Holy Cross Primary School, GLENDALE
30 Oakland Street, GLENDALE 2285
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About the Annual School Report

Holy Cross Primary School is registered by NESA as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.
Principal's Message

All stakeholders of Holy Cross Catholic School are proud of our community. School numbers continue to grow with an increase of 40% in enrolments in the past 4 years. Central to all decisions made are the teachings of Jesus Christ, especially focused on through daily prayer, meditation, staff and student opportunities to recognise and develop their spirituality, liturgical celebrations and by embedding the Making Jesus Real philosophy in everything we do and in all the decisions we make.

During 2017, Holy Cross continued to build the capacity of teachers and students as lifelong learners. It was a wonderful year of achievements and growth. 2017 saw the commencement of Professional Practice and Development (PP&D) whereby staff, in collaboration with school executive, began conversations about goals to enhance their teaching.

There are a number of highlights during the school year at Holy Cross Catholic School, Glendale, some of which are detailed below and others are outlined in this report.

- Embedding the Making Jesus Real philosophy within the life of the school through ongoing education and links to the Diocesan K-12 Religious Education Syllabus.
- Exploration and development of student and staff spiritual formation through prayer, self-reflection and meditation.
- A focus on Creative Arts through the purchase and introduction of a formal music program (K-6), scoped learning and appreciation of artworks and artists, linking visual arts to History, Geography and Science.
- The development of a visual arts area for lessons.
- The development of the Play Space, based on the Early Years Learning Framework, encouraging play, use of imagination, the environment and positive social skills in a motivating environment.
- Playgroup commenced – with special thanks to Christine Sakey and Kira Rook for their hard work and dedication.
- All children attended a live theatre production at the Civic Theatre. A new experience for many children. K-2 were entertained by Mr Stink and Years 3-6 were in awe of students from across our Diocese perform in the ASPIRE production, The Hoarders Next Door.
- Children from Years 1 to 6 participated, for the first time, in public speaking.
- Science, as a practical Key Learning Area, was a focus as staff developed compliant scope and sequences of learning outcomes, content and assessment practices.

During 2018, whilst continuing to build on the achievements of 2017, the Staff Team have developed new goals to further refine and enhance learning outcomes for all children.

Parent Body

The Parents and Friends Association was reformed in 2016 after several years without a committee. 2017 saw the committee build on the strong foundations of 2016. The committee had a goal to continue to friend-raise and fundraise to form connections within the community and to raise money to provide resources that would benefit the children.

The P&F coordinated many fantastic fundraising events which were supported wholeheartedly by the community. These included:

- Easter raffle
- Selling of chocolates
- Mother’s Day and Father’s Day stalls
* Shopping bus trip to Sydney
* Selling of Father’s Day cards at Bunnings
* Raffle at the Annual school concert
* Two discos

The funds raised at these events enabled the P&F to donate money to the school for the following purchases:

* Phonic readers for K-2 students
* New books for the library
* Resources for the newly formed Playgroup
* Assistance in setting up the passive play area
* Purchase of a domain name and email for the P&F Executive members
* InitialLit Program to be introduced in the infant classrooms to support literacy
* Laptop trolley to house school devices to supplement the BYOD program

With numbers increasing in the school, 2018 looks to be an exciting year. It will also see a change in the Executive of the P&F. New families entering the school and different community members involved bring about fresh energy and ideas. No doubt the community will continue to build connections, strengthen and provide more opportunities for our children through resources purchased.

**Student Body**

Although we have Portfolio Leaders, the whole of Year 6 are seen as student leaders. The four portfolios are; Environment, Communication, Community and Ministry. Each term two portfolio leaders co-coordinate each portfolio with staff members. Together with all Year 6 leaders the most responsible role is setting a good example for the younger students in our school. The Year 6 leadership pledge is:

*Yes, I am prepared to be a leader.*

*I will participate in and support school spirit, encourage the growth of Catholic values including social justice, love and tolerance and follow the example set for me by St Mary of the Cross, Catherine McAuley and especially the call from Pope Francis for The Year of Mercy.*

*I promise to show God’s love by treating each student with care, justice and respect, to work with the Holy Cross staff in making our school a happy place to learn and to set good examples for other students to follow.*

*I promise to represent our school in the community with pride.*

It has been communicated that Holy Cross students find the transition to High School smooth because they have been exposed to so much as leaders in Primary School and easily adapt to change due to the responsibilities given at Holy Cross.
SCHOOL FEATURES

History of the school

Holy Cross Primary School, Glendale is a school of around 125 students and is part of the Sugarloaf Parish. The school was opened 59 years ago by the Sisters of Mercy. The spirit of the Sisters of Mercy is still evident in the school’s commitment to justice for all people. As already mentioned, Holy Cross has experienced substantial growth in recent years. Holy Cross School is a rich community, very much a family school that provides its students with a supportive and high quality learning environment.

Location/Drawing Area

Holy Cross Primary School, Glendale is situated on Lake Road Glendale. Glendale is a suburb of Lake Macquarie and is located at the northern end of Lake Macquarie. Holy Cross School is one of eleven primary schools in the Lakes Region. Holy Cross Primary is a feeder school for St Paul’s College, Booragul.

Holy Cross enrolments draw upon the following areas; Glendale, Cameron Park, Elermore Vale, Speers Point, Edgeworth, Wallsend, West Wallsend, Argenton, Cardiff, Macquarie Hills, Toronto, Fletcher & Barnsley.
Catholic Identity and Mission

Catholic Imagination and Spirituality

Holy Cross Catholic Primary School offers students the opportunity to learn and develop in an atmosphere characterised by care. We aim to form students who are able to make an active, worthwhile contribution to the world in which they live. The main spiritual focus of Holy Cross is to provide a variety of prayer and liturgical experiences that linked school, home and parish.

In 2017 we continued this commitment and proudly lived our Catholic identity through our mission and vision statements by the way we interacted, celebrated and showed loving kindness with others.

Family, Parish and Diocesan evangelising and catechesis

Making Jesus Real is the foundational program that ‘umbrellas’ various school community initiatives. We provide many opportunities to celebrate the Catholic Identity of Holy Cross.

Holy Cross Catholic School is part of the Parish of Sugarloaf. As a school we attend the Thursday morning Parish Mass. It is an opportunity to join together for Eucharistic celebrations; school, parents and parish. Our commitment to support parish Eucharistic celebrations is also evident by our involvement in the Sacramental programs throughout the year; weekend Masses e.g. Kindergarten Welcome Mass & Year 6 Mass.

Christian Discipleship

As a Catholic School we focus on faith formation. Our Year 5 students participated in a leadership retreat day. A staff retreat was held. This was a time for reflection and prayer. The day centred around finding the Eucharist in our lives and reflecting on the road to Emmaus story. Year 6 students took on the role of enhancing the MJR message through assemblies and parent information sessions at Kindergarten Orientation. The Mini Vinnies are also active and encourage community support through winter donation appeals for blankets and beanies, in addition to Christmas hampers and others that help out those less fortunate than ourselves.

Religious Education and Curriculum

The Maitland-Newcastle Religious Education Syllabus forms the basis of our formal teaching. Monitoring of timetabling, frequent RE staff meetings to inform, programs take place once a term and many seasonal liturgical events are highlighted throughout the year using the creativity of our students and staff to deliver the Scripture, doctrine and history to the whole school community. Praying and meditating each day has been the cornerstone of our spiritual and faith formation. Prayer spaces in the classrooms display the liturgical seasons.

Initiatives Promoting Respect and Responsibility

Holy Cross and the wider community participated in Project Compassion, Mission Week and other community awareness events. Father Peter and his involvement in Vietnamese schools. The Mini Vinnies students ran a breakfast club for the students body once a week and they also organised and ran a silly socks day that was connected to the local St Vincent De Paul. The Mini Vinnies group visited Mum's Cottage, Holmesville to meet Sr Helen-Anne and get an idea of the local needs of the community and what can be done to help.
Student Profile

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th></th>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>18</td>
<td>10</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

Holy Cross Primary School follows the guidelines provided by the Catholic Schools Office Enrolment Policy 2013. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2017

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>27</td>
</tr>
<tr>
<td>Year 1</td>
<td>9</td>
</tr>
<tr>
<td>Year 2</td>
<td>23</td>
</tr>
<tr>
<td>Year 3</td>
<td>20</td>
</tr>
<tr>
<td>Year 4</td>
<td>16</td>
</tr>
<tr>
<td>Year 5</td>
<td>10</td>
</tr>
<tr>
<td>Year 6</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
</tr>
</tbody>
</table>

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94</td>
<td>98.5</td>
<td>98.5</td>
<td>96.3</td>
<td>97</td>
<td>98.5</td>
<td>97.5</td>
<td>97</td>
</tr>
</tbody>
</table>
Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student’s educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school-based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.
Pastoral Care and Wellbeing

Student Welfare Policy

The Staff of Holy Cross School work continuously to ensure that the welfare of our students is a priority in the daily working of the school. Our ‘Stay Alert’ recording system ensures that we are able to quickly recognise behaviour that may need a particular response to ensure that we are able to assist the child who may need assistance with behaviour or who may be experiencing some underlying issue that is causing certain behaviour. Teachers are kept up to date with current cases of children being assisted to this end. Time is allocated at staff meetings to debrief staff on such cases. Our school counsellor works with children who are in need of support and guidance.

Discipline Policy

Holy Cross School follows positive actions to encourage appropriate behaviour and self regulation by students. The school has adopted the Zones of Regulation across the school. The necessity for students to be able to recognise their many and varied emotions, and to have the ability to select and use appropriate tools to regulate their behaviour, is seen as a priority for all staff and students.

The Holy Cross Pastoral Care & Discipline Policy is presently being reviewed and updated to reflect the Diocesan Pastoral Care & Well-being Policy. The new policy, to be formalised in 2018, will reflect a positive and realistic approach to building relationships across the school, understanding and developing positive behaviours and evidence-based research and interventions.

The full text of the School’s Student Discipline Policy may be accessed on the School’s website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. Holy Cross Primary School Anti-Bullying Policy is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children’s learning, behaviour and welfare, school organisation and management, student health and safety issues. A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.
School Improvement

School Improvement Plan

A summation of the School Improvement plan 2017 is:

- Use NAPLAN result analysis to target areas requiring attention in numeracy and literacy in order to refine the current professional development model to be more responsive to identified needs at Holy Cross.
- Teaching staff to participate in staff development to support professional growth, self-reflection and a change in pedagogy to reflect contemporary, evidence-based practice.
- Focus on the development of Creative Arts, Science and Physical Education / Sport to ensure children are engaged in meaningful and compliant activities and learning.
- Explore and provide opportunities for increased knowledge and understanding of Early Learning and the Early Years Learning Framework, and implications for Holy Cross.

School Academic Priorities

<table>
<thead>
<tr>
<th>Key improvements achieved this year</th>
<th>Key improvements for next year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use NAPLAN result analysis to target areas requiring attention in numeracy and literacy.</td>
<td>Catholic Formation and Spirituality</td>
</tr>
<tr>
<td>As a staff, using NAPLAN data and its analysis, a school goal was formed in relation to numeracy and improving student achievement in problem solving.</td>
<td>Develop revised pastoral care procedures, reflecting the MJR philosophy and CSO Pastoral Care &amp; Wellbeing Policy</td>
</tr>
<tr>
<td>From the explicit school goal, stage goals were generated and stage teachers worked collaboratively to develop quality learning activities for students. In consultation with stages, the Leading Teacher (SAP) supported the professional learning of teachers across the school to make informed changes to their classroom practice based on a clear analysis of data obtained through NAPLAN, class tasks and activities, standardised testing, including PAT and additional diagnostic testing and analysis as required.</td>
<td>Embed the ‘Making Jesus Real’ philosophy throughout the school community through ongoing professional support, reflection and collaboration.</td>
</tr>
<tr>
<td></td>
<td>Continue to embed spiritual growth across the school community through retreat experiences, immersions and a more consistent approach meditation and self-reflection for students and staff.</td>
</tr>
</tbody>
</table>
Teaching staff to participate in staff development to support professional growth, self-reflection and a change in pedagogy to reflect contemporary, evidence-based practice.

Professional Meetings were conducted weekly with clear agendas & agreed practices, inclusive of rich, collaborative discussion, professional presentations and focused professional development and learning. Evidence-based practice and the National School Improvement Tool (NSIT) was utilised to determine areas of strength and weakness. An increased focus on the strategic use of a broad range of data was used to provide the springboard for collaborative discussions and decision-making.

Teaching and Learning
- Devise and implement an effective, evidence-based intervention plan to complement the existing assessment schedule.
- Familiarisation of current trends and research emphasising the importance of play, environments and space, transition and pedagogy for early education.
- Continued development of best practice inclusive of improved pedagogy, sound assessment, data collection and analysis, to reflect a differentiated approach to meeting the diverse needs of all learners, including gifted students.
- Focus on targeted improvement in writing and mathematics through the implementation of agreed practices from K-6

Focus on the development of Creative Arts, Science and Physical Education / Sport to ensure children are engaged in meaningful and compliant activities and learning.

Staff professional meetings, discussions and targeted professional development supported change and improvement in the delivery of these Key Learning Areas. Compliance issues were addressed and practical documents, detailing the scope and sequence of learning in all areas was developed and adopted. Improvements were evidenced through teacher programming and student performances & work samples, supported by quality assessment tasks and engaged learning.

Leadership, Service and Governance
- Continued professional development and growth of Holy Cross as a professional learning community, enriched by a culture of continual growth and collaboration amongst staff.
- Continue to provide educational, social and wellbeing opportunities to build community capacity by building and enhancing sound relationships across and beyond the school community. Update WHS framework structures and procedures.

Academic Achievements

As part of our school motto, Holy Cross School ‘Dares to walk with Jesus’. This statement drives our expectations set for our students. We believe all students deserve to achieve at their individual capability. This goal sets us a challenge then to meet the needs of not only those students who experience difficulty in learning, but also those students who are able to achieve at a high level.

Cultural achievements

The Performing Arts are an important part of the culture of Holy Cross School. This year saw a continuation of our annual performing arts concert entitled ‘Dreams Do Come True’. The musical
integrates the areas of the Creative Arts Syllabus through development in Dance, Music and Drama. Anna Kerrigan, Artistic Director for the CSO, incorporating the annual diocesan ASPIRE production, provides class-based learning opportunities, ongoing professional support and development of students and staff.

The development of a clear scope and sequence of learning in Visual Arts provided all children with an opportunity to learn about, develop artistic skills across a range of media and appreciate the works of numerous art forms an artists.

All children from K-6 attended a live theatre performance which was a new experience for many. K-2 attended the performance of Mr Stink whilst Years 3-6 attended the ASPIRE production of The Hoarders Next Door, both at the Civic Theatre in Newcastle.

**Sporting achievements**

Holy Cross School continues to participate in a number of sporting events throughout the year. These include the school athletics carnival, swimming carnival and cross-country event. Our school selects teams to compete at Regional level with students having the opportunity to progress to Diocesan level and state level.

This year, the school introduced the Fundamental Movement Skills program throughout Term 2. This provided a great opportunity for students to develop their skills in an engaged and motivating manner. It also provided education for staff & parents about the importance of developing skills in a developmentally appropriate and sequential manner, in order to promote success in minor and major games. Gymnastics was conducted during Term 4 by engaging a professional team to support the children's achievement in this specialised area.

Additional opportunities for engaging in sport beyond the school were provided through gala days including soccer and netball.
Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2017</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>82.61%</td>
<td>73.90%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>69.57%</td>
<td>74.40%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>78.26%</td>
<td>68.80%</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>69.57%</td>
<td>75.00%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>69.57%</td>
<td>67.10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2017</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>58.82%</td>
<td>63.00%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>29.41%</td>
<td>47.90%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>64.71%</td>
<td>63.00%</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>58.82%</td>
<td>59.90%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>58.82%</td>
<td>57.60%</td>
</tr>
</tbody>
</table>
Staffing Profile

Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>14</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>0</td>
</tr>
</tbody>
</table>

Workforce Composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
</tr>
<tr>
<td>Grand total</td>
</tr>
</tbody>
</table>

Percentage of teachers who are indigenous | 0 |

Teacher Attendance

The average teacher attendance rate for Holy Cross Catholic School is 96%.

Teacher Retention

The average teacher retention rate for Holy Cross Catholic School is 100%.

Professional Learning Undertaken

Throughout 2017, staff participated in a range of professional development opportunities including a focus on a 3 day reading comprehension course. Professional meetings, held every week, supported the development of sound planning, programming, assessing and reporting, especially in the key areas of Science and the Creative Arts. Professional Learning Teams were developed and staff met in teams regularly to collaboratively discuss, plan and support the teaching and learning needs of all students.

The National School Improvement Tool (NSIT) provided a means by which the staff could review data from across domains and use it effectively to strategically plan for 2018.

A recognition of the need to enhance an understanding of data analysis and differentiation guided the development of school priorities during 2017 and for 2018.

The Leading Teacher SAP (State Action Plan) worked collaboratively with teachers throughout the year to develop a greater understanding of the literacy continuum and the use of data to inform the placement of students along the structure. Professional support was provided to support the implementation of an evidence-based literacy block using both explicit, guided and independent tasks.

Scope and sequences were developed and adopted in Maths, Science and the Creative Arts which guided a
thorough implementation of curriculum requirements.

Professional learning was also undertaken by staff in gifted education and early learning.
Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

Parent Satisfaction

There is a high level of community satisfaction at Holy Cross. Retention of both students and staff is an indication that the school is a place children, staff and parents enjoy being. Community events such as our annual school concert, twilight athletics carnival and Christmas concert are well attended and supported by the parent community. The P&F Association re-formed for the first time in many years and was responsible for initiating sound fundraising and extra-curricula events. Enrolments across the school continued to grow, indicative of the excellent reputation the school upholds in the local community.

Student Satisfaction

Children speak of their school as a safe place to learn and where the teachers care for them and support them in their learning. The following comments are attributed to our senior students when asked of their views of Holy Cross Catholic School Glendale;

- Everyone treats each other with respect.
- Everyone encourages each other.
- Teachers understand us.
- We treat each other the way we always like to be treated.
- It is a fair school.
- We feel safe, secure and loved.
- There is friendliness all around.
- Holy Cross is a very welcoming school.
- We can talk about our concerns and be helped and guided.
- It is about learning and having fun here, not judging.
- We are a very giving school community.
- School leaders are a great example.
- We represent the school well when on excursions.
- We are like a family here.
- We wear our uniform with pride.
- We look out for our friends.
- We have lots of opportunities to shine.
- We have lots of groups to be involved in like mini-Vinnies and choir.

It is a loving community and our parent helpers are great.

Staff Satisfaction

Staff at Holy Cross present as a collegial and professional group of educators. Some of the highlights of the school as expressed by staff include:

- The development of MJR enhances Christian values and a continued focus on the life and teachings of Jesus
- Contemporary learning environment meeting the needs of all students
- Data driven agenda to meet the learning needs of students
- Caring community
- Great teamwork, support and collaboration amongst staff
- Excellent relationship with parish
- Quality of the buildings and grounds
Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.
School Financial Information for the 2017 year is detailed below:

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>$1,268,989</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$414,898</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$217,677</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$3,109</td>
</tr>
<tr>
<td>Total Income</td>
<td>$1,904,673</td>
</tr>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$371,665</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$1,480,602</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁴</td>
<td>$301,601</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$8,851,057</td>
</tr>
</tbody>
</table>

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.
Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school’s Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Holy Cross Primary School

GLENDALE

Phone: 4954 8471

For further information relating to the Diocesan Policy please refer to:  http://mn.catholic.edu.au