

# 2022

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



### Holy Cross Primary School

326 Lake Road, GLENDALE 2285

Principal: Ashley Borg

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 Strategic 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. It was fantastic to promote our school community as a place of action, welcome and belonging after the dreaded COVID years.

Holy Cross made a real focus on the school community and re-building connection after COVID. Academically, students continued to engage with Lyn Sharratt's Clarity focus on Learning Intentions and Success Criteria. Staff at the school continued to work diligently on explicit teaching of all concepts.

### Parent Body Message

The 2022 Holy Cross School year started off with a bang, as families returned back to school following COVID restrictions. It was a revitalisation of a year, where our community was welcomed, and cherished.

The Holy Cross P & F meetings came back to the school and with the Principal's support, maintained a Teams meeting for those who could not physically attend.

The P&F held multiple events and fundraisers, including but not limited to:

- Father's Day breakfast/ Coffee Cart/ Father's Day Stall
- Mother's Day Stall and Liturgy
- Athletics Carnival
- Cross Country BBQ
- Grandparent's Day

- Christmas Concert

- Bunnings BBQ

In 2022, the P and F funded,

- reading books for children

- sports equipment

- chicken coop with water and feeding tanks

The P&F were proud of the support given by families, students and teachers in continuing to value the development of Holy Cross. We look forward to an ever developing partnership with our Principal and school community.

Holy Cross P & F President

### **Student Body Message**

As school leaders, we felt valued, listened to and nurtured. Although we did not undertake the original plans for our leadership, we were given multiple opportunities to serve the school and help our student body.

One project we really enjoyed was the purchasing of new sports equipment, which used our voice and the voices of the students in other grades.

We thoroughly enjoyed all of the chances we have had to learn and grow at Holy Cross and will miss the school greatly.

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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 Pedagogical Mentor, who works alongside teachers to give them the best possible support and to build capacity, 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.

The major improvement made in 2022 was to install an interactive television in each classroom. This was to actively support the reestablishment of the BYOD Project, set down for 2023/2024.

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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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
71	64	30	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 [Enrolment 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 2022 was 87.41%. 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
87.51	90.44	87.74	88.05	87.19	83.84	87.13

## 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 2022:

Total number of staff	27
Number of full time teaching staff	7
Number of part time teaching staff	10
Number of non-teaching staff	10

### 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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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

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.

Data Walls and Case Management meetings were also a professional highlight.

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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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

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 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.

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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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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.

## 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	41%	52%	18%	12%
	Reading	47%	54%	24%	11%
	Writing	65%	50%	0%	7%
	Spelling	47%	48%	18%	15%
	Numeracy	29%	34%	0%	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	36%	31%	18%	14%
	Reading	27%	39%	27%	11%
	Writing	18%	25%	18%	18%
	Spelling	27%	37%	36%	14%
	Numeracy	27%	25%	27%	16%

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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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

There were changes to the policy in 2022.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

## 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.

## Initiatives promoting respect and responsibility

Holy Cross implemented a new behavioural policy in 2022 which was in response to parent and teacher feedback.

The initiative aligns the values/attitudes and spirituality of the Making Jesus Real philosophy with the disciplinary and behavioural standards utilised in Positive Behaviours for Learning (PB4L).

The five core values at Holy Cross, as a result of deep analysis of behaviors and skills are:

- Respect others
- Allow teachers to teach and students to learn
- Take responsibility for my choices
- Safe Hands, Safe Feet
- Kind Words, Kind Deeds

Every person (self and others) has the right to be respected and to be happy.

One pastoral care worker was employed to support these initiatives and provided a means to ongoing care, support and check-ins to students and families who required it.

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## School Improvement

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The School implements the system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic 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.

Behavioural data shows a significant decrease in incidents in the playground, compared to 2021. There has been a 35% decrease since the new behaviour matrix was initiated.

Holy Cross was highly successful in re-establishing a community which had severely suffered due to COVID-19 decisions.

### Priority Key Improvements for Next Year

Priority Key improvements in 2023 include:

- Continuation of improvement in overall writing and numeracy
- Establishing a more fluent writer and "mathematician", through the use of teacher training, activities and professional learning.

- A closer knit, collaborative staff, who continue to see the benefits of having time to dig deeper into data, in order to enhance teaching and learning outcomes
- Reestablishment of parish / school masses to enhance the relationship between the school and parish.

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## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Parents reported more positive opinions of the school than in 2021.

According to Tell Them From Me Data:

- 88% of parents feel like they belonged to the school and welcomed.
- Holy Cross had a higher average of parents who felt that the "school supports positive behaviour"
- Holy Cross had a significantly higher average of parents who stated they "felt their child was safe at school" (8.2/10 compared to 7.2 - Mean)

### Student satisfaction

Students reported a greater sense of belonging and wellbeing in 2022 across the school.

According to the Tell Them From Me data:

- Students at Holy Cross felt "less likely to be bullied or picked on" than the TTFM Mean (15% as opposed to 30%), meaning our school is one where students feel safe and supported.
- 100% of the student population "felt like they belonged" at Holy Cross.
- 95% of the students had a "better understanding" of the school rules.
- 88% of students stated they "felt supported" by staff at the school.

### Teacher satisfaction

Staff report a more inclusive school than 2021 data suggested.

- 86% of staff report there is "effective leadership" in the school.
- 80% of staff reported a "clearer process for behaviour management" since the introduction of the behaviour matrix.
- All staff agreed that our school is a more inclusive community.



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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 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,934,623
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$529,037
Fees and Private Income <sup>4</sup>	\$264,094
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$119,538
<b>Total Income</b>	<b>\$2,847,292</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$476,140
Salaries and Related Expenses <sup>7</sup>	\$2,136,592
Non-Salary Expenses <sup>8</sup>	\$579,481
<b>Total Expenditure</b>	<b>\$3,192,213</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 2022 REPORT