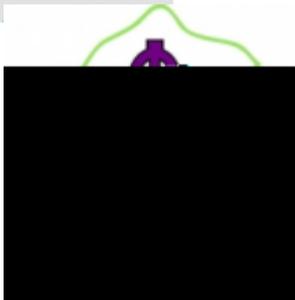




2022

ANNUAL SCHOOL REPORT

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Holy Cross Catholic Primary School

37 Kincumber Street, KINCUMBER 2251

Principal: Mrs Jeanette Fowles

Web: www.hckdbb.catholic.edu.au

About this report

Holy Cross Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Holy Cross Catholic Primary is a welcoming community where our values of Respect, Cooperation, Learning and Discipleship, are lived out.

A chYfig'day and : U\Yfig'day celebrations. The team of parents worked tirelessly to ensure a thriving school community after COVID 19 fYgfVcbg"

In addition, Dionne Soares commenced in 2022 as the School Parish facilitator whereby parents and parish work collaboratively to build faith filled relationships between school and parish.

There were many positives, including the friendships cemented amongst our community as we strived to support each other and the new and innovative ways we found to support the school by engaging and remaining in touch with our children's education. We remain incredibly thankful to the teachers and staff who supported our children in their learning. The PEG looks forward to continuing to support the school and the community in the coming.

Social Emotional Learning (SEL) is viewed with importance and is nurtured through classroom teaching, the Oasis and our Pastoral Care Guidelines, as well as other wellbeing initiatives. The Mini-Vinnies team, which engages in social outreach to support both local and global initiatives, was very active once U[U]b"

Student voice has been gathered through survey instruments, Year 6 Leadership Groups and conversations with the Student Representative Council (SRC). Students organise initiatives on issues that they value, such as the composting, lunch time clubs and social justice activities. 'DUfYbh participation is encouraged in a variety of capacities such as assisting in classrooms and on excursions and the Parent Representative Group. Contact with the parent body is via face-to-face meetings, zoom meetings, the Compass App, fortnightly Newsletter, Facebook and the School Website.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
124	160	3	284

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities.

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- ; provides a caring environment which fosters a sense of wellbeing and belonging in students
- ; maintains accurate records of student attendance
- ; implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- ; communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- ; recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	32
Number of full time teaching staff	13
Number of part time teaching staff	13

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welcomed Dionne Soares as our School Parish Facilitator. Her energy and love of the Catholic faith supports the continued development of parish school connections.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health

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Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the school's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	40%	52%	24%	12%
	Reading	38%	54%	22%	11%
	Writing	31%	50%	14%	7%
	Spelling	32%	48%	30%	15%
	Numeracy	29%	34%	17%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	11%	31%	18%	14%
	Reading	25%	39%	9%	11%
	Writing	16%	25%	24%	18%
	Spelling	22%	37%	16%	14%
	Numeracy	13%	25%	24%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

Respect and responsibility are built

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School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2022 Holy Cross Catholic School implemented the following school]a dfcj Ya Ybhg:

- ; Professional learning for staff in the areas of assessment, writing and social emotional learning
- ; NESA Teaching Standards used to review programming requirements
- ; 9b[U[YX'ghUZZ]b h\Y]a d'Ya YbHU]cb 'cZH\Y 'fYbYk 'F Y`][]ci g'9Xi WU]cb'
- ; DUfYbh9b[U[Ya Ybh; fci d'
- ; Participated in the Towards 2025 learning
- ; Restructure of Learning Support to ensure student needs are being supported. The learning support team worked collaboratively with teachers to ensure that the high quality and comprehensive adjustments necessary to support students were in place throughout the school. Structures and processes were evaluated to ensure standards are consistently implemented to ensure student needs are being met.
- ; The school continued the development of the 'Positive Behaviours for Learning' ZUa Yk cf_ 'UbX'Wtbb]bi YX'k]h 'gh XYbhYXi WU]cb' Ufci bX'h\Y 'NcbYg'cZF Y[i 'UH]cbi''H\Y' Zones of Regulation have continued to be an integral part of school life, promoting self-regulation and emotional control. Students are taught to recognise the changes in their bodies and that they are beginning to feel overwhelmed in each situation. Strategies are taught which help to de-escalate and move on.
- ; Year House Playgroup was implemented consistently to build connection and early learning opportunities.

Priority Key Improvements for Next Year

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i Continued development in the implementation of the K-2 syllabus documentation. In
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Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

In 2022, the Holy Cross community continued to grow and we were able to reconnect with our family community after all the restrictions that had taken place over the past 2 years.

We started the year with a special Mass celebrated by Fr Bogdan, our Parish Priest. New staff and student leaders were blessed and commissioned into their new roles at Holy Cross. The new Kindergarten students were officially welcomed into the Holy Cross family during the August term.

Learning and wellbeing is well and truly at the forefront at Holy Cross. Specialist teachers in English, Sport, Music and Japanese, provide the students with opportunities to explore a range of subject areas and develop their gifts and talents. Classroom teachers provide rigorous learning tasks for students and use engaging strategies to motivate the students to grow in their understanding of concepts. Weekly sport lessons and annual carnivals are wonderful ways for the students to develop their gross motor skills and develop teamwork and communication skills. Information and Communication Technology provided by the school allow our children to become more skilled users of technology.

We celebrated Mother's Day, Father's Day and Grandparent's Day with the school community which was wonderful. Not only were we provided with delicious food but we also had the opportunity to visit our children's classes and witness the great things that are happening.

Yera Playgroup was an important community initiative that promotes a positive start to school and education at Holy Cross.

To stay connected with the community and acknowledge student wellbeing, School Assemblies were held. The students enjoyed this opportunity to connect as a whole school.

Student satisfaction

We have been part of this beautiful school for seven years and we have thoroughly enjoyed it. Our teachers deeply care and we feel we belong at Holy Cross. We have been involved in many extra curricular activities and excursions that help us learn. During our time at HCK we have learnt about our faith and what it means to be active disciples; this is done through the our mission activities, Kindness Ambassadors and School Representative Council.

Continuing with our new leadership model helps all students have a go of leadership and promotes the skills of resilience, negotiating and decision-making. This is comforting with the support of the DfWU.

Our school has a lot of wellbeing activities that supports everyone feeling safe and happy. Although we are excited about going to high school, we know we will miss Holy Cross.

Teacher satisfaction

Throughout 2022 teachers and support staff had multiple opportunities to provide feedback on the strategic direction of our school, on policies and procedures and on teaching strategies used in the classroom.

Opportunities were given through regular staff meetings, collaborative coaching meetings and through the completion of Tell Them from Me gi fj Yrŷ.

The survey results indicated high satisfaction from staff in the following areas:

- ; Data informed practices to inform learning and teaching
- ; Teaching strategies to support differentiation within the classroom
- ; Learning culture, a positive learning culture within the school
- ; Inclusive school environments for staff, parents, community and students.

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Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,068,523
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$816,631
Fees and Private Income ⁴	\$766,210
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,225
Total Income	\$4,652,590

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$42,333
Salaries and Related Expenses ⁷	\$3,330,706
Non-Salary Expenses ⁸	\$1,119,974
Total Expenditure	\$4,450,680

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

