



**Holy Cross School,
WOOLOOWIN**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Contact person	Michelle McClafferty — Principal

Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

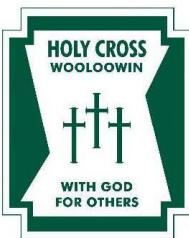
Holy Cross School is a Catholic school situated in Wooloowin in the inner northern suburbs of Brisbane and is part of the Lutwyche Parish. The school's mission is to provide holistic education centred on the intrinsic worth of the individual. Founded in 1890 by the Sisters of Mercy, the school maintains a strong link to the charism of Catherine McAuley. Holy Cross School currently has 7 classes in new or renovated classrooms and its enrolment has remained steady over the last 10 years. Some unique features of Holy Cross School are its inclusion program, community atmosphere and its commitment to social justice. Over the last 30 years the school has included a diverse range of students in its enrolment with a particular emphasis on students with disabilities. The staff are a committed group of educators who strive to live out the school's mission. The school has enjoyed success in the areas of literacy and numeracy over a number of years. More recently the school's visual arts, dance, drama and music programs have developed into key strengths. Other programs such as outreach, Mini Vinnies and a supportive Parents & Friends association along with the school's pastoral support help create the atmosphere the community enjoys today.

School progress towards its goals in 2021

Goal	Achievements	Progress
Catholic Identity Develop capacity in the teaching of RE including deeper Learning through inquiry and RE Pedagogy.	Staff undertook Professional Learning in Formation Module – Community and explored the Catholic Identity support site to enhance planning and depth of background knowledge. Attendance at Scripture twilights and use of the Mandated Scripture documents supported the understanding and purpose of the mandated scriptures and opportunities for engagement of learners. Surface and Deep Knowledge was added to Religion Scope and Sequence planning.	Achieved

Goal	Achievements	Progress
Learning and Teaching Numeracy and Maths improvement	Engaged Judy Hartnett Maths Consultant to provide professional learning, modelled lessons and feedback to staff delivered lessons to depth pedagogical knowledge in Mathematics. Co-operative planning, Learning Through Doing resources and deepening knowledge of staff have increased Maths Engagement of students. Increased NAPLAN Numeracy achievement in Year 3 & 5.	Achieved
Catholic Perspectives in the teaching and learning cycle.	Due to a focus on Numeracy, and Assessment Capable Learners along with the impacts of COVID this goal was not achieved.	Not Achieved
Engage students in test-readiness practices to enable best demonstration pf progress in literacy and numeracy.	Staff and student engagement with BCE's Assessment Capable Learners resources. Increased success in all Year 3 NAPLAN results from 2019 – 2021. Increased Year 5 NAPLAN results in Writing and Numeracy. Increased PAT -R results in Year 3, 4 & 6. Increased PAT – M results in Year 3 & 4.	Achieved
Our People Establish closer links with feeder pre-schools.	Feeder Pre-Schools identified (12 main centres). Increased visits and connections with Prep. Invitations to Open Days and school events. Increased enrolment from 2 centres.	Achieved
Develop student capacity to fulfil their role to its fullest potential.	Promotion of student attendance. Completion of Learning Walks and Talks. 90% attendance rate decreased from 2020 – 2021. Main impact of this was COVID isolation requirements.	Achieved
Provide specific professional learning to support staff development.	Staff were provided Professional Learning in: Assessment Capable Learners, Mathematics Pedagogy, NCCD Processes and Procedures, Literacy Pedagogical practices. Staff Goal creation and review was not achieved as intended.	Not achieved
Well Being Facility enhancement	Energy Audit completed and the installation of energy efficient lighting commenced.	Achieved
Diversity and Inclusion Structures are evident to support the range of learning needs of students.	Mrs Maureen Walsh (STIE) supported staff to identify students of diverse need, created NCCD structures and processes to ensure collection of data was achieved. Student Support Team Meetings, collaboration of Allied Health Professional and Personalised Learning Plan meetings all led to a successful achievement of this Annual Goal. Autism Queensland Partnership and Enrichment Teacher strengthens inclusion strategies.	Achieved
Organisational Efficiency To make visible school policies and procedures.	Policies and procedures were shared physically and materially. There was timely referencing of these as needed throughout the year: eg staff meetings, correspondence to parents, goal setting and line management meetings.	Achieved

Future outlook



Holy Cross School, Wooloowin Annual Plan 2022

Vision

Holy Cross Primary School is a Catholic learning community educating and transforming lives through the message of the Cross for the life of the world.

Mission

Holy Cross is a Catholic school, a place of diversity, a place of learners and learning, a belonging community & a place where quality relationships abound..

Values

Hope

Mercy

Respect

Inclusivity

Priorities

Learning and teaching

Goal

Develop a pedagogical framework that illustrates consistent and effective pedagogical practices for spelling and phonics at Holy Cross.

Strategies for improvement

- ❖ Consistent planning template across year levels for spelling instruction
- ❖ Scope and sequence of phoneme/grapheme correspondence
- ❖ Create and implement whole school assessment and moderation processes for spelling
- ❖ Increase feedback
- ❖ Use data to monitor spelling progress
- ❖ Explicit teaching of spelling implemented in all classrooms
- ❖ Staff meetings dedicated to supporting implementation of spelling instruction
- ❖ Communication to parents regarding the teaching and learning of spelling in classrooms

Success measures

By the middle of 2022 a completed document will be uploaded to our staff portal.

Catholic identity

Goal

Staff will further develop their knowledge and understanding of mandated scripture to enliven religious education at Holy Cross.

Strategies for improvement

- ❖ Professional learning of surface and Deep knowledge supported by Parish Priest and EO RE.
- ❖ Detailed Scope and Sequence
- ❖ Professional Learning through SWAY, Scripture Twilights and Professional reading.
- ❖ Completion of the Tradition Formation Module

Success measures

Student learning attitudes towards religious education will be surveyed at the beginning of term followed with student attitude survey at the end of the term.

Our people

Goal

To develop a professional learning community by activating teacher teams to enhance knowledge and practice of spelling instruction in classrooms.

Strategies for improvement

- ❖ Develop an expert team in Spelling Strategies
- ❖ Use of the Collaborative to support teacher development
- ❖ Peer Observations
- ❖ Use of data

Success measures

An expert team who demonstrates their spelling instruction knowledge in their classroom practice.

Wellbeing

Goal

Implement a Social Emotional Learning program to enhance the social-emotional well-being for both teachers and students at Holy Cross.

Strategies for improvement

- ❖ Staff Professional Learning in SEL Program – Highway Heroes
- ❖ Delivery of the 4 units per year in all classrooms
- ❖ Staff and Student SEL Surveys
- ❖ Sharing of Professional Learning Materials
- ❖ Community communications in the area of SEL.

Success measures

Increase in factors of wellbeing to be evident.

Our school at a glance

School profile

Holy Cross School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 199	105	94	2

Student counts are based on the Census (August) enrolment collection.

Our school enrolment reflects the diversity of the population of the suburbs in the inner north of Brisbane from which it is drawn. Within the 5km ring, the school draws enrolment from the local area as well as from suburbs along transport corridors to the CBD and the Royal Brisbane and Women's Hospital health precinct at Herston.

Our Catholic student population is 67%, children of other Christian and religious traditions, are also enrolled at our school. Our school responds to the diversity of educational need which our students present, by providing quality inclusive Catholic education. In 2021, approximately 26% of students were classified with disabilities, requiring NCCD records; 1% of our student population identifies as indigenous and 6% have English as an additional language enrolment. Students continue their Catholic Secondary Education at local schools established by Religious Institutes such as St Rita's, Mt Alvernia, Padua College, St Joseph's Gregory Tce and St Joseph's Nudgee. Mt Maria Secondary College provides Catholic co-educational, secondary education and is also a feeder school for Holy Cross students. Some students also continue their secondary education at the local State Colleges.

Curriculum implementation

Curriculum overview

Our curriculum is delivered in short learning and teaching cycles of approximately 4 weeks. The basis for these cycles is the Australian Curriculum Achievement Standards. Using the Brisbane Catholic Education Model of Pedagogy and incorporating recent data from student assessments and evaluations, teacher create engaging and inquiry-based learning opportunities. Brisbane Catholic Education Expected and Effective practices ensure that classroom teaching, and learning meets the needs of all learners. High expectations are held for all learners and our Student Support Team collaborate with class teachers to ensure that these high expectations are met. All elements and subjects of the Australian Curriculum are taught at Holy Cross. Literacy and Numeracy are a major foci and we ensure a broad curriculum with specialist class lessons in Art, Music, Italian and Physical Education. Our enrichment teacher supports high potential learners, and our school officers support access to the curriculum for all learners.

Extra-curricular activities

Co-curricular activities provided at Holy Cross include:

- Zone 6/ City Districts sports events - Swimming, Athletics, Cross Country
- Chess Club
- Robotics Club
- Tennis School
- Mini Vinnies Group

- Senior Choir
- Junior Choir
- Private instrumental lessons
- Dance Cart
- Norths Devils Belong Program
- Aus Kick – after school program

How information and communication technologies are used to assist learning

At Holy Cross the general capability of ICT is embedded in learning areas across the full spectrum of the Curriculum. The school's digital infrastructure ensures 1:1 digital access with DELL Laptops for students from Yrs. 4-6. These devices are utilised both at home and school. 1:1 access to DELL laptops in Yr 3 (school based only) and 1:3 access to IPAD devices for students in Prep – Yr 2. Students with disabilities utilise technology to allow full access to the curriculum particularly the use of speech-to-text and accessibility tools within the Office 365 suite of resources.

Social climate

Overview

Holy Cross Student Behaviour Support Plan ensures that all members of the community are aware of the expectation of all in our school that we will be "safe and respectful learners" It outlines our responses to minor and major productive and non-productive behaviours including how the school responds to bullying.

Our school participates in the National Anti-Bullying Day and enlists the support of student leaders who cofacilitate activities associated with the day. The Student Support Team collaborate with Class Teachers, Students and Parents/ Guardians to develop responses to persistent major non-productive behaviours and, where necessary, seek support from external agencies to ensure appropriate and effective responses to improve student behaviour.

Our Pastoral Worker, Guidance Counsellor and Support Teacher Inclusive Education co-ordinate the Pastoral responses in our community. These responses can also involve the collaboration of the Student Support Team which includes Leadership Team and staff representatives. This framework assumes that appropriate social behaviours can and should be taught so that our students can enjoy the positive experiences of inclusion, friendship, cooperation, and support for others which are a characteristic of Christian life.

Recent student behaviour support surveys and student surveys indicate that students hold a positive view that Holy Cross is a safe and supportive environment. Adjustments to ensure that an inclusive approach to curriculum delivery are developed as teachers plan the class teaching and learning cycles. Support is offered to teachers to make these adjustments by the Student Support Team.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree [#] that:	
This school helps my child to develop their relationship with God	97.8%
School staff demonstrate the school's Catholic Christian values	97.8%
Teachers at this school have high expectations for my child	93.3%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	97.8%
Teachers at this school encourage me to take an active role in my child's education	95.7%
My child feels safe at this school	95.7%
The facilities at this school support my child's educational needs	100.0%
This school looks for ways to improve	97.8%
I am happy my child is at this school	100.0%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	
My school helps me develop my relationship with God	98.5%
I enjoy learning at my school	97.1%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	94.3%
Teachers at my school treat me fairly	90.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	82.9%
I feel safe at school	92.9%
I am happy to be at my school	94.2%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree [#] that:	
Working at this school helps me to have a deeper understanding of faith	96.2%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	87.5%
This school looks for ways to improve	96.2%
I am recognised for my efforts at work	88.5%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	100.0%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

- Information evenings are held by each class teacher at the beginning of the school year during which the curriculum overview and class procedures are outlined. Each term a curriculum overview, and opportunities for support of students learning both at home and at school is shared with our parent community.
- Parent teacher meetings are held at the beginning of Term 2, regarding student progress and achievement, and a written report prepared each semester. Personalised Learning Plans are developed in consultation with parents to ensure progress of exceptional learners.
- There are clear channels developed for communication between staff and parents, and parents are very welcome to support learning in Literacy blocks, Maths activities, or as part of our Literacy support program. The school also appreciates parental support at the Tuckshop, on sports days, and attendance at our weekly assemblies. Parent feedback and input is invited to Annual Planning and External Review.
- The monthly P&F meetings provide opportunities for dialogue between home and school.
- In 2021 a School Improvement Review took place which included family and community feedback on school progress and potential improvements.
- Positive partnerships with Autism Queensland (AQ). This included co-operative professional development of staff across the two organizations. School parents were also involved in this initiative. Changes to our Professional Learning Plans were made following consultation. An AQ staff member was employed a half day a week at Holy Cross and two students had dual placements with AQ.

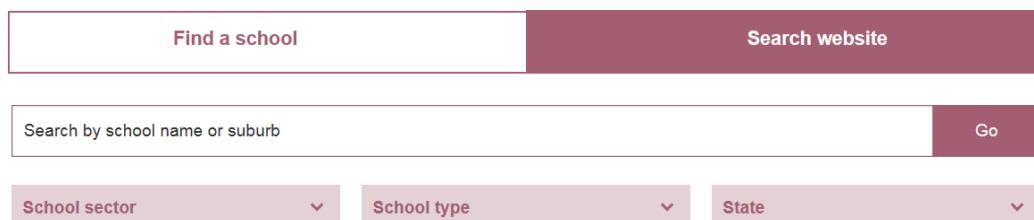
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access income details

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The image shows a screenshot of the 'My School' website's search interface. At the top, there is a search bar with the placeholder 'Search by school name or suburb' and a 'Go' button to its right. Below the search bar are three dropdown menus: 'School sector', 'School type', and 'State', each with a small downward arrow indicating they are dropdown menus.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



The image shows a screenshot of a button labeled 'View School Profile' with a red border and white text.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The image shows a screenshot of a navigation menu with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted in red), 'VET in schools', 'Senior secondary', and 'Schools map'.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	20	15
Full-time Equivalents	14.8	9.3

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate diploma etc.**	3
Bachelor degree	14
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Formation Modules – Community
- Sounds Write Training – Selected Staff
- RE Pedagogy – Surface and Deep Learning and Resource Exploration
- Maths – Pedagogical Practices with Judy Hartnett
- Maths – Lesson observation and feedback loops.
- Assessment Capable Learners Professional Development
- Scripture Twilights – Voluntary attendance
- Mandatory Student Protection Training
- First Aid – CPR
- Mathematical Mindsets
- Literacy Collaborative Practices and Literacy at the Word Level
- Individual staff tertiary study – theology; leadership; librarianship, STEM, Science of Reading, guidance; learning support; chaplaincy.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	99.4%

Average attendance rate per year level			
Prep attendance rate	92.8%	Year 4 attendance rate	94.9%
Year 1 attendance rate	92.3%	Year 5 attendance rate	94.9%
Year 2 attendance rate	90.9%	Year 6 attendance rate	95.0%
Year 3 attendance rate	93.3%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Holy Cross School recognises that every day of attendance in school contributes towards a student's learning and that maximising school attendance enhances academic outcomes. The Holy Cross Attendance Policy and Procedures outlines procedures that must be followed to meet our obligations to students and families. This policy and procedures document is published for our community on the school Parent Portal and Website.

Our school has a responsibility to record student attendance and respond to instances of irregular attendance. Staff use the eMinerva system to record student attendance and absences. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented. Our school, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a school-based activity.

All rolls are marked twice daily, before 9am and after 2pm. SMS messages are sent to families each morning for unexplained absences. A student is considered to have arrived late any time after the 8.40 am bell. A student is leaving early any time before 2.35pm.

Students of diverse learning needs are supported in their attendance by our Student Support Team with supportive transition structures implemented. Well Being check ins are made with families whose children have a high absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[**View School Profile**](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.