

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### **Holy Cross Primary School**

326 Lake Road, GLENDALE 2285

Principal: Debra Hawthorne

Web: <http://www.glendale.catholic.edu.au>

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## About this report

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Holy Cross Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which 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.

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## Message from key groups in our community

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### Principal's Message

Holy Cross forms part of an authentic, faith-filled Catholic community, where high standards of education ensure that student growth, across learning, social and spiritual endeavours, are paramount. Holy Cross follows the Making Jesus Real framework, based on the belief that we are the image of Jesus to everyone. Gospel values embedded through the program, invite and encourage all members of our community to do their best to treat others fairly, to be responsible for their actions and to follow moral and ethical conduct embracing equity and justice. Our Mission Statement dares us to walk with Jesus as a people of action, in a place of peace for a future filled with inspired learners. Holy Cross is a great school moving forward.

With a wonderfully supportive school community of families and staff, the school continues to grow and expand. We are proud of our indigenous heritage and the many facets of multiculturalism experienced across the school. Again, an extended COVID lockdown period brought about a successful period of home learning, with a return to school emphasising well-being and re-connection.

The continued focus on the 'image of the child' as an early learning development focus saw the daily use of the extensive outdoor learning space utilising the philosophy of a play-based pedagogy. Forming part of the 2021 cohort for the Successful Foundations initiative, ensured evidence-based and highly effective transition processes were afforded the children as they began their 'big school' experience.

### Parent Body Message

The 2021 Holy Cross School year started off with a bang, as families returned back to school following the first COVID-19 lock down in 2020 and we were hopeful that our school community was going to be able to start to rebuild again and start to get back to what 'normal life' once looked like. Term 3 saw COVID numbers increase and lockdown began- meaning home schooling for a second time.

The Holy Cross P & F managed to squeeze in a number of meetings over the course of the beginning of the year and our meetings took a creative turn, as we began utilising ZOOM and conducted our meetings off site.

The P&F were limited in terms of fundraising options, however we managed to hold our traditional Easter Egg Raffle, Mother's Day Stall, which was set up and run by our Year 6 Leaders in the school.

Additional Fundraisers that we were unable to complete were the

- Father's Day breakfast/ Coffee Cart/ Father's Day Stall
- BUNNINGS BBQ- booked for September 2021.

In 2021 the P& F funded:

- Reading books for primary children
- A new Basketball hoop
- Additional sporting Equipment
- Laptop trolley
- Intercom system

2021 was a difficult and disruptive year of learning and teaching for all children and Teachers combined. I think 2021 was a reflective year for a lot of families who were grateful for their health, support of the school community and sad about the many opportunities and events sadly missed by Students in particular Kindergarten and Year 6. Despite the challenges faced over both 2020 and 2021 in the face of COVID, the P&F were proud of the support given by families, students and teachers in continuing to value the development of Holy Cross.

Holy Cross P & F President

### Student Body Message

Year 6 students were asked to reflect on their year and they highlighted a number of areas of school life.

In 2021, the impacts of COVID shutdowns on their memories was fresh. They reported that learning from home was fun, despite its challenges. The hardest aspect was social, with missing teachers and friends felt widely across the student body. The students were also disappointed that events such as their school camp and ASPIRE were postponed or cancelled.

The students appreciated the new model that was being developed which included a greater opportunity for student voice and responsibility across the school.

The students highlighted the buddy system, where senior students mentor a kindergarten student, as a wonderful program. They felt pride in being able to assist the younger students, especially if hurt. They enjoyed watching Kindergarten grow, make friends and work together. Seeing the smiles on the faces of their kindergarten buddies was the greatest reward of all.

When asked about the best thing about being at Holy Cross, the student reported that their teachers make it easy to learn in enjoyable ways and help them establish productive and supportive friendships.



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## School Features

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Holy Cross forms part of an authentic, faith-filled Catholic community, where high standards of education ensure that improving the educational outcomes for every student is paramount.

Holy Cross follows the Making Jesus Real framework, based on the belief that we are the image of Jesus to everyone. Gospel values embedded through the program, invite and encourage all members of our community to do their best to treat others fairly, to be responsible for their actions and to follow moral and ethical conduct embracing equity and justice.

Our Mission Statement dares us to walk with Jesus as a people of action, in a place of peace for a future filled with inspired learners. At Holy Cross Primary School, Glendale, we pride ourselves on offering children the highest quality education within the context of a caring Catholic community. Operating as a professional learning community, Holy Cross focuses on developing a love of learning in every child through collaboration and maintaining best practice in teaching and learning.

Our school's Mission Statement focuses on challenging students to strive for success in all areas of school life, to become lifelong learners and achieve their personal best. To maintain high standards in literacy and numeracy, class timetables are aligned across the school, emphasising the integral role of English and Mathematics. These key learning areas are uniquely timetabled to maintain the best possible use of human resources to support best practice.

Additional teaching staff include a Learning Support teacher who provides expertise in additional needs, including extending student academia and gifted education. A Literacy and Numeracy Specialist teacher is also available for infant years, as well as eight Learning Support assistants who provide in-class support for teachers, enabling greater access to differentiated learning.

A Gifted Education Mentor (GEM) provides professional and learning support to gifted learners and their teachers, across the school.

An Aboriginal Education Teacher and an English as an Additional Language or Dialect teacher, raises awareness and supports the school community in celebrating our indigenous and multicultural heritage whilst assisting the academic growth and cultural development of our indigenous students. Holy Cross believes in developing the 'image of the child' and focuses on the importance of learning through play. This is encapsulated through opportunities provided by the newly developed outdoor play space, where children are encouraged to investigate, explore, create and imagine.

An oversized sandpit, alongside dry creek beds, blackboards, mud kitchen and stage amidst natural timber play spaces support well-researched transition processes for children up to the age of 8.

Holy Cross is a well-designed school featuring state of-the-art facilities and modern technology. The school features a practical, contemporary learning setting with a combination of formal and soft furnishings. The library is a beautiful learning space and well stocked with popular, rich texts. Laptops and additional IT including video conferencing provide access to technology via wireless networking. Specialist learning spaces are provided for children who need additional support or extended learning. The school is fortunate to have a large Visual Arts Centre which provides a unique working space for students to design and create artworks of various mediums.

An expansive grassed area for play, sport and environmental awareness makes an appealing setting for lessons and recreation.

The unique design of the school also allows children to be visible on the playground from all vantage points, offering a safe and secure school community.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
68	67	33	135

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2021 was 93.16%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.08	93.19	94.50	93.36	92.57	93.17	91.26



## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	23
Number of full time teaching staff	9
Number of part time teaching staff	6
Number of non-teaching staff	8

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

Staff development days were limited due to the COVID lockdown period. However, the commencement of the school year saw the teaching staff fully engaged, across two days, in a deep and meaningful analysis of student academic data. This analysis supported the Strategic Improvement Plan (SIP) in that it provided evidence of strength and areas for development across the Key Learning Areas of Mathematics and English. Once the SIP was finalised, the teaching staff collaboratively developed a professional learning plan to implement change and to meet learning targets and growth for each child.

Additional learning across the Diocesan Leading Learning Collaborative ensured that the teachers kept up to date with the work of Lynn Sharratt in developing and sustaining the *14 Parameters for Successful School Improvement*. The level to which teachers embedded learning goals and success criteria, alongside the presentation and sustenance of third teacher walls, created ongoing opportunities for staff professional discussion and pedagogical growth.

Alongside the work of Sharratt's Leading Learning Collaborative, a focus on high impact teaching strategies was also a strong feature of professional learning. The opportunity to use 'walk and talks' alongside peer observations of teaching practice, enabled ongoing rich discussions focusing on improved teaching and learning.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Our Mission Statement dares us to walk with Jesus as a people of action, in a place of peace for a future filled with inspired learners.

Holy Cross forms part of an authentic, faith-filled Catholic community, where high standards of education ensure that improving the educational outcomes for every student is paramount. Holy Cross follow the Making Jesus Real framework, based on the belief that we are the image of Jesus to everyone. Gospel values embedded through the program, invite and encourage all members of our community to do their best to treat others fairly, to be responsible for their actions and to follow moral and ethical conduct embracing equity and justice.

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## Curriculum, Learning and Teaching

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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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

The teachers at Holy Cross provide a rich and purposeful curriculum fulfilling NESA requirements. Not only is the teaching across key learning areas of a high standard, the school also offers expertise from external providers. Each class is provided with dance and gymnastics lessons across two school terms. Additional opportunities were also provided for students through private music and drama tuition.

Holy Cross also forms part of the Diocesan gifted education initiative through the employment and support of a gifted education mentor. This has enhanced learning opportunities for gifted students through involvement in the Diocesan virtual academy for gifted students.

The onset of COVID 19 also impacted but also enhanced aspects of teaching and learning and students accessed technology in a more meaningful way through home/online learning.

The opportunities for increased IT skill development cannot be over-emphasised.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	76%	54%	6%	11%
	Reading	71%	55%	0%	10%
	Writing	71%	53%	0%	7%
	Spelling	53%	50%	18%	13%
	Numeracy	35%	37%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	32%	35%	14%	14%
	Reading	36%	41%	5%	11%
	Writing	22%	20%	9%	18%
	Spelling	50%	38%	9%	14%
	Numeracy	17%	29%	13%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2021.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. 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. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

## Initiatives promoting respect and responsibility

Holy Cross implemented a new pastoral care and well being initiative in 2020 which was further developed throughout 2021. The initiative aligns the values/attitudes and spirituality the Making Jesus Real philosophy with the social and emotional wellbeing strategies of Highway Heroes. The Gospel value/attitude is the core understanding we aim for students to achieve and recognise in themselves and others. The Highway Heroes strategies can be thought of as part of the explicit teaching and criteria for students to be able to demonstrate and recognise that value. We have connected student behavior and attitude to Catholic Social Teaching and importantly, that we are all made in the image and likeness of God. Every person (self and others) has the right to be respected and to be happy. Two pastoral care workers were employed to support these initiatives and provided a means to provide ongoing care, support and check-ins throughout the COVID lockdown period and once students had returned to school.



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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

The Leading Learning Collaborative has created the impetus for ongoing improvement in academia across the school. The visible use of Third Teacher Displays inclusive of 'bump it up walls', and co-constructed learning goals and success criteria has brought about increased levels of student engagement and inclusivity. So too, the depth of data analysis has created a learning culture of continuous improvement as teachers, support staff, children and their families maintain a focus on personalised growth for every student.

Involvement in the Successful Foundations initiative has ensured a deeper understanding, across all members of the staff, about appropriate and meaningful transition processes. Kindergarten children commenced school in a settled manner, whilst the classroom teacher and additional staff were able to make significant observations and reflections about how to best meet the needs of students.

### Priority Key Improvements for Next Year

The focus for continued improvement based on Sharratt's 14 Parameters for school improvement will include the use of ongoing and effective feedback and the appropriate use of the assessment waterfall to further understand and implement key parts of the waterfall, inclusive of learning intentions and success criteria. Further, the use of the 'third teacher' as the class environment will be explored.

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## Community Satisfaction

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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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The *Tell Them From Me* (TTFM) survey data provided a glimpse of parent satisfaction throughout the 2021 school year. In spite of COVID lockdowns and interruptions, parents felt welcomed to the school, as much as possible. The data indicates that parents believe that the school is welcoming, inclusive and student needs are met, socially, physically and emotionally.

### Student satisfaction

Students at Holy Cross have indicated that they feel a very positive sense of belonging and maintain a healthy attitude to school life. Most children felt challenged in classrooms and agreed that there were numerous opportunities to create and build friendships and positive relationships. The TTFM survey results indicated that students believed they exhibited appropriate behaviours at school with 92% of children stating that they did not get in trouble at school for inappropriate or disruptive behaviours. Whilst student effort scored above the norm, an area of focus for consideration may be student motivation.

### Teacher satisfaction

Teachers indicate that the areas of strength across the school are in the areas of strong learning culture with a clear focus on collaboration and inclusivity. Teachers believe they are provided with access to professional learning which has provided them with opportunities to build and develop sound teaching strategies to support students with varying social, emotional and physical needs. An area that teachers would like to see further development is through authentic feedback processes which support further student growth and improvement.

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,929,756
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$548,738
Fees and Private Income <sup>4</sup>	\$233,874
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$103,605
<b>Total Income</b>	<b>\$2,815,973</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$990
Salaries and Related Expenses <sup>7</sup>	\$2,110,512
Non-Salary Expenses <sup>8</sup>	\$465,852
<b>Total Expenditure</b>	<b>\$2,577,354</b>

### 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.

END OF 2021 REPORT