

Annual School Report

Primary

2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

Holy Cross Catholic Primary School, Helensburgh is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2017.

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

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Helensburgh NSW 2508

Ph: (02) 42941588
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Parish Priest: Fr Peter Tien (Administrator)

Principal: Brendan Dickinson
Date: 14 November 2016

Vision Statement

Holy Cross Catholic Primary School: Learning to Learn, Live and Love.

Message from Key School Bodies

Principal's Message

This Annual School report is an opportunity for the school community of Holy Cross to recognise and celebrate the achievements that have occurred in 2016. It was an extremely exciting start to the school year with the launch of 'Bring Your Own Device' (BYOD) in Year 4. There has been overwhelming support from students, staff and parents for this program. Due to its success Holy Cross will now implement this program into Year Four, Five and Six in 2017.

The core business of Holy Cross School is to provide quality Catholic teaching and learning to the students in an environment where individual differences are acknowledged and celebrated. The school strives to be a place of mutual respect where each person feels valued and supported in achieving their potential. Appreciation is extended to the members of the School Leadership Team and all staff for the role they play in managing and leading the school.

Holy Cross has a dedicated staff and their ongoing commitment ensures that the school meets its educational goals. The members of staff are appreciative for the support from Fr Peter, the Parish and the families who make up the school community. The level of support offered, enables the staff to provide many exciting learning initiatives.

The school has a very committed Parent and Friends (P&F) Association who work in close partnership with the students and staff. Parent volunteers give generously of their time to support the teachers in the classrooms and all staff appreciates their contribution.

The Holy Cross community is most fortunate to have a dedicated and professional staff and a committed parent body where the Catholic Faith tradition, education and the welfare of the students are of utmost importance to all members of the community.

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 are a collective group who build and foster great companionship and support the learning and the social development of the children of Holy Cross. In 2016 the P&F supported numerous initiatives to promote community spirit such as Tea & Tissues on the first day of school for Kindergarten parents, the Holy Cross School Fete, School Disco, Mother's and Father's Day Stalls, Grandparents' Day, the Holy Cross P&F "Sparkle & Shine" 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, purchasing books for the Parent's library and subsidising the Year 6 Leadership Program.

Parents and Friends Association, President

Student Leadership

2016 was a very successful at Holy Cross. Year 6 were offered many opportunities to participate in various activities including, The Christmas Art Story Competition, Sport Gala Days, NICS (Northern

Illawarra Catholic Schools) World of Mathematics Day, leading school assemblies as well as organising and reading at school liturgies. Being school leaders we developed great leadership skills such as following our SPB4L school rules and being good role models to the younger students by setting a good example on the playground and in class. This included working closely with our Kindergarten buddies. A highlight for our Grade was the advanced technology that was purchased by the school. The new TV monitors with Apple TV brightens up our classroom with opportunities to share our ideas to our peers. The Prayer and Conversation Day with Bishop Peter Ingham was also very special and celebrating our Sacraments with everyone at school was important to us.

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 Years K-6 and has a current enrolment of 160. The sisters of St Joseph founded the school in 1900 with the Josephite charism remaining 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 complimented 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. The school is well resourced and caters for a variety of learning styles and the diverse learning needs of students.

Student Enrolments

2016 enrolments	
Boys	80
Girls	80
Total	160
Indigenous	6
LBOTE	6

The Diocesan Primary 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 CEDoW website: www.dow.catholic.edu.au. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	95.8%	92.3%
Year 1	92.7%	94.1%
Year 2	91.5%	93.2%
Year 3	93.1%	94.0%
Year 4	92.4%	92.0%
Year 5	93.2%	93.5%
Year 6	93.5%	92.8%
Whole school	93.1%	93.0%

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, monitors part or whole day absences.

Student attendance at Holy Cross was recorded electronically on the computer generated roll through the SENTRAL administration system. Explanation of non-attendance was required from parents/caregivers either an electronic message via email, a note or a phone call to the office. 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 for all students who took 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 11 teachers and 5 support staff at Holy Cross Catholic Primary School. This number includes 6 full-time, 5 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2016 was 92%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 90 %.

Professional Learning

During 2016 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 involved 16 staff.

These days focused on:

- Key CEO and School Policies and Procedures
 - Staff Spirituality: Being Present to Others
 - Developing Professional Learning Communities
 - Student Support – data gathering, classroom management, classroom environment
 - Cardiopulmonary Resuscitation (CPR) and Anaphylaxis Training
 - Meeting the Individual Needs of Students
- B. Other professional learning activities provided at school level including CEDoW run courses:
- Religious Literacy Diocesan Marking Day (1 staff)
 - Principal, Assistant Principal, Religious Education Coordinator, Middle Leader and Senior School Support Officer Retreats and Network Days (5 staff)
 - Leading Libraries Network Meeting (2 staff)
 - The Successful 1:1 Primary iPad Classroom (1 staff)
 - Professional Learning Communities (10 staff)
 - Challenging Math task: Mathematics (10 staff)
 - Learning In Leadership (1 staff)
 - Road Safety Stage 3 Professional Development (1 staff)

- Early Career Teacher Mentoring Day (1 staff)
- Lamplighters Faith and Spiritual Formation (2 staff)
- Shining Lights Faith and Spiritual Formation (3 staff)
- Leading Professional Learning Communities (4 staff)
- The Google Classroom
- Sydney Education Symposium (1 Staff)
- Leading Indigenous Education (2 staff)
- Child Protection Training (4 staff)
- Behaviour Management and Support (3 staff)
- Mental Health first Aid (2 staff)
- Growth Coaching (2 staff)

The average expenditure by the school on professional learning per staff member was \$822.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1,850.

Catholic Life & Religious Education

In 2016 the Parish of Holy Cross continued to provide Parish Masses at 8:30am on Sundays and a weekday Mass on Wednesdays at 9:15am. Parishioners largely took responsibility for the running of the Church with support provided by Holy Cross School. In Fr Bede's absence, Fr Peter Tien supported the Parish in leading Mass. The parents of Holy Cross continued to share the responsibility for the spiritual growth, welfare and religious education of students, appreciating the support and guidance of Fr Peter.

Throughout the year, significant Church and community occasions were celebrated at special Masses, assemblies and liturgies. These celebrations incorporated singing and playing instruments to offer the community an uplifting experience of prayer and worship meanwhile giving opportunity for teachers, parents, parishioners and students to share their gifts for ministry. In further support of the Parish Pastoral Plan, the school assisted the Church to connect and engage with young people and families particularly as the school took responsibility for leading selected Sunday Masses, along with selected Wednesday Masses.

Highlights included the Opening School Mass, Holy Week Liturgy, the Sacraments and Whole School Sunday Masses. The school community participated in ANZAC Day and Remembrance Day ceremonies. Student representatives attended the launches of Project Compassion and Catholic Missions Fundraising Appeals. Students from Year 5 and Year 6 participated in the Cardinal's Christmas Art Competition. The artworks from three students were selected and displayed at the Wollongong City Art Gallery. Two of these students were awarded as Finalists from the Diocese of Wollongong and had their artwork displayed at St Mary's Cathedral Crypt in Sydney.

This year a key SRI goal was to embed storytelling in Religious Education programs and practices in K-6 to improve student understanding of Scripture and Church tradition. Teachers received professional development in the storytelling pedagogy using quality resources. A dedicated storytelling room was created. This room was furnished to enhance the delivery of RE story telling. The CEO supported the development of the story telling room by providing professional development for staff and creating concrete materials such as figures and visuals to support the telling and retelling of the biblical stories.

Individual and whole staff faith formation including communal prayer formed part of regular school life. Towards building the capacity of staff to lead faith formation, key staff attended the second year of the diocesan 'Lamplighters' and 'Shining Lights' programs. The staff attended an overnight retreat to further explore the capacity of Presence and Prayer. A school choir was formed, as a means of engaging students in joyful prayer and celebration as they prepared for various Masses and events throughout the year.

Towards promoting environmental stewardship within the school community, gardening projects continued. An expert ecologist supported these projects. Gardening Club continued to care for Yalunga Garden and did further work on the vegetable garden. Raised garden beds were purchased to expand the garden. The school was successful in receiving an Eco Schools Program Grant, which will continue to fund Gardening Club projects in 2017. Students across Stages also had the opportunity to participate in garden projects as part of curriculum based learning.

Collaboration with local Catechists was continued, promoting involvement extending beyond Sacramental Programs to include: the Year 6 retreat; assistance with school Masses and liturgies; and providing access to Religious Education resources.

Both staff and student groups 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 students continued to lead charitable works projects promoting awareness for social justice and opportunities to stand in solidarity with the less fortunate.

The school community donated the following amounts to Caritas (\$422) and Catholic Mission (\$388). The school community also made in excess of \$1 000 worth of food donations to support St Vincent De Paul 'Vinnies Van' and Winter and Christmas Appeals.

The staff, students and parents were also 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 supported the Parish Sacramental Program. Twenty-one students received their First Holy Communion and thirteen students received the Sacrament of Confirmation. Three students received the Sacrament of Penance.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2016. The school cohort in 2016 consisted of 18 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 19 completed 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 five weeks of Term 3.

The performance of each student was described as developing, achieving or extending.

Students in Part A 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 Eucharist (100%)
- Demonstrate an understanding of Jesus' teaching on forgiveness (100%)
- Recall and sequence the story of the Good Samaritan (100%)
- Describe how they can respond to Jesus' command to love God and others (100%)
- Identify ways that they continue the ministry of Jesus (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 a basic understanding of the Sacrament of Penance (50%)
- Identify sacraments of initiation (61.11%)
- Match rituals to the season of the liturgical year (61.11%)
- Demonstrate an understanding of the Commandments (61.11%)
- Identify key symbols, signs and rituals of Easter (55.56%)

For Part A, 5.6% of students were placed in the developing level, 61.1% in the achieving level and 33.3% were in the extending level.

For Part B, 0% of students were placed in the developing level, 73.7% in the achieving level and 26.3% were in the extending level.

Combining Parts A and B, 5.6% of students were placed in the developing level, 61.1% in the achieving level and 33.3% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going 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 2016:

Key Area 1: Catholic Life and Religious Education

1.1 Vision & Mission

Goal: To embed the school's revised Vision and Mission into school life.

1.2 Religious Education

Goal: To embed the key elements of storytelling in Religious Education programmes and practices to improve student knowledge and understanding of Scripture and stories of the Church.

1.3 Catholic Life and Culture

Goal: To develop confidence and competence in staff to lead faith and spiritual formation in the Lamplighters formation capacity of 'Presence'.

Key Area 2: Students and their Learning

2.4 Integration of Information and Communication Technology (ICT)

Goal: To successfully implement the 1:1 BYO iPad program based on contemporary pedagogy to improve student outcomes.

2.5 Pastoral Care

Goal: To develop consistent approaches across K-6 to behaviour expectations in classroom and non-classroom environments.

Key Area 3: Pedagogy

3.2 Provision for the diverse learning needs of students

Goal: To build the capacity of teachers to plan open ended and challenging tasks in Mathematics to improve student outcomes.

3.5 Assessment

Goal: To refine processes and practices to monitor, track, regularly review and communicate student progress in the identified area of need of Place Value.

3.7 Professional Learning

Goal: To collaboratively develop a Professional Learning model.

Key Area 4: Human Resources, Leadership and Management

4.5 Overall compliance with legislation and other requirements

Goal: To devise a system to document and review key policies and procedures.

Key Area 5: Resources, Finance and Facilities

5.1 ICT Resources

Goal: To improve technology resources in the school to support teaching and learning.

School Review and Improvement components to be reviewed and rated in 2017:

Key Area 2 - Students and their Learning

2.3 Reporting student achievement

Goal: Students can articulate what they can do and understand what they need to do next.

Key Area 3: Pedagogy

3.6 School climate, learning environment and relationships

Goal: A Professional Learning Communities process will be used as a vehicle toward improving the teaching and learning of Spelling, Phonics and Phonemic awareness.

Key Area 4: Human Resources Leadership and Management

4.3 An ethical workplace culture

Goal: All staff will be aware of Leadership responsibilities and access guidance and support as required.

Key Area 5: Resources, Finance and Facilities

5.2 Use of Resources and Space

Goal: To provide a quality play ground surface.

Key Area 6 - Parents, Partnership, Consultation and Communication

6.1 Parent involvement

Goal: Parents are actively engaged in student learning and school life.

6.2 Reporting to the community

Goal: In 2017 a new school web page will be created and will communicate accurate and well-presented information about school life.

Financial Summary

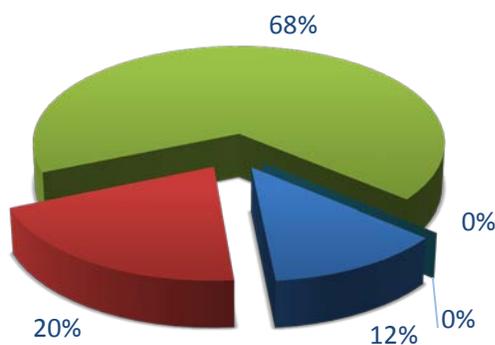
During 2016 the school continued to provide students with access to the Reading Eggs software program for Kindergarten to Year 2 and the HOT Maths software program for Year 3 to Year 6. The school supported the participation of students in Year 3 to Year 6 at Sport Gala Days and also subsidised the costs of Year 6 Leadership programs. These programs, as well as costs associated with the maintenance of digital devices, were financed with the assistance of the P&F Association. Further removal of trees as part for the school Bush Fire Plan was financed by the Holy Cross Parish School Enhancement and Debt Servicing Obligation (SEDSO) funds.

Buildings were modified during the year to reduce noise levels between classrooms. SEDSO funds were utilised to have doors and walls installed in over 5 learning spaces that has had a positive effect on student learning.

Fifty iPads were purchased, they were financed by a grant from Sutherland Tradies Club. The devices were distributed throughout the school in various classrooms. Australian Sports Commission grants provided in-house sporting programs for all students including cricket, basketball and football.

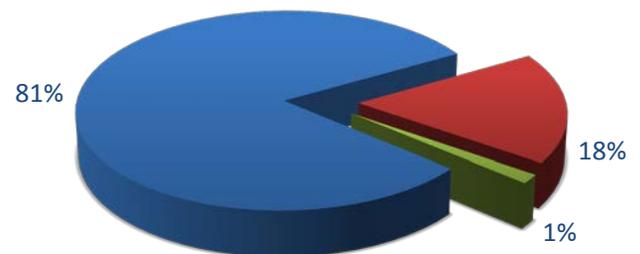
The following graphs reflect the aggregated income and expenditure for Holy Cross Catholic Primary School, Helensburgh for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.

Income



- Fees and Private Income
- State Recurrent Grants
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Expenses
- Non-Salary Expenses
- Capital Expenditure

Student Wellbeing

The wellbeing of each student is central to the culture of the school. The school implemented a range of frameworks and programs that promote the wellbeing of all students in 2016.

Two new initiatives were undertaken in 2017 with Made Fresh taking over the operation of the school Canteen and Camp Australia establishing before and after school care on-site at Holy Cross. Both of these initiatives have been excellent for the students and their families with the Canteen now open every day for breakfast and lunch and parents now have the benefit of knowing that there is a safe and supportive Before and After School care program run on-site.

School-wide Positive Behaviours for Learning (SPB4L) remained the driving force for providing a positive learning environment for all students at Holy Cross. The Diocesan SPB4L framework, in operation at Holy Cross for five years, has continued to make a significant impact within the school. During 2016 the focus was to continue to embed SPB4L in non-classroom and classroom areas through the use of specifically taught behavioural expectations and to implement consistent practices throughout the school based on the four school rules. The consistent and purposeful monitoring of behaviour in all school settings led to improvements in the school's ability to cater for specific needs and to implement a variety of interventions.

The promotion of positive relationships amongst all members of the community, especially among the students, is something we value at Holy Cross. Throughout the year children were encouraged to strive to be the best they can be. Their achievements in a number of different aspects of school life were recognised through a variety of awards. These awards were presented at the Monday morning assembly, and at school assemblies throughout the Term.

A CatholicCare counsellor was available one day per fortnight to support students and their families. The counsellor provided individual counselling, and educated and supported staff. In Term 4 a counsellor from CatholicCare facilitated the 'Let's be Friends' Program in Year 3 and Year 4. The CEDoW Youth Liaison Officer and school counsellor were instrumental in organising a Transition to High School workshop for Year 6.

A buddy system operated for Kindergarten and Year 6 students that assisted the younger students with their induction to primary schooling and provided them with mentors and a support network. A Kindergarten Orientation and Transition Program took place to familiarise the 2017 Kindergarten students and their parents with school life at Holy Cross. In order to assist in a smooth assimilation into the school environment and to become familiar with routines and school settings.

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*** is 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 Dioceses commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2016. 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

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

A continued focus throughout 2016 was the implementation of the NSW Syllabus for the Australian Curriculum in English, Mathematics and Science, History and Geography. This enabled the redevelopment of the school's scope and sequence for these Key Learning Areas (KLAs). The BOSTES syllabus documents in Human Society and its Environment (HSIE), Creative Arts, Personal Development, Health and Physical Education (PDHPE) along with the Diocese of Wollongong Religious Education curriculum were the basis for the School's curriculum.

A wide range of assessment strategies were utilised on a daily basis within each class to monitor student progress. Teachers collaboratively planned assessments within each Stage and Year level that addressed assessment for students' learning, assessment as learning, and assessment of learning. 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. The 'Best Start' assessment was administered to all Kindergarten students at the beginning of the year to ascertain their understanding in Literacy and Numeracy. Reports were sent home to parents and the results were discussed with parents early in Term 1. In 2016 proficiency scales were introduced K-6 in Mathematics and the development of essential learning was established. The use of the Literacy and Numeracy Continua assisted teachers to track student progress and plan for targeted intervention. Teachers collected data regularly throughout the year. Data was used to inform Learning and Teaching Programs, shape intervention and continued to develop a school culture that promoted and valued data. The use of data provided the stimulus for regular staff discussions about student growth.

Curriculum integration occurred across the school from Kindergarten to Year 6. Nominated aspects of key learning areas were integrated to make learning purposeful and contextualised for students. The school has demonstrated a commitment to utilising Information, Communication and Learning Technologies (ICLT) such as SMART boards, iPads and MacBook computers to enrich and expand learning potential. Students used a variety of digital devices to support their learning. All students from K-6 were involved in the Australian Government's 'Digital Citizenship' online program aimed at helping students use the internet and keeping themselves and others safe and healthy in an online world.

Holy Cross continued to use the Diocesan Sentral software package modules in Student Profiles, Attendance, Well Being, Parent Interviews, Reports and Continuum Tracker. The use of Google Drive to collaborate and share documents was implemented in all classes. Students continued to have access to individual Google accounts supported by the Catholic Education Office. Holy Cross launched a 1:1 iPad initiative with parents and staff in Term 3, 2015 and the iPad program began in Term 1, 2016 in Year 4. A training / boot camp was held in Term 1, 2016 for both Year 4 students and their parents. A technology maintenance register continued to track ICT needs, manage costing and set future budget requirements. A School Support Officer assisted in the management of iPads and App downloads. Further enhancing the school's commitment to ICT the following was achieved in 2016.

The purchase of:

- 65" TV Monitors with Apple TV installed in every classroom, library, meeting room and staffroom
- The Installation of a Cache Server
- 50 iPad minis deployed in Kindergarten, Year 1, Year 2, Year 3 and Year 5.

Cross Curriculum

Literacy

Literacy has continued to have a strong focus at Holy Cross, ensuring quality daily practice across all Stages. Classroom teachers have continued to plan experiences that have allowed opportunities for Modelled, Guided and Independent experiences. The teachers continued to use the Literacy Continuum to monitor and track student progress in literacy and plan effectively for future learning. By becoming more familiar with using the Literacy Continuum, all teachers were able to cater for a diverse range of abilities and ensure all students and their learning needs were being better addressed.

The shared understanding of Literacy across the school has been enhanced and supported by Professional Development opportunities for teachers such as Australian Curriculum development, Literacy and Library Planning Days and school based teacher support. NAPLAN Smart Data had been used to identify key areas of student performance strengths and weaknesses. All teachers were able to access and use NAPLAN results to help improve Literacy across the school.

Numeracy Strategies

Improving student outcomes in numeracy continued to be a high priority during 2016 with the continuation of effective numeracy teaching practices, in alignment with the Diocesan Quality Teaching of Numeracy Guidelines was a focus again in 2016. Teachers refined their practice and collaboratively shared experiences to ensure quality learning and teaching across the school through professional learning community (PLC) settings. In conjunction with this process, staff focused on differentiating the curriculum, setting essential criteria in all strands and designing challenging tasks and developing proficiency scales in Numeracy.

All teachers assessed and monitored student achievement in order to set Numeracy learning goals for students and display learning intentions weekly in the classrooms and workbooks. Class teachers have continued to focus on the implementation of quality Mathematics lessons that have incorporated specific elements of: Number Sense, Unit Introduction, Consolidation and Reflection, Guided Groups and Individual Intervention.

Indigenous Education

Indigenous perspectives remain incorporated into student learning across all grades from Kindergarten to Year 6. NAIDOC Week was celebrated with a special liturgy and involved students in activities focusing on Aboriginal artefacts, storytelling and painting. A special moment during our liturgy was the unveiling of a new school mural painted by Kevin Butler and the students. We were very fortunate to have Kevin, an Aboriginal Education Assistant who worked in the school during Term 1 and 2 and supported the students and school community to come to a deeper understanding of Aboriginal culture and history through art and storytelling.

Meeting the needs of all students

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. Literacy support was given to 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 to ensure learning growth continued.

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the school's Managing Student Pastoral and Educational Concerns Team (MSPEC). The role of this Team was to meet with classroom teachers to develop strategies and, when necessary, intervention plans to support the ongoing learning of both staff and students. Intervention plans were developed for students with identified needs using the Diocesan Planning Tool. The MSPEC Team met regularly with class teachers to discuss, plan and action strategies to assist the academic, social and emotional needs of students.

Gifted Education

Students were extended and challenged through a variety of different opportunities within and outside of the classroom. Those in the primary classes who were identified as having high potential within one or more Domains of giftedness were provided the opportunity to participate in SPLICED (Stretching Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong). This project encouraged students to collaborate and produce a presentation that challenges current environmental issues.

Assessments such as the SLOSSON intelligence test were administered to two primary students to assess their verbal intelligence. A report was generated from these results and added to their individual profile.

Expanding Learning Opportunities

The school endeavoured to offer opportunities for the students to expand their learning beyond the classroom. Some highlights included the Grandparents' Day, Book Week Parade, Whole School Spelling Bee and Book Fair.

Competitions

Students were provided with many opportunities to engage in learning beyond those offered in the school curriculum. Students in Years 3 -6 were given the opportunity to participate in the University of New South Wales (UNSW) competitions, receiving awards of High Distinction, Distinction, Credit and Merit in areas of Science, English, Writing, Spelling, Mathematics and Computer Skills. Year 5 and Year 6 students represented the school in the Catholic Development Fund (CDF) sponsored Diocesan Public Speaking competition with one Year 5 student placing first in the North West Cluster Competition. Students in Years 5 and 6 also participated in 'The Christmas Story Art Competition and Exhibition 2016' organised by the Archdiocese of Sydney. Holy Cross was successful in having three entries displayed in the exhibition at the Wollongong Art Gallery. Two students had their works chosen for progression to the final at St Mary's Cathedral.

Sport

Throughout 2016, Holy Cross was actively involved in sporting events within the Diocese of Wollongong and throughout the Illawarra Region. All students participated in the school's swimming, athletics and cross-country carnivals. Staff also prepared children for sporting events and carnivals including cross country, cricket, athletics, netball, swimming, soccer, basketball, rugby league and rugby union. A number of Holy Cross students had the opportunity to represent at Diocesan, MacKillop and State level. Two students received a medallion at the Wollongong Diocesan Sports Awards for their achievements in 2016. Students at Holy Cross also had an opportunity throughout the year to participate in backyard league, basketball and cricket workshops.

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 participated 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 was communicated on a regular basis with external assessment results being discussed with parents on an individual basis annually.

NAPLAN

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

In 2016, twenty-one Year 3 students and twenty-six Year 5 students sat for the NAPLAN tests. Trend data for Year 3 indicated improvement with no Year 3 students placed below the National Minimum Standard in any aspect of the test. An analysis of data indicated areas for further review and investigation were in the aspects of Spelling and Numeracy. NAPLAN results reflected the data gathered through classroom assessment tasks, standardised tests and professional knowledge and planning.

Student Achievement in Bands

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 2016: % 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	5%	43%	52%	15%	62%	23%
	National	12%	37%	49%	16%	47%	35%
Writing	School	0%	62%	38%	12%	81%	8%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	24%	38%	38%	19%	54%	27%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	0%	48%	52%	23%	50%	27%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	14%	59%	27%	19%	69%	12%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	95%	92%
	National	95%	93%
Writing	School	95%	96%
	National	96%	93%
Spelling	School	95%	92%
	National	94%	93%
Grammar & Punctuation	School	95%	100%
	National	96%	94%
Numeracy	School	100%	100%
	National	96%	94%

Parent, Student and Staff Satisfaction

In 2016 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 responses are shown below:

- The school helped my child to develop a knowledge and understanding about Catholic tradition
- The school provided various opportunities for me to become involved
- My child was challenged to maximise his/her learning outcomes
- The school strives to meet my child’s individual learning needs
- The school provided appropriate information about my child’s progress
- The school offers a range of co-curricular activities
- The teachers are genuinely interested in the welfare of my child
- The school provided a safe and supportive environment
- The school effectively communicates information about activities and events
- The staff of Holy Cross consider their work environment to be one of support where they have the opportunity to further develop their craft in maximising student outcomes.



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