



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2023

## ANNUAL SCHOOL REPORT



*Holy Cross Catholic  
School Kincumber*

### **Holy Cross Catholic Primary School**

37 Kincumber Street, KINCUMBER 2251

Principal: Mrs Sonia Tannous

Web: [www.hckdbb.catholic.edu.au](http://www.hckdbb.catholic.edu.au)

## About this report

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Holy Cross Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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 at local school level and 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](#).

## Message from key groups in our community

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### Principal's Message

Our core values of respect, cooperation, learning, and discipleship define Holy Cross Catholic Primary as a warm and inviting community. Working together with our parent community is essential to ensuring that we travel this path together, encouraging minds and hearts to love learning, to know Christ, and to develop their gifts to the fullest extent possible.

At Holy Cross, we place a high priority on student wellness in order to make sure that they feel supported, protected, and happy. In 2023, several initiatives were put in place to guarantee that social emotional competencies are fostered and strengthened. These initiatives included the use of the Social Emotional Learning Continuum, Zones of Regulation, The Oasis, Kindness Ambassadors and Acts of Kindness. As a community, we want to provide a setting where people may pursue success and cultivate a growth attitude.

The goal of our work has been and will remain helping students succeed in every facet of their education. A variety of strategies have been used to get students interested in their main subject areas, and point-of-need instruction is still given top importance.

As a Catholic school, we provide students an inclusive education. In every facet of the curriculum, our teachers are dedicated to upholding our Catholic mission vision and aiming for excellence and student development.

At Holy Cross, we provide a variety of possibilities, such as chess club, music lessons, public speaking, coding and robotics, Japanese, physical education, and representative sports, in order to celebrate and support a wide range of abilities, interests, and needs. In order to execute effective pedagogical strategies including the use of technological tools that facilitate and improve the reframing of learning classrooms offer adaptable learning spaces.

The Holy Cross Community is a place where our community can thrive in a holistic environment. Together with our parish, we strive to establish a lively and spiritually inspiring presence. We invite you to visit our beautiful community.

### Parent Body Message

The Parent Engagement Coordinator (PEC) was active in collaborating with parents and the parish to build faith-filled relationships between school and parish.

The Parent Representative Group (PRG) was active in delivering community building and fundraising events within the school context. The group met twice termly to plan and implement a range of activities including a movie night, school discos, Mother's Day, Father's

Day and Grandparent's Day celebrations, as well as two social gatherings for parents. The team of parents work tirelessly to ensure a thriving school community.

Wellbeing initiatives and community-building opportunities provided for parents and carers are: meditation for parents in Term 1, You Can Sit With Me Picnic Day in Term 2, Mother's Day, Father's Day, and Grandparent's Day BBQ/Breakfasts, as well as Liturgies/Masses and Open Classrooms for parents and carers to engage in their child's learning on these special occasions. There were many positives, including the friendships cemented amongst our community as we strived to support each other by engaging and remaining in touch with our children's education. We remain incredibly thankful to the teachers and staff who supported our children in their learning. The PRG and PEC look forward to continuing to support the school and the community in the coming year.

### **Student Body Message**

Throughout 2023 students were given many opportunities to continue to develop their leadership skills at Holy Cross.

The SRC continued to work on our whole school PBL focus each week. They led the school introducing each new focus at school assemblies that was based on the needs of the school at the time. The team promoted positive behaviours each day at morning assemblies.

Environmental Team: Stepped up and showing more initiative and responsibility by collecting food waste after breaks for compost, planting seedlings and maintaining the Green Classroom. The Environmental Team leaders along with expertise from a LSA have also imparted their knowledge and enthusiasm for caring for the environment onto our younger students, who enjoy making a difference to our environment. Their work has made a noticeable difference in the sustainability of our school.

Mission group continued to support teachers in their roles eg. wellbeing with pastoral/wellbeing activities. PDH team supported Mrs Griffith in her role as sports teacher.

The Ambassadorial team led assemblies daily and ran formal Parent/student assemblies. They also represented the school at Anzac Day community memorial event.

Wellbeing Team leaders have shown much initiative by teaching and facilitating new games at play times, and helping our Kindergarten students feel welcome at HCK. They are actively involved in organising and leading Wellbeing Week events which the HCK students enjoy.

Technology team supported teachers with various technology needs over the year including end of year mass by supporting the principal to create a video reflecting the Year 2023. These students were instrumental in organising the audio/visual aspect for our school assemblies.

In classrooms the technology team were present in classrooms to assist students with new initiatives including minecraft projects, essential assessment tasks, PAT testing and robotics demonstrations and instruction.

## School Features

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Holy Cross Catholic Primary School Kincumber is a K-6 Catholic systemic co-educational school in the Diocese of Broken Bay. The School sits within the Catholic Parish of Holy Cross Kincumber and Holy Spirit Church is located within the School boundary allowing the students to celebrate and nurture their faith throughout the year.

Adjacent to the Church, the Saint Mary MacKillop School Hall features a fully equipped basketball court, a performance stage, a kitchen, and storage areas. The School Hall serves as a play area, a meeting spot following Mass, and the location of the weekly Parish Community Dinners in addition to being used for school assemblies, plays, physical education classes, and sports.

The school enjoys a reputation as a centre of excellence in teaching and learning which offers a balanced, holistic curriculum in a safe and caring environment. The vision is for the school community to be welcoming and to inspire one another to grow in faith, hope, love, respect, justice, and joy.

Technology has been updated in every classroom to enhance the educational process. Additional educational technology resources include an iPad bank, Chromebooks, and a bank of laptops that are available for students to use during the day in every classroom. Students use the Green Classroom for sustainability education, outdoor learning, and growing produce for the school canteen. Our oval has been refurbished with the laying of new synthetic grass.

Our Kincumba Walk is located at the rear of the school and has a pathway with the Stations of the Cross and will include a range of native bush tucker plants in its next stage of development. Led by our Aboriginal Education Worker (AEW), who supports our students with indigenous background, Kincumba Walk will be a place for all students to embrace, nurture, share and learn about local indigenous culture.

Holy Cross OSHC (Out of School Hours Care) is located on the school premises and provides our families with before school care (from 6:30-8:30am) and after school care (from 3pm until 6pm) as well as vacation care (from 6:30am until 6pm).

A number of co-curricular programs are provided by Holy Cross Catholic School including: debating, public speaking, choir, chess, sporting opportunities (athletics, cross country, touch football, soccer, rugby league, rugby union and netball) and a chance to perform in a whole school production or the Wakakirri Dance Eisteddfod on alternate years.

We value and foster social emotional learning (SEL) in the classroom, through the Oasis and our pastoral care guidelines, and through various wellness programmes. Once again, the Mini-Vinnies team—which uses social outreach to support local and worldwide initiatives.

Survey instruments, Year 6 Leadership Groups, and discussions with the Student Representative Council (SRC) have all been used to collect student voice. Students plan campaigns on topics that are important to them, like social justice, lunch clubs, and composting. Parent involvement is encouraged in many forms, including helping in the Parent Representative Group, on field trips, and in classrooms. There are several ways to communicate with the parent body: in-person meetings, Zoom meetings, Facebook, the school website, the Compass app, and the newsletter every two weeks.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
108	159	2	267

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

## Student Attendance Rates

The average student attendance rate for the School in 2023 was 90.66%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.20	91.00	90.60	91.10	90.90	90.00	88.80



## 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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	21
Number of full time teaching staff	13
Number of part time teaching staff	8
Number of non-teaching staff	3

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional

development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### **Summary of professional learning at this school**

In 2023 the following professional learning opportunities that were provided to the staff on our Staff Development days included:

- English and Mathematics - using data and implementing the new Mathematics and English Syllabus
- Wellbeing - PBL data and using the Social Emotional Learning Continuum
- Spirituality Day - linking scripture, music and meditation
- Collaborative Coaching - quick wins and place value
- Catholic Schools Broken Bay All Staff Development Day on Towards 2025 Strategic Plan
- Collaborative Culture of Continuous Improvement Cycle including address from Linda Bendickson on Leading Improvement.
- Teachers were given session times as an opportunity to work with Jacinta from Essential Assessment to become more familiar with the platform Essential Assessment to assist them in implementing assessment and analysing data particularly in the area of Maths to assist them in monitoring student progress.
- Teachers worked with Vivi facilitators to deepen their knowledge in ways that it can be used in the classroom to support learning.

## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Holy Cross school community engaged in a variety of Religious experiences during the year, including the following:

- School community engages with School Prayer daily at morning assembly
- Opportunities to pray The Rosary during the Month of Mary (May)
- Staff, students and community invited to engaged in celebrations according to the Liturgical Calendar e.g. Feast days, important events (NAIDOC week, Grandparents Day etc.)
- Grades able to engage with Father Bogdan through class/Church visits and Parish Mass' once a term
- Social justice initiatives run by Mission Committee: Vinnies winter and Christmas appeal, Project compassion through fundraising and spreading awareness
- Students supported and encouraged to engaged with the Bishop's Art Prize competition.

- Teachers authentically integrated into programs
- Students invited to connect with other schools through CSBB Year 6 leadership day
- Students invited to attend training with the Parish to become a junior alter server
- Religious Education Coordinator works closely with Mission Committee to support engagement with students in their faith and events
- Rotary Citizenship award given to one student per grade who demonstrates the promote citizenship, a positive attitude, participate well in school and community activities, and have a good understanding of civic responsibility.
- Began new initiative working with Parish musicians, CSBB lead and school staff/ families/ students - Music workshop
- Kinder and Year 1 teachers engaged in PL for new Religious Education Curriculum (planning and implementation phases) Year 2 teachers begin the planning phases.
- Establish new Scripture Storytelling space
- Stage 3 begins familiarization, learning and exploring and planning phases of the new 5 & 6 Religious Education Syllabus
- Staff meetings run to go over the syllabus exceptions in RE and parts of the Mass to support staff in their capabilities to plan and run Liturgical Celebrations
- Staff nourished their own faith journeys through opportunities for staff prayer, leading liturgical celebrations and staff spirituality day

## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 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.

In 2023 Holy Cross Catholic School continued to work towards our vision in developing engaged and reflective learners. Several strategies have been consistently implemented to support our vision, they included:

- Weekly Coaching for K-6 staff enabled teachers to do a deep dive into the use of data to inform teaching and learning practices, especially in Mathematics and English. Staff have identified and developed consistency in agreed school practices and are active in the process of gathering and analysing data and targeting instruction at the student's point of need.
- The curriculum coordinator worked one to one with individual teachers looking at best practice for teaching and learning.
- Collaborative Analysis of Student Learning continued to be a key strategy in supporting teachers to use reflective strategies to enhance student engagement and learning. The collaborative culture of continuous improvement cycle has been instrumental in developing reflective practices in a range of areas. Implementation of whole staff and stage meetings with a focus on the following:
  - Unpacking and implementing the new K-2 English and Mathematics Syllabus
  - HCK Behaviour Management Guidelines, data analysis, Towards 2025
  - New RE curriculum for Year 1
  - Our current focus is in extending teacher knowledge and practice to provide differentiation in both literacy and numeracy
  - The teachers are using the National Literacy Learning Progressions as a valuable tool to assist them to develop targeted teaching and learning programs for students who are working above or below year level expectations
  - Teachers worked in developing rubrics to help assess students' growth in Mathematics
  - Essential Assessment was used to help support teachers in collecting data which allowed a consistent approach
  - Our robotics has included the use of Spheros, micro-bits and most recently, drones to broaden opportunities in digital literacy
  - The purchase and implementation of additional laptops, iPads and Vivi have enabled a range of activities to be incorporated into the learning context.

- In 2023 staff have also been involved in the Towards the 2025 implementation phase, whereby a reflective practice has been implemented to support engagement and dialogue in the vision of Catholic Schools Broken Bay.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Holy Cross Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	55%	54%
	Reading	77%	67%
	Writing	87%	76%
	Spelling	66%	61%
	Numeracy	76%	65%



NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	67%	64%
	Reading	91%	74%
	Writing	68%	66%
	Spelling	69%	69%
	Numeracy	77%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). 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 [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

### **Initiatives promoting respect and responsibility**

Respect and responsibility are built through a range of initiatives at Holy Cross. We aim to foster the dignity, self-esteem and integrity of each person. In line with The National Safe Schools' Framework, our vision is to promote a safe, respectful and supportive learning community.

Opportunities for students in K–6 that promoted and supported student well-being and resilience include:

- Recess/Lunch Time Clubs: Library, Chess, Board Games, Gardening, Lego, Coding (provide an alternative playground setting)
- Access to a school counsellor on site
- Random Acts of Kindness
- Harmony Day/ NAIDOC Week / Sorry Day
- Kindness Ambassadors
- Buddy Bench
- PBL Focus each week
- Access to The Oasis at lunch for play-based social skills support
- Peer Support
- Wellbeing Week
- Wellbeing Team's implementation of additional activities and games for younger students
- Meditation (external provider 3-4 times per year)
- At the end of 2023, our Assistant Principal and Wellbeing Leader had an opportunity to work with Michelle Sultana, Wellbeing Lead at CSBB, and we are excited to implement stronger PBL supports throughout the school

## School Improvement

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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 have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In 2023 Holy Cross Catholic Primary School will implement the following key improvements:

- Continuation of Coaching opportunities
- Strengthen formative assessment practices to inform student goal setting
- Continued development in the implementation of the K-2 syllabus documentation. In addition, commence professional learning (PL) for the introduction for 3-6 implementation.
- Continue working on the Continuous improvement cycle
- Use of Essential Assessment to monitor student progress
- PL in Essential assessment
- Purchased new mentor texts for English syllabus to support teachers in implementing new English units K-2

### Priority Key Improvements for Next Year

In 2024 Holy Cross Catholic Primary School will implement the following key improvements:

- Continuation of Coaching opportunities
- Purchase new decodable readers to support student learning and the new syllabus
- Continue to purchase mentor texts for the new English units 3-6
- Engage the parent body in education workshops around the new Mathematics and English syllabus
- Continued development in the implementation of the 3-6 syllabus documentation
- Strengthen formative assessment practices to inform student goal setting
- Induct a new PEC and new music teacher
- Install new playground equipment
- Develop rock garden area

## Community Satisfaction

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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

We started the year with a special Mass celebrated by Fr Bogdan, our Parish Priest. New staff and student leaders were blessed and commissioned into their new roles at Holy Cross. The new Kindergarten students were officially welcomed into the Holy Cross family during the Mass.

Learning and wellbeing is well and truly at the forefront at Holy Cross. Specialist teachers in English, Sport, Music and Japanese, provide the students with opportunities to explore a range of subject areas and develop their gifts and talents. Classroom teachers provide rigorous learning tasks for students and use engaging strategies to motivate the students to grow in their understanding of concepts. Weekly sport lessons, Stage 2 and 3 Gala Days, and annual carnivals are wonderful ways for the students to develop their gross motor skills and develop teamwork and communication skills. Information and Communication Technology provided by the school allow our children to become more skilled users of technology.

We celebrated Mother's Day, Father's Day and Grandparent's Day with the school community which was wonderful. Not only were we provided with delicious food but we also had the opportunity to visit our children's classes and witness the great things that are happening.

Yera Playgroup was an important community initiative that promotes a positive start to school and education at Holy Cross.

To stay connected with the community and acknowledge student achievements, Assemblies were held. The students enjoyed this opportunity to connect as a whole school community.

Teachers develop positive and respectful communication with students and parents. Students are clear about the rules for school behaviour and feel safe at school.

### Student satisfaction

At Holy Cross there are lots of things that I love. The way the teachers teach us is great. They are kind, caring and helpful and ensure that the lessons they teach are exciting. If

someone needs help, the teachers are always happy to help and take extra time to make sure we know what to do.

The school has lots of things to do at recess and lunch. We can play soccer on the oval, play in the hall, sandpit, go the Oasis and read in the Library.

Our school plans fun things for us to do as well. At the end of each term if we work together as a team, we get a whole school reward! We also take part in gala days including soccer, netball and footy.

Our Principal is really kind who always makes time for us. We love when she comes into our classrooms and helps us with our learning.

### **Teacher satisfaction**

Being provided with a range of prayer experiences and faith formation opportunities to nurture our connection with the Catholic faith.

Improved professional learning with instruction of Early Years reading skills to include support of students with difficulties with phonemic awareness and the alphabetic code.

Ongoing support from members of the Leadership Team through collaborative inquiry teaching cycles; planning, modelling, team teaching and reflection.

Improved professional learning of staff regarding the needs of Gifted & Talented students across all domains.

Collecting and analysing student data to inform our teaching practices and plan for future learning needs.

Support with improved teaching practices in the area of Mathematics (Place Value).

Holy Cross Kincumber is doing well in providing additional activities for students around the school, particularly during lunchtimes. For example, Green Classroom, Robotics, Chess, and Dance.

Continually making the students learning, social and emotional needs our priority.

Staff wellbeing was a priority through a range of professional learning, faith formation and teacher recognition initiatives. We attended a Spirituality Day at Terrigal, where we engaged in spiritual and wellbeing activities.

Collaborative planning opportunities with Key Learning Area Coordinators and Leadership.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,079,304
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$816,056
Fees and Private Income <sup>4</sup>	\$806,202
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$26,685
<b>Total Income</b>	<b>\$4,728,249</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$11,931
Salaries and Related Expenses <sup>7</sup>	\$3,492,122
Non-Salary Expenses <sup>8</sup>	\$1,549,973
<b>Total Expenditure</b>	<b>\$5,042,095</b>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2023 REPORT