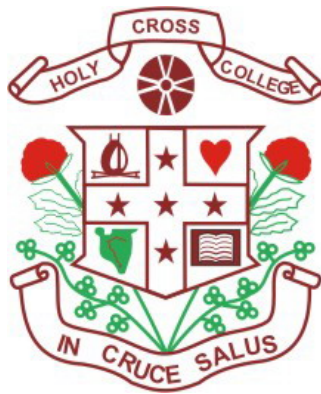


Holy Cross College, Ryde
Annual School Report to the Community
2008



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ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

BOS: Board of Studies

CEO: Catholic Education Office

ELLA: English Language and Literacy Assessment

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

IDEAS: Innovative Designs for Enhancing Achievements in Schools

KLA: Key Learning Area

NAPLAN: National Assessment Program – Literacy and Numeracy

PDHPE: Personal Development, Health and Physical Education

SMART: School Measurement Assessment and Reporting Toolkit

SNAP: Secondary Numeracy Assessment Program

SRC: Student Representative Council

TAFE: Technical and Further Education

TAS: Technology and Applied Sciences

VET: Vocational and Educational Training

WYD2008: World Youth Day 2008

ABOUT THIS REPORT

Holy Cross College, Ryde is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), 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 (CEO), Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to school newsletters, yearbook and other regular communications. The *Report* will be available on the school's website by 30 June 2009 following its submission to the Board of Studies.

The contents of this *Report* will be discussed at the next scheduled Parents and Friends' Meeting.

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.



PRINCIPAL: MR. GARRY WILLIAMS

DATE: 10 FEBRUARY 2009

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

As a school founded by the Patrician Brothers, this year has been special, as the Brothers marked the Bicentenary of their founding. This significant milestone was celebrated in many ways including a Mass, concert and dinner. This year was also special because of the engagement of all Catholic schools in World Youth Day. The College played a central role in the journey of the World Youth Day Cross and Icon. Students from Catholic schools in the Ryde District celebrated this journey at our College in a moving ceremony where the faith and devotion of our young people was clearly evident. On the local scene, our new technology building was officially opened in December and refurbishment of existing buildings finished.

Parent Representative Body Message

The Parents and Friends Association (P&F) met at the College each term. Some of the initiatives this year included the organisation of social gatherings, parent liturgies and consultation with the school Principal in relation to changes to school policies.

The P&F raised funds through the fund raising levy. The P&F decided to spend this money on providing furniture and equipment for the new technology building. The P&F also ran a very successful second hand uniform shop that enabled items of school uniform to be recycled and helped reduce uniform costs for parents.

Mr. James Duignan, President, Holy Cross College Parents and Friends Association, 2008.

Student Representative's Message

During term three 2007, the Senior College Council members for 2008 were elected by the students and staff. Senior Council members attended a leadership camp to help clarify their roles and develop leadership skills. SRC members raised money for charity, donated blood and helped run school activities including sporting and cultural events, school assemblies and feast day activities. Student leaders were elected from each class early in the year. They were presented with their Badges of Office at the College Opening Mass.

Felix Marcellio, College Captain 2008.

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 four or five pastoral classes depending on the size of the cohort. The teaching staff this year consisted of forty-four full-time and five 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 fourteen support staff to provide ancillary services.

The student population at the February census 2008 was 612 students. There were 89 students in Year 7, 113 in Year 8, 107 in Year 9, 113 in Year 10, 101 in Year 11 and 89 in Year 12. There were 185 students (30%) from a Non-English Speaking Background and 412 (67%) were Catholic.

Over the last two years the College has been involved in a major building project. A new technology building was completed and opened by Bishop David Cremin in December 2008. Refurbishment has occurred on existing buildings to provide new facilities including change rooms for PDHPE, a gymnasium, creative arts facilities, including a band room, music studios, music and drama rooms.

Extensive work has also occurred to upgrade power and water services to ensure the College meets current occupational and health standards.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Holy Cross College 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.

Particular features of Religious Education in the school include:

Integration of Catholic values across the Curriculum and belief statements

At the College we have a comprehensive approach to a holistic education. As such Catholic values are taught in all curriculum areas. Values such as empathy, sharing, teamwork are actively taught in all Key Learning Areas. Specific focus was placed on further developing these values in HSIE and Science in 2008.

Accreditation of RE teachers

The Religious Education staff is highly qualified in the areas of Theology, Biblical Studies and Religious Education. Currently the College has seventeen staff accredited by the Catholic Education Office and five staff currently completing further study in Religious Education.

Spirituality fostered within the school

All students and staff at the College have a comprehensive prayer and liturgical life, which is present throughout all formal meetings of staff, students and the entire College community. There are further opportunities for both staff and students to participate in Catholic devotions in the College Chapel especially with the Rosary in the month of May. The staff also attended a spirituality day.

Communal prayer life of the school

As mentioned above, each student and staff member has opportunities to participate in prayer on a daily basis. It is custom and practice for each lesson to begin with prayers for the intentions for members of the College and their families. Further to this, prayer is given a prominent place at whole school assemblies, year group meetings and staff meetings. Special intercessions from St Patrick, in keeping with our Patrician heritage, are also included.

Religion in the curriculum

The formal Religious Education program follows the curriculum supplied by the Catholic Education Office, Sydney. In line with this, each student has access to the “*To Know, Worship and Love*” textbooks that were authored by the CEO. A significant emphasis in 2008 has been to focus on assessment for learning and the integration of ICT.

Relevant outcomes from the Annual Development Plan

Holy Cross College put a specific focus this year on the Vision and Mission of the College. This was particularly relevant in a year that celebrated both World Youth Day and the Bicentenary of the foundation of the Patrician Brothers. Of specific attention has been how we, as a College community, make the central mission of the Church relevant in the lives of our students.

Sacramental programs and special celebrations

All students and staff have regular opportunities to participate in liturgical celebrations. This year in particular has been of great importance. Students from the College gathered at the State Sports Centre, Homebush, to celebrate mass with Bishop Cremin to commemorate the Bicentenary of the foundation of the Patrician Brothers. The College also hosted the World Youth Day Cross and Icon as many of the local schools gathered to venerate these significant

icons. A number of students from the College also made the pilgrimage with international pilgrims to the great celebrations of WYD2008. Finally, students were also witness to the blessing of the new Patrician Technology building in term four.

Peace and social justice initiatives

The College takes seriously its commitment to Social Justice Initiatives. As part of the College Vision and Mission we work to involve students actively in the Gospel message to bring good news to those less fortunate. Some initiatives included: Project Compassion, Red Cross Blood Bank, St Vincent de Paul Christmas and Winter Appeals and the Delany Foundation.

Involvement in the broader life of the Church

Whilst our students were given great opportunities to be involved with the celebrations of WYD2008 and the Patrician Bicentenary, it is also already custom and practice to participate in the wider Church. Each Friday a year group of students gathers at our local parish Church, St Charles, Ryde, to join with other parishioners in celebrating the Eucharist.

Active partnership with local Pastors and parishes

A number of students from the College have taken pride in being involved with the local parish masses. Further to this they volunteer to assist with St Vincent de Paul at St Charles Parish Ryde. We invite the local Parish Priests to celebrate the various masses and celebrations with us. It is felt that this involvement helps to connect students with their local Church. Fr Paul Monkerud, Parish Priest of St Charles, makes a special effort to introduce himself to all Year 7 and 8 students each year.

CURRICULUM

Holy Cross College 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 curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers eighteen Board of Studies mandated and approved School Certificate Courses and approximately twenty-five Higher School Certificate Courses. Courses offered at both the School Certificate and Higher School Certificate Level Include:

School Certificate:

Courses offered include: Religious Education; Photographic and Digital Media; Information Software Technology; Graphics Technology; Design and Technology; Commerce; Visual Arts; Food Technology; Industrial Technology; Physical Activity and Sport Science; Music and Drama.

The number of students in each of these courses varies according to resources and interest. Food Technology, Commerce and Industrial Technology Timber are currently very popular among the student body at the School Certificate level.

Higher School Certificate:

Courses offered include: Religious Catholic Studies; Studies of Religion; Mathematics; Physics; Chemistry; Biology; Senior Science; Economics; Business Studies; Legal Studies; Ancient History; Modern History; Geography; Visual Arts; PDHPE; Design and Technology; VET Construction; VET Information Technology; VET Business Services; VET Hospitality; Work Studies and Music.

At the HSC level not including Mathematics, the popular courses include, Physics, Chemistry, Biology, Business Studies, Legal Studies and VET.

The school offers HSC extension courses in:

- English, Extension 1 and 2
- Mathematics, Extension 1 and 2
- History Extension 1

Particular features of the school's curriculum include:

- *Technology Enabled Classes (TEC) Program* – This program enables students from Years 7 and 8 to engage in learning through technology aimed at developing their technological capabilities. Each individual student has sole use of a laptop computer for use at school and home. Students participate in activities that are developed to incorporate a variety of Information Communication and Learning Technologies.
- *Learning Support Programs* – The College provides a comprehensive range of valuable learning support services. These include: Individualised and small group instruction in each Key Learning area; assignment support; examination support; individual education programs; transition programs; work experience opportunities and professional consultation with outside community services.
- *VET Programs* - The College has an extensive VET program where students at HSC level are provided opportunities to participate in VET courses offered at the school and at the surrounding TAFE Colleges. Courses offered at the school level include: Construction,

Information Technology, Business Services and Hospitality (for the first time in 2008).

- The Reading program operates on a daily basis with assistance from teachers and parent volunteers. This will be further developed with the introduction of an Accelerated Reading program incorporated into English at the stage 4 level in 2009. Scheduled Literacy Support classes are operated for students in years 7 to 10. There is also ongoing professional development of staff.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in Years 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) for the first time in May this year. NAPLAN replaces the previous state-based *Secondary Numeracy Assessment Program (SNAP)* and *English Language and Literacy Assessment (ELLA)*. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. Student results are reported in six skill bands. Year 7 results are reported across bands 4 to 9 and Year 9 results are reported across bands 5 to 10. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

The school results shown are compared to students nationally. Further information regarding school performance in NAPLAN against NSW trends has been provided in the school newsletter dated 26th September 2008 and is available on the school website at www.holycrosscollege.org and from the school administration office.

NAPLAN 2008: % in bands		Year 7 ^A			Year 9 ^B		
		Band 9	Bands 7, 8, 9	Bands 5, 6, 7, 8, 9	Band 10	Bands 8, 9, 10	Bands 6, 7, 8, 9, 10
Reading	School ¹	3%	42%	100%	5%	40%	96%
	National ²	8%	53%	94%	6%	46%	93%
Writing	School ¹	2%	37%	96%	1%	29%	90%
	National ²	9%	52%	92%	8%	43%	87%
Spelling	School ¹	6%	70%	96%	8%	51%	95%
	National ²	8%	56%	92%	6%	48%	90%
Grammar and	School ¹	3%	43%	94%	7%	37%	89%

Punctuation	National ²	7%	49%	92%	5%	42%	90%
Numeracy	School ¹	10%	71%	100%	5%	49%	93%
	National ²	12%	55%	95%	8%	47%	94%

Notes:

^A Year 7: Highest band = band 9; Lowest band = band 4; Bands 5-9 represent the % of students at or above minimum standards

^B Year 9: Highest band = band 10; Lowest band = band 5; Bands 6-10 represent the % of students at or above the minimum standards

¹ Source: SMART data analysis package

² Source: NAPLAN Summary Report 2008 (www.naplan.edu.au)

In review, the Year 7 students have achieved some excellent results in the 2008 NAPLAN examinations, particularly in numeracy. These results also clearly provide the College with data that enabled the teaching staff of the College to identify specific areas of need in literacy and numeracy that require further development. Staff, during term 4, spent valuable time developing appropriate teaching and learning strategies that can be implemented in 2009 for Year 7 to Year 10 students.

These results also demonstrate the need that, as a school, we continue to map the progression of each cohort through all Year groups to ensure we continue to meet the needs of each particular Year group. These strategies will be used to address the areas of need and place clear focus on improving the literacy and numeracy skills of the students, especially the reading and writing skills.

A high percentage of students reached the National Benchmark minimum standards in comparison to state levels. Students who have not reached this minimum standard will be provided with extra support in 2009.

School Certificate

Students in Year 10 sat for the School Certificate examination in November this year. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
English Literacy	85%	72%	78%	73%	76%	76%
Mathematics	45%	41%	36%	46%	54%	49%
Science	83%	63%	71%	67%	71%	65%
Australian History	65%	53%	53%	61%	45%	51%
Australian Geography	82%	67%	78%	72%	66%	66%

The 2008 School Certificate results saw a marked and pleasing improvement in the Mathematics results. Of concern is the decline in student performance in the subject area of Australian History, where performance has declined by 20% in two years. With this in mind, however, it should be noted that the College continues to achieve results in line with the state average. There is a clear indication across all KLA's that performances at the band six level requires further attention. A number of Holy Cross students achieved results in the high 80's and this needs to be emulated more widely.

Higher School Certificate

The results of the school's Higher School Certificate candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	Higher School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
Studies of Religion 1	75%	77%	59%	77%	53%	77%
English Standard	49%	34%	56%	39%	31%	38%
English Advanced	90%	82%	93%	89%	96%	89%
General Mathematics	68%	50%	68%	59%	65%	56%
Mathematics	78%	65%	64%	70%	67%	72%
Information Processes Technology	n/a	n/a	92%	68%	100%	62%
Legal Studies	86%	67%	50%	66%	100%	72%
Music	100%	81%	100%	81%	100%	85%

The 2008 Higher School Certificate results relative performance comparison from the same cohort (Year 10, 2006) using 2006 School Certificate results indicates that overall most students achieved within the range expected. This included some outstanding results in some subject areas:

Information Processes Technology – 9.54 % above state average.

Legal Studies – 6.23% above state average

Music 1 – 3.05% above state average

Visual Arts – 4.01% above state average

Mathematics General – 2.68% above state average

Ancient History – 2.76% above state average

Extension 1 English – 1.71% above state average

Targets

The following targets have been set by the school for 2009. These targets indicate the percentage of students attaining performance bands 4, 5 and 6 for selected subjects for each examination shown.

School Certificate	
Subject	Target
English Literacy	75%
Mathematics	60%
Science	70%
Australian History	60%
Australian Geography	70%

Higher School Certificate	
Subject	Target
Studies of Religion 1	65 %
English Standard	60%
English Advanced	95%
General Mathematics	65%
Mathematics	75%

The above targets for the Higher School Certificate are determined by analysing student performance at the School Certificate level in 2007 and their relative performance at the completion of the Year 11 Preliminary course in 2008. School Certificate targets are determined by analysing students' performance in the Year 9 2008 NAPLAN examinations and their relative performance at the completion of the Year 9 course in 2008.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop their skills and understandings to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held three whole staff days in 2008. The content of these days was as follows: involvement in values education, personal pedagogy and school wide pedagogy with a view to congruent teaching practices (Term 3), ICT MAC Platform Training for enhancing information technology skill for classroom teachers (Term 4), and a review of the College Annual Plan and NAPLAN results to determine goals for 2009 (Term 4). Faculty meetings are regularly held; each KLA has a minimum of two formal meetings per term. This is supported by a minimum of two full Staff meetings per term.

In systemic schools, costs incurred for professional development activities can be funded by a variety of sources. These sources include the Federal Government and the Catholic Education Office. The school's average expenditure per teacher in 2008 on these activities was \$522. This

figure has been calculated by CEO and reflects expenditure for casual release days and professional development activities in particular categories.

In addition to this, the school expended \$206 per teacher for staff professional development activities.

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.	49
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

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2008 was 96.25%. This figure does not include teachers on planned leave. The teacher retention rate from 2007 to 2008 was 66.67%.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate during 2008 was 90%. The College has in place a well-developed system to monitor and track student attendance. Absences from school without explanation are followed up and parents informed of any concerns in relation to attendance.

Retention Rates

Seventy-seven percent (70%) of the 2006 Year 10 cohort continued onto Year 12 (2008). Students left at the end of Year 10 to transfer to other schools, take up employment opportunities or attend TAFE. Students who left during Years 11 and 12 did so mainly to take up employment opportunities.

POST SCHOOL DESTINATIONS

Of the Year 12 cohort of 2008, 46% indicated their intention to attend university, 33% joined the work force, 7% attended TAFE and 14% took up other options. The College provided an academic stream to cater for those indicating they wished to attend university and a vocational stream for those students who wished to enter the workforce.

SCHOOL POLICIES

Enrolment Policy

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Enrolment fees are made up of the Archdiocesan tuition fee, building levy and subject fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- [CEO public website](#)
- the school website www.holycrosscollege.org
- school administration office

There were no changes made to enrolment procedures during 2008.

Student Welfare Policy

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the [CEO public website](#). In this document, the dimensions and features of Pastoral Care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care Policy. Related documents include: *Countering Harassment of Different Kinds, Dealing with Illegal Substances in Schools, Dealing with Prohibited Weapons in Schools, Strategies for Dealing with Cyberbullying, Disability Standards 2005, Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

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 2008.

The full text of pastoral care policies may be accessed via:

- [Archdiocesan Pastoral Care Policy for Catholic Schools \(2003\)](#)
- School Administration Office
- Student Diary 2008

There were no changes made to the school policy during the 2008 school year.

Discipline Policy

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 2008. Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school. There were no changes made to this policy during the year.

The full text of Student Discipline Policies may be accessed via:

- [Archdiocesan Pastoral Care Policy for Catholic Schools \(2003\)](#)
- School Administration Office
- Student Diary 2008

There were no changes made to the school policy during the 2008 school year.

Complaints and Grievances Resolution Policy

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the [CEO public website](#) in the development of its school policy. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The full text of Complaints and Grievances Resolution Policies may be accessed via:

- [CEO public website](#)
- School Administration Office

There were no changes made to this policy during the 2008 school year.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. An extensive evaluation process of the priority areas in the plan is carried out in collaboration with the school's CEO Regional Consultant.

For 2008 the school focused on presenting a clear vision and mission, rights and responsibilities, school climate and the learning environment, staff professional development, the use of space and planning for improvement.

Surveying was carried out of students, staff and parents to determine the level of achievement of the above components. The results of the surveying indicate that there is an agreed view that the College articulates a clear vision and mission and students are well aware of their rights and know their responsibilities.

As a consequence, there has been a drive to identifying and upgrading the teaching space to provide quality teaching and learning resources in TAS, Music and PDHPE. With an emphasis on the IDEAS Program, there has been sound development in a school-wide pedagogy which is supported by congruent individual teacher's pedagogy. This shared commitment has led to a more consistent approach to pedagogical practices, quality instruction and successful teaching and learning. Staff professional development focused on improving School Certificate and Higher School Certificate results and improving the learning climate by having staff attend the *Mini-Certificate on Behavioural Management* with a view to improving the College climate around relationships and pastoral management.

In 2009, the school will focus on:

- Improving the quality of teaching and learning by:
 - continuing with the IDEAS process
 - developing a school-wide understanding of what constitutes quality teaching and learning
 - establishing structures for sharing “best practice” amongst the staff
 - targeting resources to improve teaching practice
 - establishing a Learning Committee that draws on *Boys' Education* initiatives.

- Increasing enrolments by:
 - improving the promotion of the College in the wider community
 - working with parents to understand their expectations regarding co-curricular activities
 - improving the appearance of the students and their pride in the College
 - strengthening the relationship with feeder school Principals and teachers
 - developing and implementing a *Marketing Master Plan* to include approaches to secure a Kindergarten to Year 12 enrolment continuum.

- Improving student outcomes and results by:
 - establishing structures which engage teachers in professional dialogue on approaches to lift student achievement
 - developing and implementing a whole-school Literacy and Numeracy Plan
 - initiating approaches to student goal setting which have a successful record in improving student achievement.

- Improving the physical environment of the College by:
 - developing and implementing a Master-plan for the development and maintenance of College plant and facilities, funded through the *Repairs and Maintenance Program*
 - re-imagining the use of space.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Pastoral Care Program addressed topics designed to promote respect and responsibility in the school. These included bullying, racism, harassment, gender roles and study skills. Year 11 participated in a driver education program run by the NSW Police. A leadership camp was held for Year 12 leaders where the responsibilities of their positions were investigated and discussed. All Year groups took part in reflection days where presenters explored themes relevant to the age and development of the students.

PARENT, TEACHER AND STUDENT SATISFACTION

As part of our Annual Plan Review, surveying of students, staff and parents took place. Parents and students thought the College presented a clear vision and gave students the opportunity to participate in prayer and liturgies. Both groups thought that students clearly understood their rights and responsibilities and that the facilities of the College were good. Staff expressed their satisfaction with the professional development opportunities given to them this year and felt that this had helped them to become more effective teachers. Parents also showed their support by attending school meetings and functions in good numbers.

FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Australian Government a financial statement on behalf of the 147 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 Report of the Sydney Catholic Education Office Catholic Education Office is audited annually by Moore Stephens. A summary of the income and expenditure reported for 2008 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$ 115.8	Education & School Support	\$ 141.2
Australian Government ²	\$ 317.8	Total Salary Costs	\$ 438.5
State Government ²	\$ 122.0	CEO Administration & Support ³	\$ 5.3
Government Targeted Grants	\$ 27.5		
Interest and Other	\$ -8.9	Deficit	\$ -10.8
Total Income	\$ 574.2	Total Expenditure	\$ 574.2

Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$53.3 million. School Charges, Building Levy and P and F contributions of \$62.5 million.

2. Income from Australian 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 this school as reported in this school's Annual Financial Questionnaire for 2008, submitted to the Australian Government Department of Education, Employment and Workplace Relations were:

Source	Amount
Archdiocesan Tuition Fees received	\$ 667,775
School Based Fees	\$ 523,595
Other Income (for example, Parents & Friends, Trading & Building Levy)	\$ 351,138
Total	\$ 1,542,508