

***Holy Cross
Catholic Primary School
Helensburgh***



***Annual School Report
2011***

About This Report

Holy Cross Catholic Primary School, Helensburgh is registered by the NSW Board of Studies (BOS) 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 (SRI) 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 NSW Board of Studies 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 2012.

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

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Parish Priest: Fr Ken Cafe

Principal: Mrs Kerrin Cronin
Date: 20 December 2011

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

Considerable change and whole school development have been features of the 2011 School Year. A major rebuild and refurbish of the school; the appointment of a new Principal, Assistant Principal, Secretary; three Parish Priests and two Deacons, provided a significant challenge to the Holy Cross community around change management. The school boasts state of the art learning facilities, a professional and energised staff and a supportive dynamic community. School data has enabled us to pinpoint areas for development in teaching and learning as well as highlighting areas of significant growth. This Annual Report highlights our achievements during the 2011 School Year and provides an insight into future directions at Holy Cross School.

Parent Involvement

The Parents and Friends (P&F) of Holy Cross are very proud, friendly and passionate about working together to support the school. The P&F 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 at Holy Cross.

The 2011 School Year will be remembered as the year of the morning teas. There were a number of celebrations, commencing with the welcome of our new Principal, Orientation Day for mothers and children of Kindergarten (K), Tea and Tissues on the first day for parents of K children, the Building the Education Revolution (BER) Program celebration, the farewell of Fr Francis Tran and welcoming of new Priests and Deacons.

Parents and friends supported various initiatives to raise funds to provide the school with resources. The Fete and Ball generated revenue for upgrading computers, purchasing Smartboards, readers for classroom curriculum, donations towards representative sporting event transportation, library donations and subsidising of travel for children to excursions. School events to promote parent engagement were well attended.

Mrs Maree Watson was elected as the new President and will be a wonderful leader for the Parents and Friends Association for 2012.

Parents and Friends Association, President

Student Leadership

Year 6 students attended a Leadership Training Day in February. Cooperation, communication and active listening were the focus of this day. The school has seven leadership groups for Liturgy, Justice and Community Services, Environment, Assemblies, Information Communication Learning Technologies (ICLT), Creative Arts and Sport. In 2011 the leadership groups supported Mission Week, ANZAC Day and Remembrance Day ceremonies, school liturgies and Masses including the blessing and opening of new school buildings, Information Communication Learning Technologies (ICLT) and Creative Arts initiatives, school assemblies and justice and community service activities. The Year 6 students participate in an ongoing environmental awareness partnership with Peabody Mines. A key role for school leaders is to witness positive attitude and behaviour at Holy Cross School. Our leaders do this through their management of school equipment and the example they set at Regional/Diocesan events as well as in their day to day behaviour in the school environment.

Student Leaders

School Profile

School Context

Holy Cross Catholic Primary School is a Catholic Systemic co-educational school located in the picturesque township of Helensburgh in the north-east corner of the Wollongong Diocese. The school caters for students in Years K-6 and has a current enrolment of 147. Holy Cross was founded in 1900 by the Sisters of St Joseph. 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 agile learning environments complemented by beautiful natural surrounds and purpose built play areas. 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

2011	Boys	Girls	Total	Indigenous	LBOTE
	67	80	147	1	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.woll.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	89.3%	87.3%	83.2%	93.1%	95.2%	90.0%

Management of Student Non Attendance

Student attendance at Holy Cross is recorded electronically on the computer generated roll through the School Administration Software (SAS) system. Non-attendance requires a note from parents/caregivers. In the event that a note is not received a generic form is issued for completion.

Staffing Profile

There are a total of 14 teachers and 7 support staff at Holy Cross Catholic Primary School. This number includes 5 full-time and 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 2011 was 95.14%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 90%.

Professional Learning

During 2011, Holy Cross personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. Holy Cross whole school development days involved all staff. These days focused on:

- Policy and Procedures;
- Assessment and Reporting;
- Christian Meditation;
- The Australian Curriculum; and
- Improving Learning Outcomes for Students with an Autistic Spectrum Disorder.

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

- CEO Path to Life Framework Launch – 3 staff;
- Pedagogies in Dynamic Learning Environments – 2 staff;
- David Langford Quality Learning Seminar – 2 staff;
- Lane Clark Seminar and Masterclass – 2 staff;
- Leading Literacy and Numeracy Network – 3 staff;
- Focus on Numeracy K-2 - 3 staff;
- Focus on Literacy K-2 – 1 staff member;
- Focus on Grammar Persuasive Texts – 5 staff;
- Focus on Phonological Awareness K-2 – all staff;
- Igniting the Fire – 2 staff;
- Alight for the World – 1 staff member;
- Berekah (a spiritual formation program) – 1 staff member;
- New Translation of the Missal – 1 staff member;
- Religious Literacy Yr 4 Information Session – 2 staff;
- Technologies for Learning – 1 staff member;
- Smartboard training – all staff;
- Diocesan Learning and Teaching Framework – all staff;
- Boys in Education – 1 staff member;
- The Mind and it's Potential – 1 staff member;
- Leading Languages – 2 staff;
- Primary Data and SMART 2 Refresher – 1 staff member;
- K-6 PDHPE KLA Resource Workshop – 2 staff; and
- Staying in Touch Seminar – 2 staff.

The average expenditure by the school on professional learning per Staff member was \$650. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$690.

Catholic Life & Religious Education

The school was without a permanent Parish Priest this year and this presented some challenges for our parish and school communities. During this time the parish had several Parish Priests supported by two Deacons. At the end of 2011 Fr Bede North was appointed as Parish Priest of Helensburgh, commencing January 2012. The parents of Holy Cross continued to share the responsibility for the spiritual growth, welfare and religious education of students during this period of transition.

Throughout the year, significant Church and community occasions were commemorated with special assemblies or liturgies including the blessing by Bishop Peter Ingham of the new and refurbished buildings of the school under the Commonwealth Government Building the Education Revolution (BER) Program and the replacement of buildings lost in the 2009 school fire. Students celebrated class and school Masses and Communion Services as well as class and playground visits by clergy.

The school community came together for the celebration of the Parish/School Feast Day of the Triumph of the Cross and the Feast Day of St Mary of the Cross MacKillop. The school contributed to the parish celebrations of the 100 Years of Holy Cross as well as the 25th Jubilee of the building of the present Church.

Embracing the legacy of the Foundress, St Mary Of the Cross MacKillop, “never see a need without doing something about it,” Holy Cross continued support of those less fortunate by donating money raised through whole school activities. The students were able to donate the following amounts to various organisations:

- Caritas - \$740;
- Catholic Mission - \$453;
- Caritas East Africa Appeal - \$400 (this was matched dollar for dollar by the Federal Government); and
- The St Vincent de Paul Society Winter and Christmas Appeal.

The school supported the parish sacramental program. Thirteen students received their First Eucharist and thirty-three students received the Sacrament of Confirmation. Staff’s faith formation included a Spirituality Day with a focus on Christian Meditation. Teachers were committed to individual faith formation throughout the year as well as contributing to the weekly focus on communal prayer.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2011. This year the school cohort consisted of twenty-two Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on August 29th and twenty-three completing the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God, First Among the Saints 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:

- describe a personal experience of the presence of Jesus (100%);
- demonstrate an understanding of Jesus' teaching and practice of giving (100%);
- demonstrate an understanding of a prayer of thanksgiving (100%); and
- describe and explain an image of God from the Scriptures (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:

- demonstrate an understanding of the creation story (50%);
- identify and sequence parts of the Mass (54.55%); and
- demonstrate understanding of Jesus' teaching on forgiveness (59.9%).

Students in Part B displayed evidence of their ability to work with and apply their religious knowledge.

For Part A 13.6% of students were placed in the developing level, 50% in the achieving level and 36.4% were in the extending level.

For Part B 13% of students were placed in the developing level, 52.2% in the achieving level and 34.8% were in the extending level.

Combining Parts A and B, 13.6% of students were placed in the developing level, 50% in the achieving level and 36.4% were in the extending level for Religious Literacy.

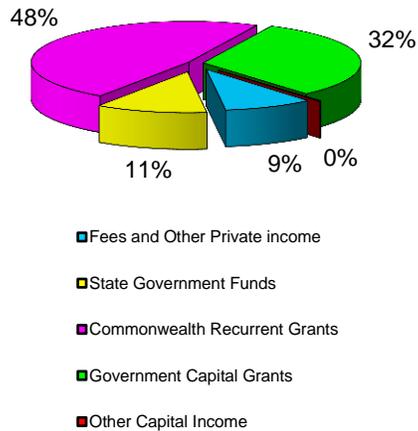
Financial Summary

In 2011 a major construction project was completed using funds allocated from the Commonwealth Government's BER program, and the 2009 fire insurance. The works consisted of a new school library, canteen, uniform shop, 5 classrooms and the refurbishment of the school administration block.

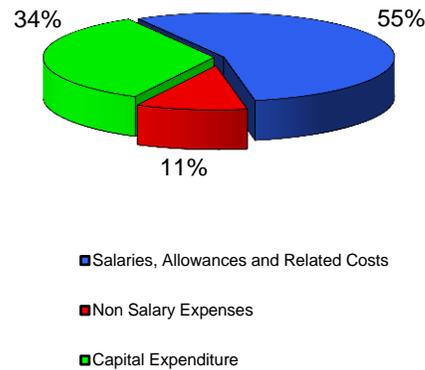
Throughout 2011 the P&F Association raised an outstanding \$22,000 which enabled the school to purchase and install a Smartboard (every classroom now has a Smartboard), home readers, subsidise transportation costs for excursions to sporting events and facilitate a Year 6 leadership program.

The following graphs reflect the aggregated income and expenditure for Holy Cross Catholic Primary School, Helensburgh for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



Expenditure



Student Welfare

Introduction

During 2011 Holy Cross staff were actively involved in developing proactive, school wide practices to support all students' engagement in positive relationships within their school community. Three outcomes of planning and implementing this focus have been to:

- increase student engagement in learning and positive social relationships;
- increase student understanding and ability to independently meet learning and behaviour expectations; and
- meet intensive student support needs for inappropriate, unsafe behaviours.

Holy Cross has endeavoured to ensure that programs and initiatives are based on each member of the school community being 'Jesus like' where students are nurtured, respected and supported with clearly defined expectations, modelling opportunities and restorative practices.

Pastoral Care

To provide initiatives that meet student needs at Holy Cross, 2011 has seen a focus on reflection and evaluation of policy and practices. Staff developed guidelines for Positive Behaviours for Learning and Play for the students and staff. School rules are supported by clear expectations of appropriate, safe behaviour with an explicit explanation of teacher responsibilities and organisational requirements. The school Behaviour Management Policy is

being reviewed to reflect the current and future School Wide Positive Behaviours 4 Learning (SPB4L) initiatives in 2012.

Communication between school and families (via personal contact, informal conversations, surveys, case meetings and information to parents in the school newsletter) has been a priority. Positive, respectful relationships which support all students in learning have been enabled in 2011. Introduction of the Holy Cross Complaints Handling Process Flow-Chart, which can be accessed on the school website, has provided parents with a clear, supportive path to discussing concerns with appropriate school staff to support just outcomes. A Catholic Care Counsellor is an integral part of the support provided to students and families at Holy Cross. Developing positive social skills has been targeted school-wide with teachers and support staff modelling, role-playing and discussing social and play strategies with students in both the classroom and playground environments.

Initiatives and opportunities which have supported students' needs, engagement and positive recognition in their school and the wider community during 2011 include;

- merit Awards at weekly assemblies;
- Caught Being Good whole school voucher incentives;
- Stage 3 and Kindergarten Buddy System;
- student initiated fund raising for local native animal conservation project;
- Mission Month student initiated fund raising and resourced initiative;
- regular visits and discussion with Parish Deacons on Catholic faith, learning and interest topics;
- collaborative staff and student establishment of rules for appropriate, safe playground games;
- Library access at lunchtimes for students seeking a quiet, structured environment;
- Personal Development learning experiences for Stage 3 supported by community health worker and clergy;
- whole school encouragement of calm meditation, quiet reading or journal writing opportunities to ready students for learning when returning to classrooms from play;
- school Choir group visits and performances to support local community centres and occasions;
- environmental group participation supported by local business personnel;
- Sport, Creative Arts and academic competitions and immersion activities; and
- Professional Learning for staff including Positive Partnerships Autism Modules, Managing Student Pastoral and Educational Concerns (MSPEC) tool.

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 2011.

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 Catholic Primary School has ensured throughout 2011 that learning and teaching were based on authentic Catholic faith and justice with all students benefiting from quality learning within and outside the classrooms. Priorities this year have reflected on identifying practices and structures essential to enable students to reach their potential through staff reflective practice and enriching learning experiences.

Curriculum & Pedagogy

Throughout 2011 student learning has been framed by the Board of Studies Key Learning Areas (KLAs), using each syllabus to guide learning and teaching. In Religious Education (RE) all classes followed the Diocese of Wollongong Religious Education Syllabus.

In 2011, the school continued to implement Assessment and Reporting procedures, which complied with Federal Government requirements. Student reports, containing the Common Grade Scale were sent home in June and December with opportunities offered for parents, carers and students to discuss each student's effort and progress with relevant teachers.

Assessments of students' learning and progress were linked to teaching programs and individual work samples. Anecdotal records and professional teacher judgments were also collected as evidence of student progress.

In 2011 teachers used the Diocesan Learning and Teaching Framework (DLTF) to develop authentic teaching and learning strategies. This has been a focus to ensure all students have equal opportunity for reaching learning outcomes through quality learning experiences and will be a continued priority in 2012.

Throughout 2011 ICLT was used in well-resourced classrooms. Teacher professional learning, both school based and external, has supported ICLT to improve students' learning experiences. Here use was made of interactive whiteboards, computers, iPads and iPods. Continued financial support provided by the P&F helped provide resources in this area, so that ICLT could have a direct benefit to learning and teaching experiences and support learning outcomes for students.

Cross Curriculum

Religious Education (RE) is recognised as the basis of all teachings and understandings in our Catholic Primary School. Faith formation and RE have been interwoven into all learning areas,

providing a basis of Catholic values and traditions to assist students in forming positive and informed attitudes to their learning. Literacy development and improvement has been supported throughout 2011 with funds allocated to purchase strategically planned reading resources.

Whole class, small group and individual intervention from Kindergarten to Year 6 utilising classroom teachers, literacy intervention teachers and School Support Officers has been used to target learning needs and student progress. Individual teacher Professional Learning along with whole staff development, in collaboration with the Catholic Education Office, has seen a focus on quality English learning experiences for students with a focus on Reading.

Mathematics learning has been implemented using the Board of Studies K-6 Mathematics Syllabus in class stage groups. The *Count Me In Too* program and monitoring of students continued throughout 2011. Holy Cross staff analysed external and school data, in addition to anecdotal evidence, to reflect on current practices for organising and teaching English and Mathematics with a future focus on developing whole school and classroom programs driven by the *Diocesan Learning and Teaching Framework* and the new *Diocesan English and Mathematics Strategies, 2011*.

Indigenous Education has been woven throughout learning experiences with a focus on Human Society and the Environment (HSIE) and Science and Technology. Complementing student's understandings of other cultures, ongoing opportunities to engage in Italian language and cultural experiences were provided by native speaking, long term teachers at Holy Cross. Outcomes for all Key Learning Areas during 2011 have been addressed by teacher planning of integrated units of work which maintained the integrity of the learning areas whilst effectively utilising finite teaching hours.

Meeting the needs of all students

Throughout 2011 the emphasis placed on teacher reflective learning and teaching practice, including analysing current and cumulative data has enabled staff to clearly identify the diverse needs of students from K to Year 6. Teachers have catered for the wide range of student ability through individual and collaborative planning when developing class and stage programs. Two students received specific assistance through funding provided by the Federal Government and the Catholic Education Office. Specific student learning needs in literacy and numeracy led to intervention for these students. Students in Stage 1 received support in reading and writing.

Students were given directed and independent learning experiences to develop their multimedia skills through the use of current and innovative information technology. This importantly provided a medium for students to plan, create and present products that communicate and allow them to excel in more diverse ways.

Identifying gifted students and planning for their needs, was a collaborative process undertaken by Holy Cross staff and the Catholic Education Office. A focus on staff professional learning, and parent communication and learning, was followed by some standardised assessments of students, whole class cohorts and individual students. These gave us evidence of high range achievers and suspected under achievers. All this has provided the school staff and community with an informed basis for planning learning, and for social and community opportunities to challenge gifted learners in 2012.

Teachers monitored and recorded student intervention and progress for all diverse learners. Parents of these students were informed of their children's progress through the reporting process, formal and informal, and meeting opportunities.

Holy Cross provided opportunities and encouraged students to participate in a range of experiences outside the classroom including liturgy experiences, sport, public speaking, choir, environmental initiatives, Secondary School learning enrichment day, community visits with the elderly, local community events, Diocesan and inter Diocesan events. These activities afforded students the opportunity to display their competency and talents.

Expanding Learning Opportunities

Teacher reflective practice, cumulative data, anecdotal evidence from student learning, parental involvement, staff communication and the newly completed flexible learning environments have seen the Holy Cross staff review current practice and explore the most effective learning and teaching organisation and development for 2011.

The elements listed previously have assisted staff planning during 2011 with a focus on developing learning experiences and opportunities that challenge student strengths and support their needs. Throughout 2011 Holy Cross staff have utilised the Diocesan *School Review and Improvement* process along with the Catholic Education Office frameworks and strategies, to review, inform and plan effective learning and teaching practise. This will have the ongoing effect into 2012 of ensuring quality learning at Holy Cross with continual improvement in student outcomes.

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

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. The NAPLAN replaces the previous State-based Basic Skills Test 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 Year 3, 100% of the students scored at or above the National Minimum Standard (NMS) in all aspects of Numeracy. In Year 5 100% of the students scored at or above the NMS in all aspects of Literacy and Numeracy. Numeracy was identified as an area for development with

a focus on assessment and the integration of Information Communication Learning Technologies (ICLT) in Mathematics learning and teaching. This focus has had positive results as reflected in both the Year 3 and Year 5 Numeracy results. An emphasis on aspects of Literacy is a priority for 2012, in particular the strand of Reading.

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 2011: % 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	31%	31%	39%	7%	43%	50%
	National	15%	39%	45%	21%	49%	29%
Writing	School	15%	23%	62%	0%	50%	50%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	8%	54%	38%	0%	79%	21%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	31%	38%	31%	0%	43%	57%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	8%	61%	31%	7%	72%	21%
	National	14%	51%	33%	17%	56%	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) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	94%	92%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	100%	100%
	National	93%	91%
Grammar & Punctuation	School	92%	100%
	National	93%	92%
Numeracy	School	100%	100%
	National	96%	94%

Parent, Student and Staff Satisfaction

In 2011 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?, and
5. If you could have three wishes that ensured a more successful school from 2012 onwards, what would they be?

The responses are summarised below:

Parents

Commendations:

- the whole child is developed physically, emotionally, spiritually, cognitively and socially;
- students feel safe and are treated with respect;
- there is a strong connection to the Parish;
- there are many opportunities for parental involvement;
- staff are caring, friendly, innovative and dedicated;
- the school is a welcoming community;

- the school is committed to teaching the Catholic Faith and values; and
- the school is well resourced.

Recommendations:

- continue to refine modes of communication between teachers and parents regarding student learning; and
- review of stage-based learning and use of flexible learning environments.

Students

Commendations:

- a great sense of community – a family feel;
- opportunities are provided to work in groups;
- the school library is a great place to be;
- the school has lots of sports equipment and technology;
- the open space to play and the great facilities;
- the way the teachers treat students;
- awards are given to recognise achievement and improvement; and
- there are many opportunities to participate in extra-curricular activities.

Recommendations:

- opportunities for more creative play at break times; and
- more effort by everyone to follow the school rules.

Staff

Commendations:

- a friendly atmosphere to work;
- staff feel valued, appreciated and supported;
- the “team” approach that is fostered and encouraged;
- opportunities are provided to work collaboratively;
- the leadership team promote vision and values;
- the promotion of collegial sharing amongst staff; and
- the school is well resourced.

Recommendations:

- ongoing review of Behaviour Management Policy; and
- ongoing professional learning for all staff to develop a whole school approach to classroom practice.

School Review and Improvement

School Review and Improvement 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 2011:

- **Key Area 1: Catholic Life and Religious Education**
 - 1.4 Parents, parishes and the broader Church
- **Key Area 2: Students and their Learning**
 - 2.4 Integration of ICLT
- **Key Area 3: Pedagogy**
 - 3.1 Curriculum Provision
- **Key Area 5: Resources, Finance and Facilities**
 - 5.1 ICLT Resources

School Review and Improvement components to be reviewed and rated in 2012:

- **Key Area 2: Students and their Learning**
 - 2.5 Pastoral Care
- **Key Area 3: Pedagogy**
 - 3.6 School climate, learning environment and relationships
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.2 Professional development of staff
 - 4.5 Overall compliance with legislation and other requirements
- **Key Area 5: Resources, Finance and Facilities**
 - 5.2 Use of resources and space
- **Key Area 7: Strategic Leadership and Management**
 - 7.2 Innovation, development and change

