



2021

ANNUAL SCHOOL REPORT



Holy Cross Catholic Primary School

37 Kincumber Street, KINCUMBER 2251

Principal: Mrs Jeanette Fowles

Web: www.hckdbb.catholic.edu.au

About this report

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](#).

Message from key groups in our community

Principal's Message

Holy Cross Catholic Primary is a welcoming community where our values of Respect, Cooperation, Learning and Discipleship are woven into all that we do. We work collaboratively with parents to ensure the child is very much at the centre of everything we do and our purpose is to inspire hearts and minds to know Christ to love learning and use their talents to be the very best they can be.

At Holy Cross we believe and value student wellbeing to ensure students feel safe, happy and supported. During 2021 a number of programs have been implemented to ensure social emotional skills are developed and nurtured; including Zones of Regulation, The Oasis and Rock and Water. As a community we strive to provide an environment where individuals develop a growth mindset and strive for success. Our work has and will continue to be about student flourishing in all aspects of schooling.

During this year HBL has been implemented to ensure all students continue to be supported in their learning. A range of tools have been implemented to engage students in their key learning areas and point of need teaching continues to be a high priority. In 2021 engaging and supporting parents has been imperative to enable authentic professional catholic education is delivered with care and compassion.

At Holy Cross we celebrate and nurture a range of talents, interests and needs by providing numerous opportunities including creative arts, public speaking, coding and robotics, Japanese, PE and representative sports, chess club, Wakakirri (musical extravaganza) and music tuition. Although Covid 19 has hampered the delivery of the above opportunities, staff have creatively adapted how opportunities are provided to ensure our students have a range of extra curricular activities.

The final stages of the school refurbishment will be completed at the commencement of 2022. Classrooms provide flexible learning spaces to enable effective pedagogical strategies to be implemented, including technological tools that supports and enhances the redefinition of learning.

The Holy Cross Community is a place where students, staff and parents can thrive in a holistic environment. We work in partnership with our parish to create a vibrant and faith filled presence. Please come and visit our beautiful community.

Parent Body Message

During 2021 the pandemic, COVID 19, caused major disruption to school life. Home Based Learning (HBL) was 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

Although 2021 proved to be unlike any other, the students and the families at Holy Cross Catholic School continued to be a high priority. In Term 4 school life started to resemble some kind of normality.

Student Body Message

As Year 6 Leaders of 2021 we have found it a privilege to be part of Holy Cross Catholic Primary School. Although this year has been hampered by Covid 19, 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.

During 2021 we participated, via zoom, in a range of extra curricular activities including Wakakirri, public speaking, met our buddies and leadership days.

School Features

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 the students to celebrate and nurture their faith throughout the year.

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 Thursday Playgroup (for preschool aged children), School Assemblies, performances, sport and physical education, a play space, and Parish functions such as a gathering place after Mass and a venue for the weekly Parish Community Dinners.

All classrooms have been refurbished in 2021 and each room technology to support learning. Other learning technology tools include a bank of Laptops, ChromeBooks and iPads all of which are spread across all classes for students to access during their day.

The Green Classroom was updated in 2019 and now includes a gazebo, vegetable patch, chickens and worm farm. Students access this area for outdoor lessons, learning about sustainability, and supplying produce to the School Canteen.

Our Kincumba Walk is located at the rear of the School and has a pathway with the Stations of the Cross and will include a range of native bush tucker plants in its next stage of development. Led by our Aboriginal Education Worker (AEW), who supports our students with indigenous background, Kincumba Walk will be a place for all students to embrace, nurture, share and learn about local indigenous culture.

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

A number of co-curricular programs are provided by Holy Cross Catholic School including: debating, public speaking, choir, chess, sporting opportunities (athletics, cross country, touch football, soccer, rugby league, rugby union and netball) and a chance to perform in a whole school production or the Wakakirri Dance Eisteddfod on alternate years. Social Emotional Learning (SEL) is viewed with importance and is nurtured through classroom teaching and our Pastoral Care Guidelines, as well as other wellbeing initiatives. The Mini-Vinnies team, which engages in social outreach to support both local and global initiatives, was very active once again.

Student voice has been gathered through survey instruments, Year 6 Leadership Groups and conversations with the Student Representative Council (SRC). Students organise initiatives on issues that they value, such as the composting, lunch time clubs and social justice activities.

Parent participation is encouraged in a variety of capacities such as assisting in classrooms and on excursions and the Parent Representative Group. Contact with the parent body is via face-to-face meetings, zoom meetings ,the Compass App, fortnightly Newsletter, Facebook and the School Website.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
144	169	5	313

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2021 was 95.35%. 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
96.07	96.26	95.83	95.35	94.85	94.27	94.82

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 Quality Assurance and improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	28
Number of full time teaching staff	13
Number of part time teaching staff	9
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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes.

The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2021 the following Staff Development days were implemented;

1. Mathematics-using data to drive teaching and learning within the classroom. Looking at and using data to meet student needs
2. Teaching Standards with particular focus on using data and NESA program requirements
3. Wellbeing - using the Social Emotional Learning Continuum and flexible learning spaces to support student wellbeing
4. Professional learning in utilising the Promethean Boards and Vivi tools
5. Catholic Schools Broken Bay all staff SDD on Towards 2025 Strategic Plan
6. Collaborative Culture of Continuous Improvement Cycle- what, when, who and how?

Catholic Identity and Mission

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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

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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. In 2021 our Kindergarten teachers Religious Education teacher and

members of the leadership have undergone professional learning in the new RE Curriculum, especially focusing on Godly Play.

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 2021 posed many problems, nurturing our faith community was always central.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (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.

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In 2021 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;

- 1.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.

- 2.Collaborative Analysis of Student Learning continued to be a key strategy in supporting teachers to use reflective strategies to enhance student engagement and learning. The collaborative culture of continuous improvement cycle has been instrumental in developing reflective practices in a range of areas

Implementation of whole staff and stage meetings with a focus on the following; HCK Behaviour Management Guidelines, data analysis, Towards 2025, 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 activities to be incorporated into the learning context.

In 2021 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.

Student Performance in Tests and Examinations

NAPLAN

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.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	61%	54%	0%	11%
	Reading	57%	55%	0%	10%
	Writing	63%	53%	0%	6%
	Spelling	35%	49%	0%	13%
	Numeracy	41%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	49%	35%	4%	14%
	Reading	51%	40%	2%	11%
	Writing	26%	20%	4%	18%
	Spelling	47%	38%	4%	14%
	Numeracy	29%	29%	6%	15%

Pastoral Care and Student Wellbeing

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 2021.

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 2021.

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 2021.

Initiatives promoting respect and responsibility

In 2021 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, Wellbeing, Social Justice, and Technology teams work collaboratively to ensure new initiative are implemented that provide our community with a range of extra curricular activities.

School Improvement

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

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.
- NESA 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 implemented the following key improvements;

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

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

Priority Key Improvements for Next Year

In 2022 the following key initiatives will be implemented;

1. Implementation of the Towards 2025 strategic plan
2. Using the collaborative continuous improvement cycle to support reflective practice
3. Implementation of the Collaborative Coaching model in the area of Mathematics
4. Review and enhance current programmes that support student wellbeing
5. Implementation of the new Religious Education curriculum in Kindergarten to enhance agency and student connection
6. As a community develop a succinct and purposeful learning purpose that will guide policy, practice and decision making

Community Satisfaction

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

According to feedback, from the Tell Them from Me Survey, the areas the School creates significant satisfaction are as follows:

1. Effective Communication is supporting our community
2. The new facilities provide a great learning environment
3. High expectations is communicated for all students
4. Teachers develop positive and respect communication with students and parents
5. Students are clear about the rules for school behaviour
6. Students feel safe at school
7. The reintroduction of assemblies, open classrooms and other community engagement events

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 2021 has been a year like no other the Holy Cross Community has ensured all students, parents and staff have supported one another. The implementation of Towards 2025 began in June 2021.

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.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$3,457,008
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$938,084
Fees and Private Income ⁴	\$823,977
Interest Subsidy Grants	\$1,106
Other Capital Income ⁵	\$0
Total Income	\$5,220,175

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$7,628
Salaries and Related Expenses ⁷	\$3,204,663
Non-Salary Expenses ⁸	\$1,858,203
Total Expenditure	\$5,070,495

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 2021 REPORT