



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



Holy Cross Primary School

326 Lake Road, GLENDALE 2285

Principal: Katherine Wilson

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

About this report

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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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

Principal's Message

It is my privilege to present the 2025 Annual Report for Holy Cross Catholic Primary School, Glendale. This report serves to inform parents and the wider community about the nature of our school and its role within the Diocesan System of Schools.

Holy Cross is a Catholic co-educational Kindergarten to Year 6 systemic school in the Diocese of Maitland-Newcastle. We acknowledge with deep respect that our school stands on the land of the Awabakal people. We honour their Elders past, present, and emerging, celebrate their enduring culture, and commit ourselves to walking gently upon their land.

As a Catholic school community, we strive to embody Gospel values in both curriculum and daily life. Our Catholic identity shapes every aspect of learning and extra-curricular activity, enriched by the legacy of the Sisters of Mercy, whose contribution continues to inspire our spiritual life. We take pride in supporting those in need and in working together to make our world a better place. The Mercy Values—hospitality, justice, service, compassion, excellence, and respect—permeate all that we do.

Throughout 2025, our students and staff have achieved success across sporting, cultural, and academic pursuits. Yet our greatest accomplishment lies in the growth of our students themselves. At Holy Cross, we celebrate the development of the whole child, recognising that the strength of our community is greater than the sum of its parts. Excellence in learning is not about being the best, but about being your best—and that is truly worth celebrating.

The details of our school's achievements are outlined in this report. I commend the Holy Cross Annual Report to you. Copies will be distributed to all members of our school community and made available to any interested parties.

Please join me in celebrating the achievements of Holy Cross Catholic Primary School in 2025.

Parent Body Message

This year we welcomed new leadership and staff, including our Principal, Vice Principal, and several teachers. The transition was smooth and has brought a refreshing energy to Holy Cross. New processes have been introduced, and the brightening of the school environment—such as the updated signage—has been a positive change. The addition of the Canberra trip was a highlight, offering valuable experiences for our students, while newsletters have remained consistently informative. Fun initiatives such as GOTCHA days and Crazy Hair Day have added joy and vibrancy to school life.

From the outside, these changes may have appeared seamless, but we recognise the significant effort required behind the scenes. We are deeply grateful for the dedication of our staff and for maintaining open lines of communication with the community. Their hard work has ensured that this year has been both successful and uplifting for Holy Cross.

The turnout for community events such as Easter celebrations, ice skating, Mother's and Father's Day breakfasts, and the school disco was very encouraging, with strong participation across the board. It was wonderful to see so many families involved, and equally pleasing to welcome new faces taking on the organisation of events this year, supported by the guidance of experienced P&F members.

Looking ahead, we are excited to continue strengthening the partnership between families and the school. In 2026, Holy Cross will transition into a Family and Community Engagement (FACE) model, which will provide new opportunities to deepen collaboration, enhance communication, and celebrate the shared role we all play in nurturing our students.

Student Body Message

One of the most valuable aspects of Holy Cross is the Holy Cross Expectations, which highlight the four core values we strive to live by: learning, resilience, responsibility, and kindness through empathy and care. These values guide us not only in our studies but also in the way we interact with one another every day.

At the conclusion of each school year, we celebrate these achievements with our Awards Ceremony. This year's event was especially memorable, with a wide range of awards presented, including special recognition for Year Six students, as well as Mercy Awards and Religious Awards that honour those who embody the spirit of our school community.

Beyond academics, Holy Cross offers many opportunities to contribute through teams and group activities. For example, the Sustainability Team promotes initiatives such as healthy eating, "nude" lunchboxes, composting, recycling, and other environmentally friendly practices. These activities encourage us to think about the impact we have on the world and how we can make positive changes.

What truly makes Holy Cross unique, however, is its welcoming atmosphere. Visitors are greeted with warm smiles, and there is a genuine sense of inclusivity. We are reminded daily that everyone deserves to be treated with respect and equality, and this spirit of community is what makes our school so special.

School Features

Holy Cross Catholic Primary School is a co-educational school within the Maitland-Newcastle Diocese, located in the suburb of Glendale, New South Wales. Glendale, part of the City of Lake Macquarie local government area, lies 18 kilometres west of Newcastle's central business district and is a vibrant community in which Holy Cross plays an important role.

Founded in 1958 on Awabakal land, Holy Cross began humbly in "the green cottage," a four-room brick veneer building. The Sisters of Mercy, travelling from the Lambton convent, were central to its establishment, with Sister M. Gonzaga Lantry and Sister M. Jacinta O'Connor among the pioneering staff. The school opened with 105 students from Kindergarten to Year 4, and by 1961 the Glendale Mercy convent was established to support the growing community. The Sisters of Mercy remained in administration until 1988, leaving a legacy of faith, service, and commitment to education that continues to shape the school's identity today.

Over the decades, Holy Cross has grown steadily while remaining true to its Catholic charism. This year, we have 156 students enrolled across seven classes, catering for Kindergarten to Year 6. The school now offers a blend of modern indoor and outdoor learning spaces designed to nurture both academic and personal growth. Facilities include seven classrooms, a library, a learning support hub, a covered outdoor learning area (COLA), and extensive playgrounds. Students enjoy large grassed areas, play equipment, a front garden prayer and learning space, and a newly redeveloped infants' play and learning area with direct access for Kindergarten, Year One, and Year Two. These spaces reflect the school's commitment to creating environments that inspire curiosity, collaboration, and faith-filled learning.

Holy Cross provides education across the seven Key Learning Areas (KLAs), with a strong emphasis on integrating Catholic values into every aspect of school life. Opportunities to celebrate liturgies and Mass, and to experience prayer in diverse ways and settings, are central to the student experience. The Catholic identity of the school is not confined to religious education but is woven into daily life, guiding relationships, decision-making, and community engagement.

The school's connection to the Parish of Sugarloaf further strengthens its spiritual foundation. The Holy Cross Catholic Church, located at the back entrance of the school, provides a visible and practical link between parish and school, fostering a sense of unity and shared mission. Together, parish and school work to nurture students in faith, knowledge, and service, ensuring that the Mercy values of hospitality, justice, compassion, excellence, and respect remain at the heart of the community.

Student Profile

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
86	67	35	153

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 91.07%. 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
91.20	90.03	92.07	90.19	92.09	91.54	90.40

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	33
Number of full time teaching staff	10
Number of part time teaching staff	10
Number of non-teaching staff	13

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at Holy Cross Primary School in 2025:

Conditional Teachers	1
Provisional Teachers	0
Proficient Teachers	18

Catholic Identity and Mission

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)

Catholic culture and identity remain a clear priority at Holy Cross. Our school vision and mission are made visible through signage and reinforced in daily practice, with positive feedback received on the new visuals displayed around the school and office. These visible reminders of our Catholic identity have raised awareness and strengthened the sense of belonging within our community.

Community events and feast days, together with regular updates via newsletters and Compass, ensure families remain connected and informed. Invitations to school and parish events are extended widely, encouraging participation and fostering authentic connections between staff, students, families, and the wider community. Prayer continues to be central to school life, with the dedicated prayer space and assemblies providing opportunities for reflection and faith formation. Staff have engaged in consistent and targeted professional learning, including formation days, which strengthen our shared language and understanding of Catholic identity.

The Mercy charism guides our Positive Behaviour for Learning (PB4L) expectations, linking values of hospitality, justice, compassion, excellence, and respect to everyday actions. This has resulted in more positive behaviours across the school, with students actively living out the Mercy values. The Mercy Awards further celebrate and affirm these values in action.

Our Catholic identity is also expressed through participation in family Masses, parish events, and the Sacramental program, which provide meaningful opportunities for students and families to grow in faith. The parish council plays an important role in supporting these initiatives, and parish members are actively involved in staff formation, including presenting

at professional learning days. This collaboration highlights the strong and authentic partnership between parish and school.

Holy Cross continues to embrace a worldwide view of Catholic education, encouraging students to understand the “why” behind their faith and actions, and to see themselves as part of a global Church.

Curriculum, Learning and Teaching

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

During 2025, Holy Cross implemented new structures and scaffolds for Case Management Meetings (CMMs) and Professional Learning Teams (PLTs), both of which were guided by data to ensure targeted outcomes. Professional learning opportunities, both external and internal, were carefully planned and delivered, with regular attention given to gauging the needs and priorities of staff. Data collection processes were streamlined to allow for meaningful analysis of what was working well and what required adjustment, resulting in greater consistency across all grades. Transparency remained a priority, with staff consistently informed of both the “what” and the “why,” and their voice and input valued throughout. This was particularly evident in the co-construction and feedback process surrounding the creation of the Data Wall, which ensured staff were prepared with resources and evidence when attending CMMs and PLTs.

Collaboration extended across roles, with staff working closely alongside the PM, GEM, and Learning Support Team (LST). Tracking of student progress was consistent, supported by moderation in writing and mathematics, and enhanced by engagement with external support and networking opportunities with neighbouring schools. Parent–teacher conferences and regular newsletters linked directly to the School Improvement Plan (SIP), reinforcing connections between student learning, engagement, and community communication. Feedback gathered through forms highlighted an increase in teacher confidence, with staff reporting greater clarity about where students were at and what needed improvement. Consistent language around assessment, particularly Educational Assessment (EA), was embedded, and goal setting was identified as a key focus for 2026.

Support from the LST and GEM remained integral, and staff demonstrated openness and willingness to accept feedback on their progress. These collective efforts have strengthened professional practice, enhanced collaboration, and ensured that student learning and wellbeing remain at the centre of all decision-making.

Student Performance in Tests and Examinations

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	61%	54%
	Reading	72%	66%
	Writing	83%	76%
	Spelling	61%	62%
	Numeracy	83%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	60%	63%
	Reading	60%	73%
	Writing	48%	65%
	Spelling	64%	69%
	Numeracy	60%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

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

Parent satisfaction at Holy Cross has been evident throughout the year, reflected in the strong levels of engagement and connection across the school community. Families have embraced opportunities to participate in events such as the Easter celebrations, Mother's and Father's Day breakfasts, the school disco, and ice skating. The introduction of a year-group fundraising model further encouraged families to contribute, giving parents a clear role in supporting initiatives and strengthening the sense of shared responsibility.

Parents have expressed appreciation for the way expectations are communicated and for the regular updates that keep them informed about school life. This transparency has fostered trust and confidence, enabling families to feel closely connected to the learning journey of their children and to the broader mission of the school.

Together, these elements have created a school environment where families feel valued and engaged. Looking ahead, the transition to the Family and Community Engagement (FACE) model in 2026 will build on these foundations, offering new opportunities to deepen collaboration and celebrate the shared role families play in nurturing students.

Student satisfaction

Students consistently highlight the welcoming and inclusive atmosphere of Holy Cross as a defining feature of their satisfaction. Visitors are greeted with warmth, and there is a strong emphasis on treating everyone with respect and equality. This culture of inclusivity ensures that students feel safe, valued, and supported, contributing to a strong sense of belonging. The daily reinforcement of these principles helps to create a school environment where kindness and empathy are not only encouraged but actively practiced.

Overall, student satisfaction at Holy Cross is shaped by a combination of clear values, recognition of achievement, opportunities for meaningful participation, and a welcoming community spirit. The Holy Cross Expectations provide a strong foundation for personal growth, while events such as the Awards Ceremony celebrate success and reinforce pride in the school community. Initiatives like the Sustainability Team demonstrate the school's

commitment to fostering responsibility and environmental awareness, and the inclusive atmosphere ensures that all students feel respected and supported.

Teacher satisfaction

The 2025 staff satisfaction survey at Holy Cross highlights a strong and positive culture within the school community. Results demonstrate high levels of engagement, wellbeing, and confidence in organisational progress, reflecting the commitment of staff to both their roles and the mission of the school.

Engagement emerged as a particular strength, with the vast majority of staff indicating they feel connected, motivated, and committed to their work.

Holy Cross staff reported wellbeing levels well above diocesan benchmarks, suggesting that current initiatives to support staff health and resilience are having a positive impact.

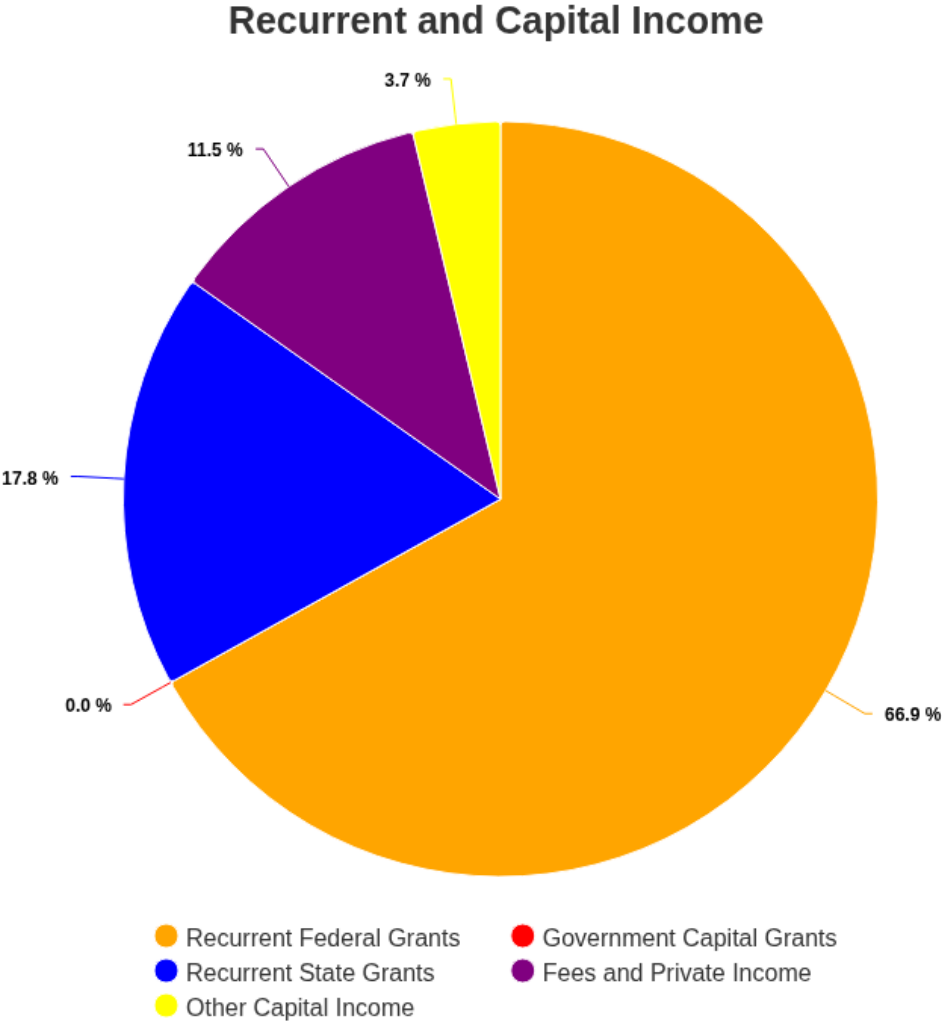
Staff expressed confidence in the direction of the school and satisfaction with its achievements. This result demonstrates that staff not only feel engaged in their work but also believe strongly in the school's capacity to grow and succeed.

Overall, the survey results affirm that Holy Cross is fostering a workplace where staff feel valued, supported, and aligned with the school's vision. The combination of high engagement, strong perceptions of progress, and above-benchmark wellbeing outcomes reflects a culture of collaboration and commitment.

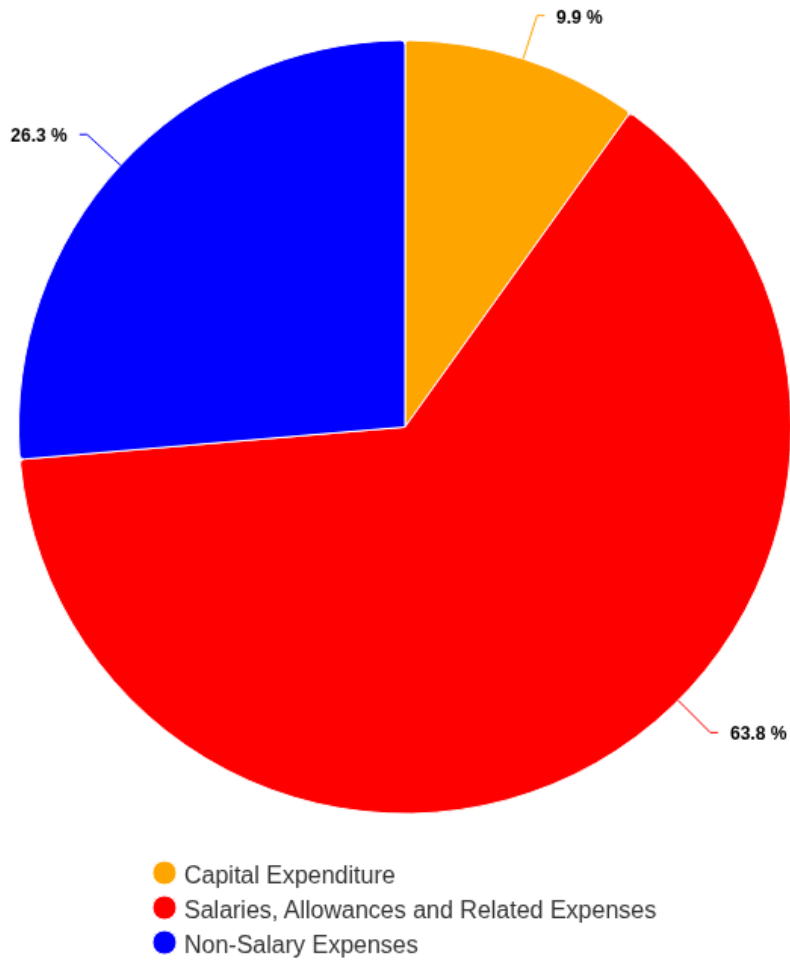
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT