

"I CAME THAT
THEY MAY HAVE LIFE,
AND HAVE IT
TO THE FULL"
JOHN 10:10



Holy Cross College 2018 Annual Report

PART ONE: School Performance Information

1. Contextual Information

Holy Cross College continues to be a leading school in the Ellenbrook region and in the wider educational community. The College is renowned for its culture of innovation and rigour, achieving outstanding results across the four pillars of Learning, Inter-relationships, Faith and Enrichment. Our school is recognised as a leader in the integration of digital technology into the teaching and learning programme and is one of only a few schools across Australia certified as an Apple Distinguished School for innovation and creativity in the use of digital technology. The intentional use of the free-flowing learning spaces, combined with contemporary furnishings and the latest pedagogy, motivate and engage students to grow their capabilities in the twenty-first century skills of critical thinking, creativity, communication, collaboration, citizenship and character development.

In 2018, enrolments have grown to more than 1000 students from Pre- kindergarten to Year Twelve. Characteristics of the school and student body is presented in the table below:

School sector	Catholic
School type	Composite
Year range	Pre-kindergarten - Twelve
Total enrolments	1048 (Incl. Pre-kindergarten)
Girls	535
Boys	513
Indigenous students	13
Location	Metropolitan

The College's excellent reputation is validated by our capacity to continue to add value through NAPLAN results across the Junior and Middle Schools and through outstanding achievement in WACE examinations. In just a few short years academic achievements include a General Exhibition in the School Curriculum and Standards Authority Awards for the Western Australian Certificate of Education (WACE), with the student coming twenty-sixth in the State. In addition, the student received a Certificate of Distinction for Physics and a Certificate of Commendation. Our median ATAR score has been competitive, in one year placing third in the State among Catholic schools and fourteenth across all schools. Holy Cross College was also placed in the top ten schools in Western Australia for English and Religion and Life in 2015, and again for Religion and Life in 2016, 2017 and 2018.

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The future of the College looks bright with the completion of most facilities, including state-of-the-art learning spaces furnished to complement the contemporary pedagogies and integration of digital technologies. The existing change rooms and three sports ovals (soccer, AFL and hockey) will be enhanced by the construction of a sports centre in 2019, along with the completion of additional hard courts in 2018. Extensive landscaping, including an amphitheatre, prayer garden, roof top garden and a number of adventure playgrounds, add an exciting atmosphere during recess and lunchtimes. The New Norcia building houses the Performing Arts (Dance, Drama and Music) and has lifted the offerings in the creative arts across the College.

The College is designed to promote a truly Kindergarten-Twelve experience with Junior School students capitalising on the availability of specialist facilities and Middle and Senior School programmes integrated across the campus.

Apart from the normal core subjects of Religious Education, English, Mathematics, Science, Society and Environment, Italian, and Physical and Health Education, students can choose from an array of elective subjects, including Dance and Drama; Computer Science and Graphic Design; Food Science; Jewellery Design; Woodwork, Metalwork and Plastics; Film and Animation; Print and Photography; Music and Visual Arts and many other pursuits.

In addition, the College offers programmes in the Senior School that lead to opportunities at University, TAFE or work, including certificate level courses and the Onsite work placement programme.

The College also offers numerous co-curricular programmes including swimming, athletics and cross-country, inter-school sport through the ACC and NEAS, Homework Club, Art Club, various productions, choir, instrumental lessons and much more.

2. Teacher standards and qualifications

Holy Cross College employed 76 teaching staff in 2018, comprising full-time and part-time staff. The table shows the highest qualification achieved by teaching and non-teaching staff:

Qualification	Number of Staff
Certificates	12
Diplomas	8
Bachelor Degrees	65
Graduate Diplomas	5
Masters Degrees	13

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3. Workforce composition

Note that the number of staff will continue to increase from year to year as the College grows to its full enrolment configuration. (Note: Figures represent head count)

Category	Male	Female
Primary Teaching	1	17
Secondary Teaching	17	35
Support Staff	9	25
Senior Leaders	2	4
Indigenous	0	1

4. Student attendance at school

Year Level	Attendance Rate (%)
Kindergarten	96
Pre-primary	94
1	94
2	94
3	95
4	95
5	96
6	96
7	94
8	93
9	93
10	93
11	93
12	91
Whole College	94

Non-attendance is recorded electronically via SEQTA and followed up by the HTG teacher, House Co-ordinator and Vice Principal. Subject/class teachers check non-attendance each period throughout the day and administrative support staff contact parents when notification of non-attendance has not been received.

5. NAPLAN information

Year 3

Field of Study	School Mean	State Mean	Australian Mean
Reading	427	423	434
Writing	410	400	407
Spelling	418	410	418
Grammar & Punctuation	442	424	432
Numeracy	416	403	408

Year 5

Field of Study	School Mean	State Mean	Australian Mean
Reading	494	503	509
Writing	456	460	465
Spelling	506	500	502
Grammar & Punctuation	494	501	504
Numeracy	475	490	494

Year 7

Field of Study	School Mean	State Mean	Australian Mean
Reading	540	539	542
Writing	510	505	505
Spelling	542	545	545
Grammar & Punctuation	555	543	544
Numeracy	548	549	548

Year 9

Field of Study	School Mean	State Mean	Australian Mean
Reading	599	589	584
Writing	571	551	542
Spelling	589	586	583
Grammar & Punctuation	590	586	580
Numeracy	599	602	596

The data indicates that the College has added significant value to students' achievement from Years Three, Five, Seven and Nine.

6. Parent, student and teacher satisfaction

The College provides many opportunities for parent, student and teacher voice through a range of communication mechanisms and surveys and welcomes feedback on all aspects of the College's operation. In the preparation of the new Strategic Compass 2019-2022, parents, students and teachers were invited to contribute to setting the goals and direction of the College for the next few years. The overwhelming sentiments are positive, with any issues and concerns dealt with swiftly and compassionately. The College has established an excellent reputation within the Ellenbrook community and beyond for its excellent pastoral care, outstanding facilities, incomparable use of digital technologies and the incorporation of twenty-first century teaching practices. Above all, feedback indicates a high level of satisfaction in regard to students' achievement in all endeavours; academic, sporting and cultural. The College's integration of digital technologies is highly acclaimed throughout Western Australia, as well as nationally and internationally, with the College being acknowledged by Apple Corporation as an Apple Distinguished School. Parent, student and teacher satisfaction is supported by strong demand for enrolments, excellent academic achievement, increasing parent participation and regular positive feedback through letters, emails and Facebook likes and comments

7. School Income

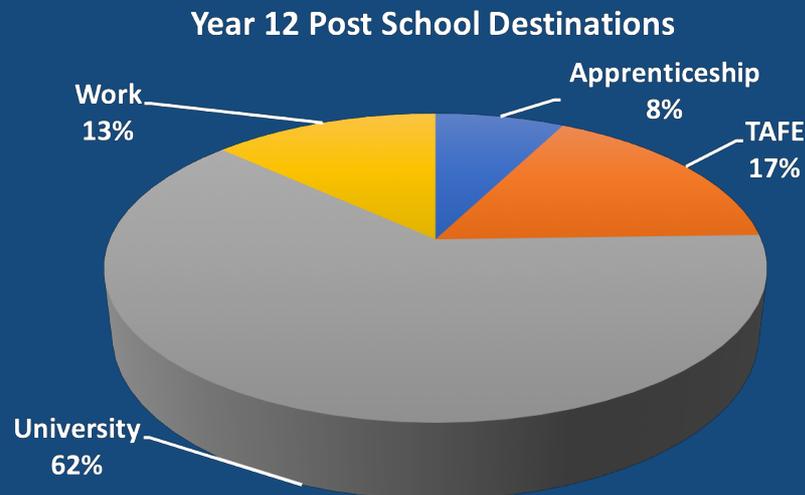
A summary of school income is presented on the Australian Government's My School website at www.myschool.edu.au. Search for Holy Cross College, Ellenbrook, WA.

8. Senior Secondary outcomes

Characteristic	School	CEWA	State
Percentage of students achieving a WACE	98.1	95.7	91.6
Median ATAR	77.6		
Triciles	43/36/21	27/39/34	
Percentage gaining first preference to university	81	66	
Percentage gaining second preference to university	96	92	
Certificates of Distinction	2		
Certificates of Merit	4		
High Performing Students			
• Meagan Jones	96.00		
• Darrell Chui	94.70		
• Kaelan Hesketh	92.55		
• Laila Davies	91.20		

100% of students studying a General course earned either a Certificate II, III or IV, meaning they finished school with an additional vocational qualification.

9. Post-school destinations



10. School Improvement Plan

Annual School Improvement Plan – Key Goals for 2018

Learning

- Increase students' engagement in their own learning and progression.
- Seek new and creative ways to be a leader in twenty-first century teaching pedagogy and innovative approaches to the incorporation of digital technologies in the classroom .

Inter-relationships

- Strengthen the House system to foster a strong sense of belonging and culture where each student is known, cared for and challenged as an individual.
- Build on the development of Middle Leaders to establish a culture of open and consistent feedback on teaching practice.

Faith

- Further develop the faith story of the College around the College and House patrons with all members of the College community, ensuring Christ is central to all endeavours.

Enrichment

- Plan for and progress the next stages of buildings to meet enrolment growth, ensuring the design supports the best standards of pedagogy and innovation.
- Optimise enrolments to responsibly manage the College finances in order to progress towards independence from system co-responsibility funding.
- Cultivate the professional capacity of staff through appropriate and targeted professional development.

Annual School Improvement Plan 2018 – Success Indicators

Learning

- Positive trends in quantitative measures of engagement (e.g. attendance, academic achievement, punctuality, graduation rates, results of standardised scores, preparedness, extra-curricular participation).
- Positive trends in qualitative measures of engagement (e.g. teacher-student affective surveys, self-reflection about learning, observation through learning walks and shoulder-to-shoulder teaching).
- A strong culture of self-improvement is observed through Professional Learning Community processes.
- Individual Professional Learning Plans incorporate new and creative uses of digital technologies in the learning environment.
- Staff presenting at local, national and international conferences.
- The College is sought after to share our knowledge and expertise in digital technologies and contemporary pedagogies.
- The College successfully hosts a professional learning conference. The Apple Distinguished School designation is maintained.

Inter-relationships

- Students, staff and parents can articulate the story and charism of their House patron.
- House activities provide a range of Learning, Inter-relationships, Faith and Enrichment activities to challenge and engage students.
- Increased student participation in House activities.
- Feedback from students, staff and parents indicates positive feelings towards students' health, well-being and safety.
- Middle Leaders meet regularly with their Professional Learning Clusters to facilitate conversations in regard to professional standards, reflective practice and self-improvement programmes.
- Middle Leaders regularly observe team members in the classroom through learning walks and shoulder-to-shoulder teaching and provide feedback on teaching practice to individual teachers.
- Middle Leaders and teachers show progress on the Australian Institute for Teaching and School Leadership (AITSL) Professional Practice Continuum.
- Positive trends in professional practice are evident from students' surveys on an individual teacher's classroom.

Faith

- Students, staff and parents can articulate the unique charism of each patron.
- The faith stories of the College and House patrons are promoted at College events and functions.
- Students, staff and parents give witness to the Christian values modelled by each patron.
- There is a strong connection with the religious orders and organisations associated with the patrons.

Enrichment

- Buildings are completed in a timely manner to accommodate enrolment growth.
- Relevant agencies, staff, students and parents are consulted in the planning and design stages of new buildings.
- Teaching practices reflect effective use of learning spaces.
- Enrolment growth progresses towards a full configuration of two streams in primary and six streams in secondary.
- Enrolments reflect strong retention rates across all year levels.
- Community feedback reflects a growing reputation of the College as the school of choice in the Ellenbrook region, especially among Catholic families.
- Staff participation in professional learning activities is based on professional feedback.
- Growth in teachers' professional capacity is evident through progress on the Australian Institute for Teaching and School Leadership (AITSL) Professional Practice Continuum.
- Positive trends in professional practice are evident from students' surveys on an individual teacher's classroom.

PART TWO: School Community Report

11. College Board Chair Report

On behalf of the College Board, I am pleased to present the College Board Report for 2018. I have had the privilege of serving as College Board Chair for the past two years. Firstly, I would like to introduce my fellow Board Members:

Treasurer:

Mr Chris Sorensen

Friends of Holy Cross Nominee:

Mrs Jo Davies

St Helena of the Holy Cross Parish Priest:

Father Bonaventure Echeta

Board Members:

Mr Steve Bennett

Ms Rebecca Bowen; and

Ms Lisa Reith

College Principal:

Ms Mandy Connor

Also in attendance at the Board Meetings are our Vice Principal, Mr Peter Collins, Business Manager, Mrs Jean Topliss, and Deputy Principal – Enrichment, Mr Paul Murphy.

The general object of the School Board is to help the College fulfil its education responsibilities, manage finances and assist the Principal with College policies and practices. My role tonight as Chairperson of the School Board is to provide you with highlights of the past year, as well as give you some insight around the function of the Board. I present this report on behalf of the current Board members.

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Highlights for 2018

Amongst many highlights in 2018, the most significant was the canonisation of blessed Oscar Romero, our College Patron, on the 14 October 2018 in St Peter's Square in the Vatican. Oscar Romero championed social justice for the dispossessed and poor, and wrote in his diaries that 'between the powerful and the wealthy and the poor and vulnerable' he had no doubts that 'a pastor should stay with his people'. A day after calling on the military to stop killing innocent people, and while celebrating Mass in a hospital chapel, Oscar Romero was shot through the heart. Romero disregarded his own life to be close to his people. The College Board sponsored the opportunity for our College to be represented at the canonisation. Our College Principal, Ms Mandy Connor and Director of Faith, Mr Ryan Shelton were accompanied by students, John Topliss, Aimee Sorensen, Breannah Rigoli and staff member Mrs Colleen Azzopardi. Our delegates found the experience incredibly powerful and meaningful, and proudly represented our College.

Our College saw significant growth and change during 2018 as we welcomed many new families, students and staff through the expansion to double stream across the board in Junior School. This transition was smooth and our new students settled in seamlessly, which is a great credit to our staff and students who welcomed new families and embraced the changes.

In terms of capital development, 2018 saw the commencement of our Stage 6 build with capital works approved totalling \$3,070,603. Stage 6A has commenced, as you would have noticed at the front of the school, with the scope including the extension of the Administration Block to add a staff lounge and kitchen (with a total floor area of 366m²) and the renovation of the existing Administration Block comprising the nurse's waiting and treatment rooms, student waiting lounge, interview and meeting rooms and the counsellor's meeting rooms (comprising a total floor area of 158 m²). Stage 6A also includes new hardcourts on the Westgrove Road boundary of the College, with these nearing completion.

In August, the Combined Board and Leadership Dinner was hosted by Holy Cross College, with La Salle College, Lumen Christie College and St Joseph's College in attendance. It was a fantastic night and an opportunity to showcase our wonderful facilities and the significant growth and progress we have made since we last hosted the dinner four years ago.

The Board has been involved in the planning for the next Strategic Compass, which will provide a strategic plan for the next four years, and has also been represented on appointment panels for new members of the Senior Leadership Team.

Looking ahead to next year, the Board, in collaboration with the College, will be working to secure capital growth funding for the Stage 6B build. The Stage 6B development plan will see a state of the art gymnasium off the Westgrove Drive car park.

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The Stage 6A build and renovation is expected to be completed in early 2019.

The success and growth of Holy Cross College can only be achieved in partnership with our families, staff and students. So, on behalf of the Holy Cross College Board, I would sincerely like to thank the entire staff of Holy Cross for their dedication and commitment to empowering our children to reach their potential and strive for personal best. The Board would like to extend a special thank you to Ms Anita O'Donohue, a foundation staff member, who has made significant contributions to the success of Holy Cross College in the past nine years. Ms O'Donohue has been appointed as a Deputy Principal of Kolbe Catholic College, Rockingham in 2019 and the Board wishes Ms O'Donohue all the best in her future endeavours.

I would also like to thank the Friends of Holy Cross for their consistent hard work in running both social and fundraising events and for enriching our culture. I would like to extend a special thank you to Mrs Louise Breadsell in her role as President of the Friends of Holy Cross, particularly as we faced significant growth during 2018.

To our many parent volunteers who help with a multitude of activities, including meal support to assist families in need, parent help during LIFE Week excursions, book reader distribution, sports carnival support and so on, these many activities enrich our College and are a success due to your continued support and we thank you.

I would also like to thank our students for their hard work and commitment in upholding the values of our College LIFE Pillars. Each year, we celebrate our students' success in a range of areas such as the Catholic Performing Arts Festival, the Catholic athletics and Swimming Carnivals and the lightning sports carnivals, as well as seeing enthusiastic participation in the LifeLink Sleepout, fundraising activities and Camino Salvado Pilgrimages. We see students excel academically on a state and national level and we see our students enjoy a rich week of exploration, discovery and learning each year during LIFE Week. These endeavours are just a few of the many and varied opportunities each student in our College has to develop into well rounded, driven and successful individuals who will have the skills to live their 'Life to the Full' once they embark on adult life.

Finally, I extend my thanks and appreciation to the College Board members who give up their time to address important matters affecting the financial, capital development and operational aspects of our school. Your efforts are greatly appreciated and I look forward to working with you again in 2019.

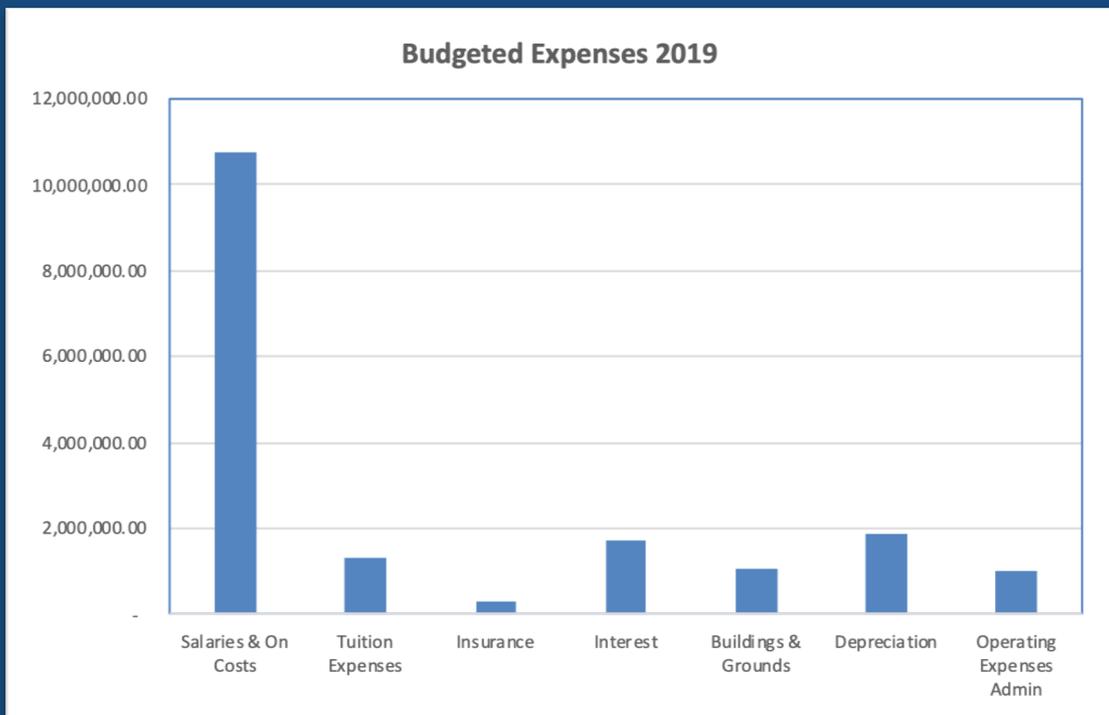
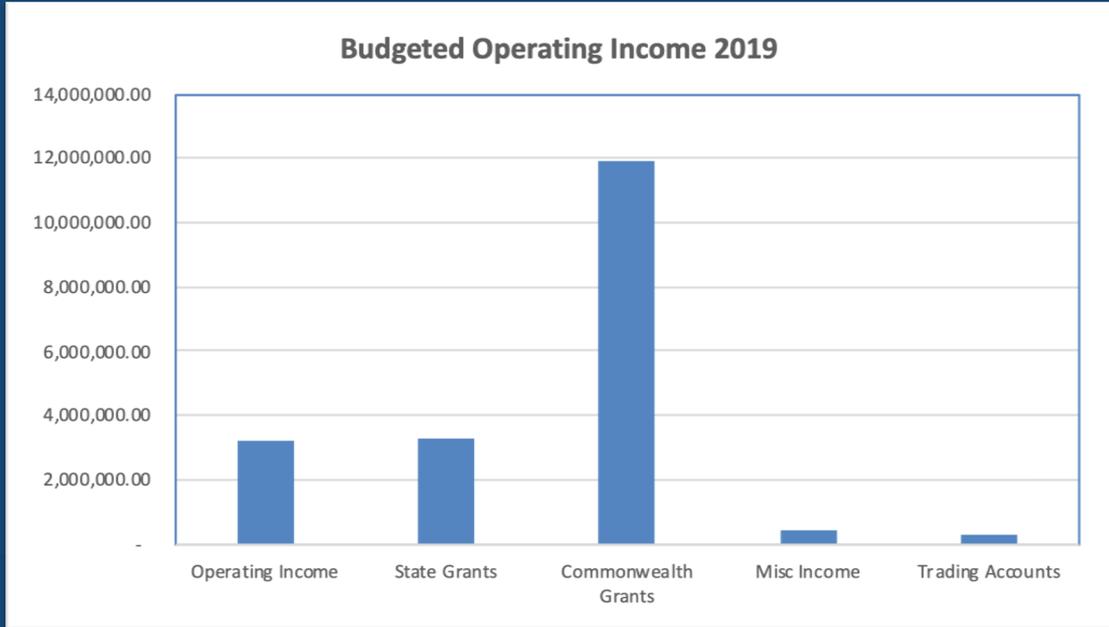
Mr Adam Bolton
College Board Chair

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12. Provisional School Budget 2019



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