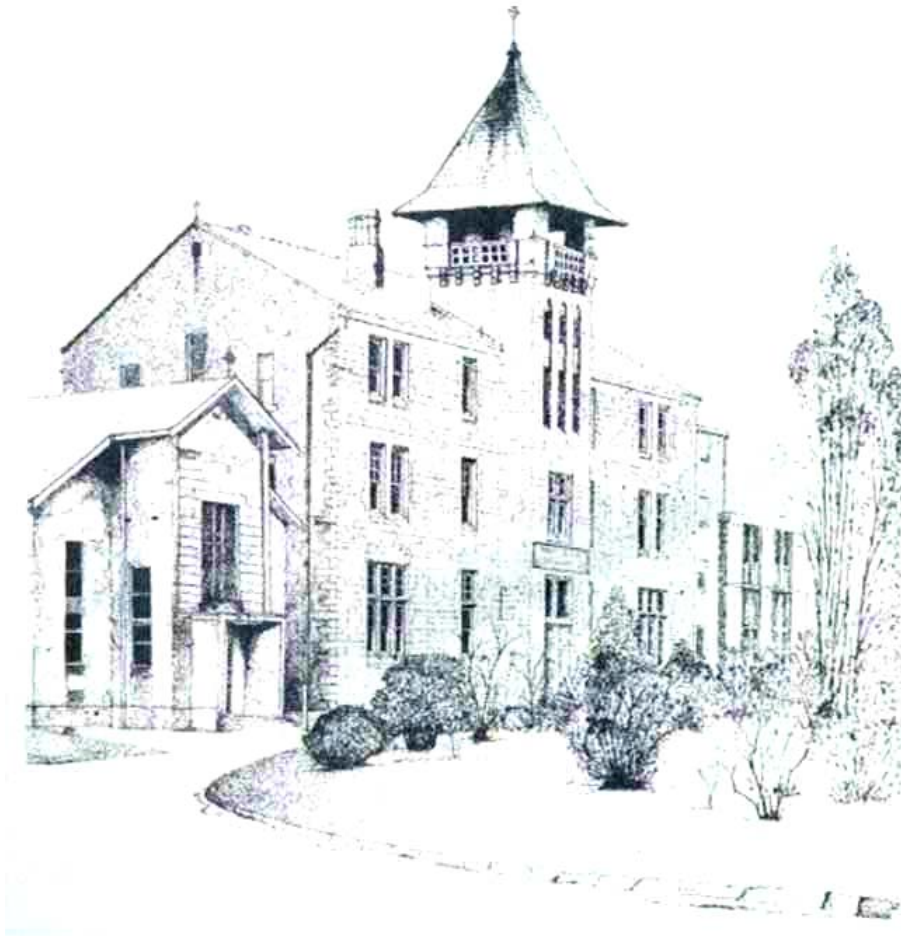


Holy Cross College Ryde



Annual Report to the Community 2005

ABOUT THIS REPORT

Holy Cross College is registered and accredited by the Board of Studies (NSW) and managed by the Catholic Education Office, Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Sydney.

This Report complements and is supplementary to school newsletters, portfolios and other regular communications. This report has been checked by the school's Regional Consultant and meets the requirements of the Education Act 1990. This report has been forwarded to the Board of Studies and is available on the school's website.

The Regional Consultant monitors the processes undertaken by the school to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation

The contents of this report will be discussed at the Parents & Friends Meetings in February of next year.

Further information about the school or this report may be obtained by contacting the school on 98081033 or by visiting the website at www.holycrosscollege.org.

Gary Williams
PRINCIPAL
22nd December 2005

CATHOLIC LIFE AND RELIGIOUS EDUCATION

This school follows the Archdiocesan Religious Education Curriculum and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell.

This year also saw a continuation of emphasis placed on Social Justice issues from 2004. The Social Justice Committee continued with the focus of activities centred on outreach initiatives. Initiatives supported included St. Vincent DePaul Society (Night Patrol and Christmas Hamper Appeal). Fund raising activities were conducted to support Canteen, Cancer Research, Legacy and Patrician Missions in Africa. Blood Donation to the Red Cross continued to be well supported by staff and students.

Significant efforts were directed to providing assistance to two students and one teacher who attended World Youth Day in Cologne. Both financial backing and spiritual encouragement were provided from the College community and the Patrician Brothers community.

Students continued to attend Friday morning Mass at St. Charles' Parish Church on a weekly basis.

Weekly lunchtime prayer was offered to staff and students each Wednesday. The celebration of Reconciliation with students was introduced into the school Sacramental Program during the year.

Whole school liturgical celebrations took place at the Opening School Mass, Ash Wednesday, St. Patrick's Day, Holy Week, and the Feast of the Holy Cross. Reflection Days were conducted for Years 7 to 10. Years 11 & 12 Retreats were run during the first half of the year.

Teachers of Religion continued to undertake professional development to enhance the teaching of Religious Education. The Religious Education program continued to be revised in the light of the new curriculum. Initial steps were taken to prepare for the implementation of the revised Studies of Religion Syllabus in 2006 for senior years and for the revised Religious Education curriculum for Catholic Studies in Years 11 & 12.

SCHOOL CURRICULUM

This school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office.

The school year started very well with the staff at Holy Cross hearing a report on the much improved School Certificate and Higher School Certificate results.

Once again study seminars were conducted in Years Seven, Eight, Nine and Eleven. These focused on developing sound study skills and good time management. This was done with a view to improving students' results and so developing a positive self-image in regard to their ability to progress academically.

Further support for specific groups of students who have learning difficulties or disabilities which impede performance is provided by our Special Education team and many parent volunteers. Support in the form of readers, writers, extra time, and rest breaks all help students to gain an optimal result. In fact, there is a generally held view that the above initiatives have a direct relationship to improved results in the above-mentioned examinations.

Information Nights for parents and students have occurred at various times throughout the year. The material disseminated has centred on the range of subjects available for selection as well as Board of Studies assessment expectations. Years Eight, Nine, Ten and Eleven have all had the opportunity to attend these nights. In an attempt to ensure our students choose the most suitable subjects for senior school the College conducts an interview evening for Year Ten parents and students. Subject selections are discussed and possibly moderated to ensure that students have chosen courses commensurate with their interests and abilities.

Subject choices are made as wide as possible so as to cater for a wide range of abilities. Extension courses in Mathematics, English, History have been conducted over the year. Students have also had the opportunity to undertake courses such as Plumbing, Hospitality, Horticulture, and Commercial Cookery at various local TAFEs.

Students across Years Seven to Ten are continuing to experience new and up-to-date subject content contained in many new syllabuses, such as Graphics Technology, Photographic and Digital Media and Physical Activity and Sports Studies. A Year Seven debating competition was conducted which proved very successful and the boys acquired many skills in research and developing logical arguments. This is just one example of many in the College where efforts are made to develop talents outside of a classroom setting.

The last Staff Development Day at Holy Cross focussed on improving teaching and learning across the school. The day was conducted by Dr Toni Noble who presented High Impact Thinking Strategies that actively engage students in learning as well as Higher Order Thinking Strategies that help students develop knowledge and understanding of the curriculum and learn critical and creative thinking skills.

Our College Careers Advisor introduced to the senior students a University Admissions Index Estimator for predicting a future UAI based on a student's current level of academic performance. This is a valuable tool in indicating to the boys whether they are performing to the required level so as to gain the UAI needed to enter the university course of their choice. This is very beneficial for boys who often underestimate the amount of work required to reach a certain academic standard.

The 2005 school year has been a most dynamic one in which the school has sought to look after all the curriculum needs of its students. Congratulations to all members of the College community.

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

THE SCHOOL CERTIFICATE 2005

Performance Bands		English Literacy	Mathematics	Science	Australian History	Australian Geography
Band 4,5,6	School	62%	65%	77%	70%	61%
	State	68%	52%	70%	65%	61%

TARGETS FOR 2006

Performance Bands		English Literacy	Mathematics	Science	Australian History	Australian Geography
Band 4,5,6		70%	68%	77%	70%	70%

THE HIGHER SCHOOL CERTIFICATE 2005

Performance Bands		Studies of Religion 1	English Standard	English Advanced	General Mathematics	Mathematics
Band 4,5,6	School	65%	51%	88%	64%	60%
	State	84%	34%	90%	58%	63%

TARGETS FOR 2006

Performance Bands		Studies of Religion 1	English Standard	English Advanced	General Mathematics	Mathematics
Band 4,5,6		70%	55%	89%	65%	63%

SCHOOL FEATURES

Holy Cross College is located at 517 Victoria Road Ryde on a ten hectare site purchased in 1895 by the Patrician Brothers. The original main sandstone building remains the dominant feature of the site. It was opened in 1898 by Cardinal Moran. The College has seven feeder schools at Ryde, North Ryde, Gladesville, Hunters Hill, Drummoyne, Five Dock and Denistone. Students are divided into five pastoral classes in Years 7 to 10 and four classes in Years 11 and 12. The teaching staff this year consisted of 45 full-time and 5 part-time teachers. All teachers are fully qualified and accredited by the Catholic Education Office to teach in Catholic schools. There is one Patrician Brother in a non-teaching capacity, a fully qualified school counsellor and 15 support staff employed to provide ancillary services.

Planning for our Future. Master Plan for the Holy Cross College Site. Over the past year, we have been informing our staff, students and parents of developments in this area. The Holy Cross College Planning Committee has approved Stage 1 of the proposed College Master Plan, the construction of a new Technology and Applied Studies building. The building, designed by PMDL Architecture, will contain workshops, machinery rooms, a Year 11 and 12 workshop, computer, graphics, hospitality, robotics/plastics and theory rooms, staff study and storage facilities. It will enable us to consolidate all TAS facilities into one building and offer hospitality courses as an elective in Years 9 and 10 and a VET course in Years 11 and 12. It will also free up space in other areas of the school and enable us to move some functions out of old buildings into new refurbished facilities. As well, we will have the opportunity to landscape outdoor areas and improve circulation flows within the school with new walkways.

This is an exciting new development that will improve the quality of education that we can offer to our students. The new building can be completed with minimum disruption to existing facilities because it is on a new site. We hope to start construction during 2006. This is only stage 1 of the master plan and there are many other developments proposed for other facilities that will ensure we continue to meet the educational challenges of the future.

Such a building will be expensive and costings have not been completed at this stage. Although we will be given support from the Catholic Education Office who have encouraged us to undertake the project, we will need to borrow a considerable sum and review the building levy in the near future. How far we can go with other proposed projects will depend on finances.

Teachers Honoured for Excellence: Congratulations were extended to staff member Mr. Steven Bauer who was presented with the Executive Director's Award for Excellence in Teaching for 2005. Mr. Bauer was one of twenty-one teachers from Catholic schools in the Archdiocese of Sydney who were recipients of the Executive Director's Awards for Excellence in Teaching for 2005.

Understanding Teenagers: Earlier this year Graham Hyman treated a number of parents and teachers from local schools to an entertaining and humorous presentation on this topic. He presented numerous anecdotes on teenagers that many of the parents present could easily identify with. There was also some important advice on how to develop a sound relationship with your teenager and the talk was well worth the effort of attending. We would like to thank the Ryde District Schools Council for sponsoring the evening, and the students and teachers from Holy Cross, QLQP Gladesville and Marist Sisters' Woolwich who provided the musical entertainment before the talk.

TEACHER STANDARDS

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

TEACHER QUALIFICATIONS	NUMBER OF TEACHERS
1. Those having formal qualifications from a recognised higher education institution or equivalent	50
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent	Nil
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge	Nil

ENROLMENT POLICIES AND PROFILES

The College has an enrolment package that is distributed to all parents seeking enrolment. It contains policy statements on the following:

- Enrolment
- Pastoral Care
- Discipline
- Bullying and Harassment
- Power of Search
- Homework
- Uniform, grooming, hairstyles and jewellery
- Special needs enrolment
- Use of the Internet
- Examinations
- Privacy
- Child Protection
- Excursions

All parents must read and sign that they agree with these policies before enrolment. Copies of all policies can be obtained from the College office.

Enrolment Profile. The student population at the February Census 2005 was 665 students. There were 117 students in Year 7, 124 in Year 8, 119 in Year 9, 109 in Year 10, 100 in Year 11 and 96 in Year 12. In 2001, 146 students enrolled in Year 7 and 96 finished Year 12. The actual retention rate between Years 10 and 12 was 70%, which is the same as the apparent rate as no new students enrolled in Year 11 2004.

STUDENT WELFARE

The school's Pastoral Care Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care of Students in Catholic Schools (2003)*. The school's network of pastoral care measures is based on the principles of restorative justice. The full text of the College's Pastoral Care Policy is given to each family upon enrolment and can also be found in the Student Diary for 2006. Copies can be obtained from the College Office. No changes were made to this policy during the year.

DISCIPLINE POLICY

The school bases its Discipline Policy on the document *Pastoral Care of Students in Catholic Schools (2003)*. The policy is based on procedural fairness and is discussed with students on a regular basis. The full text of the College's Discipline Policy is given to each family upon enrolment and can also be found in the Student Diary for 2006. Copies can also be obtained from the College office. Corporal punishment is expressly prohibited in this school. Information on the policy is also included in regular school newsletters. There were no changes made to this policy during the year.

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The College follows the Catholic Education Office's *Guidelines for Resolving Concerns and Complaints in our School*. This policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of school policies may be obtained from the College's office. No changes were made to this policy during the year.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Towards 2010. Recently the Catholic Education Office launched a new Strategic Leadership and Management Plan, Towards 2010. Twelve months in the making, the new plan will set the strategic direction for schools over the next five years. The page one article in the Sydney Morning Herald (24 October) and subsequent editorial along with significant radio coverage of the release of the plan is evidence that the work as educational leaders of Catholic Education Office schools is highly regarded in this city. Full details of the plan are available on the CEO public website, www.ceo.syd.catholic.edu.au.

The Current Strategic Management Plan for Holy Cross College, runs from 2003 to 2007. Each year an Annual Plan is developed and the staff then directed to develop appropriate strategies to implement the plan. Both plans can be viewed on the College's website. Some priorities from this year's plan were:

- The development of Stage 1 of a Master Plan for the site and the proposed construction of a new TAS building in 2006 as detailed earlier in this report.
- Developing closer links with our feeder primary schools. To achieve this we ran a Gifted and Talented Program involving students from our feeder primary schools and a primary Catholic schools rugby league sevens competition in conjunction with Wests Tigers.
- A comprehensive marketing plan was also developed to ensure the many benefits that Holy Cross College has to offer potential students are publicised in the local community. As a result of this plan the format of Open Day was changed, an improved house system to promote school spirit was implemented and more effort made to ensure the achievements of our students were publicised in the media. This plan will continue for the coming school year.
- The College teaching staff was trained in the principles of Restorative Justice. The College's Pastoral Care Policy has been modified to incorporate these principles. This is a continuing process and changes will continue to be made in future years.

Annual Development Plan 2006:- After consultation with the College Executive and staff the following six Self Review Instruments were selected for inclusion in the 2006 Annual Development Plan.

Key Area 2	<i>Students and their learning</i>
2.3	Reporting Student Achievement
2.4	Integration of ICT
Key Area 3	<i>Pedagogy</i>
3.3	Teaching Practice

Key Area 4	<i>Human Resources Leadership and Management</i>
4.1	Recruitment selection and retention of staff
Key Area 5	<i>Resources, Finance and Facilities</i>
5.1	ICT Resources
Key Area 6	<i>Parents, Partnership, Consultation and Communication</i>
6.3	Links with the Wider Community

FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Commonwealth Government a financial statement on behalf of the 148 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually. A summary of the income and expenditure reported to the Commonwealth Government for 2005 is as follows:

INCOME	\$million		EXPENDITURE	\$million	
Parents' Contributions 1	\$ 103.7	19.9%	Education & School Support	\$ 122.5	23.5%
Commonwealth Government 2	\$ 277.0	53.1%	Total Salary Costs	\$ 392.3	75.2%
State Government 2	\$ 106.1	20.3%	CEO Administration & Support 3	\$ 6.6	1.3%
Government Targeted Grants	\$ 17.2	3.3%	Surplus	\$ 0.1	0.0%
Interest and Other	\$ 17.5	3.3%			
Total Income	\$ 521.5		Total Expenditure	\$ 521.5	

Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$49.9 million, School Charges & Building Levy & P&F contributions of \$53.8 million.
2. Income from Commonwealth and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2005 was:

Archdiocesan Tuition Fees received	\$ 715,772
School Based Fees	\$ 534,374
Other Income (eg. Parents & Friends, Trading & Building Levy)	\$ 385,523
	\$ 1,635,669