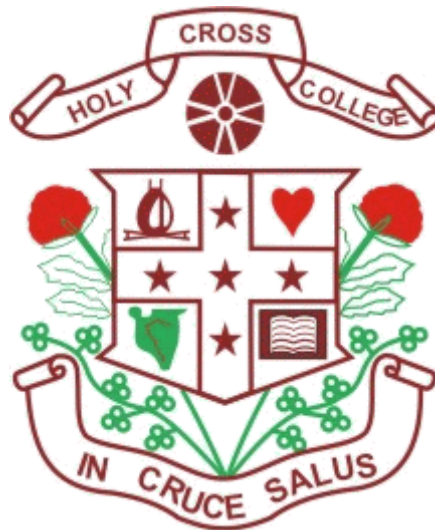


# Holy Cross College Ryde

## Annual School Report to the Community 2009



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9808 1033

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## **ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT**

BOS: Board of Studies

CCD: Confraternity of Christian Doctrine

CEO: Catholic Education Office

ESL: English as a Second Language

HSC: Higher School Certificate

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

KLA: Key Learning Area

NAPLAN: National Assessment Program – Literacy and Numeracy

NESB: Non-English Speaking Backgrounds

P and F: Parents and Friends' Association

RE: Religious Education

SAMS: Student Attendance Monitoring System

SMART: School Measurement Assessment and Reporting Toolkit

SLT: School Leadership Team

TAS: Technology Applied Studies

VET: Vocational Education and Training

## 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 School Report to the 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 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 the College newsletter *Crossroads*, the College yearbook and other regular communications. The *Report* will be available on the school's website by 30 June 2010 following its submission to the Board of Studies (BOS).

The contents of this *Report* will be discussed at the 2010 Parents and Friends' Association (P and F) meeting.

Further information about the school or this *Report* may be obtained by contacting the school on 9808 1033 or by visiting the website at [www.holycrosscollege.org](http://www.holycrosscollege.org).



Principal: Adam J. Taylor  
Date: 18 December 2009

## **MESSAGE FROM KEY SCHOOL BODIES**

### **Principal's Message**

The new College Leadership team for 2009 set out at the beginning of this year with a desire to strengthen the identity of the College. Work has been done to underline the place of Holy Cross College as a school established in the tradition of the Patrician Brothers.

The importance of the charism under which a school was founded can contribute powerfully to its underlying culture. Charisms give a community a story to tell, a group to belong to, a way to share the gospel. In the Patrician Brothers, who continue to contribute to the faith life and culture of the school, there is a band of men who show us a way to be welcoming and hospitable. Their spirituality, drawn from the Breastplate Prayer of St Patrick, declares that if you wish to find Christ, you will find him in the heart of each person you meet each day. Christ before me, Christ behind me, Christ beside me. This is a very easy message with which one can connect to young people — be one for others, look after each other, be caring, respectful and considerate.

In cruce salus.

Adam Taylor, Principal

### **Parish Priest's Message**

I congratulate Adam Taylor, members of the School Leadership Team (SLT), staff, students and parents on a very successful 2009. One of the highlights of the year was the close cooperation between the College and St Charles' Primary School in planning and implementing the highly successful *Carnivale* on the College grounds in September. Another was the capital improvements to the grounds and building interiors that now enhance the College as a quality learning environment, and attract positive comments from the local community. The restored statue of Jesus in the grounds is an unequivocal and beautiful symbol of Catholic identity. I am grateful to Adam for inviting me to live in the College during the St Charles Borromeo Parish building program. I thank the College for including me and the local clergy so generously in all aspects of College life. I am delighted to be associated with Holy Cross and I look forward to more exciting developments in 2010.

Fr Paul Monkerud

### **School Parent Representative Body Message**

I would like to thank the many parents who have supported the committee this year. Some members of the current committee are nearing the end of their son's schooling and fresh people are needed to continue to develop the P and F over the coming years.

Mr. Adam Taylor commenced as Principal this year and Mr. Peter Buxton started as one of the Assistant Principals. Along with Mr. Michael McCormack, they have brought great enthusiasm to the school. A great deal of work has been completed. The front of the school has started to be transformed and upon completion I am sure it will make the school's presence far greater within the community.

The new Patrician Technology building for Technology Applied Studies (TAS) was officially opened on 8 December 2008. This has had great use throughout the year and is a great Legacy to Mr. Garry Williams, Principal of the College 2003-2008.

The P and F has been involved in a number of events over the past year with the 'Big Night Out', the 'Year 7 Parent Welcome Night' and various masses. The involvement of all the committee on these occasions has certainly added to these events.

Jim Duignan, P and F President

### **Student Representative's Message**

Holy Cross College is a school that is deeply immersed in the veins of the Patrician spirit. When the graduating class of 2009 leaves this school, we not only take with us a part of this school, but we also join the ranks of the students immortalised in its rich heritage. We witness the Patrician spirit and its traditions on an almost daily basis through the presence of many of the Brothers, most notably Brother Mark.

On behalf of the graduating class, I wish to express gratitude to the many teachers and staff who work to make this school what it is and who all too frequently go without due thanks.

I must also thank the SLT for all the work they put into the school, from matters of curriculum to organising the various events throughout the school year. My special thanks to Mr Buxton (Assistant Principal – Pastoral) and Mr Kisrwani (Year 12 Coordinator) who have given Year 12 special care and attention this year.

Marco Tomasello, College Captain

## **SCHOOL FEATURES**

### **Background**

Holy Cross College is a systemic Catholic day school for boys, Years 7-12, situated at Ryde. The College was founded in 1891 by the Patrician Brothers. While the College is now lay-led, the school is still strongly connected with the Brothers and other Patrician-linked schools. There is a Brothers' community on site. Br Mark continues to work within the College and the Brothers are strongly supportive of the College, particularly through their presence on ceremonial occasions.

The College motto *In Cruce Salus* means *In the Cross, Salvation*. It is a calling cry to Christ, to personal sacrifice and to live a life as One for Others.

The College draws heavily on Patrician spirituality in its presentation of the Gospel to its students. Inspired by the breastplate prayer of St Patrick, we are called to see the face of Christ in all whom we meet each day.

Holy Cross College is built on a ten hectare property and enjoys the benefit of school facilities which are the product of over one hundred years of development. A recently constructed TAS facility and newly renovated historic building and grounds are features of a campus in the process of restoration.

Perhaps the most obvious change to the College this year has been the refurbishment of the Fintan O'Neill Building and the grounds of the College adjacent to Victoria Road. This has been achieved through the contribution of parents and also the generous support of the Federal Government and the Catholic Education Office. The refurbishment of the building, with facilities for an historical archives display, parent welcome, computer repairs and maintenance centre, student services centre and upgraded staff facilities has provided responsible stewardship of a valuable resource that can now serve this community for another one hundred years. It is hoped that the professional way in which the facility is presented reflects our commitment to be professional in all that we do, and reflects a high standard that we look for in the sons of Holy Cross College.

### **Religious Dimension**

At Holy Cross College, the person of Jesus Christ, his teachings and values are central to all practices undertaken within the College. The Patrician charism which emphasises generosity and hospitality is an intrinsic part of the warmth and spirituality of the College. A liturgical program that enlivens the gospel through the telling of the Patrician story is essential to the ongoing deepening of the College's identity as a Catholic school in the tradition of the Patrician Brothers.

Classroom Religious Education (RE) is based on the principles and guidelines of the *Faithful to God, Faithful to People* curriculum and a thorough program and set of policies exist throughout Years 7–12. Students completing the School Certificate receive accreditation in Catholic Studies while students in the Senior School can receive accreditation in either Catholic Studies or Studies of Religion (1 or 2 unit).

Beyond the classroom the religious dimension is enhanced by the practices of prayer and liturgy on a regular basis. A senior three day retreat and Staff Spirituality days feature as key opportunities for spiritual reflection in the cycle of each school year. Each member of the Religious Education team is accredited.

Community relationships were strengthened in 2009, with the conducting of Mothers' and Fathers' Day masses and the running of the Christmas Carnivale in association with St Charles Borromeo Primary School. Another ambition for the year was to strengthen the relationship with our feeder primary schools.

### **Recent developments in the school**

Significant initiatives to achieve all priorities have already been undertaken at this early stage of the plan, including extensive refurbishment of heritage building facilities, a movement to involve the parent community more strongly in the life of the College, advances in assessment practice and the undertaking of a Middle School Program to commence in Year 7, 2010.

### **Curriculum**

A Year 7 Middle School Program, with a team of four teachers teaching Human Society and its Environment (HSIE), English and RE, featuring project-based learning, is a major curriculum initiative for 2010. It is anticipated that this program will be extended through all of Stage 4 in future years.

A wide variety of elective courses is available across Years 9 – 12. The school's curriculum responds to the needs of the students, and creative alternative modes of study are employed for students whose subject interests are outside what regular staffing is able to offer. Recent initiatives by the College to enhance the curriculum have included an extension of Vocational Education and Training (VET) offerings. New TAS facilities have seen a growth of student interest in Food Technology and Hospitality.

The College possesses a strong Learning Support Department that provides student support in English as a Second Language (ESL), Special Education and Gifted and Talented programs.

Accelerated Reader, a Library program led by the Learning Support Department and Library Coordinator in 2009, has had considerable success in Year 7, 2009 and will be extended across Stage 4 for 2010.

## **Students**

There is an enrolment of approximately six hundred students. The students are from extremely wide socio-economic backgrounds. While most students are Australian born, many are from non-English speaking backgrounds (NESB). There is no pre-dominant ethnic group, but there are significant numbers of second/third generation Australians, particularly of Italian, Greek and Chinese backgrounds.

In 2009 there were one hundred and seven students in Year 7, ninety-nine in Year 8, ninety-four in Year 9, one hundred and eight in Year 10, ninety-seven in Year 11 and ninety-five in Year 12. There were one hundred and eighty-nine NESB students (31.5%) and seventy-seven (41%) of these were Catholic.

Following a period of declining enrolments, current indicators are of a growing community confidence and future growth in enrolments is anticipated.

The College has invested considerable energy in the development of a revamped House System in 2009, to which the students have responded very positively. The student leadership group comprises the College Captain (leader of Year 12) and Vice Captain (leader of Year 11), four House Captains, and four Counsellors who take leadership of each of the remaining Year groups.

Sport and Music feature prominently in school life as extra-curricular activities that engage the students beyond the classroom. The College is a member of the Metropolitan Catholic Colleges inter-school sporting competition and competes very strongly in the Association's various competitions, despite the school's relatively small size.

## **Staff**

The College is led by the School Leadership Team (SLT) comprising the Principal, Assistant Principal (Pastoral Care), Assistant Principal (Administration), Religious Education Coordinator, Curriculum Coordinator and Administration Coordinator. The team meets regularly and leadership of the College is strongly collegial.

The Learning Committee was established in 2009 to drive the College's learning agenda. It meets every week and currently comprises the Curriculum Coordinator (leader), Principal and three members of staff who applied for a position on the committee.

In addition to this the College has regular Key Learning Area (KLA) and Year Coordinator middle management positions and leadership structures to support teaching and learning and the pastoral needs of students.

A staff of forty-nine teachers and fifteen support staff operate out of newly renovated staff facilities in the historic Br Fintan O'Neill Building. There are separate staff workrooms for TAS, Science and Creative Arts staff. Staff morale is strong. Recent work in staff professional development has been around assessment, integration of Information and Communication Technologies (ICT) into the curriculum, and staff spirituality.

### **School Community**

The College has good relationships with local clergy who strongly support the College and its current direction. Fr Paul Monkerud, Parish Priest of St Charles Borromeo, Ryde, currently lives on the Holy Cross College campus. It is anticipated that Father Paul will be in residence at Holy Cross for up to two years during upgrades to the St Charles' site.

### **CATHOLIC LIFE AND RELIGIOUS EDUCATION**

Holy Cross College follows the Archdiocesan Religious Education Curriculum and uses the student textbooks, *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*

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, honesty, teamwork and generosity are actively taught in all Key Learning Areas.

#### *Accreditation of Religious Education Teachers*

The RE staff is highly qualified in the areas of Theology, Biblical Studies and RE. Currently the College has nineteen accredited teachers by the Catholic Education Office and two staff are currently completing further study in RE.

### *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 which had a focus on community building.

### *Communal prayer life of the school*

As already noted 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 a prayer for the intentions of the students, their families and the College. Further to this, prayer is given a prominent place at whole school assemblies, Year Group meetings and Staff meetings. As a general practice and in acknowledgement of our Patrician heritage, a prayer requesting the intercession of St. Patrick is included in all prayers.

### *Religion in the curriculum*

Each student has access to *"To Know, Worship and Love"* which has been endorsed as the prescribed text for study by the CEO. A significant emphasis in 2009 was given to the development of increased literacy skill in RE.

### *Relevant outcomes from Annual Development Plan.*

Significant developments have taken place throughout the year in strengthening the Patrician Heritage of the College. College buildings have been renamed in honour of past and current Patrician Brothers. Patrician Brothers regularly attend major College events with one Brother playing an active part in the daily life of the College.

Personal invitations were sent to parents for the Mothers' and Fathers' Day Masses, the Opening School Mass and the Feast of the Holy Cross Mass. Attendance at the Mother's Day Mass was significantly better than previous years (when the event was held in the evening). The Father's Day Mass, held for the first time, was well attended.

Throughout the year all students had the opportunity to attend mass at the local parish of St Charles Borromeo. Year groups attended the celebration of the Eucharist and assisted with the provision of lectors and acolytes. In addition to this some eighteen students have enrolled in the Confraternity of Christian Doctrine (CCD) catechetical program and will be assisting with the delivery of catechesis at the local public primary schools in 2010.

## **SCHOOL CURRICULUM**

The 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 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 a number of Board of Studies mandated and approved School Certificate Courses and Higher School Certificate Courses.

### **School Certificate**

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.

### **Higher School Certificate**

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.

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. At the HSC level, Mathematics, Physics, Chemistry, Biology, Business Studies, Legal Studies and VET courses are very popular choices.

The school offers HSC extension courses in:

English both Extension 1 and 2

Mathematics both Extension 1 and 2

History Extension 1

*Particular features of the school's curriculum include:*

*The Middle School Program*

The Middle School Program planned in 2009, for implementation in 2010, looks for increased parent engagement and involvement in monitoring progress and reporting. The program enhances the continuity of curriculum between primary and secondary school and develops ongoing links with the primary schools. The program also looks to build on the established pastoral programs in place at the College.

*Learning Support programs*

The College provides a comprehensive range of valuable learning support services. These include: Individualised and small group instruction in each KLA; Assessment 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 the HSC level are provided opportunities to participate in VET courses offered at the school and at the surrounding TAFE Colleges. Course offered at the School level include: Construction, Information Technology, Business Services and Hospitality. A College Careers Advisor supports students in Work Placements and in determining post-school destinations.

*The Reading program*

The Reading Program operates on a daily basis with assistance from teachers and parent volunteers. This has been further developed with the introduction of an Accelerated Reading program incorporated into English Library classes at the Stage 4 and 5 levels in 2009. Scheduled literacy support classes operate 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 (NAPLAN)

Students in Years 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) in May this year. 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 tables provided show the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. The school results shown are compared to students nationally. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Further information regarding school performance in NAPLAN against State and National trends is available on the MySchool website ([www.myschool.edu.au](http://www.myschool.edu.au)) and from the school administration office.

NAPLAN % in bands		Overall Literacy						Numeracy					
		Top band		Top 3 bands		Minimum Standards		Top band		Top 3 bands		Minimum Standards	
		School <sup>1</sup>	National <sup>2</sup>	School <sup>1</sup>	National <sup>2</sup>	School <sup>1</sup>	National <sup>2</sup>	School <sup>1</sup>	National <sup>2</sup>	School <sup>1</sup>	National <sup>2</sup>	School <sup>1</sup>	National <sup>2</sup>
Year 7	2009	3%	9%	49%	55%	83%	94%	12%	10%	55%	55%	88%	96%
	2008	0%	8%	43%	53%	98%	94%	10%	12%	66%	55%	100%	95%
Year 9	2009	1%	6%	44%	46%	95%	91%	9%	8%	67%	52%	100%	95%
	2008	3%	6%	36%	45%	97%	91%	5%	8%	49%	47%	93%	94%
NAPLAN % of students performing at or above minimum standards		Components of Literacy								Notes: [Delete Year groups that do not apply]  Year 7: Highest band = band 9; Lowest band = band 4; Bands 5-9 represent the % of students at or above minimum standards  Year 9: Highest band = band 10; Lowest band = band 5; Bands 6-10 represent the % of students at or above minimum standards  <sup>1</sup> Source: SMART data analysis package <sup>2</sup> Source: NAPLAN Summary Report 2009 ( <a href="http://www.naplan.edu.au">www.naplan.edu.au</a> ). The figure for <i>Overall Literacy</i> is calculated by taking the average of the Literacy components.			
		Reading		Writing		Spelling		Grammar and Punctuation					
		School <sup>1</sup>	National <sup>2</sup>	School <sup>1</sup>	National <sup>2</sup>	School <sup>1</sup>	National <sup>2</sup>	School <sup>1</sup>	National <sup>2</sup>				
Year 7	2009	96%	94%	97%	93%	98%	93%	95%	92%				
	2008	100%	94%	96%	92%	96%	92%	94%	92%				
Year 9	2009	96%	92%	87%	88%	95%	90%	92%	90%				
	2008	96%	93%	90%	87%	95%	90%	89%	90%				

In review, the Year 7 and 9 students have achieved some excellent results in the 2009 NAPLAN examinations, on which they should be congratulated. These results also clearly provide the College with data that enables the teaching staff of the College to identify specific areas of need in literacy and numeracy that require further development. The School Leadership Team and Learning Committee during Term 4, 2009 spent valuable time reviewing the data from these tests and developing a Literacy and Numeracy Plan for 2010. These results also afford the school the opportunity to map the progression of each student cohort. The strategies outlined in the school literacy plan will be used to address the areas of need and place clear focus on improving the literacy skills of the students at Holy Cross College, with a clear focus on improving the reading and writing skills of students.

### **School Certificate**

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

	School Certificate: % of students in bands 4, 5, 6					
	2007		2008		2009	
	School	State	School	State	School	State
English Literacy	78%	73%	76%	76%	77%	77%
Mathematics	36%	46%	54%	49%	70%	71%
Science	71%	67%	71%	65%	73%	75%
Australian History	53%	61%	45%	51%	71%	71%
Australian Geography	78%	72%	66%	66%	71%	72%

The 2009 School Certificate results are of a standard comparable with previous years. There is also still a clear need across all KLAs that performances at the band six level requires further attention as targets were not met in this area, with a number of students achieving results in the high 80's.

## Higher School Certificate

The results of the school's HSC 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					
	2007		2008		2009	
	School	State	School	State	School	State
Studies of Religion 1	59%	77%	53%	77%	71%	83%
English Standard	56%	39%	31%	38%	20%	36%
English Advanced	93%	89%	96%	89%	87%	89%
General Mathematics	68%	59%	65%	56%	46%	54%
Mathematics	64%	70%	67%	72%	58%	71%
Music 1	100%	81%	100%	85%	100%	87%
Design & Technology	50%	63%	84%	71%	89%	72%
Information Processes Technology	92%	68%	100%	62%	100%	65%

The 2009 HSC results indicate a relative performance comparison with Year 10, 2007. The 2007 School Certificate results indicates that overall, most students achieved within the range expected. This included some strong results in the following subject areas:

Music 1 – 9.96 % above state average

Information Processes Technology – 5.12 % above state average.

Design and Technology – 4.57% above state average

Information Technology – 4.66% above state average

Visual Arts – 3.28% above state average

Senior Science - 1.97% above state average

Hospitality – 1.61% above state average

## 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 the skills and understanding of staff with a goal to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held two whole staff days in 2009. The content of these days was as follows:

- i) whole staff involvement in a Spirituality Day with a focus on 'Community Strengthening' (Term 2)
- ii) involvement in personal pedagogy and school wide pedagogy with an ICT focus (Term 3).

Throughout the year three Professional Development Staff Meetings were held each term. The focus for these, led by 'The Learning Committee', included: The Learning Framework, Middle-School Program, reviewing the 'School Review and Improvement Plan', development of a 'Casual Teachers Framework, analysing NAPLAN results to determine Literacy and Numeracy goals for 2010, development of a consistent framework around assessment tasks, 'Literacy and Numeracy Strategies for 2010', and a review of curriculum structure across 7-12 with a new structure to be implemented for 2010 including non-streaming of classes in Years 7-10.

In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government and the CEO, Sydney. The school's average expenditure per teacher in 2009 on these activities was \$410.50. This figure has been calculated by CEO, Sydney and reflects expenditure on casual release days and professional development activities in particular categories.

### Teacher Standards

The following table sets out the number of teachers on the school 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 2009 was 96%. This figure does not include teachers on planned leave. The teacher retention rate from 2008 to 2009 was 80%.

## STUDENT ATTENDANCE AND RETENTION

### Attendance Rates

The average student attendance rate for the school during 2009 was 94%. School 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
	94%	92%	92%	90%	91%	90%

The College uses the electronic method of Student Attendance Monitoring System (SAMS) for the recording of student absences and punctuality. The Year Coordinators and the KLA Coordinators are the key middle managers in addressing absenteeism. The classroom teacher brings student attendance concerns to the attention of both the Year Coordinator and KLA Coordinator. Year Coordinators make contact with parents when a student's attendance is unsatisfactory or demonstrates a pattern. Parents are notified of student's total absences, partials and unexplained absences on the students Semester Reports and Interim Reports. Attendance records, unexplained absences and partial absences information is placed in each student's file at the conclusion of each school semester.

School attendance is always high. Absentee figures can be inflated when students travel overseas for extended periods of time. In these cases students and their parents meet with the Principal to discuss their leave request. Absences from school without explanation are followed up and parents informed of any concerns in relation to attendance.

### Retention Rates

Seventy-four percent (74%) of the 2007 Year 10 cohort continued onto Year 12 (2009). 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.

## SENIOR SECONDARY OUTCOMES

The table below sets out the percentages of students undertaking vocational education training in their senior years as well as those attaining the award of HSC (or equivalent vocational education and training qualification).

Senior Secondary Outcomes Year 12, 2009	% of students undertaking vocational training or training in a trade during the senior years of schooling.	32%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

## POST SCHOOL DESTINATIONS

Each year the school collects destination data relating to the Year 12 student cohort. Of the Year 12 cohort of 2009, 42% indicated their intention to attend university, 30% joined the work force, and 28% attended TAFE. 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](#)
- school website [www.holycrosscollege.org](http://www.holycrosscollege.org)
- College Administration Office.

## **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 College's Pastoral Care Policy is given to each family upon enrolment.

The College's Pastoral Care Policy may be accessed via:

- [Archdiocesan Pastoral Care Guidelines for Catholic Schools \(2003\)](#)
- College Administration Office
- Student Diary.

## **Student Discipline Policy**

The College's Behaviour Management Policy is given to each family upon enrolment. The policy is based upon procedural fairness and ensures that the school practices respect the dignity, rights, and fundamental freedoms of individual students. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

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.

The full text of CEO Student Discipline Policy may be accessed via:

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

## **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 encompasses children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The College 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 and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained.

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

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

## **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 2009 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. 'Listening Assemblies' were held for staff, parents and students around the direction of Catholic schools in the Archdiocese of Sydney in general and Holy Cross College in particular. This information contributed to further consultation on the future strategic direction of Catholic Schools in mass gatherings held in November 2009. The results of the Listening Assemblies determined that the College articulates a clear vision and mission and students are well aware of their rights and know their responsibilities.

In 2009, a Learning Committee was established to drive the College's teaching and learning agenda. Following a period of staff research and professional development, a Middle School Program was initiated for introduction in Year 7, 2010. The College has developed a Whole School Literacy Strategy which will improve student literacy outcomes.

The College will focus on improving the quality of teaching and learning by:

- improving the appearance of the students and their pride in the College
- continue to strengthen the relationship with feeder school Principals and teachers
- continue to employ structures to engage teachers in professional dialogue on approaches to lift student achievement
- professional development of Staff in Literacy and Numeracy through NAPLAN inservicing
- introducing Pastoral Care periods in each Year group to provide opportunities for motivating and encouraging student achievement.

Improving the physical environment of the College by:

- implementing a Master-plan for the development and maintenance of College plant and facilities
- re-imagining the use of space, e.g. the College Library.

### **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

The Pastoral Care Program, based on developing student values, is designed to promote respect for the dignity of the individual. Topics discussed included anti-bullying, racism, harassment, gender roles and study skills. Year 11 participated in a driver education program run by the NSW Police. A Leadership Retreat was held for Year 12 leaders where the responsibilities of their roles 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**

In 2009, the college sought opinions of parents, students and teachers on a range of aspects of school life and effectiveness. This was conducted through an on-line survey giving all members of the Holy Cross community the opportunity to respond. Excellent data was collected and passed on to the Catholic Education Office at the Listening Assembly held at Lidcombe on 3 November. On the whole parents were satisfied by the various changes to structures which support communication and the general running of the school day. Results show that students were positive in their opinions of their school, felt well supported and cared for by their teachers and acknowledged the huge opportunities offered them. Staff on the whole felt satisfaction in their work place and had a great positive view of the future at Holy Cross. Staff morale is high which is supported by good retention rates.

## 2009 FINANCIAL STATEMENT

Catholic schools are accountable for all monies received. Each year, the CEO, Sydney 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 CEO, Sydney is audited annually by Moore Stephens.

A summary of the income and expenditure reported for 2009 is as follows:

<b>INCOME</b>	<b>\$million</b>	<b>EXPENDITURE</b>	<b>\$million</b>
Parents' Contributions <sup>1</sup>	\$ 116.4	Education and School Support	\$ 125.4
Australian Government <sup>2</sup>	\$ 359.0	Total Salary Costs	\$ 470.2
State Government <sup>2</sup>	\$ 126.7		
Building the Education Revolution	\$ 52.6	Capital Expenditure	\$ 64.8
Interest and Other	\$ 17.3	Surplus <sup>3</sup>	\$ 11.6
<b>Total Income</b>	<b>\$ 672.0</b>	<b>Total Expenditure</b>	<b>\$ 672.0</b>

### Notes

1. Parents' contributions include Archdiocesan tuition fees of \$54.4 million, school charges, building levy and Parents and Friends contributions of \$62.0 million.
2. Income from Australian and State recurrent government grants (including funding for student laptops and specific purpose grants) is received by the CEO, Sydney on behalf of the schools. Staff salaries are paid from this income.
3. There are significant capital work commitments of at least \$9 million.

Parents' contributions to this school as reported in the school's Annual Financial Questionnaire for 2009 submitted to the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) were:

Archdiocesan Tuition Fees received	\$ 708,712
School Based Fees	\$ 541,531
Other Income (e.g. Parents & Friends, Trading and Building Levy)	\$ 271,205
<b>Total</b>	<b>\$ 1,521,448</b>