



Holy Cross School,
Woolloowin

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

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

A Catholic School • We live the Catholic story, tradition and teachings • We live our faith through liturgy, ritual and outreach • We live the values taught by Jesus A Place of Diversity • We value the intrinsic worth of each individual • We provide a climate of challenge, risk taking and support • We monitor the well-being of all A Place of Learners and Learning • We create diverse opportunities for all to learn • We are engaged in learning • We are proud of what we achieve A Belonging Community • We share and hold this common vision • We are welcoming, safe and caring • We have a happy and contented community A Place where Quality Relationships abound • We value the self worth of all members • We strive to improve and grow relationships • We create a supportive and safe environment

Values

Holy Cross School's Statement of Special Religious Character reflects both our traditional and evolving religious charisms. In 1890, our parish school was founded by the Sisters of Mercy. Their commitment to serve others is still demonstrated today: • by our desire to follow God through our actions • through our service and outreach to all people in our community – families, staff, parish and friends • by the Cross as a sign of hope and a constant reminder that we must give of ourselves for others • with respect for individuality and diversity through a culture of inclusion • in our dedication to learning and teaching in a safe, welcoming and happy environment • through justice, mercy, spirituality and celebration • through our Catholic faith fostered in our daily prayer and liturgical and sacramental practice. Most importantly, life at our school reflects our school motto - "WITH GOD FOR OTHERS.

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

The school's progress towards our 2018 goals were reported at the AGM of the Parents and Friends Association in November 2018.

Strong Catholic identity

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| 1. All staff will participate in PD to explore the theoretical basis of a dialogue school. |
| 2. Provide information for our wider community to engage with a recontextualised Catholic World View. |

A Professional Learning Day was provided for staff to provide a background for our Enhancing Catholic Identity plan. Staff formed working parties around the 8 recommendations and met to enact action to strengthen our recontextualised approach to Catholic Identity.

These actions included

- Enhancement of staff capacity to teach Scripture using 3 worlds of text approach through Professional Learning
- Explicit emphasis of the Catholic inspiration of Scripture and Mercy Tradition for school Social Justice Actions
- Carefully chosen public language in newsletters, assemblies and liturgies reflect a recontextualised Catholic world view.
- Enhancement of images through the school including development and installation of House Patron Banners for display in school grounds

Newsletter carried information regarding the approach taken in this project

Excellent learning and teaching

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| 1. Maintain the progress of all learners in their reading development and increase the proficiency and levels of mastery in writing in Prep to Year 6. By the end of 2018 - 85% of students in years 3-6 will achieve the Benchmark of 20-24 in their Writing Criteria. By the end of 2018 - 95% of students in Prep – Year 2 will meet the BCE Targets for PM Benchmarks. |
| 2. Positive Behaviour for Learning implementation |

Teacher Collaboration was conducted to create consistency around the use of a BCE Writing Monitoring Tool. Co-marking and use of data to inform planning and short teaching cycles in English was undertaken

At all target collection dates- the school tracked strongly towards its achievement of our goal for Reading and Writing. Quarterly reports to BCE Learning Growth team were submitted to be co-reviewed with a cluster of schools for Review and Response. Student Goal setting and Teacher Feedback improved writing outcomes.

A review of the existing Student Behaviour Plan was led by Education Officer from BCE and PB4L team at Holy Cross. Protective Behaviours Lessons Professional Learning was provided for all staff in Student Protection. The school participated in the National Day of Action Against Bullying in March and associated in class activities. The School Newsletter informed the community about the language around Bullying and responses to Bullying behaviours. Student voice was collected regarding sense of personal safety at school. The reviewed PB4L was presented to parents for review online and published in November 2018.

Building a sustainable future

1. Staff develop three professional goals which align with the Annual Plan
2. Enhance the public image and the digital footprint of Holy Cross in the wider community.
3. Commence the Master Planning Process
4. Staff will increase confidence and digital skill levels to improve access to digital resources for teaching and learning by participating in the Digital Skills Project facilitated by BCE .

The Annual Staff Goal Development and Review with Leadership aligned one goal with the whole school Excellent Learning and Teaching Plan. One goal reflected a commitment to enhancing Catholic Identity at Holy Cross. One goal further developed a professional interest or need. Teacher's professional learning plans reflected these goals for review early in 2019.

The Digital Skills program upskilled teachers to a level of core digital competency, enabling more effective online practices, including personal productivity and increased engagement with colleagues and students. Staff Core competency was raised Staff engagement with technology tools in classroom teaching has increased Staff confidence improved.

New Professional Images were incorporated into the website re-design. The Newsletter format and Banner was also updated, and the school significantly increased its engagement with social media

Following the re-development of the oval, discussions commenced with BCE Building services & recommended landscape architects. Quotes were received for review Design Process will include collection of staff, student and parent voice.

Future outlook

The explicit improvement agenda for 2019 will focus on maintaining and enhancing our strong Catholic identity, growing engagement, progress, achievement and wellbeing for each student and continue our work to ensure stewardship of resources with transparency, accountability and compliance.

Our school at a glance

School profile

Holy Cross School is a Catholic Parish Primary School, established by the Sisters of Mercy in 1890, now administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	206	92	114	0

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

Our school enrolment cohort 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.

While most of our students are Catholic, children of other Christian and religious traditions, whose families share our values and support our ethos, 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.

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 delivery

Approach to curriculum delivery

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, teachers 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 focus and we ensure a broad curriculum with specialist class lessons in Art, Music, Italian and Physical Education.

Co-curricular activities provided at Holy Cross include:

- Zone 6/ City Districts sports events - Swimming, Athletics, Cross Country
- Chess Club
- Robotics Club
- Tennis
- Mini Vinnies Group
- Senior Choir
- Junior Choir Private
- Concert Band
- Dance Cart

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 for students from Yrs. 3-6 and 1:3 access for students in Prep – Yr 2.

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 co-facilitate 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 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.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	93.8 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	96.8 %
Religious Education at this school is comprehensive and engaging	95.3 %
I see school staff practising the values and beliefs of the school	97.0 %
This school looks for ways to improve	89.2 %
The school is well managed	88.4 %
My child is making good progress at this school	92.9 %
This school is a safe place for my child	95.7 %
This school helps students respect the needs of others	92.9 %
Teachers and staff are caring and supportive	97.1 %
Teachers at this school expect my child to do their best	94.4 %
Teachers and staff relate to students as individuals	97.1 %
The teachers help my child to be responsible for their own learning	94.3 %
My child is motivated to learn at this school	93.1 %
I can talk to my child's teachers about my concerns	98.6 %
This school offers me opportunities to get involved in my child's education	97.2 %
My child's learning needs are being met at this school	91.4 %
I am happy with my decision to send my child to this school	92.5 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	92.7 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	90.6 %
Religious Education at my school is interesting and engaging	81.8 %
I see school staff practising the values and beliefs of my school	94.1 %
My school looks for ways to improve	100.0 %
Students at my school are encouraged to voice their concerns or complaints	96.3 %
Teachers treat students fairly at my school	100.0 %
Teachers recognise my efforts at school	100.0 %
I feel safe at school	94.6 %
My school helps me to respect the needs of others	92.9 %
I am happy to be at my school	91.1 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	100.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of this school	100.0 %
This school is well managed	100.0 %
My concerns are taken seriously by the school	100.0 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	100.0 %
This school has a culture of striving for excellence	100.0 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work 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. Curriculum Access 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 Review.

Our School Annual Plan also draws on the responses to the BCE Listen Survey.

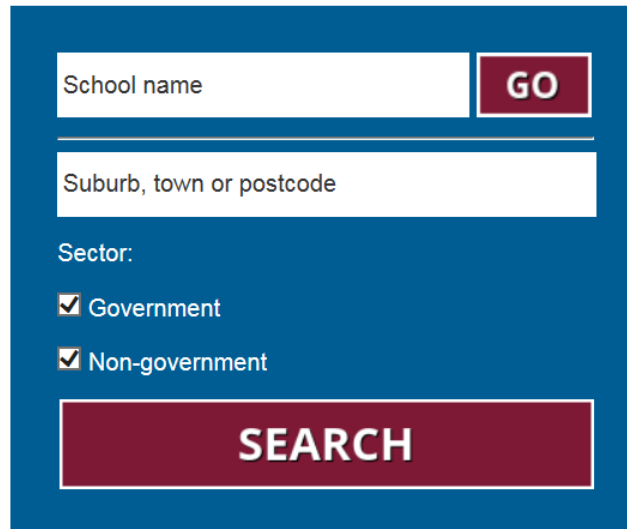
School funding

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 at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	21	13
Full-time Equivalents	15.3	7.9

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	12
Diploma	
Certificate	3

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$29 481

The major professional development initiatives are as follows:

- Characteristics of The Dialogue School
- Digital Skills Project
- Reading/Writing Connection
- Writing Monitoring Tool
- Teaching Scripture using the Worlds of the Text
- Revision of Scope and Sequence in RE
- Seven Steps to Writing Success
- School Revitalisation through Contemporary Learning Spaces
- Recontextualizing Christmas in a Dialogue School

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.4 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **100%** of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	93.9 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	93.2 %	92.5 %	93.5 %	94.3 %	93.0 %	95.6 %	94.9 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

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 are published for our community on the school Parent Portal and Website.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	468.5	433.8	494.7	509.0
Writing	435.5	407.2	458.8	464.6
Spelling	433.8	417.8	483.3	502.5
Grammar & Punctuation	467.3	431.7	505.8	503.6
Numeracy	437.1	407.7	486.3	494.2