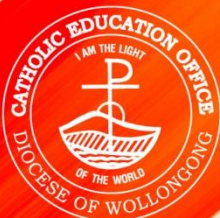


Annual School Report

2013



About This Report

Holy Cross Catholic Primary School, Helensburgh is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

Further information about the school or this Report may be obtained by contacting the school:

Holy Cross Catholic Primary School
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Helensburgh NSW 2508
Ph: (02) 4294 1588
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Website: www.hchdow.catholic.edu.au

Parish Priest: Rev Bede North MSC Adm

Principal: Mrs Kerrin Cronin
Date: 13 December 2013

Vision Statement

Holy Cross School Helensburgh is a Catholic Primary School where the learning environment is built on Gospel Values. Students are nurtured towards achieving their full potential in academic, spiritual, social and sporting endeavours through a holistic approach to learning.

Message from Key School Bodies

Principal's Message

This Annual Report outlines Holy Cross School's teaching and learning journey, the school's participation in many events and excellent student outcomes for 2013. Some highlights of the year include the establishment of a whole school agreed practice for learning and teaching with a particular focus on English, staff engagement in professional conversations and goal setting initiatives, the successful implementation of the School Wide Positive Behaviours for Learning (SPB₄L) framework (to develop positive behaviour and improve student outcomes), the development of school, Parish and parent partnership and the engagement of the local community in the life of the school. The students have been great ambassadors for Holy Cross in 2013 representing the school in a range of events, outreach initiatives and representative sport at all levels.

Parent Involvement

The Parents and Friends (P&F) Association of Holy Cross are very proud, friendly and passionate about working together to support the school. The P&F Association come as a collective group to build and foster great companionships and make decisions to help encourage learning and the social development of the children of Holy Cross.

In 2013 the P&F supported various initiatives to promote community spirit such as Tea & Tissues on the first day of school for Kindergarten parents, the Holy Cross "We Connect" school fete, Bishop Peter Ingham's Parish visit, hosting various morning teas for parents and Parishioners, school disco, Mother's and Father's day stalls and the annual Holy Cross P&F Ball. The fete generated revenue for purchasing digital devices for the classrooms, donations towards representative sporting event transportation, library donations, Kindergarten, Year 1 and Year 2 Reading Eggs program, subscription to Michael Grose's Parenting Ideas magazine and subsidising the Year 6 leadership program.

The Pastoral Care program continued to operate and the parent volunteer register was well supported with registrations and assistance increasing this year. School events to promote parent engagement were well attended.

Parents and Friends Association, President (or other Executive)

Student Leadership

Students in Year 6 were provided with the opportunity to develop leadership skills. At the beginning of the year students were invited to become members of one of the student leadership teams namely; Faith and Justice, Leaders of Learning and Welcome and Hospitality. As a member of a team, students were given the opportunity to actively contribute in the decision making processes at the school, take on leadership roles, act as effective role models for younger students and offer responsible service to their school and peers. In 2013 Year 6 students supported a variety of school activities including Mission Week, ANZAC Day and Remembrance Day ceremonies, school liturgies and Masses, Information Communication Learning Technologies (ICLT) and Creative Arts initiatives, and school assemblies, as well as justice and community service activities. Year 6 students were involved in the Kindergarten Buddy program where Year 6 buddies took special care of younger students as they settled into school life. At the beginning of the year students in Year 6 participated in a leadership program attending a three day excursion to Berry Sport and Recreation Centre. The program provided opportunities to enjoy the benefits of an active lifestyle, develop social skills, independence and focussed on building leadership skills.

School Leaders

School Profile

School Context

Holy Cross Catholic Primary School is a Catholic systemic co-educational school located in Helensburgh. The school caters for students in Kindergarten (K) – Year 6 and has a current enrolment of 147. It was founded in 1900 by the sisters of St Joseph and the Josephite charism remains the cornerstone of the school's Catholic identity.

At Holy Cross, students are challenged to thrive in a rich learning environment where the focus is on constant improvement. A culture of reflective action is promoted. The highly professional staff is committed to the success and well being of every student.

The school boasts state of the art facilities complemented by beautiful natural surrounds. Holy Cross is a future focussed community with a view to further enable quality teaching and learning that embraces digital pedagogy. The school is committed to assisting parents in the education of their children. Engagement of parents in their child's learning is a priority at Holy Cross. Holy Cross is a dynamic, fun place to be. The school is well resourced and caters for a variety of learning styles and the diverse learning needs of students.

Student Enrolments

2013 Enrolments	
Boys	68
Girls	79
Total	147
Indigenous	3
LBOTE	6

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.hchdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	97.5	95.6
Year 1	92.2	92.7
Year 2	94.0	90.1
Year 3	96.5	95.4
Year 4	93.0	94.7
Year 5	93.0	92.6
Year 6	96.7	94.3
Whole school	94.7	93.6

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are 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.

Student attendance at Holy Cross was recorded electronically on the computer generated roll through the School Administration Software (SAS) system. Non-attendance required a note from parents/caregivers. In the event that a note was not received a generic form was sent home for completion. Holy Cross complied with the Education Act 1990 (Part 5) in regards to attendance at school. Exemption forms were completed by all students who take extended leave. At the end of each term a student attendance summary was given to the Principal to address frequent late arrivals, early departures and absences.

Staffing Profile

There are a total of 13 teachers and 5 support staff at Holy Cross Catholic Primary School. This number includes 4 full-time, 9 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

**Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 96.0%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 99 %.

Professional Learning

During 2013, Holy Cross Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Holy Cross Catholic Primary School whole school development days involving 13 staff.

These days focused on:

- Policies and Procedures;
- Prayer forms and Spirituality;
- Australian Curriculum – Planning and Programming, Assessment, Scope and Sequence;
- Personal Development and Professional Review – Self-reflection and goal setting;
- School-wide Positive Behaviours for Learning (SPB₄L);
- Student Support – data gathering, classroom management, classroom environment;
- Cardio Pulmonary Resuscitation; and,
- Information Communication and Learning Technologies – Overdrive, use of Google drive, how to use an iPad and Applications to enrich learning.

B. Other professional learning activities provided at school level including CEO run courses:

- SPB₄L Phase 5 training (4 staff);
- SPB₄L Team Training Classroom Systems (4 staff);
- Positive Behaviours for Learning (PB4L) Conference (1 staff);
- Collaborative Classrooms Day 1 and Day 2 (3 staff);
- The New Evangelisation for Catholic Leaders (2 staff);
- Implementing the Australian Curriculum Day 1 - Day 3 (3 staff);
- Religious Literacy Diocesan Marking Day (1 staff);
- Sacred Art, Illustration and Storytelling appreciation and reflection (1 staff);
- Principal, Assistant Principal, Religious Education Coordinator and Middle Leader Retreats and Network Days (4 staff);
- Best Start Kindergarten training (1 staff);
- Gifted and Talented Twilight Masterclass (1 staff);
- Leading Teacher Effectiveness (2 staff);
- Growth Coaching Accreditation – Phase 1 (2 staff);
- Growth Coaching Accreditation – Phase 3 (1 staff);
- Student Support: New Individual Planning Tool (2 staff);
- Call to Life Spirituality Course (1 staff);

- Introduction to Oliver Library Management System (1 staff);
- Oliver Library Management System Basic Course (1 staff);
- Primary Libraries Network Meeting (1 staff);
- Leading Libraries Primary Day (1 staff);
- Live Life Well at School Personal Development and Health Program (1 staff);
- The Great Grace Conference (1 staff); and,
- Godly Play Accreditation (1 staff).

The average expenditure by the school on professional learning per staff member was \$480.00.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$1 018.00.

Catholic Life & Religious Education

This year a new Religious Education Coordinator (REC) was welcomed into the Holy Cross community. The Parish Priest has a presence in the school and supports staff, students and school events. The parents of Holy Cross share the responsibility for the spiritual growth, welfare and religious education of students and appreciate the support and guidance of the Parish Priest.

Throughout the year, significant Church and community occasions were celebrated at special Masses, assemblies and liturgies. Highlights include the Opening School Mass, the Bishop's Visitation, the induction of school leaders, the Sacraments and the Triumph of the Cross feast day. The school community participated in ANZAC Day and Remembrance Day liturgies and National Rosary Day. Students from Year 5 and Year 6 participated in the Cardinal's Christmas Art Competition with four students receiving Highly Commended awards for their artworks.

This year a number of initiatives were set in motion to enrich the Catholic life and culture of the school. A school choir was formed. Creative Arts through liturgical movement were explored and used to enhance Masses and liturgies.

Parish, school and parent partnerships are a priority at the school. Families attended many celebrations in conjunction with school and Parish, including Baptisms witnessed by the school community. A parent performance group was established to support music and the school choir at key Masses and liturgies. Partnerships with local Catechists were developed promoting involvement extending beyond Sacramental Programs, to the Year 6 retreat, assistance with school Masses and liturgies and access to Religious Education resources.

Individual and whole staff faith formation, including communal prayer, formed part of regular school life.

Both the staff and student Faith and Justice teams organised charitable works projects. The staff volunteered to help prepare and deliver meals to the homeless via the St Vincent de Paul Vinnies Van. The student Faith and Justice team formed an alliance with Mini Vinnies (St Vincent de Paul Society) to assist in serving the needy through various appeals. Through Project Compassion students stood in solidarity with those less privileged. The staff, students and parents were involved in outreach programs in the community through participation in the Culture, Activity, Friendship, Education (CAFE) Club run by Neighbourhood Aid and local preschool visits.

The school community donated the following amounts to various organisations: Caritas - \$1 045.00; Catholic Mission - \$827.95; St Vincent de Paul Society - \$150.00; Big Chill Out \$130.00; St Vincent de Paul Bushfire Appeal \$10.00 In addition to this the school community made food and clothing donations to St Vincent de Paul Winter and Christmas Appeals.

The school supported the Parish Sacramental Program. Fifteen students received their First Holy Communion and twenty-one students received the Sacrament of Confirmation. Eighteen students received the Sacrament of Penance. Six newly enrolled students were baptised into the Catholic Church community.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2013. The school cohort in 2013 consisted of twenty two Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and twenty five completed the Extended Task (Part B). The Extended Task was based on the Unit: *One with God's Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- Demonstrate an understanding of the creation story (100%);
- Demonstrate an understanding of the Hail Mary (100%);
- Demonstrate basic knowledge of Jesus and His teachings (100%);
- Identify ways that they continue the ministry of Jesus (100%);
- Identify a gift and describe how they share their gift with others (100%);
- Demonstrate an understanding of Lenten practices that bring us closer to Jesus (100%);
- Demonstrate basic understanding of the Sacrament of Penance (100%);
- Demonstrate an understanding of the gifts of the Holy Spirit (100%); and,
- Describe how they can respond to Jesus' command to love God and others (100%).

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Recall the key events of Easter (18.18%);
- Demonstrate understanding of Jesus' teaching on forgiveness (31.82%);
- Recall details from the life of St Peter (31.82%);
- Recall and sequence the events of Advent and Christmas (31.82%);
- Recall the events of Pentecost (54.55%); and,
- Recall the events of the Resurrection (59.09%).

For Part A, 22.70% of students were placed in the developing level, 63.60% in the achieving level and 13.60% were in the extending level.

For Part B, 0% of students were placed in the developing level, 88.00% in the achieving level and 12.00% were in the extending level.

Combining Parts A and B, 9.10% of students were placed in the developing level, 81.80% in the achieving level and 9.10% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2013:

- **Key Area 1: Catholic Life and Religious Education**

- 1.3 Catholic Life and Culture

- To enable a rich Catholic life through the enhancement of prayer, liturgical and faith formation experiences, active works, and the development of school/Parish/parent linkages.

- **Key Area 2: Students and their Learning**

- 2.2 Rights and Responsibilities

- Continue to implement the SPB4L framework to develop positive behaviour and improve student outcomes.

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- To establish a whole school agreed practice for quality learning and teaching with a particular focus on literacy, numeracy and ICLT.

- **Key Area 4: Human Resources, Leadership and Management**

- 4.1 Recruitment, selection and retention of staff

- To create an effective staff induction process so that staff feel welcomed and are well informed about school expectations, procedures, custom and practice and general school culture

- 4.4 Succession Planning

- To build a sustainable culture that enables professional conversation and effective goal setting around staff professional life.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.3 Linkages with the wider community

- Engage the broader community in the life of the school.

School Review and Improvement components to be reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**

- 1.1 Vision and Mission

- **Key Area 2: Students and their Learning**

- 2.1 Educational Potential

- **Key Area 3: Pedagogy**

- 3.3 Provision for the diverse needs of learners

- 3.4 Planning, programming and evaluation

- **Key Area 5: Resources, Finance and Facilities**

- 5.3 Environmental stewardship

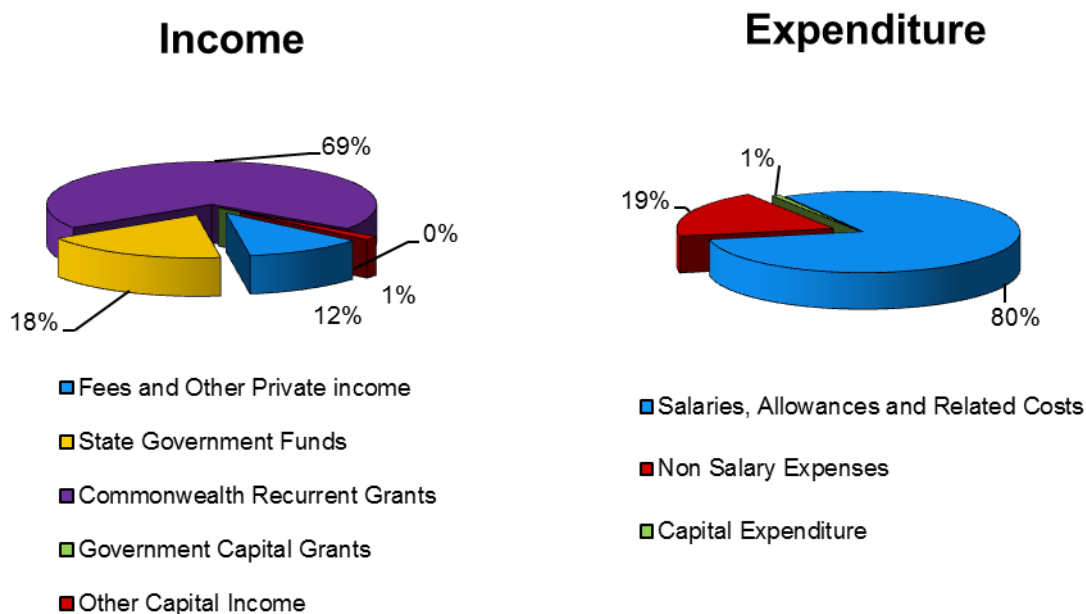
- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.1 Parental involvement

Financial Summary

Throughout 2013 the P&F Association made a profit of \$14 500.00. This enabled the school to update resources, subsidise transportation costs for excursions to sporting events and facilitate a Year 6 leadership program. An amount of \$20 675.00 will be carried over to 2014.

The following graphs reflect the aggregated income and expenditure for Holy Cross Catholic Primary School, Helensburgh for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

The well-being of each student is central to the culture of the school. The school implements a range of frameworks and programs that promote the well-being of all students.

In 2013 the school continued to implement the SPB₄L framework. This framework supports long term success, both socially and academically and aims to explicitly teach expectations for positive behaviour in Kindergarten to Year 6, both in the non-classroom and classroom settings. Active supervision in playground settings was a particular focus for the year. Behaviour expectations were developed for all non-classroom environments and explicit lessons targeting appropriate behaviour occurred. A whole school weekly focus on the school rules: Be Kind, Be Responsible, Be Safe and Show Respect are promoted at assemblies, on the outdoor display board, within classrooms and in the school newsletter. Students were

awarded for 'caught being good' to affirm appropriate behaviour. Data is collected, recorded and monitored daily. The SPB₄L staff team analyses the data regularly responding to identified needs. The school's Anti Bullying policy has been reviewed and updated.

A CatholicCare Counsellor was available one day a week to support students and their families. The counsellor provided individual counseling, and educated and supported staff with implementing programs for both small groups and whole class. Social skills programs (Everyday Peace Makers and MPower Girls) were implemented in Year 3 and Year 6. A school-wide social skills program called 'Bounce Back' was used throughout the school.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2013.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

Holy Cross is committed to providing quality Catholic learning and teaching. Both school and system based initiatives are designed to enhance and further promote teacher quality and student learning.

Curriculum and Pedagogy

Syllabus Implementation

The New South Wales Board of Studies (BOS) syllabus documents in English, Mathematics, Human Society and its Environment, Science and Technology, Creative Arts, Personal Development, Health and Physical Education along with the Diocese of Wollongong Religious Education Curriculum, are the basis for the school's curriculum. The Diocese of Wollongong Religious Education (RE) is implemented in all stages. Key learning Areas (KLAs) are implemented across four stages of learning by classroom teachers.

Assessment and Reporting

A wide range of assessment strategies are utilised on a daily basis within each class to monitor student progress. Assessments for and of students' learning were planned collaboratively by teachers working within each Stage and Year level, and a range of assessment practice shaped differentiated teaching programs for students. Learning progress was reported to parents formally and informally during the course of the year. Parents of students in Year 1 to Year 6 were provided with two written reports. Parents of Kindergarten students were provided with an end of year written report.

Integration

Curriculum integration occurred across the school from Kindergarten to Year 6. Nominated aspects of KLAs were integrated to make learning purposeful and contextualised for students.

Technology supporting learning

The school is committed to utilising ICLT such as SMART boards, iPods, iPads and Macbook computers to enrich and expand learning potential. The donation of thirty MacBook computers from Holy Spirit College at the beginning of 2013 significantly inflated computer to student ratios across the school, allowing students greater access.

Cross Curriculum

Literacy Strategies

Literacy is a high priority at the school. Each teacher focused on the implementation of quality English sessions. The development of literacy was enabled through whole class, individual and guided small group instruction in reading, writing, talking and listening.

The Focus on Literacy (Kindergarten-Year 2) and Focus on Reading (Year 3-Year 6) programs which were implemented in 2012, continued in all classrooms in 2013. A highlight this year was a visit by Australian Catholic University (ACU) students who observed these programs in action and how they improved the literacy outcomes for students.

Numeracy Strategies

The development of numeracy skills was a focus across the school during 2013. Each teacher implemented quality Mathematics sessions that incorporated clearly defined elements of best practice.

Cross Curriculum

Participation in the NSW Premier's Reading Challenge and the launch of the Home Reading Policy had a positive impact on student learning of literacy. The teaching of numeracy was strengthened by the incorporation of HotMaths, an interactive online Mathematics learning, teaching and assessment resource for K – Year 6. Rug Reading saw Year 5 and Year 6 students planning, writing and publishing their own picture books and sharing their books with the school community and local pre-schools during Book Week. Literacy and numeracy Week highlighted and celebrated student achievements in these areas. The teaching of the Italian

language has continued from K – Year 4. Students were exposed to the Italian language and culture through song, online learning tools and art and craft.

Music was taught by class teachers and was an integral part of school Masses, liturgies and celebrations. The whole school also participated in the nationwide 'Music Count Us In' event, which promoted the learning of music and aided in building a sense of community. Students had the opportunity to participate in Dance Club during lunch breaks. School incursions and excursions enrich and supplement the curriculum.

Meeting the needs of all students

Literacy support targeted students in Year 1, as well as students in Kindergarten and Year 2 who were identified with particular needs. All students were monitored throughout the school that learning growth continued.

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the school's Student Support Team. The role of this team is to meet with the class teacher and develop strategies and when necessary Individual Plans (IPs) that support the ongoing learning of both the staff and students. In this regard in 2013, IPs were developed for students with identified high level needs using the Diocesan Planning tool. The Student Support Team, led by the Assistant Principal, met fortnightly with class teachers to discuss, plan and action strategies to assist the academic, social and emotional needs of students.

Expanding Learning Opportunities

Competitions

Students were provided with many opportunities to engage in learning beyond those offered in the normal school curriculum. Students in Years 3-6 were given the opportunity to participate in the University of NSW Mathematics, English, Spelling, Computer and Science competitions. A number of credits and distinctions were awarded to the students within each of the competitions. Students in Year 5 and Year 6 participated in the Wollongong North West Cluster Public Speaking competition and the Christmas Art Competition organized by the Catholic Education Office of Wollongong and Sydney.

Sport

During 2013 a large number of students from the school participated in a wide variety of sports. All students participated in the school's swimming, athletics and cross country carnivals. These events encouraged maximum student participation and developed community spirit. Year 3 – Year 6 students participated in Sports Gala Days including soccer, rugby league and cricket. Students were selected to represent the school in regional carnivals, with fifteen students selected to represent the school in Diocesan and MacKillop teams for athletics, Australian Rules Football (AFL), softball, cross country, netball, rugby league, soccer and touch football. In rugby league the senior girls and boys enjoyed success in several competitions including the Paul McGregor Shield and Regional All-Schools Championships. The teams progressed to the NSW Primary Schools State Cup where the girl's team made the final. One student represented Holy Cross and NSW at the Australian All Schools Snow Sports

Championships. Students in Kindergarten - Year 2 took part in an eight day learn to swim program in Term 4. Three students were acknowledged and commended for their sporting achievements at the 2013 Catholic Diocesan Fund (CDF) Annual Diocesan Sporting Awards.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

In 2013, eighteen Year 3 students and twelve Year 5 students sat for the NAPLAN testing. There was significant improvement in every strand. Every Year 5 student achieved expected growth in the test aspect of grammar and punctuation performing 83 scale scores above the state average growth. Year 3 test scores were also above the state average in this aspect. Students continued to achieve highly in reading and spelling. Trend data for Year 3 indicated improvement in all areas with no Year 3 student placed below the National Minimum Standard in any aspect of the test.

NAPLAN results reflect the data gathered through classroom assessment tasks, standardised test and professional knowledge and planning.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2013: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	0%	39%	61%	17%	58%	25%
	National	12%	41%	46%	12%	53%	33%
Writing	School	0%	22%	78%	8%	83%	8%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	0%	33%	67%	0%	67%	33%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	0%	17%	83%	0%	33%	67%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	6%	67%	28%	42%	50%	8%
	National	12%	54%	32%	20%	53%	25%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	95%	96%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	100%	100%
	National	94%	93%
Grammar & Punctuation	School	100%	100%
	National	95%	95%
Numeracy	School	100%	92%
	National	96%	93%

Parent, Student and Staff Satisfaction

In 2013 the school sought the opinions of students, teachers and parents using a process known as “Appreciative Inquiry”. This process has been used successfully around the world in many organisations including schools and the business workplace. Appreciative Inquiry works from the assumption that there is something positive about every organisation. It allows the strengths of a school to be celebrated and highlights areas that require further development. The five questions asked were:

1. What do you most value about being a member of Holy Cross Catholic School?
2. What do you most appreciate about this school being Catholic?
3. What do you value most about how your child learns at Holy Cross?
4. If you could preserve or maintain three aspects of the school for the next five years, what would they be?
5. If you could have three wishes that ensured a more successful school from 2013 onwards, what would they be?

The responses are summarised below:

Parents

Commendations:

- The students are challenged academically;
- There are many opportunities provided to celebrate Mass;
- The small, caring and friendly community;
- Committed staff to children’s well being, the staff are happy;
- Staff attend professional development to build their capacity;
- The positive relationship between students and staff;
- Clear communication systems and routines;
- Constant reinforcement of the school rules via the SPB₄L framework;
- Involvement with the broader community in Helensburgh; and,
- The access to modern technology and facilities.

Recommendations:

- Continue personal feel and great sense of community; and,
- Continue to promote sport and healthy lifestyles.

Student:

Commendations:

- The support and help received
- The small size means that you get to know everyone;
- Opportunities to share talents at school and Parish events;
- The 4 school rules keep everyone happy and safe;

- Principal, staff and students are friendly kind, helpful and welcoming;
- Opportunities to share what you learn at assemblies and open classrooms;
- The school canteen;
- The many opportunities provided for boys and girls to participate in sporting events, go on excursions and compete in competitions;
- Special days to make school life fun;
- The access to technology;
- Opportunities to work with other classes; and,
- Opportunities to lead and be involved in school life.

Recommendations:

- More computers, iPads; and,
- A variety of equipment on the playground.

Staff

Commendations:

- Genuine caring staff, ideas are respected;
- Staff morale, community feel, friendly environment, happy and vibrant, collegial nature of staff, dedicated team approach, a fun place to work;
- Positive drive of the Principal and Assistant Principal. Leadership do a great job making the school run smoothly and meet the needs of staff and students – the direction and vision are clear and foundational;
- Supportive parents – school events are well attended and parents are keen to be involved in student learning;
- Classroom environments are modern and stimulating;
- Expectation of professionalism;
- Opportunity to give feedback;
- SPB₄L has made a difference to tone and atmosphere;
- Student engagement and involvement in learning goals and progress;
- Whole school agreed practices. Structures are in place to cater for diverse needs; and,
- Student Leadership teams have empowered a more responsible approach to school life.

Recommendations:

- Continued Professional Development of staff to build capacity;
- Commitment to ICLT as a tool to enhance learning; and,
- Tapping into the gifts and talents of parents and inviting more involvement.

