



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# HENNESSY CATHOLIC COLLEGE

Young, NSW

## 2009 ANNUAL REPORT



## Welcome to our School

Welcome to Hennessy Catholic College!

We are a school with a long and proud tradition of excellence for students up to Year 10 since 1925. Since 2000 we have provided a comprehensive education all the way through to Year 12. Our vision as a Catholic regional school provides choice for students to achieve educational success locally.

Regional diversity is one of our strengths. Students come not only from Young but also from Grenfell, Harden/Murrumburrah, Cootamundra, Boorowa and other smaller communities. It makes for a vibrant pastoral and learning environment, bringing together all the best that is to be found in our region.

Success locally was once again seen by our strong academic program continuing to grow and diversify as our College has expanded. Demand for vocational courses grew and we were able to provide them within our own curriculum or in partnership with local TAFE institutions. Thus students had more than one pathway for a successful future when leaving Hennessy.

Out of the classroom our students have numerous ways to get involved. An enormous variety of individual and team sports are on offer, the Duke of Edinburgh Scheme, public speaking, opportunities for specialised music tuition, participation in the life of the local parish, leadership at all levels through our Year 7 to 12 Student Representative Council, College dances and community service.

Retreats for each year group have become a key part of the focus on the pastoral and spiritual development of our students. A strong program of learning support is embedded within all classes across the College and this year a special focus on Gifted and Talented saw us introduce opportunities for many of our more talented students.

Our Study Support program which runs two afternoons a week after school is very popular, with students of all ages valuing the additional help they can receive from staff at these times.

A completely updated College Master Plan will help us to set clear directions based on need for future developments at Hennessy.

## Highlights of the Year

Once again we have had another wonderful year at Hennessy. Some of our highlights included:

- The Combined Mass with St. Mary's Primary celebrating Catholic Schools Week;
- Gifted and Talented initiatives such as the Da Vinci Decathlon;
- Week long Sydney Experience for Year 12;
- Science events such as the ANU Engineering Challenge, Cool Chemistry Show; etc.
- School Employers Partnerships Initiative;
- Variety Night performances;
- Trades Training Targeted Program for VET students;
- Participation in ANZAC Day marches in local towns;
- ANU Ambassadors Partnership Program with university students working alongside our students;
- Year 8 Social Justice Banquet;
- Year group retreats;
- School wide E-bullying workshops for students and parents;
- Community building events such as Hennessy Day, sporting carnivals and Melbourne Cup Day.

We are very proud of all that we have been able to achieve this year. Some notable examples are:

- Fund raising for the Victorian Bushfires;
- Successful hosting of students from Matsudo High School Japan in a new collaboration;
- Becoming a STELR school recognised by ATSE;
- Student leadership, exemplified by one student receiving a NSW Order of Australia Community Service Award from the Governor of NSW;
- First overseas trip to Europe for senior History students as part of their studies;
- Individual sporting success including at All Schools level winning gold, silver and bronze medals in sports such as Swimming and Cross Country;
- New change room facilities built for both boys and girls and completely refurbished student amenities;
- VET Regional Finalists;
- Lions Youth of the Year and Rostrum Regional winners;
- Team sport achievements, such as victory in the Mackillop/Hennessy Rugby Union Shield and Girls Tennis Team NSWCCC runners-up;
- Students attending National Space Camp, the Honeywell Engineering Summer School and the International Science School.

## School Overview

Parent Satisfaction - Throughout the year the College received feedback in a variety of forms that congratulated us on the work we did with our students. Letters and cards of thanks, emails naming staff for the help they had given students, grateful parents showing their appreciation at graduating ceremonies, even baking cakes to thank us for the work we did for their children. These were just some examples of how parents showed their appreciation.

The parent survey of 15 questions at the end of the year resulted in a satisfaction rating of over 80% in all categories. Receiving a 100% satisfaction rating from parents for staff being committed to their teaching and on being so approachable whenever parents had issues regarding their children was particularly gratifying.

The lowest rating of 83% by parents was for the variety of opportunities available for students outside of normal class lessons.

Teacher Satisfaction - The very strong collegiality of the Hennessy staff was not only noted in the staff survey but was seen each day in the way staff supported each other as professionals. Staff displayed their support of the College by their preparedness to coach sporting teams, supervise overnight excursions, supervise afternoon study sessions each week and lend assistance whenever students requested it.

The survey staff completed was overwhelmingly positive, with the majority of questions rating above 85% for satisfaction. Areas that scored lower than this were in relation to consistent management of student issues and the extent to which students were encouraged to be responsible.

Teacher Absence - The average number of days teachers were in attendance at Hennessy in 2009 was 195.58. The total number of days for the school year was 204.

Teacher Retention - Of the 43 teaching staff employed at Hennessy in August 2008, 41 or 95% were still at Hennessy in August 2009.

Teacher Qualifications - All of the 41 teachers at Hennessy are qualified or are currently undertaking appropriate action to gain qualifications as required by the relevant state bodies in NSW.

Teacher Participation in Professional Development - The major whole day initiatives of the year were:

Retreat/Spirituality Day: Staff reflecting on their vocation with other Archdiocese schools.

Towards a New Reporting System: Planning for the implementation of a new reporting system in 2010.

First Aid/CPR/Anaphylactic Training: Qualifications updated in these areas.

Assessment Planning: Two days of planning of assessment programs to enhance curriculum integration across KLA's.

During the year some of the other professional development sessions that staff attended were:

- # Rock and Water Program;
- # Science Conference;
- # Bill Rogers Strategies Workshop;
- # HSC & SC marking in various subjects;
- # Principals' Annual Retreat;
- # History Study Day;
- # Astronomy Course;
- # Health and Wellbeing Conference.

Workforce Composition - The composition of staff at Hennessy is well balanced. It is a fortunate position to be in as a school in a regional community. There are 19 male teachers and 21 female teachers which provides an excellent balance in a co-educational school. The support staff consists of 3 male and 6 female staff.

Teachers on staff are a good mixture of experience and youth. There are 25% of staff who have taught for more than 30 years, 17.5% who have taught for more than 15 years, 32.5% who have taught more than 6 years and 25% who are Early Career Teachers or who have taught for less than 5 years.

There is a mix of young single staff and those with families. Staff come from Young and surrounding communities such as Boorowa and Harden. This is an advantage in meeting our students needs.

## Principal's Report

This year our community has continued to live out its mission to live spiritually, learn dynamically and act justly. It can be seen whenever anyone visits our community as we go about the daily tasks of learning and teaching.

Our identity as a Catholic school that is part of the local community was no more exemplified this year than by our coming together with St. Mary's Primary School and the local parish community with Archbishop Mark to celebrate together in a combined Mass. This occasion in the local parish Church was a reverent and uplifting community experience for us all.

Throughout the year the strength of our community links were seen in our students helping out in regional Catholic primary schools, through parish involvement, presence at community events such as ANZAC Day marches, community service initiatives and the developing of partnerships with local employers. Within the College it was seen in the increased student numbers taking part in carnival days and significant events such as Hennessy Day.

The dynamic nature of our learning has been seen in the new partnership between Hennessy and the Australian National University. Looking for increased opportunities for diversity in a regional setting has seen us provide a number of initiatives for our students with experiences in Astronomy, the ANU Engineering Challenge, the Da Vinci Decathlon, English enrichment and the opportunity to immerse some students in an overseas educational experience. Such activities were designed to compliment ongoing learning in the classroom.

Our key value of acting justly was seen in the way our community emphasised thinking not just about ourselves but about others. Community events where junior and senior students worked together were a key feature of the year. Amongst the variety of activities undertaken to help those in need, the extraordinary generosity displayed for the Victorian Bushfire Appeal was the highlight for this year.

Hennessy having such a highly committed staff has meant that our students being educated in a smaller rural community has been a wonderfully affirming, positive and successful experience.

## School Report

School Board – Mr Gary Harton

During 2009 the College was fortunate to obtain funding of \$200,000 under the Federal Government National Schools Pride Scheme. With this and assistance from the College Building Fund we were able to build much needed new student change rooms and totally refurbish the student amenities block.

The continued expansion of the College ICT Strategic Plan was further implemented with Federal Government NSSCF money. The College Board has ensured that the College remains in a sound financial position with fee collections meeting budget targets and overall College spending remaining within Budget and Strategic Planning guidelines.

The maintenance program is making good progress with the condition of the College buildings and classrooms improving. The Grounds maintenance by Mr Michael Shea has been excellent with the presentation of the College grounds being the source of much praise by all who visit Hennessy.

I take this opportunity to thank all staff for the educational and pastoral growth delivered to our children and thank all Board members for their ongoing support for Hennessy this year.

Parents & Friends - Mr Bernard Maloney

The Hennessy Parents and Friends Association has had another busy year given the small number of parents who volunteered their time. Starting with the very successful Debutante Ball in May, with thirty Debs and a crowd in excess of 700 people in attendance. This year's raffle was successful in raising over \$3000 for the College. Twenty parents did a marvellous job to run the canteen for the students during their Athletics carnival this year.

Key social events were the dinner held at the Commercial Hotel and the lawn bowls family night held with St. Mary's Primary with over 120 players. This year monies raised have gone to purchasing a coffee machine for completing Hospitality competencies and \$20,000 to IWB's and Data Projectors to be installed in classrooms next year.

## Student Achievement

The following tables show the school's results in the national testing of literacy and numeracy (NAPLAN) in 2009.

### School and National Mean Scale Scores

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	541	533	540	540	544
<b>School</b>	557	529	539	552	552

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	580	569	576	574	589
<b>School</b>	587	579	574	576	588

The above tables show that, in Year 7, the school's results for Reading, Grammar & Punctuation and Numeracy are above the national means. In Year 9, most results are around the national mean. These tables also indicate a need to continue to focus on, and develop effective programs for, Numeracy, Spelling, and Grammar & Punctuation.

### Proportion of students at or above the National Minimum Standard

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	94%	93%	93%	92%	95%
<b>School</b>	99%	96%	96%	99%	100%

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	92%	88%	90%	90%	95%
<b>School</b>	92%	89%	83%	86%	99%

The above tables show that a large proportion of our students are at or above the National Minimum Standard. In most cases we have a larger proportion of our students at or above the National Minimum Standard than the national average. The Year 9 results indicate that Spelling, and Grammar & Punctuation will continue to be a particular focus for our College.

## Proportion of students in each Achievement Band

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 9</b>	8%	2%	4%	17%	7%
<b>Band 8</b>	20%	19%	21%	10%	23%
<b>Band 7</b>	33%	29%	37%	30%	33%
<b>Band 6</b>	31%	37%	27%	30%	30%
<b>Band 5</b>	6%	10%	7%	13%	7%
<b>Band 4</b>	1%	4%	4%	1%	0%

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 10</b>	8%	7%	10%	11%	1%
<b>Band 9</b>	14%	13%	18%	8%	20%
<b>Band 8</b>	34%	35%	17%	26%	30%
<b>Band 7</b>	25%	21%	29%	26%	31%
<b>Band 6</b>	10%	14%	10%	14%	16%
<b>Band 5</b>	8%	11%	17%	14%	1%

The above tables show it was pleasing to see that in Year 7 the vast majority of students were in Bands 6, 7 and 8 for each of the areas of Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy, and that a majority of students also fell within the top Bands of 7, 8 and 9. It was particularly noteworthy that 17% of Year 7 students were in the top band, Band 9, for Grammar and Punctuation and that only a very small percentage of students fell in the lowest band, Band 4.

For our Year 9 cohort, a majority of our students fell within the top three bands in all areas, however, this proportion was not as high as comparable bands in the Year 7 results.

**NSW School Certificate -**

Hennessy Catholic College had a cohort of 76 students who received the award of the School Certificate in 2009. These results were among the best the College has produced and are outlined in the table below:

Subject	Bands	Hennessy %	State %
English	4 or higher	90.77	82.09
Mathematics	4 or higher	55.25	52.10
Science	4 or higher	86.83	70.35
Australian Geography	4 or higher	68.41	58.67
Australian History	4 or higher	67.09	58.44
Computing	Highly Competent	63.15	61.91

This group of students achieved 26 Band 6 results and 109 Band 5 results

The performances of these students across all areas were pleasing and these sound results further identified to the College the potential that exists within this cohort as they move into their senior years at the College. Science and English results were particularly strong in 2009.

**NSW Higher School Certificate Data -**

Hennessy Catholic College once again performed extremely well in the Higher School Certificate in 2009. The 55 students who sat Higher School Certificate Examinations achieved a number of excellent results. This cohort was also involved in School Based Traineeships/Apprenticeships, TVET courses and VET courses. Many students combined VET courses with their academic courses and achieved excellent ATAR results. The College continues to provide flexible academic packages which can cater to the needs of students in a regional context.

From our cohort of 55 students, eight students elected a programme of study that did not contribute toward an ATAR. Of the remaining 47 students, 37 students were offered places at universities throughout NSW and the ACT. Of those students, 25 elected to take part in a university early entry scheme and 23 were offered unconditional places.

The table below outlines some of our more pleasing results for the 2009 year:

Subject	Bands	Hennessy %	State %
Hospitality	6	100	4.2
Physics	5 or higher	87.5	42
Visual Arts	5 or higher	87.5	54
Studies of Religion 2	5 or higher	68.2	52.8
Ancient History	5 or higher	71.42	36.89
English Extension 2	E3 or higher	100	80
Drama	4 or higher	100	81
Chemistry	4 or higher	80	72
English Standard	4 or higher	47.05	36

Hennessy Catholic College is proud of our class of 2009. We were placed in the top 4 schools within our region based on the percentage of Band 6 results achieved by the year group. We had 4 students achieve an ATAR above 90 and this is most pleasing. Four of our students nominated for a place in the Australian Defence Forces GAP year and all were accepted. Six students have accepted work as apprentices and the remainder are working or are involved in Traineeships.

Success for our students in external examinations has been largely due to:

- quality teaching by experienced and committed teachers;
- the variety of curriculum based excursions continually being developed;
- involvement of the ANU Ambassadors in team teaching activities and study skill development;
- the involvement of staff in SC/HSC marking opportunities;
- continued evaluation and modification of assessment activities;
- use of Tuesday and Thursday afternoon study support;
- development of industry partnerships providing mentoring for students;
- attendance of students at university study days (e.g. CSU English);
- a program of curriculum review cycles that evaluate Key Learning Areas within the College; and
- expansion of ICT within the College.

The University breakdown for our class of 2009 includes:

University of Canberra	17 Students
Charles Sturt University	7 Students
Australian National University	6 Students
University of Wollongong	4 Students
Australian Catholic University	2 Students
University of NSW	1 Student.

## Student Wellbeing and Engagement

### Pastoral Care Program

Hennessy is a safe and welcoming environment. We have our difficulties as any school does, but we also have the solutions and the foresight to recognise, deal with and resolve these problems.

During this year we have continued to take affirmative action on the issue of bullying, our target program for 2009 was e-bullying through the inclusion of; year meetings, P&F information evenings, the use of community support program (police liaison officers) and surveying students and parents, with the main finding being when we are informed the resulting action taken removes the problem the children were facing.

We also consider resilience an important part of this process and we have a part time counsellor in the school that students and parents can access. The school also celebrates the importance of community by celebrating Hennessy day, Melbourne Cup and are involved in Anzac Day ceremonies.

### Overview of Student Management

We provide positive rewards through our merit system and opportunities to acknowledge student achievement academically, culturally and in sport through school assemblies and presentations.

By developing a strong rapport with effective and diverse teaching techniques the classroom teacher is able to develop positive relationships which enable the effective engagement of students.

Our aim is to assist students in the development of appropriate behaviours while providing a sense of justice for all involved while accounting for the individual and unique needs of the individual.

**Student Pathways and Post School Destinations -**  
From the Year 12 cohort of 55 students a total of 78% went on to university through either their ATAR result or the Principal's Recommendation Program. A full time TAFE course was the choice for 2%, 13% took up apprenticeships or traineeships, 5% went into the workforce and 2% are unknown

**Student Retention -** Data gathered for the student cohort of 2009 shows that 55 students completed Year 12 from a total number of 86 that completed Year 7 in 2004.

**VET Attainment/Participation -** All 55 students in this cohort were awarded a Higher School Certificate, a success rate of 100%.

From this cohort of 55 students a total of 28 students, or 51%, undertook a VET or TVET course as part of their program of study. The success rate was 100% in achieving a level of competency in the courses each student studied.

These courses of study included Construction, Metal and Engineering, Hospitality, Primary Industries, Automotive, Electotechnology and Information Technology

**Student Satisfaction -** An extensive online survey was completed by the majority of students at the end of 2009. The questions covering pastoral care and behaviour were overwhelmingly encouraging with positive responses ranging from 80% to 96% in all but one question. The issue of the fairness of discipline rated lower at 66%. In regard to students being supported in their studies and achieving their best, the positive responses all rated above 75%, with one exception. Only 44% of students agreed that there were enough interesting activities to engage them in their learning. Over 80% of students considered that Hennessy provided a diverse range of activities to be involved in outside of the classroom.

Based on the praise the College received through emails, phone calls, letters and awards throughout the year it was clear that students at Hennessy are positively engaged in their schooling. Their contributions whenever they volunteered their services were spoken of very highly in the local and wider community. In the local media they were regularly featured for their achievements and contributions as part of the local community.

## Student Wellbeing and Engagement

Student Attendance - The average attendance rate of students at Hennessy in 2009 across the school was 92.7%.

The figures for each year group were:

Year 7 =	94.5%	Year 10 =	91.5%
Year 8 =	94.0%	Year 11 =	93.8%
Year 9 =	89.3%	Year 12 =	90.3%

Those who were absent were primarily due to sickness and leave granted for family reasons.

### Overview of School Based Policies

**Management of Non-attendance** - Hennessy presently records absences manually using the state government roll books. Our Pastoral Care teachers inform Welfare Co-ordinators of continuous absence of three or more days and contact is made directly with a parent/guardian. Absences are required to be explained in writing and actions have been taken where students fail to explain their absences. Welfare Co-ordinators and the Assistant Principal Administration & Welfare also regularly check the roll books. The Principal is kept informed of concerns and issues. A formal review will take place in 2010 of our practices in handling issues of student non-attendance at school. This is to ensure that we comply with all our obligations under the new leaving age of 17 to be introduced into NSW from 2010.

**Enrolment** - Hennessy aims to provide Catholic schooling to all those seeking a Catholic education for their children. However this enrolment cannot be guaranteed. At initial enrolment all parents must give a firm undertaking that they will accept and support the nature and identity of Hennessy as a Catholic school, including the appropriate participation of their children in the religious education programs. Students with disabilities are welcomed, and the Principal follows specific enrolment procedures to fulfil this request.

In enrolling students at Hennessy Catholic College we follow the Archdiocesan Enrolment Policy which can be found on the Catholic Education Office's website at <http://www.ceocg.catholic.edu.au/policies/enrolment.htm>

Enrolment Profile: Total number of students: 459

Female: 230 Male: 229

Distribution by Gender in 2009:

Yr 7	Female	44.6%	Male	55.4%
Yr 8	Female	50.0%	Male	50.0%
Yr 9	Female	49.3%	Male	50.7%
Yr 10	Female	46.7%	Male	53.3%
Yr 11	Female	50.8%	Male	49.2%
Yr 12	Female	63.6%	Male	36.4%

**Multicultural Aspect** - We have a small percentage of our students within the College who come from a more multi-cultural background. They encompass students from Colombia, the Philippines, New Zealand and within our own indigenous population.

### Socioeconomic Aspect -

Students come from a broad range of socioeconomic situations including sibling guardians, single parent families, nuclear families, unemployed and employed in industry, farming and business. Many families in this rural environment are struggling due to the current financial crisis and the ongoing impact of drought conditions in the region.

**Behaviour** - Hennessy has developed procedures to recognise positive behaviour through the merit system, phone calls/letters to parents, as well as the negative behaviours that student's exhibit. There are various levels of response to negative behaviours and each one is dependent on the issue concerned. Our aim is to assist students in the transition from negative to positive behaviours through counselling, development of appropriate skills and parental involvement.

Our Pastoral Care and Discipline Policies for dealing with matters concerning student behaviour are available on request from our College office.

**Complaints and Grievances** - Complaints and grievances are unavoidable in any work place, but can be effectively managed while protecting the rights of all parties involved and seeking a solution to the difficulty in the best interests of all affected.

In dealing with any complaints or grievances we follow the Archdiocesan Complaints Policy which can be found at <http://www.ceocg.catholic.edu.au/policies/complaints.htm>.

## Priorities and Targets

Improving the environment of the College is one of our key priorities to build upon the gains made when the old presbytery site became part of the College precinct last year. This area has become a focal point from which ongoing development will occur. This year the completion of fencing along Dundas Street has provided a safer environment for our students and enhanced the appearance of the College within the local community. Planting more trees and improving the gardens has improved the environment for students.

Taking advantage of money available through the National Schools Pride program meant that we were able to achieve our long standing need to completely re-furbish student amenities. The student toilets were completely gutted and re-furbished, incorporating disabled facilities. Two new purpose built change rooms were also constructed to meet PDHPE and sporting needs. These have been a long term need since first becoming a senior College in 2000.

On the same theme was making tangible improvements to the learning environment for our students. With all learning areas now incorporating reverse cycle air-conditioning learning has been maximised in summer and winter with optimal conditions. An ICT Strategic Plan to introduce access to technology across the school for all students and staff gathered pace. A trial was done on IWB and data projector use in seven learning areas. This easier access to technology has been greeted favourably by both students and staff. As a result a further 12 data projectors and three IWB's have been purchased, with installation to take place in the 2009 Christmas holidays. Optic fibre access has taken place and should be fully operational by the end of the year, greatly improving access and speed to the internet.

Increased computer access within the library this year, two newly re-furbished computer rooms and two classrooms with computers installed have been widely used. Rollout of further fixed computers, mobile computer labs, increased library computer access during and after school hours, a proposed laptop borrowing trial and school wide wireless access have been held up because release of Federal government funds is several months behind schedule. This expansion will now probably not take place until the end of Term 1 next year.

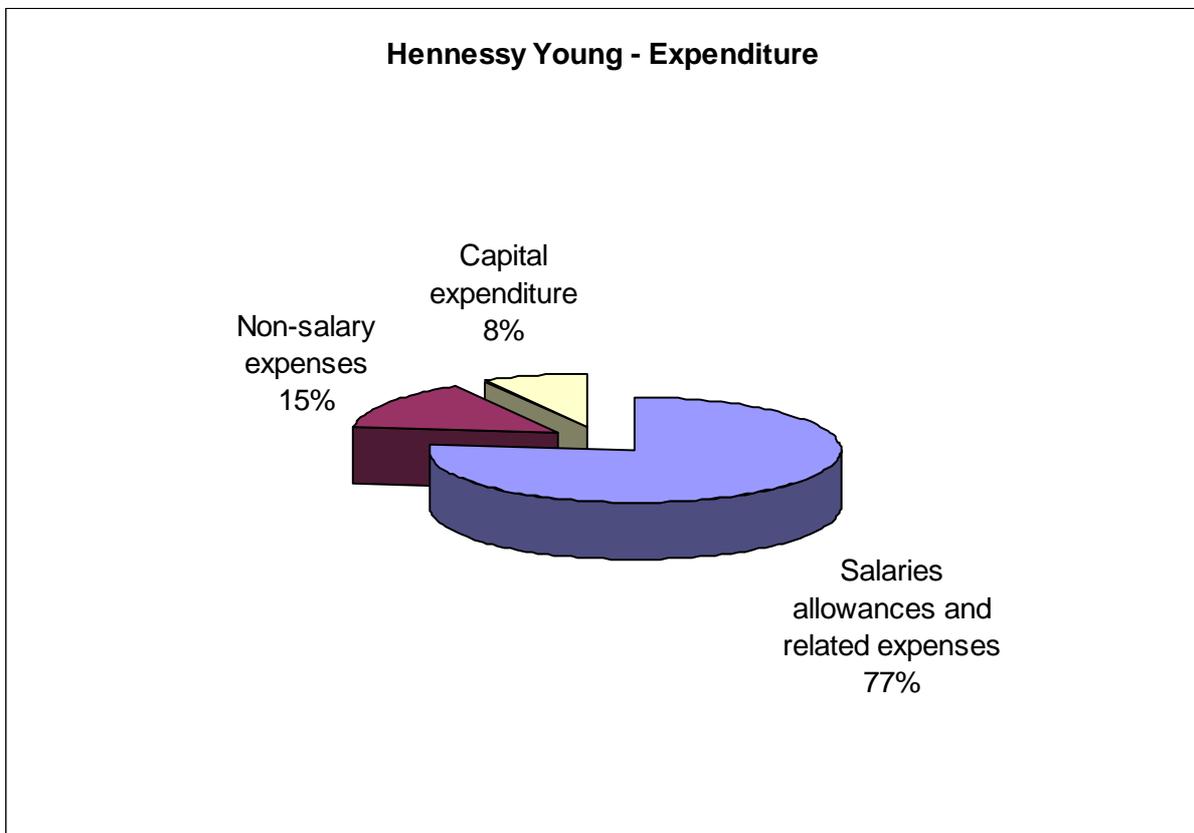
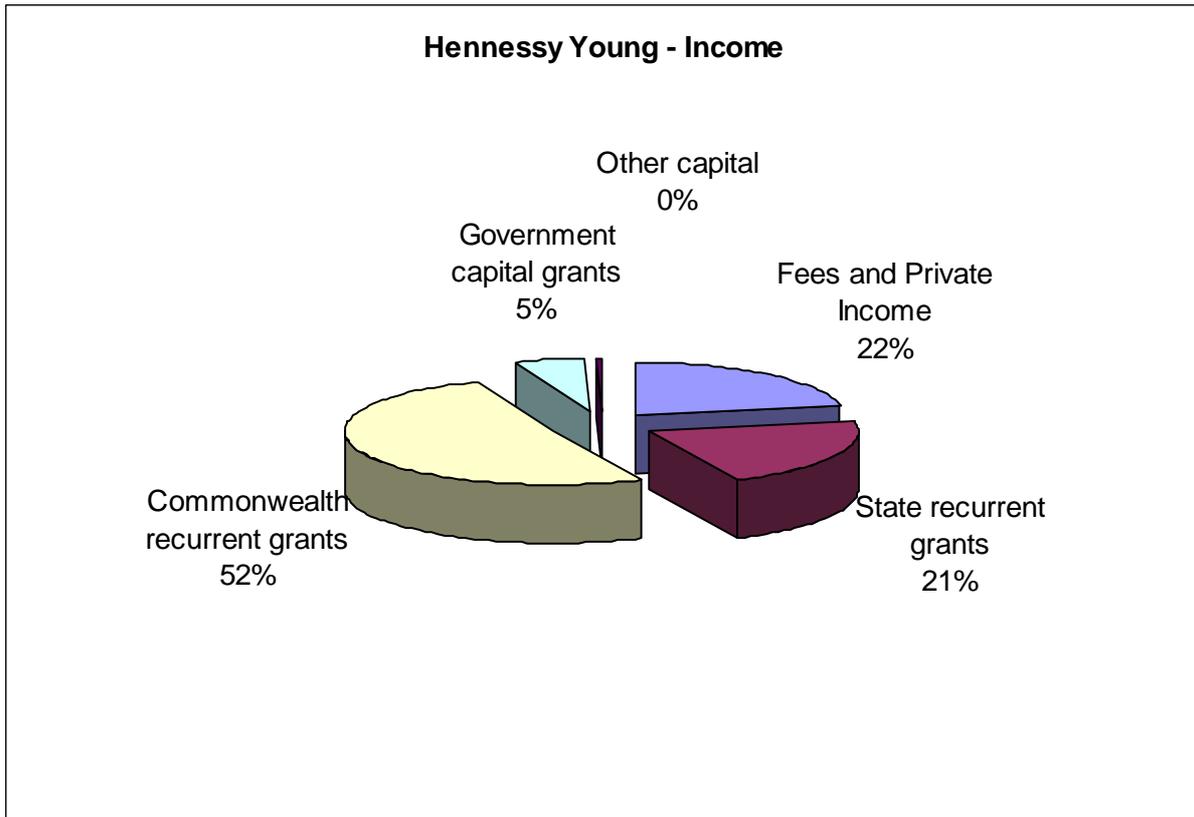
Major priorities for 2010 are the implementation of a new reporting system to parents, introducing technology solutions to target specific literacy and numeracy needs in students, a targeted whole school spelling program, school wide inservicing in differentiated learning strategies for the classroom, further ICT expansion across the College precinct, celebrating ten years as a Year 12 school, consolidating community service activities, re-development of the College website, review of department programs and promoting our Catholic identity.

## Literacy and Numeracy

Our Literacy and Numeracy Plan for 2010 includes an emphasis on:

- Whole school professional development to develop staff confidence and competence in improving spelling for all students,
- Initiation of an ICT based program for literacy and numeracy (SuccessMaker) for all Year 7 and 8 students and a smaller group of Year 9 and 10 students to meet the needs of each student individually and to more accurately diagnose their strengths and weaknesses,
- Further enhancement of writing skills in a variety of text types by the availability of a desktop delivered 'Text Types' support program for all students for use at school and at home,
- Continued focus on literacy and numeracy in all subject areas via explicit assessment tasks, and
- The inclusion of NAPLAN teaching strategies for our areas for development in literacy and numeracy in relevant teaching programs.

## Financial Information



## School Contact Information

Address:	Ripon Street YOUNG NSW 2594
Principal:	Br. Christopher Peel cfc
Parish Priest / School Chaplain:	Fr. Richard Thompson
School Board / Council Chair:	Mr. Gary Harton
Telephone:	(02) 6382-1486
Fax:	(02) 6382-4585
Email:	info@hccy.nsw.edu.au
Web site:	<a href="http://www.hccy.nsw.edu.au/">http://www.hccy.nsw.edu.au/</a>

This report was prepared by:

Br. Christopher Peel cfc  
PRINCIPAL