Principal’s Foreword

Introduction

Holy Cross Catholic Primary School is a coeducational 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.

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 maintaining a strong focus on Literacy and Numeracy our school provides an education that emphasizes other aspects of the curriculum - offering specialist class lessons 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 education. A School Pastoral Board supports the strategic planning and vision of the school.

This report provides a snapshot of our community's achievements in 2013 - these achievements are not limited to our fine results in the national assessment programme.

School Profile

Holy Cross Primary 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 for this school 252

Total Enrolment 252 Girls 125 Boys 127
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 the 10km ring of Brisbane - a major Australian city. In recent years the locality has undergone social change from a suburb which was populated by post-war migration, to a place where more established families have returned to enjoy the facilities offered by close proximity to the city.

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 Wooloowin en route to the CBD.

Our distinctive curriculum offerings

Holy Cross School focuses on developing the whole child including academic, spiritual, physical, social and emotional development. Our school embraces the Brisbane Catholic Education Learning framework as a starting point for learning. This framework provides a lens to use Australian Curriculum documents and Queensland Syllabus 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.

Religious Education at Holy Cross is based on the Religious Education Syllabus and Guidelines developed for all schools in the Brisbane Archdiocese. The document provides the basis for learning about our faith tradition so that students are able to play their part in the life of the church in the world. English, Mathematics, Religious Education, Science, History, Geography, Health and Physical Education, Technology, The Arts and LOTE (Languages Other than English) are taught in our school. Literacy and Numeracy are a major focus however we ensure a broad curriculum with specialist class lessons for all students in Art, Music, Italian and Physical Education. Our Bounce Back programme and the School Wide Positive Behaviour Support Programme provide for the development of resilience and appropriate social skills. Our Early Years team provide a smooth transition to the formal curriculum with a play based Prep program which reflects the Australian Curriculum.
Extra curricula activities

Extra Curricula activities provided at Holy Cross include
Zone 6/City District Swimming
Zone 6/City District Athletics
Zone 6/City District Cross Country
Chess Club
Tennis
Minnie Vinnies - (St Vincent de Paul volunteer programme)
Senior Choir
Junior Choir
Private Music Tuition
Concert Band
Dance Fever in 2013

How Information and Communication Technologies are used to assist learning

The use of ICTs is highly valued by our school as a tool to engage learners and to 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.
Laptop computers, iPads, desktop computers and digital projectors are available to classes from the ICT facilities room and can be easily accessed by teachers and students. These provide easy and reliable access for students to undertake group or individual tasks as part of their learning programme.

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 abound, where relationships are reconciled and where outreach to others occurs.
Our Resilience Programme (Bounce Back) and our School Wide Positive Behaviour Support Programme are based on the assumption that appropriate social skills can and should be taught so that our young people can enjoy the positive experiences of inclusion, friendship, co-operation and support for others which are characteristic of a Christian life.
Through discussion, role play and reflection our resilience programme aims to develop a suite of skills for students so that they can negotiate the social world in ways which are rewarding and safe. SWPBS programme ensures that students are aware of the expectation of all in our community that we will be "safe and respectful learners." The programme explicitly teaches what a safe respectful learner says and does in many contexts - particularly school contexts.
Parent, student and teacher satisfaction with the school

Open communication characterises the social climate at Holy Cross. A School Board and our Parents and Friends Association are means by which positive feedback has been provided. School internal review survey feedback and focus groups indicate a high level of satisfaction with the school. Focus groups use data gathered through surveys each year to validate our achievements in at least 6 areas of school life. Parents and staff have taken this opportunity to offer positive feedback to the school as we set future directions. Our School Leaders visit classes and take student issues to staff. These meetings are most positive ways in which student’s voice can be included in decision making. Regular staff meetings are held at which open communication is valued.

Parent involvement in their child’s education

In February parent information evenings are held in each class. At these meeting the curriculum overview outlined so that parents have a clear understanding of the achievement standards for the year level. Parent-teacher meetings are held at the end of Term 1 reporting student progress before a written report is prepared for Semester 1. At the end of Semester 2 a written report is prepared and parents are once again invited to an interview. Curriculum Access Plans support our exceptional learners. Parent feedback is welcomed via the process of cyclical review. A School Board supports the school in developing the strategic plan and priorities. A School Strategic Renewal Plan, the School Vision Statement, a Statement of Special Religious Character which reflect community aspirations align to inform an Annual Action Plan about which the Board is consulted. This is presented to Board and P&F. Parents are welcome to assist in classrooms especially in Literacy Blocks. Parent helpers in Library are a valuable part of our community.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>15.7</td>
<td>6.2</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td></td>
</tr>
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</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>13</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>17</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>62</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>8</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was $25,203.

The major professional development initiatives were as follows:

+ Catholic Identity of Holy Cross & Catching Fire Spiritual Renewal Program for staff team completed
+ RE Curriculum Learning and Teaching Scope and Sequence completed and P Learning in this area
+ Coaching and Mentoring Team trained as Learning Management System Team - induction of staff team and on going professional learning
+ support the editing and continued implementation of School Wide Positive Behaviour Support
+ Team trained in Non Violent Physical Intervention
+ P/Learning in Science, Geography and History syllabus

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.

Where it says ‘Search by school name’, 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 98.46% in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 99% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>94%</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>94%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>93%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>93%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>93%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Full school attendance is the goal for all our students. School Roll is marked twice per day at 9am and at 2pm. Student absences must be explained by parents directly to the school. Unexplained absences are followed up by staff via a phone call or email. Prolonged medical absences require a medical certificate. Members of our Student Support Team follow up any major absences so that parents, school staff and medical and allied health practitioners can work in partnership to 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 and back into school at the school office giving reason for their 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/.

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.

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