Holy Cross Catholic Primary School
Kincumber

2013 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

On behalf of the community of Holy Cross Catholic Primary School Kincumber we welcome your interest in our school and hope you find the following Annual Report meaningful.

At Holy Cross we look to provide our students with a peaceful and consistent learning community that develops the students as disciples of Jesus in the context of the local Catholic community.

Please visit our new school website at [www.hckdbb.catholic.edu.au](http://www.hckdbb.catholic.edu.au) for more information on our great school.

1.2 **Message from the Parent Body**

Again we have had another great year at Holy Cross. I would like to thank all the teachers for their tireless efforts and class parents for their support to make each of our activities a great success.

The work of the Parents and Friends (P&F) is vital for our school in many diverse ways. Through my work with the School Board I see that at Holy Cross the parent and teaching bodies have the same goal in mind, to provide the best for our children. The sense of community is very evident in the parent community but is also strongly supported by our Parish Priest. I see that with these three components, teachers, parents and Parish working together, Holy Cross will only go from strength to strength over the next 12 months.

1.3 **Message from the Student Body**

We learnt many things during our years at Holy Cross, not only in the classroom, but on the playground and everywhere we go. We have been inspired by all the passionate teachers to value learning and always strive to achieve our personal best in everything we do.

We have also been inspired by Jesus to value every individual and to be the very best person that we can be. Holy Cross has taught us that we are never alone and that with Jesus by our side we are capable of great things.

Our time at Holy Cross has taught us so much and has developed us into 'mature' young adults, now it’s up to us to keep following on the path on which all our dedicated teachers have set us.

We have been so privileged to be able to go to a school as great as ours and I know that every one of us has met some lifelong friends and learnt some lifelong lessons. We will remember and be grateful for our early educational years at Holy Cross Catholic Primary School.
2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>197</td>
<td>171</td>
<td>14</td>
<td>17</td>
<td>368</td>
</tr>
</tbody>
</table>

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csodbb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
   - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
   - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>0</td>
<td>2</td>
<td>23</td>
</tr>
</tbody>
</table>

Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 96%.

2.5 Teacher Satisfaction

Holy Cross is committed to listening to the views and expectations from key stakeholders. The Catholic Schools Office (CSO), through the Macquarie Marketing Group (MMG) commissioned independent Parent, Staff and Student surveys to provide performance feedback on a wide range of related education topics.
The feedback from these surveys greatly assists the school with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

A selection of the 2013 Staff top level findings are detailed below:

- 100% of staff expectations were met or exceeded in relation to the good education at a reasonable expense;
- 96% of staff expectations were met or exceeded with the quality of teaching;
- 92% of staff expectations were met or exceeded in relation to the School’s values; and
- 92% of staff expectations were met or exceeded in relation to a balanced education.

### 2.6 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Average student attendance rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93</td>
</tr>
<tr>
<td>1</td>
<td>94</td>
</tr>
<tr>
<td>2</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
</tr>
<tr>
<td>6</td>
<td>95</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2013 was 93%.

**Management of 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 Education Act 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 in students, a sense of wellbeing and belonging;
- 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; and
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the
Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student’s continuum of learning where possible.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

In 2013, 104 Years 5 and 6 students (90%) participated in the MMG surveys and provided views on how they perceive their school. The following is an indicative comment our students made in this survey:

“That the teachers at this school help you learn. They do fun activities and they put a lot of their time into our school work. The kids at Holy Cross are nice, compassionate and respectful. The teachers at Holy Cross don't just give you sloppy work they put an effort in to help you achieve to the best of your ability. The teachers at Holy Cross are compassionate and respectful”.
3. Catholic Life and Mission

3.1 Catholic Heritage

Holy Cross has worked to support parents in the faith development of children since 1991. This Parish has traditional links with Saint Mary of the Cross MacKillop who spent some of her life living in the Parish at South Kincumber. A Josephite sister was our first Principal so we have many links with the Josephite tradition. The words of Mary MacKillop, "Never see a need without doing something about it," express a core expectation of all members of our community.

Each year on the 14th September the school community celebrates our Feast Day - the Triumph of the Holy Cross. The students participate in a range of activities to engage the history and tradition of their school and also to deepen their personal faith and then conclude the day with a communal celebration of Mass.

3.2 Religious Life of the School

The Gospel values of Jesus are reflected in our school values of respect, cooperation and learning and are integrated into all areas of general school life, including our Pastoral Care Policy, to allow all members of Holy Cross Catholic School to integrate this faith into their life and further deepen their understanding of their role as Christian disciples in the world.

The school aims to nurture and support the faith development of the children by involving them in regular Liturgy and prayer. The students pray daily in their classrooms in a variety of formats and they also have the opportunity to celebrate a number of whole school and stage Masses in Holy Spirit Church throughout the year.

We were fortunate to have our Parish Priest lead our school in their faith development once again in 2013. Sadly we farewelled our Assistant Priest as he was posted to a new parish during 2013 but welcomed our Deacon to our Parish family during the year.

Eucharistic celebrations and Liturgies were a significant part of school life for all students and families. Some of the significant whole-school Masses and Liturgies in 2013 included celebrations to mark the beginning and end of the year, Ash Wednesday, ANZAC Day and Remembrance Day, Mothers’ Day and Fathers’ Day, the Feast of St Mary of the Cross MacKillop, the Feast of the Assumption, the Triumph of the Holy Cross (our school feast day), All Saints Day and the Year 6 Graduation Liturgy. Teachers and students had significant input into the planning and celebration of the various Masses throughout the year.

A number of staff members enjoyed the Diocesan Schools Mass at the Cathedral in Waitara during February. The Year Six students travelled to Our Lady of the Rosary Church, The Entrance to take part in the annual Central Coast Cluster Mass for Year 6 students in the first term.

The school Liturgical choir continued to grow in popularity and skill. In 2013 the choir was composed of approximately 60 students from Years 4-6 as well as three teachers who play guitar, one teacher who plays keyboard and another teacher who assisted with teaching singing. The choir led the singing at all whole school Masses and Liturgies as well as leading the singing at some of the weekend Parish Masses during the year. Two of the choir singers were invited to be a part of the children’s choir on the new CD of Australian composer of Liturgical music for children. The school choir sang Christmas carols at Erina Fair Shopping Centre in December and also sang carols to a group of elderly people who suffer from dementia at Geoff Wright Cottage in Gosford.
Every student was involved in our Easter reflection. Each class presented a significant part of the Holy Week story to the school community on Holy Thursday and the Year Six students presented a reflection on the Resurrection when we returned to school on Easter Tuesday. The presentations were varied in style and included drama, music, reading and reflection.

We prepared for Christmas by having a Christmas carols concert where each class presented a few of their favourite seasonal songs. The Year 4 students presented a play about the Nativity Story to reflect on the true meaning of Christmas.

Fifty two students, primarily from Year 3, prepared for and received the Sacraments of Reconciliation in Term 1 and First Holy Communion in the Term 2. During Term 3 forty six students, mainly from Year 2, prepared for and received the Sacrament of Confirmation. The preparation program for these Sacraments is led by parents from the school and Parish.

Knowledge of our faith tradition was promoted through the teaching of a number of Religious Education (RE) Modules that support the outcomes of the Religious Education Curriculum. These modules explore the significant seasons of the Church - Lent, Easter, Advent and Christmas, as well as developing student knowledge and skills in the domains of prayer and spirituality, scripture and Christian discipleship through immersion in a variety of topics.

One of our Parishioners from Holy Cross Parish continued the initiative that she began in 2010 by again volunteering her time to lead our students and their teachers to develop their understanding of Lectio Divina, a way of praying by using the scriptures. Every student in the school from Kindergarten to Year 6 had the opportunity to participate in a five week sequence of lessons to develop their faith, knowledge and skills of praying in this way.

Our school has been involved in the Parish and local community in many ways during 2013. A number of students walked to Brentwood Village, a local retirement home, every Thursday to participate in a gardening club with the residents. The school hall has been shared with the Parish to be used for community dinners and gatherings after Mass. Our school P & F donated a BBQ which is used by the Parish to encourage families to socialise after Mass once per month.

### 3.3 Catholic Worldview

The Catholic worldview statement seeks to integrate a deep sense of Catholic faith into the everyday life of all members of Holy Cross School Community. Holy Cross has continued to integrate these beliefs and values through constant reflection and dialogue. This is made real through newsletter reflections, the pastoral care policy, school values, weekly assemblies, regular Liturgies and prayer.

In striving to become Christian disciples, as stated in the Vision Statement, we look to build the children's understanding of, and respect for, others in their many different situations. From this base of respect, the staff endeavour to build empathy and compassion in a variety of ways over the duration of the school year.

Each term a significant social justice focus is supported by the school community. Awareness and fund raising events are led by the social justice facilitators on staff and the children in the Mini Vinnies team. In 2013 the major social justice initiatives were:

- **Project Compassion in Term 1.** Almost $800 was raised by the school community which was donated to Caritas to support their social justice work throughout the world;
- **the St Vincent de Paul Winter Appeal in Term 2.** A significant number of bags of warm clothing and blankets was collected by the school community and donated to the team of volunteers at St Vincent de Paul, Kincumber, for distribution within our local community;
- **ChildFund in Term 3.** Funds and awareness were raised by the social justice facilitators on staff and the Mini Vinnies team to support our sponsored child and his local community;
• St Vincent de Paul Christmas Appeal in Term 4. $1200 was raised during Term 4 as part of World Mission month. These funds were shared between Catholic Mission to support their fantastic work across the world and the annual St Vincent de Paul Christmas Appeal. This money was used to purchase Christmas gifts for a number of local families in need over the Christmas period. A number of hamper items was also collected and compiled as a further donation to support these local families over the Christmas season. Once again we thank the local St Vincent de Paul chapter who distributed these items; and

• During Mission Week in Term 4 the students also had the opportunity to engage with a guest speaker about families living in poverty in a town called Candela in Peru. The students were able to purchase goods that are made by the residents of this town and over $4000 was raised by our school community. These funds were then transferred to the people who made these products as a source of income.

At Holy Cross, parents are acknowledged as the primary educators of the children. The weekly newsletter is used as a vehicle to share the various aspects of Catholic life and mission within the school community and stimulate discussion between parents and children.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church which is implemented by all systemic schools in the Diocese.

Our major focus as a whole school this year was to begin developing some units of work on the Mass to lead the students of Holy Cross Catholic School to a deeper understanding of this significant aspect in their lives. This initiative will continue and is also focused on deepening the understanding of Liturgy for our teachers.

In 2013 other professional development activities in Religious Education included:

• Four members of staff are currently enrolled to complete a Master of Arts in Theological Studies through the Broken Bay Institute.
4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Behaviour Management and Student Discipline Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Diocesan policies on pastoral care, anti-bullying and anti-harassment underpin all procedural responses to pastoral care issues at Holy Cross in 2013. As a whole school we continued the Positive Behaviours for Learning (PBL) program. This program is designed to support and teach student behaviours that have a positive impact on learning.

The school’s Pastoral Care Policy highlights the need for all members of the community to work together for the benefit of the children. The school has high expectations for students and staff to work collaboratively to assist them in achieving their potential and resolve problems.

In 2013 all pastoral care matters related to student welfare were discussed in confidence, appropriate responses decided on and action taken by teachers, school executive, parents and students together. A number of students and their families worked with the school counsellor.

Other aspects of pastoral care for 2013 included:

- the anti-bullying policy which was emphasised throughout the year by student leaders and teachers;
- Students being educated in the school values through Personal Development lessons covered in each grade at the beginning of the year; and
- an active Student Support Program covering topics such as anti-bullying strategies and positive outdoor games, with a Buddy program in place for Kindergarten and Year 6.

4.3 Pastoral Care of Families

A number of formal and informal structures exist to support families within the school community. These include:

- access to student and family counselling;
- co-ordination of practical community support through the Parents and Friends (P&F) Support Group. In 2013 this support included meals, house cleaning, transport, invitations and a special fundraising night for our families who were experiencing severe financial strain due to personal circumstances. Other outreach activities were completed in confidence; and
- advice and referral to other support agencies such as CatholicCare.

4.4 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy and Procedures which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.
4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Collaborative discussion, professional learning and implementation of quality teaching and learning pedagogy were key strategic goals in 2013 for all stakeholders at Holy Cross Catholic Primary School. In line with our School Improvement Plan (SIP) the major focus was improving Reading and maintaining involvement in Extending Mathematical Understanding (EMU), developing a deeper knowledge of the Eucharist and providing on-going support for children with mental health issues.

All children in Years 1 and 5 completed the Mathematical Assessment Interviews (MAIs) and more than 90% of all other children across the school were also involved in these interviews. Targeted Year 1 children worked one on one daily with the EMU specialist.

The Interviews provided teachers with additional information regarding student learning needs, encouraged collaboration amongst staff, as well as provided opportunities to depth their own understanding regarding Mathematical concepts, effective pedagogical strategies and resources.

Regular staff meetings on English and Mathematics enabled staff to work collaboratively and enhanced classroom practice. The combined Central Coast Staff Development Day also enabled all teachers time to unpack and become familiar with the new Mathematics and English syllabi.

Within the area of Literacy several strategies have been investigated and executed. Significant Professional Learning provided by CSO Education Officers and specialist staff members enabled all staff to understand and value the components of an effective English Block. The use of Learning Intentions, Word walls and daily Guided Reading was explored and evidence of this is becoming apparent. Running Records were done consistently across all grades and these were evaluated and their data used to guide teaching programs. All teachers were involved in Collaborative Analysis of Student Learning (CASL) and valuable information was gained and new strategies for Reading and Comprehension were implemented. Instructional walks and talks also took place and all these high yield strategies will continue in 2014.

Curriculum initiatives included the following:

- adoption of new English and Maths Curriculum;
- Scope and Sequences reviewed and re-written in line with new syllabus outcomes;
- Instructional Walks and Talks, CASLs, Running Record evaluations, explicit teaching of Comprehension strategies and review of English Block activities;
- school based RE Modules written on the Eucharist for all Grades;
- Staff inservicing on Mental Health issues; and
- Behaviour Management team formed and the formulation of a new school policy and procedures for trial in 2014.
5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- 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.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2013 cohort, there were (53) students in Year 3 and (59) students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).
Band Distributions (%) – Year 3

<table>
<thead>
<tr>
<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
<th>% at or above national minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>2.8</td>
<td>9.7</td>
<td>16.3</td>
<td>24.6</td>
<td>18.7</td>
<td>27.9</td>
<td>96.3</td>
</tr>
<tr>
<td>National</td>
<td>2.8</td>
<td>8.7</td>
<td>17.3</td>
<td>23.5</td>
<td>22.6</td>
<td>23.2</td>
<td>95.3</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>5.8</td>
<td>17.3</td>
<td>25</td>
<td>23.1</td>
<td>28.8</td>
<td>100</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>2.0</td>
<td>5.5</td>
<td>15.2</td>
<td>23.1</td>
<td>37.0</td>
<td>17.2</td>
<td>96.1</td>
</tr>
<tr>
<td>National</td>
<td>3.1</td>
<td>5.2</td>
<td>14.3</td>
<td>28.8</td>
<td>29.9</td>
<td>16.7</td>
<td>95.0</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>13.5</td>
<td>30.8</td>
<td>44.2</td>
<td>11.5</td>
<td>100</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>4.4</td>
<td>5.6</td>
<td>17.6</td>
<td>22.8</td>
<td>24.3</td>
<td>25.3</td>
<td>95.5</td>
</tr>
<tr>
<td>National</td>
<td>4.2</td>
<td>9.2</td>
<td>17.2</td>
<td>24.9</td>
<td>23.0</td>
<td>19.5</td>
<td>93.9</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>5.8</td>
<td>21.2</td>
<td>19.2</td>
<td>26.9</td>
<td>26.9</td>
<td>100</td>
</tr>
<tr>
<td><strong>Gr. &amp; Punct.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>3.2</td>
<td>7.5</td>
<td>14.2</td>
<td>20.7</td>
<td>23.7</td>
<td>30.7</td>
<td>96.4</td>
</tr>
<tr>
<td>National</td>
<td>2.8</td>
<td>7.2</td>
<td>14.8</td>
<td>22.3</td>
<td>24.0</td>
<td>27.1</td>
<td>95.3</td>
</tr>
<tr>
<td>School</td>
<td>1.9</td>
<td>3.8</td>
<td>13.5</td>
<td>13.5</td>
<td>25</td>
<td>42.3</td>
<td>98</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>2.8</td>
<td>8.3</td>
<td>21.5</td>
<td>28.7</td>
<td>24.8</td>
<td>14.0</td>
<td>96.5</td>
</tr>
<tr>
<td>National</td>
<td>2.3</td>
<td>9.9</td>
<td>23.9</td>
<td>30.4</td>
<td>20.6</td>
<td>11.0</td>
<td>95.8</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>7.8</td>
<td>11.8</td>
<td>25.5</td>
<td>43.1</td>
<td>11.8</td>
<td>100</td>
</tr>
</tbody>
</table>

It was very pleasing to note that in all areas of our NAPLAN results our Year 3 students did extremely well with more than 70% in the top three Bands in all areas. (Reading 76%, Writing 86%, Spelling 73%, Grammar and Punctuation 80%, Numeracy 80%). The NAPLAN results at Year 3 indicate that current teaching programs and intervention strategies are working effectively to support student skills and knowledge across all facets of Literacy and Numeracy. The aim for 2014 is to reduce the % of children who scored below Band 4 in Reading, Spelling, Grammar and Punctuation and Numeracy. In 2014 we will be consolidating ways to improve the Reading and Comprehension skills and the Numeracy skills of all students, to better meet individual student needs, based on solid data.
Band Distributions (%) – Year 5

<table>
<thead>
<tr>
<th></th>
<th>Band 3 (-)</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8 (+)</th>
<th>% at or above national minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>1.8</td>
<td>9.4</td>
<td>22.6</td>
<td>28.9</td>
<td>22.1</td>
<td>15.3</td>
<td>97.0</td>
</tr>
<tr>
<td>National</td>
<td>1.9</td>
<td>9.9</td>
<td>23.4</td>
<td>30.0</td>
<td>21.9</td>
<td>10.9</td>
<td>96.2</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>5.2</td>
<td>22.4</td>
<td>39.7</td>
<td>13.8</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>6.3</td>
<td>8.8</td>
<td>32.3</td>
<td>29.7</td>
<td>15.2</td>
<td>7.8</td>
<td>93.1</td>
</tr>
<tr>
<td>National</td>
<td>6.4</td>
<td>11.8</td>
<td>28.1</td>
<td>31.8</td>
<td>15.0</td>
<td>5.1</td>
<td>91.7</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>8.6</td>
<td>41.4</td>
<td>34.5</td>
<td>10.3</td>
<td>5.2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>5.5</td>
<td>8.1</td>
<td>21.1</td>
<td>27.3</td>
<td>24.7</td>
<td>13.2</td>
<td>94.4</td>
</tr>
<tr>
<td>National</td>
<td>5.0</td>
<td>11.7</td>
<td>23.1</td>
<td>27.9</td>
<td>19.5</td>
<td>10.9</td>
<td>93.1</td>
</tr>
<tr>
<td>School</td>
<td>3.4</td>
<td>6.9</td>
<td>32.8</td>
<td>31</td>
<td>19</td>
<td>6.9</td>
<td>97</td>
</tr>
<tr>
<td><strong>Gr. &amp; Punct.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>4.6</td>
<td>9.3</td>
<td>21.8</td>
<td>22.3</td>
<td>23.1</td>
<td>19.0</td>
<td>95.8</td>
</tr>
<tr>
<td>National</td>
<td>3.3</td>
<td>10.5</td>
<td>22.7</td>
<td>28.3</td>
<td>21.2</td>
<td>12.0</td>
<td>94.8</td>
</tr>
<tr>
<td>School</td>
<td>1.7</td>
<td>8.6</td>
<td>24.1</td>
<td>22.4</td>
<td>13.8</td>
<td>29.3</td>
<td>98</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>5.1</td>
<td>15.1</td>
<td>25.7</td>
<td>26.4</td>
<td>13.0</td>
<td>14.8</td>
<td>94.0</td>
</tr>
<tr>
<td>National</td>
<td>4.7</td>
<td>15.4</td>
<td>26.4</td>
<td>26.7</td>
<td>15.7</td>
<td>9.3</td>
<td>93.4</td>
</tr>
<tr>
<td>School</td>
<td>1.7</td>
<td>17.2</td>
<td>20.7</td>
<td>22.4</td>
<td>22.4</td>
<td>15.5</td>
<td>98</td>
</tr>
</tbody>
</table>

The percentage of our Year 5 children who scored above State and National scores was higher in Reading, Numeracy and Grammar and Punctuation. Our NAPLAN results for Year 5 were pleasing in Reading with more than 70% in the top three Bands. Unfortunately the percentage of children scoring in Bands 3, 4 and 5 in Spelling, Grammar and Punctuation and Numeracy are not as pleasing. Writing in particular is an area we will need to focus on in the future as more than half our children only scored Bands 4 or 5. These NAPLAN results indicate that current teaching programs and intervention strategies are working to support student skills and knowledge in Reading but there is still considerable room for improvement not only in this area but all the other areas. The aim for 2014 is to reduce the % of children who scored below Band 6 in all areas. In 2014 we will be consolidating ways to improve the Reading and Comprehension skills and also be looking at explicit ways to improve Numeracy skills of all students, to better meet individual student needs, based on solid data.
5.3 Extra Curricula Activities

As a school community we were involved in many extracurricular activities during 2013. These included the following:

- Central Coast Cluster and Diocesan Representative Sports;
- Public Speaking;
- Debating;
- Futsal (indoor soccer);
- Book Week Activities;
- Cricket;
- Basketball and Netball;
- Choir - Participation in Central Coast Choral Festival, performances at Erina Shopping Centre and Retirement Village;
- Participation in sporting Gala days for our senior students;
- Oztag; and
- Catholic and Independent Schools Rugby League Cup.

5.4 Professional Learning

Opportunities to develop professionally are an important aspect of quality teaching. In 2013 teachers were provided with both school and Diocesan professional development opportunities. The main focus for 2013 at Holy Cross has been on Reading – how students learn to read and best practice in the teaching of Reading and Comprehension.

Teachers engaged in professional dialogue in a number of settings including staff meetings, staff development days, CASL meetings, Stage and staff meetings and program reviews. Such structures encouraged teachers to perceive themselves as both learners and teachers amongst their colleagues.

Teachers also worked on a new Behaviour Management Policy, a committee was formed and a draft Policy and Procedures were formulated ready for trial in 2014. Professional Learning also occurred in relation to Mental Health and the school will take on KidsMatter in 2014.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

Our School Improvement Plan (SIP) goals for 2013 were:

- **Introduce Mass units in all RE classes** – The introduction of these lessons and the professional learning of teachers in the parts of the Mass was highly successful, with the school community coming away with a deeper understanding of the Mass and the relevant prayers and actions that take place within the Mass;

- **Introduce KidsMatter to the school community** – The introduction of KidsMatter was postponed on the recommendation of our School Review Validating Panel. Instead the teachers focused on reformulating our Behaviour Management Policy to ensure consistency and ownership by all. The new policy will be implemented from the beginning of Term 1, 2014; and

- **Improve Reading levels for all students** – The professional learning and classroom support in Reading has had a large impact on the reading levels of students across all grades. We have witnessed some excellent growth from most students. Embedding these practices and learning about how children read and how we can support students in their reading will continue to be our focus in 2014.

6.2 2014 Priorities and Challenges

Our School Improvement Plan (SIP) goals for 2014 are:

- to engage students more fully in their Religious Education lessons;
- introduce KidsMatter to the school community; and
- improve reading levels for all students.
7. Parent Participation

7.1 Introduction

Catholic schools are a collaborative partnership between Parish, school and parents. Parents at Holy Cross are an integral part of the school community and contribute to the life of the school in a variety of ways.

During 2013 parents:

- worked in the classrooms supporting the students’ learning in many ways such as helping with word processing, collaborative group work, hearing individual and group reading and helping students with editing and proof reading of their work;
- worked in the library assisting the Teacher-Librarian in many tasks including book covering and the re-shelving of books;
- supported the school leadership team through the work of the School Board;
- attended P&F meetings, sharing their thoughts and opinions on many aspects of the running of the school including pastoral care, learning and strategic planning;
- assisted at school activities such as the swimming and athletics carnivals, excursions, school camps, the gala day and in the coaching of various sporting teams;
- supported the school by organising social functions such as the Welcome Barbeque, New Kindergarten Morning Tea and the Trivia Night;
- worked in the school canteen;
- organised fundraising activities such as the Mothers’ Day and Fathers’ Day Stalls, discos, and Book Fair. These fundraising activities were essential for the school, allowing the community to maintain the computers in class rooms, purchase books for the library; and
- displayed compassion to families in need through the Parent Support Group.

7.2 Parent Satisfaction

Holy Cross is committed to listening to the views and expectations from key stakeholders and this year we drew upon the MMG parent surveys to provide performance feedback on a wide range of related education topics. The feedback from these surveys greatly assists the school with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

Typical response from our parents included:

"Overwhelmingly the respect, professionalism and kindness the teachers offer to students and parents - parents are not treated as an inconvenience to be tolerated, no composite classes and great structure of classes, outside is a safe and organised environment for play and Catholic values and school celebrations of faith".

"The openness of the school in enabling parents to become involved in assisting in class, especially in earlier years, also the positive promotion of the school values of co-operation and caring towards each other".

"The approachability of teachers is great. The fact that most children at the school get on together and are supportive of the School Ethos".

"That my child loves going to school and that the environment is a very caring one where I feel comfortable leaving my child".

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at http://www.myschool.edu.au. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au.

The contents of this annual report have been validated by the School’s consultant, Frances Reynolds.