

Holy Cross College, Ryde

Annual School Report to the Community

2010



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

ACE: Active Collaborative and Effective

AIP: Annual Improvement Plan

BOS: Board of Studies

CCD: Confraternity of Christian Doctrine

CEO: Catholic Education Office

ESL: English 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

P & F: Parents and Friends Association

PDHPE: Personal Development, Health and Physical Education

SC: School Certificate

SMART: School Measurement Assessment and Reporting Toolkit

TAS: Technology Applied Studies

VET: Vocational Education Technology

## **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 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 community during the year and the achievements arising from the implementation of the school's Annual Improvement Plan (AIP).

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 school newsletter *Crossroads*, the College yearbook and other regular communications. The *Report* will be available on the school's website by 30 June 2011 following its submission to the Board of Studies (BOS).

The contents of this *Report* will be discussed at the next Parents and Friends' Association meeting. Further information about the school or this *Report* may be obtained by contacting the school on (02) 9808 1033 or by visiting the website at [www.holycrosscollege.org](http://www.holycrosscollege.org).



PRINCIPAL: Adam Taylor

DATE: 17 December 2010

## **MESSAGE FROM KEY SCHOOL BODIES**

### **Principal's Message**

*Principal's address to the College community, Annual Prize-Giving Evening, 8 December 2010.*

Can I begin by thanking our special guests for gracing us with their presence this evening. Thank you to JBr Jerome for your inspiring story reminding us that any dream is possible. I was reminded of the food writer and traveller Rick Stein, now in his fifties, recalling his very first trip to these shores as a young man of 18. He recounted the story of sitting with some friends by the harbour under the shadow of the Harbour Bridge and feeling that the place, with its optimistic people and its sunshine... it felt like a place where anything was possible. Br Jerome's story was one which would commonly be called The American Dream. In truth, we live privileged lives in the biggest and brightest city in this nation. The notion that anything is possible is really an Australian reality too and one that is worth striving for.

In 2010, Br Jerome was elected for a second six year term as Superior General of the Patrician Brothers. This reflects the great confidence that the Brothers have in Br Jerome. Tonight, we wish to also honour Br Jerome with the presentation of the inaugural Br Jerome Ellens Honour Award for Student Excellence.

My thanks also to our elected representatives, Messrs Roberts, Dominello and Maggio: thank you for your time and for involving yourself in our community. Your time is precious and the demands on it many and varied. That you value our community enough to be here this evening speaks volumes and we thank you for your presence.

To the Brothers: I can say with great affection that your ongoing support for the College over this year has been a great fillip for me personally and for the Holy Cross community in general. Br Mark only this week was able to enjoy the Premier's Senior's Christmas Concert in the Sydney Entertainment Centre, so there is no secret that he and his confreres are of mature years! Yet there is no sense at all of withdrawing from the College community. At every opportunity and invitation, all the Brothers in the Ryde community are at staff briefings, morning teas, whole school assemblies, parent events and the like. Br Mark even put his considerable skills as a Chemist back to work in a senior class this year. We are very grateful to you for the depth you provide to the Patrician quality of our College.

To Fr Paul Monkerud, your support for the Holy Cross College community, in the midst of taking on an additional parish beyond St Charles, has been outstanding. It is through Fr Paul's gentle encouragement of his fellow local priests, working with us here at the College, that we now have organised a different priest

chaplain for each year group in the College for 2011. There would be few, if any, Catholic schools in Sydney who can speak of this level of tangible support for their enterprise to be an authentic Catholic community. Fr Paul and his fellow priests have been very supportive in establishing the Wednesday morning mass that is now a regular feature of school life here at Holy Cross. Fr Bob Hayes of All Hallows Five Dock joined us for all three days of the senior student retreat this year. The priestly presence in the school is real, positive and welcoming of our students into the deeper spiritual dimension of our culture that makes a Catholic school distinctive. To you and your brother priests, Fr Paul, a huge thank you.

To Mr Frank Malloy, on behalf of the Holy Cross College community, I offer my especial thanks for the tangible financial, human resource and moral support that has been so evident from the Catholic Education Office in their support of Holy Cross College this year. Significant grants have supplemented our income sufficient to maintain a very modest fee structure for a College of such vast physical size, while at the same time continuing to make capital investment in the ongoing development of the site. This development will continue into the future. Significant investment will continue to be made in improving classroom facilities in 2011, with a major building project of new Science facilities already approved in principle for 2012–13.

To my peer leaders on the Colleges Leadership Team: Mr Peter Buxton, Mr Michael McCormack, Mr Mark Compton, Ms Tina van Domburg, Mr Keith Rugg, Mrs Lesley Neylan: I am deeply indebted to you for the level of professionalism, hard work, wisdom and clear-sighted thinking and action that you have invested in Holy Cross College in 2011. This group drives the ever deepening culture and development of the school. Without them, we are rudderless. I thank them most sincerely for their loyalty, for their support and for their commitment.

I know, however, that it is the teachers in the classroom that make the real difference. So what difference do the teachers at Holy Cross make? The proof is in the pudding, or more precisely in educational parlance, in the results at public examination.

I look forward to the next iteration of the Federal Government's MySchool website, now delayed until the New Year due to ongoing debate about how best to represent schools' financial data. I look forward to it not for this aspect, but for the fact that it is expected to include information about student learning growth. This is crucially important. Year after year the newspapers publish league tables of the top ranking schools. What those rankings don't say is that the schools that are at the very top year after year are selective schools. They take in, at Year 7, the top 1% of students. What is not mentioned in the league tables is that they don't output students all at the top 1% at the other end of high school. What happens to the bright sparks whose light dims over the course of six years in schools such as that? Those questions are rarely

asked. Those schools trumpet their successes; but given their candidature, they are merely heralding the bare minimum standard of what might be expected from them.

Holy Cross College is a comprehensive school. We take all comers. All who are prepared to commit to our Patrician ethos. All who are prepared to work hard, play hard and to really look after each other. All who are strongly empathetic of our Catholic culture and will actively support it. All who will commit to being their personal best. It is pleasing to know that while tonight we celebrate the achievements of our academically gifted students and we let them know that we value academe highly, nonetheless, the majority of awards tonight will be presented to students whose special gift is that they have worked to the best of their ability in this or that subject, and they have achieved a personal best and impressed their teacher with their work ethic.

And so I return to the question of results and achievement on external tests, a key driver of judgement of our schools in the modern educational climate. I am pleased to announce that for the second year running, Holy Cross College has had a student selected for the Board of Studies DesignTECH Exhibition. Daniel Lia (College Captain 2010) produced a project entitled 'Instantly Deployable Shelter' that will join just 15 other works selected from around 7000 HSC candidates, to be displayed in the Powerhouse Museum in Sydney from 19 February until 1 May, after which the exhibition will tour statewide.

This is the second year in row that Holy Cross College teacher, Mr Ryan Acosta, has had a student's work exhibited in DesignTECH, and this bespeaks the excellent standard of teaching and learning happening at Holy Cross. Our congratulations go to both Daniel and Mr Acosta on this outstanding achievement. We await our other HSC results with great anticipation.

With respect to NAPLAN results, the College cannot take much credit for student learning growth in Year 7. The NAPLAN tests are conducted when we have had these students for barely a term. Year 9 is another matter. Holy Cross can not only take the credit for student learning growth in Year 9 — we must take responsibility for it.

Following a whole school plan to develop the literacy skills of our students, Year 9 learning growth in Literacy in Year 9 this year was 16.5% above the state average. Growth in the Writing component of Literacy alone was a spectacular 43% above state average.

Such results as this don't just happen. They are the result of a committed, determined and united college of teachers that put good teaching to work in the classroom, and a cohort of students that understand that

their learning is important and they have to take responsibility for it. Results such as these are the real success stories that should be reported in our newspapers.

And thus my penultimate thank you is to the fantastic teaching staff and energetic enthusiastic students of Holy Cross who are on board, switched on and ready and willing to fight the good fight on the two fronts that are our core business at Holy Cross: education and the gospel.

My final thank you is to the parent body. I am encouraged and buoyed by your support. That support was most evident in the generation of Holy Cross parents most of whom will now have left us — the parents of our 2010 Year 12 students. The Year 12 graduation was attended, I believe, by at least one parent of every Year 12 student, both in the daytime celebrations with the whole school and in the evening Mass and Awards ceremony. To complete the year, Year 12 parents joined their sons in big numbers for the Year 12 formal held post HSC examinations. It was a wonderful celebration of the work undertaken over six years of secondary school not just by the young men in the room that night, but also the work of support, love and nurture undertaken by their parents. Long may the tradition continue.

In cruce salus.

Adam Taylor, Principal

### **Parent Representative Body Message**

The Holy Cross College Ryde Parents and Friends 'Association (P & F) has had a strong parent representation during the previous years, continually evolving to meet the school's and parents' changing needs. The P & F recognises and values the role that parents/carers play in the Catholic education of their children and aims to strengthen the partnership between family, school, parish and the wider community for the benefit of their son's overall development and learning.

In 2010 the Holy Cross P & F focused on providing parent forums. These forums provided an opportunity for parents to gain an insight into their son's education at school. The first Parent Forum was on the changes introduced in the Middle School (Years 7 and 8). The Holy Cross P & F executive committee consists of the President, Secretary, Treasurer, Delegate for the Sydney Federation of Catholic School Parents and the School Principal.

The P & F Association's funds were raised in the following ways:

- P & F levy included in the school fees
- Second hand Uniform Shop.

P and F President

## **Student Representative's Message**

*College Captain's final address to the community, Graduation Day, 22 September, 2010.*

I stand before you here today for the final time as the Holy Cross College captain of 2010. It has been an absolute honour and privilege to be entrusted with the role of college captain for 2010.

Holy Cross College has become such an integral part of my life over the past six years of my schooling career, teaching me pride, integrity, morality and determination. The college as an embracing and positive community has shaped and moulded each and every one of us, instilling values of morality and courage. It has taught and guided me over the years to become a better person of faith and responsibility.

The proudly practiced patrician heritage at the heart of the college has become such a vital and influential part of the day to day lives of us as students. More than one hundred years of ongoing experience has enabled the development of an outstanding tradition at Holy Cross. This tradition is evidenced in academic excellence, in results in sport, music, public speaking and other extra-curricular activities. It has motivated us to remember that the little things matter, because it says something about our pride in ourselves, and in our school. It has encouraged a sense of mateship and brother hood, to work together for the greater good of the community and to hold the line when times are tough. The brothers of St. Patrick still active in the school community, including Brother Patrick, Brother Mark and Brother Bernard portray and enliven the proud patrician spirit of the Holy Cross community though their support of staff and students alike.

The welcoming and inclusive community of Holy Cross would not be so, if it was not for the dedication of the devoted teaching and support staff of the college. The friendly atmospheric nature that the teachers of the college express, has allowed for the development of positive student and teacher relationships. Since beginning my time here at the college, I have been extremely lucky to have been taught and mentored by such a large array of highly skilled and motivating teachers. The support and guidance of teachers such as Mr. Acosta, Ms. Huntley, Ms. Tighe, Ms. Tripodi, Ms. Danos, Ms. Camps, Mr. Cheriarchan and Mr. Samiya have equipped me with an abundance of knowledge and motivation towards my studies; and the continual dedication and absolute positivity of teachers such as Mr. Sands, Mr. Mustapic, Mr. Kirswani, Mr. Compton and Ms. Van Domberg have not only provided me with priceless knowledge and assistance in my studies, but have motivated me through their unremitting influence of positivity and dedication to become the person I am today; and for that I am eternally grateful.

Since Mr. Taylor's induction of principal of Holy Cross in 2009, it is evident that when he arrived at this college, he came with a goal; a goal to help enhance a truly strong and proud catholic culture within the Holy Cross community. Mr. Taylor's physically and socially evident ambition to raise the standard of the college has displayed implications of great success, high achievement and strengthened sense of community and pride. From personal experience, Mr. Taylor is a driven, devoted and enthusiastic leader, who has influenced me to strive in my own leadership position, for the greater good of the wider community. Similarly, since Mr. Buxton's induction as college pastoral assistant principal in 2009, he has worked consistently to build and develop a sense of community and inclusion through his friendly relationship with students and his outstanding improvement of the house system. During my role as school captain, Mr. Buxton has continuously assisted me in my duties and offered limitless support as he endeavoured to motivate the year 12 leadership team. Working behind the scenes as administration assistant principal, Mr. McCormack has utilised his high level of professionalism and countless hours of hard work to also increase the high standard of the college. And so Mr. Taylor, Mr. Buxton and Mr. McCormack I thank you; for your hard work and genuine love of Holy Cross.

A special thanks must also go to the college vice captain, Clayton Musemeci. Clayton's support and readily available reliance proved vital to the successes of the year 12 leadership team throughout the course of the year. His enthusiasm has been an asset to the leadership team, and his hard work is strongly appreciated.

Finally I would like to acknowledge our year 12 coordinator, Mr. White. For the past two consecutive years, Mr. White has been a mentor and leadership figure to each and every student in our form. His authentic relationship with the students of our year group, both encourage and promote a sense of positivity, whether it be in the senior yard, during a fortnightly year assembly or in the classroom. For the countless voluntary hours Mr. White puts in before and after school to organise specific year 12 events, functions and initiatives, I believe I can speak on behalf of the entire of year 12 and say thank you; thank you for being not only our year coordinator, but thank you for being our mate.

Derived from fundraising initiatives, we as the outgoing year 12 cohort have organised two major gifts to the college as a way of remembering our specific year group. Both of these gifts add to the history and to the future of Holy Cross College. The first is a board to honour each and every year in recent history the dux, sportsman and achiever of the year award winners, so that the names of the recipients of the these awards are etched into history along with the names of the previous school captains. The second honour board will recognize the past achievements of the many successful students who have passed through the doors of this great school. I would know like to invite Mr. Taylor forward and present these gifts to the whole college community on behalf of year 12 2010.

Daniel Lia, College Captain

## **SCHOOL FEATURES**

Holy Cross College is a Catholic systemic day school for boys, Years 7-12 located in Ryde. The College was founded in 1891 by the Patrician Brothers. Built on a ten hectare property, the College enjoys the benefit of facilities which are the product of over one hundred years of development. The newly renovated historic building of Fintan O'Neill and the grounds adjacent to Victoria Road are features of a campus going forward. The College feeder schools are Concord, Concord West, Denistone, Drummoyne, Five Dock, Gladesville, Hunters Hill, North Ryde, Ryde, Strathfield and Strathfield South.

The school caters for students in Years 7-12 and has a current enrolment of 564 students. Following a period of declining enrolments there is growing confidence for future growth due to improved facilities. Students attending this school come from a variety of backgrounds and nationalities. In 2010 there were 129 students (23%) from a non-English speaking background and 356 (63%) were Catholic.

The school employs sixty-six staff comprising of one Principal, thirty-nine full-time teachers, seven part-time teachers and nineteen non-teaching staff, the latter being employed in a variety of capacities including a fully qualified school counsellor, teacher's aides, ancillary services, Information and Communication Technologies (ICT) officer and College groundsmen.

## **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.

### *Integration of Catholic values across the curriculum*

The College has a comprehensive approach to a holistic education. Catholic values are driven and expressed through the Patrician Brothers and the model set out by Bishop Daniel Delaney, the early brothers that founded the College and the active brothers' community who form an important component of College life. Patrician values are evident across the curriculum and form part of the explicit teaching and learning in every Key Learning Area (KLA).

### *Accreditation of Religious Education Teachers*

The Religious Education staff are highly qualified in the areas of Theology, Biblical Studies and Religious Education. These staff bring a wealth of expertise from other teaching areas as well. Currently there are twelve teachers accredited through the Catholic Education Office and a number of staff who are continuing their studies.

### *How spirituality is fostered within the school*

Students and staff participate in a strong liturgical and prayer life. This strength is evident in class prayer, staff meetings, school assemblies and meetings of the entire College community. This year has seen the deepening of liturgical life through weekly masses celebrated with class groups, Wednesdays before school in the College chapel. Friday fortnightly masses for entire Year groups have also been held through the parish of St Charles Borromeo.

### *Religion in the curriculum*

Resources in the form of scripture and catechisms as well as other print and media resources are regularly accessed through the library.

### *Special celebrations*

In addition to the weekly and fortnightly masses the College takes care in preparing and celebrating masses for the opening of the school year, Mother's Day, Father's Day and the Feast of the Holy Cross.

### *Active partnership with local Pastors and parishes*

It is only with the support of many of our local clergy that such a strong liturgical life can take place in the College. In union with the parish, clergy and Confraternity of Christian Doctrine (CCD), students in Year 11 worked closely with Putney Public School to deliver an effective catechetical program through 2010. Further partnerships have been developed between the College youth ministry coordinator and parish based youth ministry groups.

## **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.

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

Technology Applied Studies (TAS) facilities have seen a growth of student interest in Food Technology and Hospitality.

The school also offers a number of Board of Studies mandated and approved School Certificate (SC) courses and Higher School Certificate (HSC) courses.

### **School Certificate**

In addition to the mandatory subjects of the School Certificate the College also offers 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 Work Education.

### **Higher School Certificate**

In addition to the mandatory subjects the College offers Catholic Studies, Studies of Religion, Mathematics, Physics, Chemistry, Biology, Senior Science, Economics, Business Studies, Legal Studies, Ancient History, Modern History, Geography, Visual Arts, Personal Development, Health and Physical Education (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 SC 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 Extension 1 and 2

Mathematics Extension 1 and 2

History Extension 1

Particular features of the school's curriculum include:

#### *The Middle School Program*

A Year 7 Middle School Program, with a team of four teachers teaching Human Society and its Environment (HSIE), English and Religious Education and featuring project-based learning, was a major curriculum initiative for 2010. In 2011 this program will be extended through all of Stage 4.

### *Learning Support Programs*

The College possesses a strong Learning 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 was again run in Stage 4 in 2010. Learning Support services also include individual 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. Courses 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 2010. Scheduled literacy support classes operate for students in Years 7-10. 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) 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 table provided shows the percentages of students who achieved particular skill bands in numeracy and the components of literacy. The school results shown are compared to students nationally. 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 has been provided in the school newsletter dated 21 September 2011 and is available on the school website at

<http://www.holycrosscollege.org> and from the school administration office. Additional information can also be accessed from the MySchool website (<http://www.myschool.edu.au/>).

NAPLAN results 2010 Year 7	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School <sup>1</sup>	All schools <sup>2</sup>	School <sup>1</sup>	All schools <sup>2</sup>
Reading	27%	29%	9%	16%
Writing	18%	23%	20%	20%
Spelling	27%	31%	18%	17%
Grammar & Punctuation	22%	26%	15%	21%
Numeracy	33%	30%	12%	16%

<sup>1</sup> School Measurement Assessment and Reporting Toolkit (SMART)  
<sup>2</sup> MCEECDYA National report <http://www.naplan.edu.au/>

NAPLAN results 2010 Year 9	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School <sup>1</sup>	All schools <sup>2</sup>	School <sup>1</sup>	All schools <sup>2</sup>
Reading	18%	18%	23%	26%
Writing	8%	19%	37%	30%
Spelling	19%	22%	15%	25%
Grammar & Punctuation	14%	22%	22%	24%
Numeracy	27%	23%	16%	21%

<sup>1</sup> School Measurement Assessment and Reporting Toolkit (SMART)  
<sup>2</sup> MCEECDYA National report <http://www.naplan.edu.au/>

In review, the Year 7 and 9 students have achieved some excellent results in the 2010 NAPLAN examinations, on which they should be congratulated. In particular the learning growth that was demonstrated by boys in both Years 7 and 9 was encouraging. In Year 7 the school growth in reading, spelling, writing and numeracy was excellent whilst in Year 9 the school growth in reading, grammar and writing were also excellent. These results 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 which was implemented. 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 students at Holy Cross College, with a clear focus on improving the reading and writing skills of students. It was also recognised in 2010 that the College needed to engage in a school-wide plan for numeracy.

### 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 comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2008		2009		2010	
	School	State	School	State	School	State
English Literacy	76%	77%	77%	83%	91%	80%
Mathematics	54%	50%	70%	50%	58%	53%
Science	71%	66%	73%	71%	85%	73%
Australian History	45%	51%	71%	59%	59%	52%
Australian Geography	66%	67%	71%	60%	73%	59%

In 2010 students at Holy Cross College exceeded the State average in each of the five components of the School Certificate. This was a large improvement on previous years.

### 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					
	2008		2009		2010	
	School	State	School	State	School	State
Studies of Religion 1	53%	77%	71%	83%	71%	79%
English Standard	31%	38%	20%	36%	55%	35%
English Advanced	96%	89%	87%	89%	94%	93%
General Mathematics	65%	56%	46%	54%	69%	59%
Mathematics	67%	72%	58%	71%	100%	75%
Music 1	100%	85%	100%	87%	100%	87%
Design and Technology	84%	71%	89%	72%	82%	75%
Information Processes Technology	100%	62%	100%	65%	82%	74%
PD/H/PE	48%	63%	50%	60%	80%	70%
Ancient History	70%	61%	68%	62%	76%	64%

The 2010 HSC results indicate a relative performance comparison with Year 10 2008. The 2010 Higher School Certificate results indicates that overall, most students achieved within the range expected. This included some strong results in the following subject areas:

Ancient History plus 1.36% above state average

Construction Exam plus 7.84% above state average

English Standard plus 3.47% above state average

General Mathematics plus 3.01% above state average

Industrial Technology plus 5.44% above state average

Information Technology plus 2.70% above state average

Mathematics plus 6.54% above state average

Music 1 plus 1.32% 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 understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific in-services, meetings and conferences.

The school held two whole staff days in 2010. The content of these days was as follows:

- a Spirituality Day with a focus on 'Community Strengthening' (Term 2)
- differentiating the curriculum and professional learning communities with a focus on Active Collaborative and Effective (ACE) Learners.

Throughout the year three professional development staff meetings were held each term. The focus of these, led by the Learning Committee, included:

- The Learning Framework, Middle-School Program and its development into Year 8 2011.
- Reviewing the School Improvement Plan.
- Analysing NAPLAN results and strategies to improve analysis of Smart Data.
- Different Learning Styles.

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 expended \$121.00 per teacher above that expended by the CEO.

## 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.	47
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 2010 was 98%. This figure does not include teachers on planned leave. The teacher retention rate from 2009 to 2010 was 100%.

## STUDENT ATTENDANCE AND RETENTION RATES

### Attendance Rates

The average student attendance rate for the school during 2010 was 92%. School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94%
Year 8	91%
Year 9	93%
Year 10	91%
Year 11	91%
Year 12	91%

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, partial and unexplained absences on the student's 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-five percent (75%) of the 2008 Year 10 cohort continued into Year 12 (2010). 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 Higher School Certificate (or equivalent vocational education and training qualification).

Senior Secondary Outcomes; Year 12, 2010	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	35%
% 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. The table below sets out the percentages of students for the various categories shown as compared to State figures.

Destination Data Year 12, 2010 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
School	26%	18%	43%	1%
State*	30%	30%	30%	10%

\*State figures reported on: <http://www.boardofstudies.nsw.edu.au/hsc-results/beyond.html>

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. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a school within the Archdiocese of Sydney can be accessed via the link: [CEO public website](#). The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- school website [www.holycrosscollege.org](http://www.holycrosscollege.org)
- school 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 full text of the Policy may be accessed via the:

- school website [www.holycrosscollege.org](http://www.holycrosscollege.org)
- school administration office.

### **Behaviour Management 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 the Behaviour Management Policy may be accessed via the:

- school website [www.holycrosscollege.org](http://www.holycrosscollege.org)
- 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 encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The school 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 the school policy is available from the:

- school website [www.holycrosscollege.org](http://www.holycrosscollege.org)
- school administration office.

### **SCHOOL DETERMINED IMPROVEMENT TARGETS**

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Management Plan and informed by the indicators of effectiveness for Sydney Catholic Schools as specified in the key CEO document *How Effective is Our Catholic School?*. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the school's Regional Consultant.

Work has been undertaken in 2010 to develop a specific charity focus for each year group under the direction of the Year Coordinator team. The focus of the Youth Ministry Coordinator in 2010 has been the preparation of candidates for World Youth Day Madrid in 2011. Back to Parish day was successfully initiated in 2010. It involved students and staff commencing their day at Mass in their local parish. Regular Wednesday morning masses at the College were embedded into the College culture in 2010. The focus on World Youth Day Madrid 2011 has occupied the time of the Youth Ministry Coordinator in 2010.

The College embedded an induction programme for new and beginning teachers in 2010. A casual teacher's kit was developed in 2010. The kit assists casual teachers in conducting classes in a thorough and professional manner in keeping with College standards and expectations.

Holy Cross teachers have been regular attendees at regional Professional Learning Community meetings. Attendance at these meetings has been made an expectation for all Year 12 teachers.

The College Learning Committee focused in 2010 on the development of Professional Learning Communities. In addition to this, the focus of the HSC Symposium sub-committee of the Learning Committee was the in-house delivery of professionally developing experiences for teachers at the Higher School Certificate level. All of these opportunities have been run and developed by HCC staff. General staff meetings have and will continue to be an opportunity for the sharing of best practice.

The College Artist in Residence Program continued in 2010 providing opportunities for students in this area of College life. The basement of the Administration building was totally renovated making space for College archives.

In 2011 the College will continue to strengthen its faith community through further involvement of local parish pastors. A new initiative, Parents In Touch, will run one evening each term as a key Parents and Friends Forum to engage parents in the life of the community. The College House System will be strengthened through the development of house crests, mottos and an extension of house points. An ESL taskforce will be formed to address ESL. Another focus will be the development of a whole school Numeracy framework. Multi Media facilities will be developed in the College Chapel. In addition for being used for liturgies the College Chapel is regularly used for Year group meetings.

### **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.

Year coordinators have had two extended (three hour) meetings where Pastoral Care resources, Restorative Justice processes were developed and instituted.

### **PARENT, TEACHER AND STUDENT SATISFACTION**

As part of our Annual Improvement 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 this was demonstrated by the students of Year 12 in their responses to the Exit Survey. Through professional development, Staff were able to express their satisfaction with the opportunities afforded to them in a diverse range of Professional Learning Communities. Staff felt that this 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 CEO, Sydney submits to the Federal 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 accounts for each school and for the CEO, Sydney are audited annually.

A summary of the income and expenditure reported to the Federal Government for 2010 is as follows:

<b>INCOME</b>	<b>\$million</b>	<b>EXPENDITURE</b>	<b>\$million</b>
Parents' Contributions 1	\$119.4	Education and School Support	\$130.3
Federal Government 2	\$555.0	Total Salary Costs	\$500.4
State Government 2	\$132.4	Capital Expenditure	\$189.7
Government Targeted Grants	\$27.9	Surplus	\$29.6
Interest and Other	\$15.3		
<b>Total Income</b>	<b>\$850.0</b>	<b>Total Expenditure</b>	<b>\$850.0</b>

### Notes

1. Parents' contributions include Archdiocesan tuition fees of \$54.6 million, School Charges & Building Levy and P&F contributions of \$ 64.8 million.
2. Income from Federal and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2010 was:

Archdiocesan Tuition Fees received	\$635813
School Based Fees	\$629158
Other Income (e.g. Parents & Friends, Trading & Building Levy)	\$304485
<b>Total</b>	<b>\$1569456</b>