

School Name Holy Cross School

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Contact Person Michelle McClafferty - Acting Principal

Principal's Foreword

Introduction

Holy Cross Catholic Primary School is a co-educational Catholic school established by the Sisters of Mercy in 1890. We are the parish school of Lutwyche Catholic Parish incorporating Holy Cross, St. Anne's and Holy Rosary churches. Holy Cross Catholic Primary school celebrated 125 years of catholic schooling in 2015, a long and rich history of education.

We aim to provide an inclusive Catholic education for all our students and work to ensure that each student reaches their full potential by providing a supportive environment in which to learn. While providing a strong focus on expected and effective learning and teaching practices in Literacy and Numeracy, as well as across all curriculum areas we also emphasise other aspects of the curriculum through specialist classes in Italian, Art, Music and Physical Education.

Our school is renowned for the community support of our Parents and Friends Association who work in partnership with the school to develop a spirit of community that supports families as children make their way through the primary years of their education.

This report provides a snap shot of our communities achievements in 2015, a year of celebration. Our achievements during 2015 are many and varied and not limited to those contained within this report.

School Profile

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

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 245 Girls 115 Boys 130

Characteristics of the student body

The student cohort at Holy cross School reflects the diversity of the Australian population particularly as it is reflected in our catchment suburbs which are mostly within 10km ring of the Brisbane CBD. Our enrolment is mainly drawn from the Catholic population of the area but families from other religious traditions which share our values are also enrolled at our school. Families who commute to the city from suburbs further north and north-west are also present in our community as rail, road and bus links serve Woolloowin en route to the CBD.

Our student population is steady from Prep - Year 6, and we maintain a co-ed cohort in every year level. We do have some of our boys transition to local Catholic boys schools at the end of Year 4, however many also choose to remain at Holy Cross for their entire primary schooling years. Our student population is also arranged into three sporting houses - McAuley, Ambrose and MacKillop for events.

Our distinctive curriculum offerings

Holy Cross School focuses on developing the whole child including their academic, spiritual, social and emotional development. Our school embraces the Brisbane Catholic Education Learning and Teaching Framework and embraces the many aspects of Delivering Excellent Learning and Teaching strategy as a starting point for developing learners and their capabilities. This framework provides a lens by which to use the Australian Curriculum documents and the Brisbane Catholic Education Religion curriculum as we strive to provide an education which, in partnership with families, will enable our students to grow as people of faith reaching their full potential as Life Long Learners.

All elements and subjects of the Australian Curriculum are taught at Holy Cross. Literacy and Numeracy are a major focus however we ensure a broad curriculum with specialist class lessons in Art, Music, Italian and Physical Education. We also offer group instrumental music lessons and band for students from Year 4 onwards. Our chess and robotics clubs are available for students after school also. Our positive behaviour for learning and bounce back programme provide for the development of resilience and appropriate social skills.

Extra curricula activities

Extra Curricula Activities provided at Holy Cross include:

Zone 6/ City Districts sports events - Swimming, Athletics, Cross Country

Chess Club

Tennis

Mini Vinnies Group

Senior Choir

Junior Choir

Private Music Tuition

Concert Band

Dance Cart in 2015

How Information and Communication Technologies are used to assist learning

The use of ICT's are highly valued by our school as a tool to engage learners and provide contemporary learning environments. Each term teachers plan for the use of ICT as a tool for learning and as a means for students to demonstrate learning.

Our school provides digital projectors in every teaching space, laptop computers are shared by classes, with our senior students having sole access to laptops also. We provide a bank of I-pads in each classroom to be used to supplement learning, and for group work activities. All portable devices are easily accessible to students and staff, and all staff have a high level of competency in integrating their use in daily lessons.

Social climate inclusive of pastoral care and our response to bullying

Our school motto, "With God for Others" and our school vision and mission are compass points for creating a supportive Catholic Christian community in which positive relationships are nurtured and fostered, where relationships are reconciled and where outreach to others occurs. Pastoral care is supported by Sr. Anne Canon, who is at Holy Cross school two days per week to support all children.

Our positive behaviour for learning framework supports our behaviour policies and response to bullying. This framework along with our resilience programme (Bounce Back) are based on the assumption that appropriate social skills can and should be taught so that our students can enjoy the positive experiences of inclusion, friendship, co-operation and support for others which are a characteristic of Christian life.

Our student behaviour plan ensures that students are aware of the expectation of all in our community that we will be "safe and respectful learners".

Parent, student and teacher satisfaction with the school

At Holy Cross school the social climate is characterised by open communication and shared responsibility for all learners and their learning. Positive feedback has been provided through our Parents and Friends association along with our school board. School internal review survey feedback and focus groups are sought each year to inform particular aspects of school life. These survey results and other sources of evidence informs the creation of Annual Action Plans for improvement, which are developed in collaboration of the School Board and Staff. This plan is approved by the School Board and the achievements against this Action Plan are published for the community.

Parent involvement in their child's education

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. Curriculum Access Plans are developed in consultation with parents to develop our 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 rotational activities, or as part of our Support-A-Reader program. The school also appreciates parental support at the Tuckshop, on sports days, and attendance at our weekly assemblies.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	21	11
Full-time equivalents	15.61	6.18
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	2
Post Graduate Diploma/Certificate	3
Bachelors Degree	11
Diploma/Certificate	5

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 24 502

The major professional development initiatives were as follows

Major Professional Learning Initiatives of 2015 were:

Autism Friendly Practices

Mercy Charism and its connection to Holy Cross

Religious Education - The Old Testament and Three World's of the Text

Senior First Aid Certificate

Speech Therapy - improving Speech of our students

Delivering Excellent Learning and Teaching Initiatives

Internal School Review Components

School Income by Funding Source

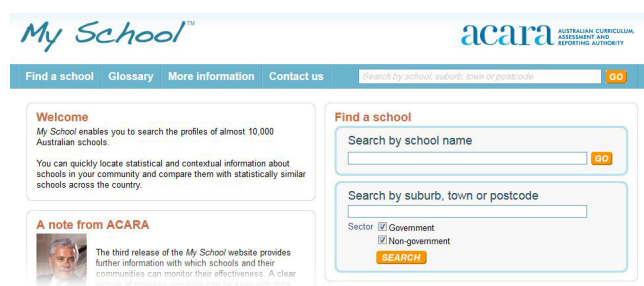
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 96.78 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 93.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	96.00 %
Prep Attendance Rate	96.00 %
Year 1 Attendance Rate	94.00 %
Year 2 Attendance Rate	97.00 %
Year 3 Attendance Rate	97.00 %

Year 4 Attendance Rate	96.00 %
Year 5 Attendance Rate	94.00 %
Year 6 Attendance Rate	97.00 %

Policy and practice to manage student attendance

Full school attendance is the goal for all our students. The school roll is marked electronically twice per day at 9am and 2pm. Student absences must be explained by parents directly to the school via the school app, phone or email. Unexplained absences are followed up by staff by a phone call.

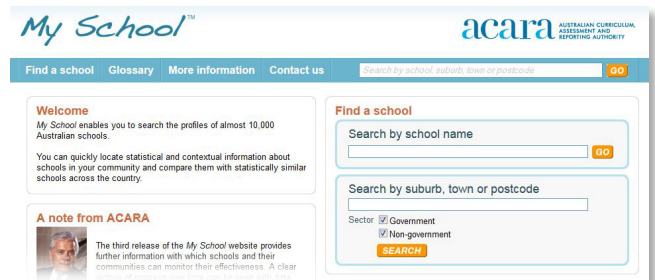
Prolonged absences require a medical certificate. Members of the student support team follow up any major absences so that parents, staff, medical and allied health professionals can ensure optimum attendance. Absences which are the result of issues other than illness must be explained in writing to the Principal. When students are required to leave school early for any reason it is a requirement that parents sign the student out at the school office giving a reason for the absence.

When students arrive late for school it is a requirement that parents sign the student in late at reception and a late slip is taken by the student to class.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



The screenshot shows the My School website interface. At the top, there is a navigation bar with links for 'Find a school', 'Glossary', 'More information', and 'Contact us'. A search bar is located on the right side of the navigation bar, with the text 'Search by school, suburb, town or postcode' and a 'GO' button. Below the navigation bar, there is a 'Welcome' section with a brief description of the website's purpose. To the right of the welcome section is a 'Find a school' section with two search input fields: 'Search by school name' and 'Search by suburb, town or postcode'. Below these fields are radio buttons for 'Sector' with options for 'Government' and 'Non-government', and a 'SEARCH' button.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

'Find a school' text box.

Type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.