and develop leadership through service.

In 2025, the College welcomed our new Parent Engagement Coordinator to further strengthen partnerships between the College, Catholic feeder schools and local parish communities. This role has supported increased parent participation in College events and strengthened connections across the broader Catholic community.

The College also continued to unpack and reflect upon the data gathered through the Student Spirituality Survey. This research has provided valuable insight into the faith journeys, beliefs and spiritual needs of students and has informed future strategic planning in faith formation, wellbeing and Catholic identity. Through this work, the College remains committed to ensuring that faith formation opportunities are meaningful, relevant and responsive to the experiences of young people today.

We look forward, as a Catholic community, to celebrating our 70th anniversary in 2026 as well as the 40th year since the formation of the Diocese of Broken Bay to which we proudly belong.

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 Leadership team continued working collaboratively with staff focusing on two strategic opportunities for the College which are:

- Embedding high expectations for enabling success and learning for all, and ensuring growth for all.
- To align with our strategic opportunities, the College released our Teaching and Learning Framework in 2024. The Framework outlines the attributes (Collaboration, Independence, Resilience and Responsibility) and dispositions (Rigorous, Informed, Empowered and Relational) that we as a College values for our staff and students. At the core of our framework is Hope Filled, where all students are guided to develop a growth mindset to become young people who are resilient and persistent and believe in their capacity to achieve, reflect and group.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Leo's Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	79%	62%
	Reading	86%	69%
	Writing	71%	64%
	Spelling	83%	72%
	Numeracy	86%	69%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	73%	56%
	Reading	73%	65%
	Writing	89%	61%
	Spelling	89%	72%
	Numeracy	76%	66%

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 2025 produced strong results. Our students showed tremendous resilience, persistence and determination.

Some highlights:

The College Dux received an ATAR of 98.5

34 Distinguished Achievers Award were awarded to our students

Our students achieved 255 Band 5 and 6 results (41.2% of all results)

More than 80% of students were offered places at university, with over 60% of students receiving early entry offers from universities prior to the HSC examinations

The College received one state rankings in Music 1

Students in 19 courses were ranked first in CSBB schools

One student was selected to have their Drama piece performed at OnStage

Three students received ENCORE nominations for Music 1

One student received a SHAPE nomination for Design and Technology

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

The Class of 2025 are certainly to be congratulated.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2023		2024		2025	
	School	State	School	State	School	State
English Advanced	50 %	67 %	61 %	68 %	63 %	65 %
Investigating Science	-	34 %	-	-	61 %	39 %
Mathematics Advanced	28 %	50 %	31 %	50 %	50 %	51 %
Music 1	80 %	69 %	67 %	68 %	100 %	67 %
Personal Development, Health and Physical Education (PDHPE)	28 %	31 %	27 %	35 %	54 %	36 %
Society and Culture	56 %	45 %	71 %	45 %	75 %	47 %

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2025 to reflect new system processes.

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:

- welcoming, inclusive, and supportive school community
- caring and supportive teachers and other staff
- high level of pastoral care and support provided to students
- quality of Catholic education provided at the College
- 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:

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

Teacher satisfaction

Staff members are regularly involved in dialogue at the College.

Teachers rate the following:

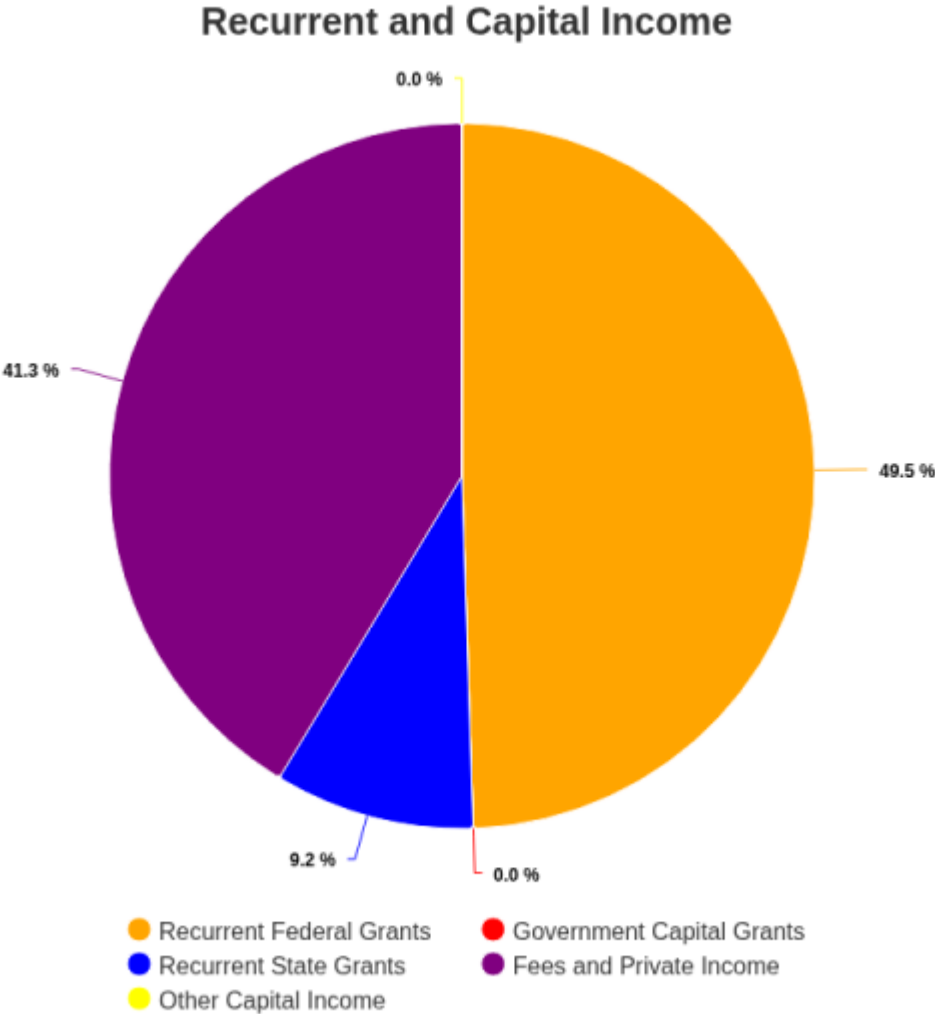
- quality of pastoral care and focus on student well-being
- quality Catholic education provided opportunities for students to find their greatness and make a positive difference
- provision of a holistic education, focused on student growth

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.

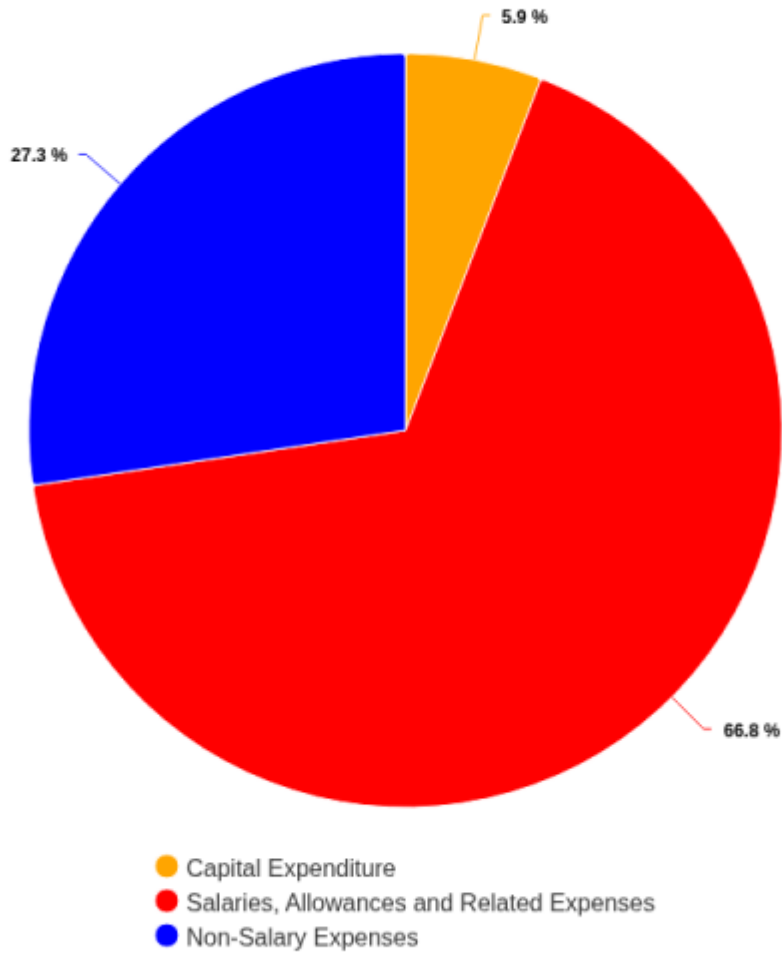
In response to the school evaluation there was a re-structure of the leadership team which included the creation of a Professional Learning position on the leadership team - Director of Professional Growth that has focused on supporting staff professional development to enable progress through levels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

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT