

“I CAME THAT
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AND HAVE IT
TO THE FULL”
JOHN 10:10



Holy Cross College 2021 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 2021, enrolments have grown to more than 1100 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	1152 (Incl. Pre-kindergarten)
Girls	599
Boys	553
Indigenous students	17
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.

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 addition of the Lima Sports Centre has enabled the College to further provide educational opportunities for its Community. 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

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(Dance, Drama and Music) and has lifted the offerings in the creative arts across the College.

The College is designed to promote a truly Pre-Kindergarten - Year 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, Humanities and Social Sciences, 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; Outdoor Education; 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, Uni-ready programs 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 CPSSA, ACC and NEAS, Homework Club, Art Club, Lego Club, various productions, choir, instrumental lessons and much more.

2. Teacher standards and qualifications

Holy Cross College employed 76 teaching staff in 2021, 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	14
Diplomas	6
Bachelor Degrees	71
Graduate Certificate	5
Graduate Diplomas	18
Masters Degrees	25
Doctorate Degrees	1

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)

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Category	Male	Female
Primary Teaching	2	27
Secondary Teaching	17	27
Support Staff	3	25
Senior Leaders	4	4
Indigenous	0	1

4. Student attendance at school

Year Level	Attendance Rate (%)
Kindergarten	93
Pre-primary	92
1	94
2	93
3	94
4	95
5	94
6	93
7	91
8	93
9	90
10	90
11	89
12	92
Whole College	93

Non-attendance is recorded electronically via SEQTA and followed up by the class / HTG teacher, Inter-relationship Leaders, Assistant Principals, Deputy Principal Inter-relationships 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. The College has a designated member of the administration team and an attendance committee to work alongside families in supporting students attending school.

5. NAPLAN information

Year 3

Field of Study	School Mean	State Mean	Australian Mean
Reading	420	426	438
Writing	416	424	425
Spelling	411	411	421
Grammar & Punctuation	401	425	433
Numeracy	387	395	403

Year 5

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Field of Study	School Mean	State Mean	Australian Mean
Reading	506	505	511
Writing	492	481	480
Spelling	517	503	504
Grammar & Punctuation	498	497	503
Numeracy	486	489	495

Year 7

Field of Study	School Mean	State Mean	Australian Mean
Reading	533	538	542
Writing	522	526	522
Spelling	545	547	548
Grammar & Punctuation	528	530	533
Numeracy	540	549	550

Year 9

Field of Study	School Mean	State Mean	Australian Mean
Reading	592	587	577
Writing	556	563	551
Spelling	584	582	580
Grammar & Punctuation	579	576	573
Numeracy	585	596	588

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 School Improvement Plan, 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 social media.

7. School Income

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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	88.7	95.6	91.3
Median ATAR	80.55	82.05	81.05
Triciles	26/45/29	27/38/35	
Percentage gaining first preference to university	86.7	63.6	
Percentage gaining second preference to university	100	91.6	
Certificates of Distinction	6		
Certificates of Merit	8		
High Performing Students			
• Mya Ubalde	97.40		
• Ponsuge Perera	97.00		
• Daniel Docker	95.35		
• Tristan Henrison	93.75		
• Courtney Gray	93.60		
• Samantha Manzano	93.25		
• Jayden Sterling	91.35		
• Marina Guirguis	91.15		

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

9. Year Twelve Post-school destinations

University	55%
TAFE	8%
Pre-University	8%
Apprenticeship	1%
Workforce	15%
Unknown	13%

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10. School Improvement Plan

Annual School Improvement Plan – Key Goals for 2021

Learning

Our strategic goal was 'Skills for Life' – To explore new pedagogies that develop the essential skills that will empower students to succeed in our rapidly changing world. Staff worked on embedding the research of Michael Fullen and the 6 C's, being, Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking.

Inter-Relationships

Our strategic goal was 'Health and Wellbeing' – To enhance student health and wellbeing to develop resilient students.

Faith

Our strategic goal was 'Tomorrow's Leaders' – To develop the leadership capacity of future leaders in the Catholic school.

Enrichment

Our strategic goal was 'Broadening Horizons' – To cultivate opportunities for students to develop their gifts through the extra-curricular life of the College.

Annual School Improvement Plan 2021 – Success Indicators

Learning

- Pedagogy is aligned with the Vision for Learning.
- Staff seek out and participate in professional learning and research related to effective contemporary pedagogies.
- Staff and students seek new opportunities to use digital technologies to transform learning.
- Staff exhibit high expectations and high standards within a contemporary learning environment.

Inter-relationships

- Communications is streamlined and targeted.
- Digital communications are revitalised, contemporary and current.
- Communications allow for collaboration and engagement.

Faith

- Students, staff and parents can articulate the unique charism and spirituality of the College.

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- Christ is the focus of all faith experiences and in the telling of the faith story of the College.
- Faith experiences utilise creative elements such as dance, drama and music to actively engage students.

Enrichment

- The five-year maintenance plan includes a process for sustaining contemporary learning environments.
- The impact of new pedagogies on the learning environment is identified and documented.
- Learning spaces are utilised in an effective and intentional way.

PART TWO: School Community Report

11. College Board Chair Report

My name is Rebecca Bowen and I have had the honour of serving as the Chairperson of the School Advisory Council this year. On behalf of the School Advisory Council, I would like to thank you for your support of our school community.

2021 has seen the transition from the School Board to the School Advisory Council. Where the School Board used to be responsible for assisting with the financial decisions for the school, the role has now changed to be more of a sounding board for the Principal, whilst continuing to bring the voice of the community into the school. I would like to take this opportunity to thank Julie Hornby, the Senior Leadership Team and support staff for their hard work and support throughout 2021.

The enrolments have been steady for 2021 with classes full in the junior school. We have seen a steady rise in enrolments for Year Seven for 2022. Open Morning and Sunset Tours of the College have been well attended and we would like to take this opportunity to thank Carolyn Jess and the marketing team for all the work they have done to promote our amazing college.

It was definitely a rocky start to the school year between fires and evacuations and school holidays extended for a week. The phenomenal speed at which the Senior Leadership Team and the Holy Cross staff moved to ensure we were all supported was evident and greatly appreciated. The lock downs throughout the year, restrictions in place with staff and senior students wearing masks and preparing for the possibility of remote teaching and learning, whilst challenging, demonstrated a level of agility that was second to none. This dedication to the continuity of education and support to all families is something to be celebrated and on behalf of the parent body, I would like to thank all staff for their hard work and commitment.

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This year Holy Cross College had three nominations in the Quality Catholic Education (QCE) Awards:

1. My LIFE Framework (Education)
2. Mentor Me Reconnect (Community)
3. Eye of Justice and Service Labyrinth (Faith of the Future)

Congratulations to all staff and students who were involved with these projects and congratulations to all members of the Holy Cross College for being the recipients of the QCE Award for the Eye of Justice and Service Labyrinth. It is a testament to how strong the Faith Story of the College is.

As the School Board and now the School Advisory Council, we have had the pleasure of supporting the development of Stage 6 of the Holy Cross College Capital Development Plan. It was a privilege to be invited to and witness the opening of the Lima Sports Centre and The Eye of Justice and Service Labyrinth. As well as the addition to the Lyon Building and the St James Centre. Many events have been held in Lima, including the Opening Ceremony, and the My LIFE launch and the Annual Celebration Evening, all of which were very well attended. Thank you to all staff involved with the development, set up and delivery of these community building celebrations.

We were fortunate enough to be able to attend a Combined College Advisory Council Dinner hosted by St Helena's Catholic Primary School in August. This allowed both schools within our Parish to get together and celebrate our schools. Thank you to the staff and School Advisory Council of St Helena's. I would also like to take this opportunity to thank Fr Bonaventure and Fr Kenneth for their continued support and guidance throughout 2021.

Thank you to Pieter Basson and the Facilities Maintenance team for your continued hard work and keeping the grounds looking fantastic.

Thank you to the Michelle Francis and the Friends of Holy Cross for your contributions to building our Holy Cross community and hosting a number of events that allow this to happen.

Thank you to our parents, for their continuing support of the vision of the College. My thanks to Julie, and the Holy Cross College leadership team (Peter, Paul, Ryan, Ben, Christina, Aisling and Linley), all of the teaching and support staff, and in particular Melanie and Jean, for their ongoing commitment and support and to my fellow School Advisory Council members: Lee, Rod, Matt, and Sr Joanne, for their service. Many thanks.

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