



2019

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 the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CSO. 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

I warmly welcome you to review the 2019 St Leo's Catholic College Annual School Report. At St Leo's we are committed to forming confident, competent, Catholic-valued young women and men of conscience, aiming to help students find their passion and develop their talents into greatness.

We equip our students with the skills and attributes to be future leaders and members in their fields, honouring God in what they do and how they do it. To achieve this, we aim to provide broad educational experiences that promote the spiritual, academic, social, cultural, physical and environmental growth of our students; what we call our Growth Domain areas. By developing real-world, transferable skills, our students graduate as well-rounded individuals ready to successfully negotiate the challenges of their future.

The College is a caring, inclusive community, committed to knowing each student and growing their unique potential. Along with our consistently strong academic results and a wide range of co-curricular offerings, we offer a holistic view of education and wellbeing with a focus on skills for lifelong learning.

I invite you to come and see the wealth of opportunities available at St Leo's and experience the warmth and caring of our community for yourself.

Parent Body Message

Parents are the first and most important educators of their children. The College strives to work in partnership with parents and is proud of the positive relationships that exist among the staff, students, Catholic feeder schools, local parishes and the wider community. Importance and value is placed upon three-way communication between the College, parents and students, encouraging a sense of belonging to the St Leo's community. The Parent Advisory Group (PAG) is unique, and was established on the principles of parent participation, with a recognition of the demands on their time, together with the development of their young person. The PAG recognises and values the role that parents and carers play in the education of their children and aims to strengthen the partnership between family, school and parish. The PAG assists the Principal and College Leadership Team in supporting the mission and vision of the College. In addition to staff and local clergy, the PAG includes parents who are actively involved in activities and programs that build the St Leo's community, strengthen partnerships between families and the College, and reach out to those in need. Whether hosting parent breakfast forums to celebrate Mother's/Father's Day

through to working with St Vinnies to feed the homeless, the partnership is valuable to St Leo's and our students.

Student Body Message

2019 was a year of celebration as we got to experience and utilise the results of a \$25m building program with the opening of Xavier Court, the Aquinas Resource Centre, the refurbished Chapel and the wonderful, purpose-built Mary MacKillop Centre; the hub for Technology and Applied Science, Creative and Performing Arts and VET. Students hosted our Open Day; exhibited in the Showcase event; performed in the Annual Musical, this year, "Happy Days"; benefited from our Careers Expo; and got wet and wild in the pool and on the track at the annual Athletics and Swimming Carnivals. And that was before the numerous Creative and Performing Arts performances, Diocesan wide representative sporting opportunities, successful debating teams, national aerobics representative programs and more. For the round ball fanatics the College toured the UK with an extraordinary opportunity for players to gain invaluable experience from professional training sessions with Liverpool FC and games against UK colleges. Our Kiribati Immersion is life changing for students who broaden their education and strengthen their faith by working in partnership with the Kiribati, Pacific Island community.

School Features

St Leo's Catholic College is located on six hectares in the Blue Gum suburb of Wahroonga and is the only co-educational Catholic secondary school on Sydney's upper North Shore. As a caring, inclusive community renowned for our pastoral care, we have a strong focus on knowing each student and growing their unique potential and passion. Our recently completed \$25M campus upgrade provides state-of-the-art facilities, including a \$14M Creative and Performing Arts, Design, Technology and Hospitality centre, a Resource Centre, and numerous purposeful, flexible learning and recreation spaces. We pride ourselves on achieving consistently strong academic results, with students regularly appearing in the HSC High Achievers and All rounder lists. Over 70 percent of students are offered a university place each year. We are consistently above the average student growth in NAPLAN – across both State and SSSG schools (Statistically Similar School Group). We focus on developing the whole person across our range of Growth Domains, including spiritual, academic, cultural, social, emotional, environmental, and physical dimensions, ensuring a diverse and purposeful experience, and a balanced developed of our students. A future-directed view of education focusing on deep learning skills and offering one-one-one student mentoring and coaching, helps our students become lifelong learners. Our unique online learning platforms features portable digital portfolios our students can show future employers, and enables the students to articulate, track and own their learning. We offer a strong sporting culture together with an extensive range of co-curricular offerings, including overseas tours and with an emphasis on social justice opportunities. We strongly believe that co-education allows students to appreciate the different perspectives boys and girls bring to the community and successfully experience the sheer complexity of gender, particularly during the formative adolescent years. Co-education prepares students for the world after school where real-life is rarely gender separated. We believe co-education is the best environment for the future.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
315	418	143	733

* Language Background Other than English

Enrolment Policy

The College follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the College in 2019 was 92.11%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.35	92.67	91.01	90.73	93.80	91.10

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 in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non- attendance issues as and when they arise
- communicates to parents and students, the 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, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each College's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Student Retention Rate

Of the students who completed Year 10 in 2017, 91% completed Year 12 in 2019.

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 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling	37 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	97 %

Post School Destinations

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

Over 70% of students undertake university education in the disciplines of Science, Law, Medicine, Business, Economics, Music, Visual Design, Film and Television to list a few. Others enjoy vocational courses in areas such as carpentry, landscape and design, food technology, construction and fashion. Always strong in the arts; students have been accepted into a variety of disciplines within NIDA. Our Pathways Program works with students and families to navigate the many options beyond school, developing industry and higher education partnerships.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	85
Number of full time teaching staff	52
Number of part time teaching staff	16
Number of non-teaching staff	17

Total number of teaching staff by NESA category

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

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

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

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

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

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2019, St Leo's Catholic College's full staff professional learning focus was centred around Michael Fullan's New Pedagogies in Deep Learning and how these could be authentically incorporated into our classes. This was the subject of a staff development day at the start of Term 3 and a Staff Twilight Professional Development afternoon in Term 2. Regular staff professional development was built into the timetable as a dedicated hour per fortnight. The focus of these afternoons varied based on the needs of the staff at that time. During the year 36 mentor teachers participated in a mentor and pastoral leaders' program presented by Growth Coaching International focussing on student holistic growth.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to educate and form young people in the Catholic faith. The College provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The College's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

In 2019, Evangelisation and Catholic Formation moved to a phase of 'Deepening' its already extensive religious programs and opportunities. The College offered over 52 Masses and liturgies as part of a rich and vibrant liturgical life. This was complemented by the Religious Education program taught by a highly trained team of specialists to aid the faith development of our students. Students were then able to apply their learnings and the spiritual nourishment they received through the St Leo's Faith in Action Suite. The program offered 12 different initiatives that ranged from Street Retreats, Nursing Home Visits and Day Care Volunteering Programs to Senior Jamberoo Abbey Retreats and the Youth Ministry Program. A highlight of this program was the annual immersion to Kiribati where students and staff lived and worked amongst some of the most impoverished conditions in the Pacific to assist our Kiribati brothers and sisters. Student and staff spirituality days also deepened the mission and purpose of each member of the St Leo's community. Such endeavours were woven together through the theme 'Awaken' where staff, students and parents were challenged by the Gospels to live with eyes open to those who are in need of God's love through our actions. This challenge called our community to avoid 'sleepwalking' through our lives and embrace the God given talents provided to us and to use them as tools for change in a world hungry for justice.

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.

In line with the staff professional development in New Pedagogies for Deep Learning, thinking about new ways of enhancing St Leo's curriculum choices were of paramount importance, in addition to continuing to offer our traditional curriculum choices. Across Year 7 Individualised Learning in Mathematics (iLIM) was introduced in order to tailor Mathematics to the current skill level of the student so they work at their pace and engage in mini-lessons of focussed instruction. The long term objective of this program is to meet each student at their own point of learning. The incorporation of (iLIM) allowed students' iPads to play a crucial role in the way they mastered mathematical concepts.

Some Key Learning Areas moved to different forms of assessment. Stage 4 and 5 Science in 2019 moved to online tests for yearly examinations. Students again utilised their iPads as an assessment tool to demonstrate their understanding of key curriculum outcomes.

Part of a school-wide focus on curriculum development has been the 2019 staff development of "6Cs" focus for 2020. The College decided that Critical Thinking and Christian Citizenship would be the 2020 focus. 2019 involved staff professional development in embedding activities that would authentically focus on these two areas. This involved an audit of the current curriculum and embedding 6Cs activities within student programs.

Student Led Conferences were introduced at St Leo's in 2019. Time during fortnightly professional development sessions was given to developing the staff's understanding of how to lead students in incorporating their understanding of deep learning within the work of the students in mentor groups. Professional development around the authentic utilisation of the St Leo's Learning Den became a paramount part of St Leo's 2019 staff professional development program. The aim of the Student Led Conferences was for students to articulate and reflect on their engagement with the St Leo's curriculum and with the assistance of their mentor teachers and parents set educational goals to not only further their achievement within the formal curriculum, but also in the development of the whole person.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the College'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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	26%	31%	13%	19%
	Reading	38%	31%	7%	16%
	Writing	19%	17%	17%	27%
	Spelling	29%	35%	10%	15%
	Numeracy	42%	37%	4%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	24%	19%	18%	23%
	Reading	29%	23%	4%	19%
	Writing	12%	13%	25%	37%
	Spelling	27%	24%	11%	18%
	Numeracy	29%	27%	6%	16%

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%.

HSC results in 2019 were similar in spread to those of 2018. Strong results across subjects such as Visual Arts, Music 1, Society and Culture, PDHPE and Science were impressive and maintained or improved upon 2018 results. The introduction of a new English syllabus in 2019 highlighted our need to focus on particular modules in 2020 to strengthen our position. Studies of Religion results were generally pleasing. St Leo's students will be focussing on Multiple Choice as an area for improvement in 2020. Assessment tasks in 2020 have been designed to improve students' overall marks in these sections. HSIE subjects were all above the state average in 2019. Impressive results in Economics was a highlight. The College approach to the practice of writing under timed conditions was a factor in the improvement in HSIE results.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Biology	45 %	40 %	20 %	37 %	48 %	32 %
English (Advanced)	70 %	64 %	58 %	63 %	51 %	62 %
English (Standard)	15 %	16 %	15 %	15 %	8 %	12 %
Music 1	67 %	66 %	100 %	65 %	100 %	66 %
Personal Development, Health and Physical Education (PDPHE)	22 %	31 %	32 %	33 %	38 %	32 %
Physics	20 %	34 %	10 %	34 %	40 %	37 %
Society and Culture	86 %	48 %	67 %	47 %	75 %	45 %
Visual Arts	0 %	55 %	45 %	53 %	72 %	63 %

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 2019, the number of students issued with a RoSA was 5.

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 pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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 free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information

about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

The College has a reputation for providing high-quality pastoral care for all students. Each student is known and encouraged to find their personal greatness. Underpinned by the Australian Student Wellbeing Framework (ASWF) 2018, our comprehensive pastoral care program focuses on promoting leadership, inclusion, student voice, partnerships and support. The College has well-developed structures, programs and resources to support student wellbeing. In 2019 the College extended on the Mentoring program designed to foster student holistic growth throughout their time at the College through an emphasis on Growth Coaching Conversations. Mentor teachers worked with each student to develop a Personalised Learning Plan and digital portfolio showcasing their goals, growth and achievements through the College's Learning Den. This culminated in the Student Led Conferences in Stage 4. In addition to our pastoral program, the College has developed a series of creative and varied pastoral strategies, which are preventative, interventional and critical. In 2019 these strategies included the following activities: outdoor education program, including camps and/or retreats for every year group, student participation in the Duke of Edinburgh program, Year 7 transition to secondary school program, Peer Support program, Lunchtime Games Club, Girls Talk student-led speaker program, Year 10 Street Retreat program, Year 10 Pacific Island immersion experience to the island of Kiribati, RUOK Day, Purple Day for Epilepsy, Nursing Home Visits, National Day Against Bullying and Violence, St Leo's Day Mass and Fair, Mental Health awareness month activities, student-led assemblies focused on key social justice issues. 2019 also had regular guest presenters for students and parent involvement evenings around the topics of online safety and cyberbullying, healthy relationships, adolescent mental health and study habits, targeted programs that cater to the specific needs for each year group such as Men of Honour, Day of Hope, Year 12 individual mental health surveys, GPs in Schools, self-defence, Seasons for Growth, STEM for girls

conference, KYDS Mental Health Conference, along with close liaison with a network of external service providers when required.

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

The introduction of our unique online St Leo's Learning Den (digital portfolio) means that our students are able to provide their own evidence, demonstrate their learning and progression and articulate this learning with their parents and staff. This was very ably demonstrated in our recent Years 7 and 8 Student Led Conferences, where the students demonstrated that they were responsible for their own learnings.

This portfolio enables students to demonstrate their development in our 6 growth domains - Christian Citizenship, Character, Collaboration, Communication, Creativity and Critical Thinking. Together with the semester academic reports the College's goal of the development of the whole person is evidenced. Our cohorts in Years 7-10 have been taken through the Learning Den platform and students are now adding their own evidence to their portfolios to show learnings in growth across these 6 domains.

Our Assessment Tasks now incorporate selected Growth Domains. This means that staff are incorporating the growth domains into their teaching, learnings and assessment. With the introduction to our new student database next year - Compass, we aim to tailor our Semester Reports to include formal feedback to parents to include the Growth Domains.

As part of our Personalised Learning Plan our Year 7 students were part of the iLiM (Individualised Learning in Mathematics) program. This program allows teaching to meet each student at their own point of learning. With further professional development and tracking support this should become a key strategy for all students.

To assist in the discussions with our students in developing Personal Learning Plans as well as setting goals, each staff member has undergone professional development in Growth

Coaching throughout the year. This will greatly assist in the students' self efficacy and confidence in their learning.

A newly appointed role; Leader of Community Partnerships and Pathways started in 2019 assisting students to explore various pathways available post leaving school. This is a vital service for our students assisting them to set goals and investigate opportunities, which is so important because as we know the world of work and study is no longer linear.

Priority Key Improvements for Next Year

- Targeted approach with our Senior students to enhance their academic rigour and focus on the HSC, coupled with the development of the whole person.
- The incorporation of Pope Francis' Laudato Si' throughout our curriculum in response to not only our local environment but also on a global basis. This is through listening, praying, reflecting and participating in Pope Francis' call to action.
- Increased student agency by means of Student Led Conferences across Stages 4 and 5.
- Completion of our extensive building program throughout the College.

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 professionalism and support demonstrated by College staff
- The high quality pastoral care offered at the College
- The quality of Catholic education provided by the College
- The spiritual and intellectual growth opportunities
- The spirit of inclusiveness and welcome offered at the College
- The dedication to student safety and wellbeing at the College

Student satisfaction

The College regularly consults students regarding their experience, views and levels of satisfaction. Mechanisms such as the Student Representative Council and the Tell Them From Me Survey provides key data to assist the College in meeting the needs of the students. The student surveys have indicated that particular satisfaction in the following areas:

- The network of positive relationships enjoyed on campus
- The co-educational nature of the College
- The level of care and support offered by the staff
- The variety of opportunities offered beyond the classroom
- The quality of education within a holistic approach

Teacher satisfaction

Staff members are consistently involved in collaborative dialogue through platforms such as the Tell Them From Me Survey and Professional Working Parties. College staff have identified the following areas as the greatest strength of the College:

- Opportunities for students to develop the passion
- The delivery of a holistic education, centred on the development of the whole child
- The quality of teaching
- The quality of Catholic Education provided

- Opportunities for students to be socially aware and to contribute towards positive change

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the College in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$9222745
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2663639
Fees and Private Income ⁴	\$4634281
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$478682
Total Income	\$16999347

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$6693502
Salaries and Related Expenses ⁷	\$10634980
Non-Salary Expenses ⁸	\$7224096
Total Expenditure	\$24552578

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 2019 REPORT