

# 2024

## Annual School Report

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TOGETHER IN CHRIST



### Holy Cross Primary School

326 Lake Road, GLENDALE 2285

Principal: Ashley Borg

Web: <http://www.glendale.catholic.edu.au>

## About this report

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Holy Cross Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which 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 be also be obtained from the My School website.

## Message from key groups in our community

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### Principal's Message

Holy Cross forms part of an authentic, faith-filled Catholic community, where high standards of education ensure that student growth, across learning, social and spiritual endeavours, are paramount. Holy Cross follows the Positive Behaviours Four Learning Framework. This is based on the belief that we are the image of Jesus to everyone.

Our Mercy Charism continues to permeate throughout the school and the values of compassion, justice, dignity, excellence, hospitality and stewardship are continuously being adhered to throughout the school.

Gospel values embedded through the program, invite and encourage all members of our community to do their best to treat others fairly, to be responsible for their actions and to follow moral and ethical conduct embracing equity and justice.

Our Mission Statement dares us to walk with Jesus as a people of action, in a place of peace for a future filled with inspired learners.

Holy Cross is a great school moving forward. With a wonderfully supportive school community of families and staff, the school continues to grow and expand. We are proud of our Indigenous heritage and the many facets of multiculturalism experienced across the school.

We look forward to welcoming our largest Kindergarten class for many years and wish our new Principal all the very best for 2025.

Thank you, Holy Cross Glendale for welcoming me into your community and giving me an outstanding experience as a Principal. God Bless You all.

### Parent Body Message

This year comes with a lot of highs from the wonderful community of Holy Cross Glendale and the schools P&F executive team, together with the staff and students. This year the motto was "teamwork makes the dreamwork"!

Each class stage got to organise and run their own events or fundraising which seen great success. Some of these events were things like the Easter Raffle, Stalls and discos. The major event of the year for Holy Cross was having the local radio station come to broadcast live from our school grounds which seen great participation from students, parents and staff. This was one for the books, it seen the HCG community come alive at its very best!

With all the fundraising efforts this year the P&F were able to provide such things as brand-new HCG Blazers and swim caps for students representing the school, school banners and personalised gazebos for gala and event days and the students are extremely excited to get their hands on all the brand-new IT equipment purchased such as robotic kits and overhead document cameras.

As a collaborative community we have really kicked some goals this year and have even organised and funded some future build plans! Very exciting indeed!

2024 marks the last year of the P&F at Holy Cross Primary School before heading into the new Family and Community Engagement model. However, the teamwork from all stakeholders is strong here at Holy Cross and there is such a great community vibe here that we just know it will generate into the new year and continue to make HCG the place to be.

A special thanks goes out to the P&F executive team who volunteer consistently behind the scenes to make the school year so special for our students. Massive appreciation props for all your hard work for 2024.

### **Student Body Message**

This year, I was lucky enough to be the school captain.

The school is a place of marvel to be at, for someone from the very beginning of 2018. There were many events, and a highlight was the Anzac Day dawn service. The best part of leadership was being able to go so many places and represent our school in so many unique ways. I enjoyed many events, and it has been an honour going to Holy Cross.

School captain, 2024

## School Features

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Holy Cross forms part of an authentic, faith-filled Catholic community, where high standards of education ensure that improving the educational outcomes for every student is paramount. Holy Cross follows the Positive Behaviours For Learning Framework, with a planned review and re-launch in 2025. Disciplinary issues at Holy Cross have been lowered by over 35% in three years, which is a testament to the collaborative, consistent and frequent praise and reward of outstanding student behaviour.

Our school's Mission Statement focuses on challenging students to strive for success in all areas of school life, to become lifelong learners and achieve their personal best. To maintain high standards in literacy and numeracy, class timetables are aligned across the school, emphasising the integral role of English and Mathematics. These key learning areas are uniquely timetabled to maintain the best possible use of human resources to support best practice.

Additional teaching staff include a Learning Support teacher who provides expertise in additional needs, including extending student academia and gifted education. In Term Three, we were granted a second Learning Support Teacher and additional Learning Support Assistants to work with our growing student population.

A Pedagogical Mentor, who works alongside teachers to give them the best possible support and to build capacity, as well as seven Learning Support assistants who provide in-class support for teachers, enabling greater access to differentiated learning.

A Gifted Education Mentor (GEM) provides professional and learning support to gifted learners and their teachers, across the school.

An Aboriginal Education Teacher and an English as an Additional Language or Dialect teacher, raises awareness and supports the school community in celebrating our indigenous and multicultural heritage whilst assisting the academic growth and cultural development of our Indigenous students.

In 2024, the school was successful in obtaining solar panels, freshly painted toilet amenities and new carpets and wall space in the Primary Classrooms. We purchased a further 40 laptops and 30 iPad's to continue to build our ever-increasing technology base, which gives every student in the school access to the latest technology.

Holy Cross is an inviting school where all are welcome, feel they belong and every child MATTERS.

## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
73	70	27	143

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2024 was 90.06%. 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
89.19	91.21	89.84	92.87	91.38	90.21	85.71

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Professional Officer for School Enrolment is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	27
Number of full time teaching staff	11
Number of part time teaching staff	5
Number of non-teaching staff	11

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools at these levels is as follows:

- Conditional 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.



## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

Holy Cross were very active in the community, demonstrating God's love for all through Mission.

Mini Vinnies is a time-honoured tradition at Holy Cross. This year, 15 students took on the challenge of participating.

They were responsible for:

- collecting items for the Winter Appeal and Christmas Appeals
- organising and running Socktober activities
- assisting the Year 6 leadership team with Project Compassion

Our "Green Team" fostered Mission throughout the school, through looking after our gardens, ensuring our chickens were well fed and hydrated, as well as organising for the sale of eggs from the chicken coop back to the community.

Another primary responsibility of the Green Team was to ensure that fruit scraps and other food items do not go to waste. A compost bin was established and further enhancements to this area will be a topic of discussion for future years.

## 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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

The teachers at Holy Cross provide a rich and purposeful curriculum fulfilling NESA requirements. Not only is the teaching across key learning areas of a high standard, the school also offers expertise from external providers.

Each class is provided with sports coaching as a result of Sports Australia grant. Additional opportunities were also provided for students through private music tuition through Ricky's Guitar Tuition.

The school purchased the Amplify program to enhance its music teaching skills and pedagogy. This, along with a Parents and Friends sponsored purchase of musical equipment, will be a terrific addition to our teaching repertoire and student engagement.

Spelling Mastery was also sponsored by the Parents and Friends Association. This has been very widely used throughout the school in the Primary area.

These programs have given teachers a real opportunity to understand where students are placed in the curriculum and cater for their needs.

The school purchased Essential Assessment to assist in consistent teacher judgement, as well as catering for the varied interventions for fluid groupings in mathematics. This tailored Professional Learning in Terms One and Two gave an excellent platform for staff to move into independent work. It is anticipated that reading will be purchased in 2025 and that continual professional learning takes place to enhance skills in this area.

Teachers work in Professional Learning Teams, utilise Case Management Meetings and work collaboratively to ascertain the best way to help all students learn and be their best.

Holy Cross also forms part of the Diocesan gifted education initiative through the employment and support of a gifted education mentor. This has enhanced learning

opportunities for gifted students through involvement in the Diocesan virtual academy for gifted students.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools 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 Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	55%	54%
	Reading	64%	66%
	Writing	86%	68%
	Spelling	50%	45%
	Numeracy	68%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	63%	65%
	Reading	68%	71%
	Writing	68%	67%
	Spelling	58%	68%
	Numeracy	74%	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 [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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 teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

General Parent satisfaction with Holy Cross is excellent. Parents have commended the school on its ability to work collaboratively to solve issues arising from concerns.

Communication is universally praised at Holy Cross as a standout, sometimes the parent body believe the communication might be truncated, rather than many posts sent frequently.

The recent issues with the back playground and subsequent relocation of Holy Cross for a short period during remediation works, saw parents extremely happy with the communication, teaching and organisation held by the school's executive.

Parents are very trusting of the school to make the right decision in the best interests of them and their children.

### Student satisfaction

Student satisfaction at Holy Cross in 2024 was mostly favourable, with students stating that they "feel safe and looked after" at school.

Children's relationships with teachers stand out in the Tell Them From Me Survey. Students clearly articulated that their teacher cares for them, gives them an excellent education and wants the best for them.

Students enjoy the grounds at Holy Cross and opportunities to compete in various events, such as Gala Days, Maths and Spelling Bees, as well as outside competitions.

### Teacher satisfaction

Staff satisfaction around the school is high and turnover is relatively low. The camaraderie in the current group in 2024 was exceptional. A collaborative and friendly cohort have allowed the staff to grow and learn together and from each other.



One aspect of the Tell Them From Me Survey which was noted and has been worked on, is the consistency of communication from executive teachers.

Staff meetings are always planned in advance, with teachers and ancillary staff given a clear timetable to work with each term. Questions and concerns around the staff are handled quickly, effectively and collaboratively.

## 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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,524,392
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$681,751
Fees and Private Income <sup>4</sup>	\$395,967
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$127,081
<b>Total Income</b>	<b>\$3,729,191</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$181,789
Salaries and Related Expenses <sup>7</sup>	\$2,905,293
Non-Salary Expenses <sup>8</sup>	\$1,035,445
<b>Total Expenditure</b>	<b>\$4,122,527</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 2024 REPORT