

**Holy Cross School,
WOOLLOOWIN**

Annual Report 2019

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



Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

Holy Cross School has achieved tremendous success in reaching its set goals for 2019. This was reported to the P&F at the AGM. It was widely acknowledged that significant progress had been made and that community consultation was quite significant.

Goal	Progress
By the end of 2019 we will embed leadership and teaching practices to build school capacity to sustain learning growth in Literacy across the Curriculum. By the end of 2019 90% of students in Yrs 3-6 will achieve Benchmark 20-24 in the Writing Criteria. By the end of 2019 - 90% of students in Prep – Year 2 will meet the BCE Targets for PM Benchmarks.	Achieved
By the end of 2019 we will support the school wide implementation to introduce a Catholic Perspective on Relationships and Sexuality Education into the HPE Australian Curriculum	Achieved
In 2019, as an Emerging Focus School, we will partner with EO's Mathematics to introduce the NUMA strategy to staff and follow a building capacity menu to engage with NUMA activities.	Achieved
Continue to improve access to digital resources for teaching and learning by improving infrastructure and facilitating PD for Staff	Achieved
Continue to provide support for students who require adjustments to optimise learning	Achieved
Explore and communicate a recontextualized Catholic World view with and to all stakeholders	Achieved
Provide clarity and uniform understanding regarding PB4L through PD for staff and parents.	Achieved
Enhance public image by direct advertising, revision of website documents, and electronic signage	Achieved
Continue Master planning for external and internal spaces	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in

1. Developing strong catholic identity through: increased connections with the Mercy organisations; educating the parent community in catholic social teaching; embedding catholic perspectives in work programs and enhancing staff faith formation and pedagogy in religious education teaching.

- Enhancing excellent learning and teaching through: reaching benchmark targets in reading and writing; evidencing effective and expected practices throughout the school; enhancing specific mathematics strategies; and developing data and professional learning plans.
- Building a sustainable future through: developing increased staff capacity in digital skills; promotion of increased school attendance; development of a school attendance policy; and commencing the masterplan for the outdoor learning spaces of the school.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	198	98	100	0

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

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

Co-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

- 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. 4-6 and 1:2 access in Yr 3 and 1:3 access 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 text-to-speech.

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 - 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 - 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 - 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 External Review.
- The monthly P&F meetings provide opportunities for dialogue between home and school.

- In 2019 an external 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.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home. Holy Cross School installed several sensor lights and incorporated some LED lights. It planned for an audit in 2020 to plan a way forward in reducing energy use.

Environmental footprint indicators	
Years	Electricity kWh
2019	91467

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 our 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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
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	21	14
Full-time Equivalents	15.9	8.1

Qualifications of all teachers*

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 2019 were \$**8814**

The major professional development initiatives are as follows:

- STEM
- National School Improvement Tool
- Student Behavioural support – Tier 1
- Mathematics pedagogy
- Relationships and Sexual Education
- Data Analysis
- Religious Education – deep learnings, catholic identity, scripture
- Mandatory training. e.g. Code of Conduct, privacy, Student protection
- Leadership development

The proportion of the teaching staff involved in professional development activities during 2019 was **100%**.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.6%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 95.9% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	93.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	96.3%

Average attendance rate per year level

Prep attendance rate	92.2%	Year 4 attendance rate	93.9%
Year 1 attendance rate	94.8%	Year 5 attendance rate	91.2%
Year 2 attendance rate	91.4%	Year 6 attendance rate	96.2%
Year 3 attendance rate	93.6%		

*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

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.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	438.1	432.3	530.8	506.0
Writing	430.4	423.1	493.8	473.9
Spelling	416.8	418.7	490.2	500.7
Grammar and punctuation	453.3	439.8	521.4	499.1
Numeracy	409.1	408.1	494.1	495.8