



# 2020

## ANNUAL SCHOOL REPORT



*Holy Cross Catholic  
School Kincumber*

### Holy Cross Catholic Primary School

37 Kincumber Street, KINCUMBER 2251

Principal: Mrs Jeanette Fowles

Web: [www.hckdbb.catholic.edu.au](http://www.hckdbb.catholic.edu.au)

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## About this report

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Holy Cross Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

On behalf of the School community, we welcome your interest in our School and hope you find the following Annual Report meaningful.

Holy Cross Catholic Primary School, located at the base of the Kincumba Mountain reserve, provides the students under our care a peaceful, happy learning environment.

This year saw the start of our new three-year School Improvement Plan (SIP) where goals are set so that we achieve our vision in the areas of Mission (To deepen student understanding of the messages revealed within the Scriptures), Learning and Teaching (To develop students as reflective, engaged, lifelong learners), and Pastoral Care (To develop student social, emotional and learning competencies to improve their wellbeing). The Staff participated in a variety of professional development meetings to support our SIP and hence, the holistic development of the children in our care.

This Report only gives a brief overview of the achievements of our great School over the 2019 school year. Please visit our website at [www.hckdbb.catholic.edu.au](http://www.hckdbb.catholic.edu.au) or join our Facebook page for more information.

### Parent Body Message

The commencement of 2020 began with the arrival of a new principal Jeanette Fowles and newC Jessica Russell. However by mid term the pandemic , COVID 19, caused major disruption to school life. Home Based Learning became part of the educational context, whereby both teachers and parents worked collaboratively to minimise disruption to children's learning and support wellbeing. A range of initiatives were implemented;

1. School technology was provided to families in need
2. Both online and hard copies were provided to students to meet students needs
3. Individualised HBL activities were provided to students to meet point of need learning
4. Individual and group zoom meetings took place
5. Online library borrowing
6. Zoom Meetings for parent meetings and interviews
7. Our liturgical celebrations were zoomed or recorded to ensure our faith community continued to grow

8. We even had an online Mother's Day Stall

Although 2020 proved to be unlike any other, the students and the families at Holy Cross Catholic School continued to be a high priority.

### **Student Body Message**

As Year 6 Leaders of 2020 we have found it a privilege to be part of Holy Cross Catholic Primary School. Although this year has been unprecedented and our final year has been interrupted in many ways the school has endeavoured to support all students in leadership opportunities, social justice programs, wellbeing activities and engaging in our learning in new and innovative ways.

During Home based Learning we continued to feel connected to our teachers and our peers through zoom sessions and rotational opportunities to come to school. It was a steep learning curve for all stakeholders, it required determination and patience.

We are grateful for the dedicated staff at Holy Cross, giving their support and guidance, all the while devoting time to their class needs and wellbeing. The staff at Holy Cross lead us by example as we endeavour to live as disciples of Jesus.

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## School Features

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Holy Cross Catholic Primary School Kincumber is a K-6 Catholic systemic co-educational school in the Diocese of Broken Bay.

The school sits within the Catholic Parish of Holy Cross Kincumber and Holy Spirit Church is located within the School boundary allowing students and families to celebrate mass with Father Paul Finucane.

The Saint Mary MacKillop School Hall adjoins the church and houses a full basketball court, a stage for performances, a kitchen and storage rooms. The school hall is used for playgroup, school assemblies, performances, sport and physical education and parish functions.

Kindergarten to Year 2 classrooms have been refurbished, with the remainder of learning spaces being done in 2021. Refurbishment will include painting, new carpet and wet areas, furniture and new interactive boards.

The Green Classroom has been utilised by the community and students. It includes a gazebo, vegetable patch, chickens and worm farm. Students access this area for outdoor lessons focused on sustainability and supplying some produce for the school canteen.

Our Kincumba Walk is located at the rear of the School and has the Stations of the Cross and includes a range of bush tucker plants. Led by our AEW (Aboriginal Education Worker) Carly Sparks students are supported in deepening their understanding of the rich indigenous culture of this area.

Holy Cross OSHC (Out of School Hours Care) is located on the premises and provides our families with before school care (6:30am-8:30am), after school care (3:15pm-6pm) and vacation care.

In 2020 a number of extra curricular activities could not continue due to the pandemic, however in 2021 activities such as choir, debating, public speaking, Wakakirri and sporting activities will be implemented to ensure students have the opportunity to engage in a range of co-curricular activities.

Social Emotional Learning and community wellbeing is an essential element within Holy Cross Catholic Primary School, with a range of opportunities within the classroom, whole school and community context.

The School is involved in a range of Social Justice activities that ensure our community live by the values of Respect, Learning, Cooperation and Discipleship. Such activities include Mini Vinnies, We've got your Back Packs, Caritas and St Vincent Appeals.



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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
138	158	4	296

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.42%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.24	93.99	94.37	93.86	91.81	92.89	92.77

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	28
Number of full time teaching staff	11
Number of part time teaching staff	11
Number of non-teaching staff	6

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

In 2020 Staff Development Day were hampered due to CoVid 19. The following professional development was implemented;

1. Mathematics-using data to drive teaching and learning within the classroom. In addition EPMC (Encouraging Persistence Maintaining Challenge) was introduced for Stage 2.
2. Teaching Standards with particular focus on using data and NESA program requirements
3. Wellbeing - using the Social Emotional Learning Continuum to support student wellbeing
4. Due to pandemic professional additional learning in the area of utilising technology to enhance learning was also implemented.

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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

At Holy Cross Catholic Primary School we are a community that endeavours to live our mission through formation and action. Throughout the year we provided innovative ways to encourage communication and collaboration with all stakeholders; this included zooming or pre recording liturgies and masses, the Face of Jesus event in the Holy Spirit Church, Sunday Connect within classrooms and weekly prayer sessions.

Students were invited to participate in social justice activities and engage in the liturgical life of the school and parish. Although 2020 posed many problems, nurturing our faith community was always central.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2020 Holy Cross Catholic School continued to work towards our vision in developing engaged and reflective learners. A number of strategies have been consistently implemented to support our vision, they included;

Continued to deepen our understanding and implement the NPDL (New Pedagogies Deep Learning) framework within the context of Religious Education, History and Geography.

The use of data to inform teaching and learning practices, especially in Mathematics and English. A range of data sources were analysed to provide greater insight of student growth and areas of need.

Collaborative Analysis of Student Learning continued to be a key strategy in supporting teachers to use reflective strategies to enhance student engagement and learning.

Implementation of whole staff and stage meetings with a focus on the following; HCK Behaviour Management Guidelines, data analysis, literacy continuum and Renew RE

The use of technology to enhance learning, rather than just replicate was embedded in Stage 3. The purchase and implementation of additional laptops, ipads, coding tools and drones have enabled a range of activities to be incorporated into the learning context.

In 2020 staff have also been involved in the Towards the 2025 discovery phase, whereby a reflective practice has been implemented to support engagement and dialogue in the vision of the Catholic Schools Broken Bay.

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## Student Performance in Tests and Examinations

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The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

### Initiatives promoting respect and responsibility

In 2020 the community of Holy Cross Catholic Primary School collaboratively worked on the Behaviour Management Guidelines . This has allowed all stakeholders to engage in deepening their understanding of the rationale and purpose of the guidelines , as well as streamlining communication procedures. This process has enabled a consistency of practice.

The important and dynamic role of the teacher has been supported by providing clarity and clear expectations regarding NESA requirements to all teaching , a clear and concise process for students with additional needs and engaging with other professionals to enhance learning opportunities for all students.

Our new Leadership system has provided a clear understanding of roles and responsibilities for our Year 6 student leaders. The Liturgical, Ambassadorial, Communication, Yera House, Social Justice, Technology

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

In 2020 Holy Cross Catholic School implemented the following school improvements;

- Professional learning for staff in the areas of assessment, writing and social emotional learning.
- NESAs Teaching Standards used to review programming requirements
- Engaged staff in the implementation of the renewed Religious Education
- Continued to improve parent communication using the Compass App
- Reviewed and implemented improved Behaviour Management Guidelines
- Commenced planning for facilities and technology upgrade
- Participated in the Towards 2025 Discovery Phase
- Purchased classroom resources to support learning
- Restructure of Learning Support to ensure student needs are being supported

### Priority Key Improvements for Next Year

In 2021 Holy Cross Catholic Primary School will prioritise the following key improvements;

1. Refurbishment of facilities and implementation of new technology to enhance learning
2. Support initiatives that enhance community engagement, this includes Yera House Playgroup, improved student reporting and goal setting, termly overviews, assemblies and open classrooms
3. Develop a Parent Representative Group
4. Continue professional learning in the areas of writing, assessment, renewed RE, data analysis, and wellbeing



5. Engage community in the review and implementation of school policies and procedures.
6. Continue to engage in the Towards 2025 Strategic Plan, especially looking at our own specific context.
7. Promote school within our wider community using the skills of our promotion officer

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

In 2020 the following community feedback was received;

Positive:

- Warm calm and welcoming
- Fosters supportive and inclusive environment
- Competent, engaging and nurturing teachers
- Great culture and values lived well
- A wonderful sense of community
- Faith filled school that lives the values

Areas for Continued Development:

- Using technology to enhance learning
- Building community engagement
- Upgrading facilities, especially in Stage 2 and 3

We welcome feedback from our community as it ensures we are meeting the needs of of who we serve.

### Student satisfaction

We have been part of the school community for seven years and we have loved it. Our teachers care and we feel we belong at Holy Cross. We have been involved in many extra curricular activities and excursions that help us learn. During our time at HCK we have learnt about our faith and what it means to be active disciples; this is done through the our mission activities, Kindness Ambassadors and School Representative Council.

Our new leadership model helps all students have a go of leadership and promotes student agency.

Our school has a lot of wellbeing activities that support everyone feeling safe and happy. Although we are excited about going to high school, we know we will miss Holy Cross.

### Teacher satisfaction

Although 2020 has been a year like no other the Holy Cross Community has ensured all students, parents and staff have supported one another. We have been invited to be part of the Towards 2025 discovery phase and look forward to the changes ahead.

Professional learning has been point of need and the professional learning goals have enabled us to focus on areas of support. During COVID 19 teachers were flexible to the changing needs and the students in our care were supported.

Holy Cross is a great place to teach and our leadership team provides clear communication regarding our vision, goals and purpose. They provide opportunities for dialogue and foster collaboration.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,481,348
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$693,667
Fees and Private Income <sup>4</sup>	\$628,728
Interest Subsidy Grants	\$2,824
Other Capital Income <sup>5</sup>	\$176,852
<b>Total Income</b>	<b>\$3,983,419</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$33,755
Salaries and Related Expenses <sup>7</sup>	\$3,008,660
Non-Salary Expenses <sup>8</sup>	\$929,233
<b>Total Expenditure</b>	<b>\$3,971,648</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT