Holy Cross Catholic Primary School, Kincumber
Annual School Report to the Community
2014

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Principal
Mr Gerard McGilvray
Holy Cross Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. 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'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented 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 also be obtained from the My School website.
Principal’s Message

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.

2014 has been a great year for our school, as we focused on improving student outcomes across all Key Learning Areas (KLAs). Our students have had opportunities to participate in Wakakirri, sport gala days, Maths Olympiad, Newcastle Permanent Maths competition as well as a variety of writing competitions.

This Annual Report gives a brief overview of the achievements of our great school over the 2014 school year.

Please visit our school website at www.hckdbb.catholic.edu.au for more information on our great school.

Parent Body Message

The Holy Cross School Board was formed towards the end of 2011, currently in the third year of formation. The School Board consists of principal, Parish Priest, members of the teaching staff and parents. The purpose of the School Board is to build, strengthen and nourish the school as part of the parish community. The School Board meets on the first Thursday of each month and uses the discernment and shared wisdom model to support discussion and decision making.

A key focus of the School Board over the past few years has been the development of a school mission statement. The School Board surveyed parents, staff and students. Survey results were collated and used by the board to draft a mission statement. There were five main themes that came across strongly in the survey results. These five themes include catholic identity, a nurturing faith community, quality education, strength of community, and strong sense of personal growth and development.

The Holy Cross Board and school staff are currently planning ways to launch the mission statement within the wider school community and looking at ways to embed the statement in all facets of school life.
Student Body Message

On behalf of Year 6 we would like to sincerely thank our teachers, principal, staff and loving parents.

From Kindergarten to our Year 6 graduation my fellow class mates have had a variety of teachers who have different perspectives on learning. Every teacher has taught us right from wrong, subjects from English to Maths and has assisted us to become mature young adults, who are ready for high school.

Holy Cross has taught us many life skills, both academically and socially. These life skills will help us throughout the rest of our lives. Holy Cross has also taught us the four values of respect, cooperation, compassion and learning. These values will always be in our hearts.

In these past seven years, Holy Cross has educated us on how to sustain a meaningful relationship with God by praying and meditating. We’ve learnt about the great teachings of Christ, which we will take and turn into actions.

Holy Cross will stay in our hearts forever and will play a big role in our future lives.
School Features

Holy Cross Catholic Primary School Kincumber, is a Catholic systemic co-educational school.

Holy Cross Catholic School, Kincumber is a Kindergarten to Year 6 co-educational school, within the Diocese of Broken Bay located on Kincumber Street, at the base of the peaceful Kincumba Mountain on the Central Coast, an hour's drive from Sydney.

We pride ourselves on being a peaceful community, learning together, striving to develop Christian disciples through the values of respect, cooperation, compassion and learning.

Established in 1991 and nestled at the base of Kincumba Mountain, Holy Cross has a proud history of providing excellent education to the families of Kincumber, Green Point, Saratoga, Bensville, Empire Bay, Killcare, Pretty Beach, Avoca Beach, MacMasters Beach, Copacabana, Davistown and surrounding areas.

We are committed to providing the highest quality 21st century education through our innovative curriculum and differentiated learning programs. Of utmost importance is the caring, supportive learning environment which Holy Cross offers. The staff of Holy Cross are committed to ensuring that the Gospel messages and teachings of Jesus are evident daily in all dimensions of school life. We are blessed by a very supportive parish community that shares our vision of growing in discipleship and service.

Our current Mission Statement states:

Holy Cross, as a Catholic school in the Diocese of Broken Bay provides a high quality education for 21st century learners.

In this peaceful place, we welcome and care for every person as made in God’s image.

We nurture an enquiring mind, a faithful heart and a resilient character enabling each and every child to be all that they can.

We guide our children on a journey of growth as followers of Jesus and life-long learners.

We do this through a partnership of parents, the school, and the church within our local community.
SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>181</td>
<td>164</td>
<td>17</td>
<td>345</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 94.80 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>

Managing Student Non-Attendance

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

- provides a caring environment which fosters 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
- 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 CSO and the relevant Department of Education 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 CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the *Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System* (password required).
Staffing Profile

The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>11</td>
<td>34</td>
</tr>
</tbody>
</table>

* This number includes 15 full-time teachers and 8 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>23</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day</th>
<th>MAI and data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>KidsMatter component 1</td>
</tr>
<tr>
<td>Day 3</td>
<td>New NSW K-6 Science and Technology syllabus</td>
</tr>
</tbody>
</table>

Ongoing professional learning (PL) is a priority at Holy Cross, while we have a small number of
days available for whole school professional learning, many hours are given in small teams or individually to professional learning. These range from stage meetings, professional reading and dialogue, Collaborative Analysis of Student Learning (CASL) discussions, data conversations, lesson inquiry meetings as well as more formal professional learning opportunities for staff.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is ‘experiencing life through the eyes of our Catholic faith’.

The Gospel values of Jesus are reflected in our school values of respect, cooperation and learning. These values are also integrated into all areas of general school life, including our Pastoral Care policy, which allows 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, located on the school premises, throughout the year.

Our Parish Priest and Deacon once again provided us with wonderful leadership in the faith development of our students, staff and parents in 2014.

The school composed an amazing Holy Week celebration in 2014. Each year group created a reflection on an important event in Holy Week with a static display in the school hall. All classes, parents and members of the parish were then given the opportunity to visit, walk though, reflect and pray these events during Holy Week.

Students, primarily from Year Three, prepared for and received the Sacraments of Reconciliation in Term 1 and First Holy Communion in the second term. During Term 3, students mainly from Year 2, prepared for and received the Sacrament of Confirmation. The preparation program for these Sacraments was 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.

Our school has been involved in the Parish and local community in many ways during 2014. A number of students walked to Brentwood Village, a local retirement home, every Thursday to participate in a gardening club with the residents. Holy Cross Catholic School students also visited The Beach Preschool each week and read books to the children. Our school hall has been shared with the parish to be used for community dinners and gatherings after Mass.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Collaborative discussion, professional learning and implementation of quality teaching and learning pedagogy were key strategic goals in 2014 for all stakeholders at Holy Cross Catholic Primary School. In line with our School Improvement Plan (SIP) the major focus again was improving reading and maintaining involvement in Extending Mathematical Understanding (EMU), to engage students in developing their faith and spirituality as Catholic disciples and to provide ongoing support for children with mental health issues by introducing KidsMatter to the school community.

All children in Years 1 and 5 completed Mathematics Assessment Interviews (MAIs). 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 and provided opportunities to deepen understanding of mathematical concepts, effective pedagogical strategies and resources.

Regular staff meetings on English, Mathematics, behaviour management and Science and Technology enabled staff to work collaboratively and enhance classroom practice. The Staff Development day on Science and Technology allowed staff time to unpack the new syllabus, create a scope and sequence and commence writing units of work based on new outcomes that included components of working technologically and working scientifically.

Within the area of literacy several strategies continued to be developed. 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 continued. Running Records were taken consistently across all grades for students with reading levels up to 30. These were evaluated and data was used to guide teaching programs. Through Stage meetings, teachers were involved in CASLs. Knowledge and wisdom were shared and these made significant impacts on programming and teaching across the major Key Learning Areas.
Further consolidation of the English block, consistent practice and implementation of high yield strategies will continue in 2105.

Curriculum initiatives included the following;

- Science and Technology scope and sequences 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

- Professional learning led by specialists in Religious Education

- *KidsMatter* team formed and staff completed the first *KidsMatter* component.

- Behaviour Management policy was continually reviewed and procedures developed consistently across the school.
NAPLAN

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

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

<table>
<thead>
<tr>
<th>Year 3</th>
<th>(\text{% of students in the top 2 bands} )</th>
<th>(\text{% of students in the bottom 2 bands} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>50.00 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>46.70 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>33.30 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>36.90 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>31.10 %</td>
<td>36.20 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>(\text{% of students in the top 2 bands} )</th>
<th>(\text{% of students in the bottom 2 bands} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>56.40 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>43.60 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>14.50 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>45.40 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>32.70 %</td>
<td>25.90 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
NAPLAN results for Year 5 were pleasing across all areas with the percentage of students in the top two bands being significantly higher than the national average in all areas, apart from writing, and the percentage of students in the bottom two bands being lower than the national average. These results reflect programs in numeracy and reading that the school has introduced over the past five years. Our goal is not only to maintain these levels but to continue to improve student learning outcomes.

Learning gains for Year 5 students were particularly pleasing. For the first time, the Australian Curriculum, Assessment and Reporting Authority (ACARA), through My School, identified more than 300 schools across the country with the most significant shifts in learning gain. We are excited about the extent of improvement and proud of our students who achieved such high learning gains in reading.

While our Year 3 NAPLAN results were not as pleasing, they have given us direction for our school improvement plan. We anticipate that the approaches implemented in both literacy and numeracy will result in ongoing growth for this cohort of students.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school leadership team takes responsibility for the development and maintenance of pastoral care and wellbeing for all members of the school community at Holy Cross.

KidsMatter is in the early stages of implementation and this is a major focus for our school at present. Staff are growing in their professional knowledge of identifying students at risk of mental health difficulties, and ways of preventing mental health difficulties at the school level.

The purpose of Holy Cross’ Pastoral Care and Wellbeing Policy is to outline the philosophy and procedures in the area of pastoral care and wellbeing at the school. At Holy Cross, we believe that it is essential that we acknowledge and foster the wellbeing of all members of the school community: students, parents and staff. The policy is focused on a partnership with the Holy Cross Catholic School Behaviour Management Policy and the Diocese of Broken Bay Pastoral Care and Wellbeing Framework for Learning.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

At Holy Cross we provide a peaceful and positive learning environment where all individuals are
able to reach their full potential through our consistent and supportive Catholic community. As a school community we work collaboratively and share the responsibility of promoting positive behaviours from all students.

Proactive strategies are implemented for defining, teaching, and supporting appropriate student behaviours in order to enhance learning and pastoral outcomes. These include teaching the appropriate behaviour, practising the behaviour, applying the behaviour to a new context, and being acknowledged for the positive behaviour.

The Behaviour Management policy outlines procedures to be followed by staff in promoting and rewarding positive behaviour, as well as the steps to take when students display inappropriate behaviour. The behaviour licence system aims to discourage inappropriate behaviour and to identify students who need further support with their behaviour. Students are encouraged to think about their actions carefully, with staff using the strategies of reminding, re-teaching, redirecting, and removing where appropriate.

**Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

At Holy Cross Catholic School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we [students, staff and parents] all share a responsibility for preventing it.

We have an anti-bullying policy which builds on the school's Pastoral Care and Behaviour Management policies to provide clear procedures and strategies to prevent reduce and respond to bullying.

When a staff member receives notification from a student or parent that a child is being bullied, we work together with both the victim of bullying and the offending student and their families, to come to an agreement that has the needs of all the students involved at the forefront of decision making.
The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

**Initiatives Promoting Respect and Responsibility**

Initiatives promoting respect & responsibility include:

- *KidsMatter* framework
- school rules and behavioural expectations clearly defined
- NAIDOC week celebrations
- Harmony day celebrations
- Student Representative Council (SRC)
- *Mini Vinnies* team
- school captains and sports captains.
SECTION NINE: School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School’s progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

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

- to engage students more fully in their Religious Education lessons: to enable this, teachers were introduced to a number of strategies that would support the teaching of Religious Education in their classrooms including "Godly Play", breaking open the scriptures, and praying the scriptures using Lectio Divina.
- Introduce KidsMatter to the school community: all staff have completed component 1 of KidsMatter, The KidsMatter team meets on a monthly basis to review and plan activities to support the mental health and wellbeing of students, parents and teachers. The school newsletter often has an article on mental health and wellbeing issues to support parents.
- improve reading levels for all students: through the ongoing commitment of teachers and well planned professional learning opportunities. We have seen some major growth in the reading levels of our students which is reflected in our running records.

Priority Key Improvements for Next Year

In 2015, the key improvement priorities will be:

- to continue to engage students students in developing their faith and spirituality as Catholic disciples
  - Target: by the end of 2015 90% of Year 1 and 6 students will indicate that they enjoy Religious Education lessons
- to provide ongoing support for students with mental health issues to enhance future wellbeing
  - Target: complete component 2 of KidsMatter and launch KidsMatter to the school community
- to improve spelling results for all students through writing
  - Targets:
    - In Dalwood spelling, have at least 75% of students in the 'average' range of results
    - By 2016, in Year 3 NAPLAN, to have less than 10% of students in the bottom
two bands and at least 60% of students in Bands 5 and 6
- By 2016, in Year 5 NAPLAN, to have less than 5% of students in the bottom two bands and at least 75% of students in Bands 7 and 8.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

On the whole, parent satisfaction with the school remains high. Feedback from parents is obtained through major satisfaction surveys conducted in the lead-up to school review, parent forum meetings as well as through less formal interactions between the staff of the school, the School Board and parents.

Parents believe that, on the whole, teachers are approachable and that this approachability has increased over the recent years.

Parents have also made comment on the openness of the school to make parents feel welcome and involved in their children’s education.

Finally, parents believe that the staff are genuinely interested in their child’s welfare as well as learning.

**Student Satisfaction**

On the whole, student satisfaction with the school remains high. Feedback from students is obtained through major satisfaction surveys conducted in the lead-up to school review with students in Years 5 and 6, as well through less formal interactions between the staff of the school, the School Board and students.

Students have indicated that they value the opportunities Holy Cross has to offer them. They speak of their love for being a student at Holy Cross and how grateful they are for the teachers they have.

Regular comments are made by the students as to how friendly the school is and how much they value these friendships with their fellow students.

**Teacher Satisfaction**

On the whole, teacher satisfaction with the school also remains high. Feedback from teachers is obtained through major satisfaction surveys conducted in the lead-up to school review, staff meetings as well as through less formal interactions between the staff of the school and
the school leadership team.

The most significant area of teacher satisfaction is with the friendships they form with their colleagues and the cohesion within the staff. This is followed closely by an appreciation of the wonderful students we have at Holy Cross.

The staff display a strong sense of welfare and wellbeing towards each other, the students and the parents - this helps make Holy Cross the special place that it is.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,312,574</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$739,011</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$762,616</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$152,148</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,966,350</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$24,352</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$2,797,718</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,008,650</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$3,830,719</strong></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,312,574</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$739,011</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$762,616</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$152,148</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,966,350</strong></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
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