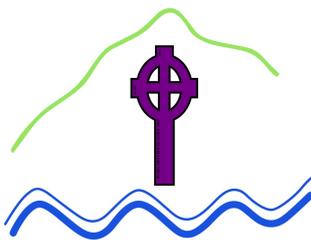
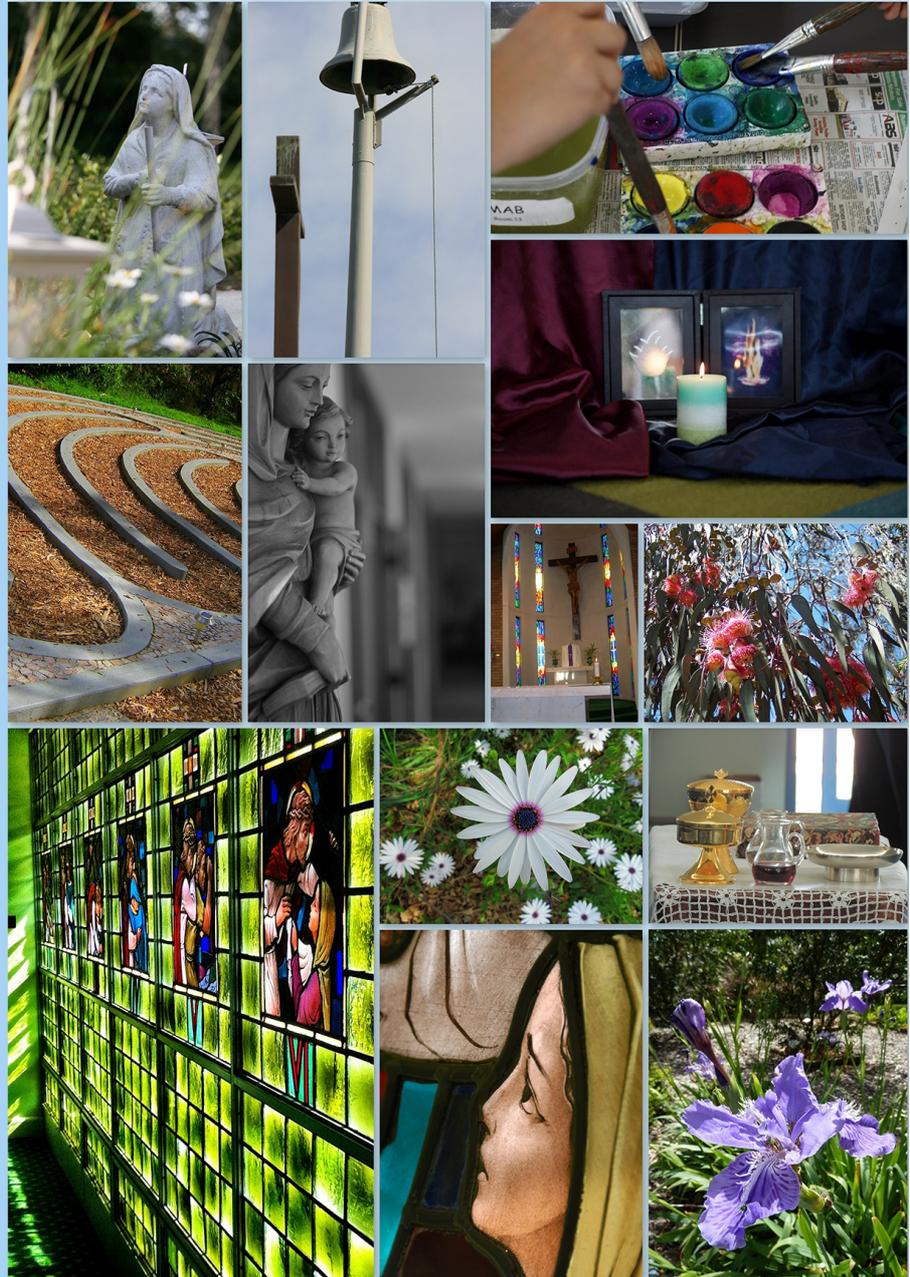


2015

annual school report



*Holy Cross Catholic
School Kincumber*

Holy Cross Catholic Primary School,
Kincumber

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ABOUT THIS REPORT

Holy Cross Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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 also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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. We look to provide our students with a peaceful and consistent learning community that develops the students as disciples of Jesus in the context of the local Catholic community.

2015 has been a great year for our School, as we focused on improving student outcomes across all Key Learning Areas (KLAs) with a major focus on improving writing, engaging students in their faith and spirituality and student wellbeing. Students have had opportunities to participate in Wakakirri, sport gala days, the School Maths Olympiad, Newcastle Permanent Maths competitions and NSW International Competitions and Assessments for Schools (ICAS) competitions as well as an ACARA writing competition.

This Report gives a brief overview of the achievements of our great School over the 2015 school year. Please visit the School website at www.hckdbb.catholic.edu.au for more information on our great School.

Parent Body Message

The School Board (the 'Board') was formed towards the end of 2011, and is currently in the third year of formation. The Board consists of Principal, Parish Priest, members of the teaching staff and parents. The purpose of the Board is to build, strengthen and nourish the school as part of the parish community. The Board meets on the first Wednesday of each month and uses the discernment and shared wisdom model to support discussion and decision making.

A key focus of the Board over the past few years has been the development of a school mission statement. The Board surveyed parents, staff and students. Survey results were collated and used by the Board to draft a mission statement. There were five main themes which included catholic identity, a nurturing faith community, quality education, strength of community, and strong sense of personal growth and development. The mission statement was completed and launched in Term 4 at the School Mission Mass. It is proudly displayed in the foyer with graphics to match.

2016 will see a restructure of the Board and the Parents and Friends (P&F) group to reflect the needs of the community.

Student Body Message

On behalf of Year 6 we would like to sincerely thank our teachers, Principal, staff and loving parents. We have been so privileged to be able to go to a school as great as ours and we know that each one of us have met some lifelong friends and learnt some lifelong lessons. We will remember and be grateful for our early educational years at the School.

We have learnt many things during our years at Holy Cross, not only in the classroom, but on the playground and everywhere we went. We have been inspired by all our passionate teachers to value learning and always strive to achieve our personal best in everything we do. We have also been inspired by Jesus to value every individual and to be the very best person that we can be. Holy Cross has taught us that we are never alone and that with Jesus by our side we are capable of great things.

Our time at the School has taught us so much and has developed us into 'mature' youths; now it's up to us to keep following on the path that all our dedicated teachers have set us on.

SECTION TWO: SCHOOL FEATURES

School Features

Holy Cross Catholic Primary School Kincumber, is a Catholic systemic co-educational school.

The School is one of thirty-seven primary schools within the Diocese of Broken Bay and located on Kincumber Street, at the base of the peaceful Kincumba Mountain on the Central Coast, one hour's drive from Sydney. Established in 1991, the School has a proud history of providing excellent education to the families of Kincumber, Green Point, Saratoga, Bensville, Empire Bay, Killcare, Pretty Beach, Avoca Beach, MacMasters Beach, Copacabana, Davistown and surrounding areas.

The School is a two-stream school from Years 1 to 6, with fourteen modern classrooms refurbished in 2003 to include reverse cycle air conditioning, carpeting, and a 'wet' area. All classrooms are equipped with interactive whiteboards; this technology facilitates collaborative student work around shared tasks. The School has two main playgrounds with a mix of asphalt and grass play areas catering for individual needs. The School also has a learning and resource centre containing a large selection of books and other learning resources as well as an Information Communication and Learning Technologies (ICLT) room which houses desktop and laptop computers.

The School prides itself on being a peaceful community, learning together, striving to develop Catholic disciples through the values of respect, cooperation, compassion and learning. The School is committed to providing the highest quality 21st century education through innovative curriculum and differentiated learning programs. Of utmost importance is the caring, supportive learning environment which the School offers. Staff are committed to ensuring that the Gospel messages and teachings of Jesus are evident daily in all dimensions of school life. The School is blessed by a very supportive parish community that shares our vision of growing in discipleship and service.

The current and new Mission Statement states: *Holy Cross, as a Catholic school in the Diocese of Broken Bay provides a high quality education for 21st century learners. In this peaceful place, we welcome and care for every person as made in God's image. We nurture an enquiring mind, a faithful heart and a resilient character enabling each and every child to be all that they can. We guide our children on a journey of growth as followers of Jesus and life-long learners. We do this through a partnership of parents, the school, and the church within our local community.*

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
174	180	12	354

* Language Background Other than English

Throughout the year the School has taken 14 new enrolments throughout all grades. Parents in the community have heard positive feedback about the School from friends, neighbours and media articles.

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 [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 92.88 %. 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
93 %	92 %	94 %	93 %	92 %	93 %	93 %

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 in students, a sense of wellbeing and belonging

- 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, the CSO 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. The CSO 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 [*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	9	33

* This number includes 13 full-time teachers and 11 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	24
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

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

Day 1	Mathematical Assessment Interview (MAI) and data analysis
Day 2	KidsMatter Component 2
Day 3	Improving spelling through writing

Ongoing PL is priority of the School. While a limited number of days is available for whole-school PL, many hours are given in small teams or individually for specific PL needs. These range from stage meetings, professional reading and dialogue, *Collaborative Analysis of Student Learning* (CASL) discussions, data conversations, lesson inquiry meetings, *Instructional Walks and Talks* as

well as more formal PL opportunities for staff.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

The Gospel values of Jesus are reflected in the School values of respect, cooperation and learning. These values are also integrated into all areas of general school life, including our Pastoral Care policy, which allows all members of the School to integrate this faith into their life and further deepen their understanding of their role as Christian disciples in the world.

The School aims to nurture and support the faith development of the children by involving them in regular liturgies and prayer. The students pray the School prayer each morning at assembly, they pray daily in their classrooms in a variety of formats and they also have the opportunity to celebrate a number of whole school Masses in the Holy Spirit Church, located on the School premises, throughout the year.

The Parish Priest and Deacon once again provided the School with wonderful leadership in the faith development of the students, staff and parents in 2015.

The School created a Holy Week display in the Hall and all classes reflected on this important event in Holy Week with their class group. All classes, parents and members of the Parish were then given the opportunity to visit, walk through, reflect and pray these events during Holy Week.

Students, primarily from Year 3, prepared for and received the sacraments of Reconciliation in Term 1 and First Holy Communion in Term 2. During Term 3, students mainly from Year 2, prepared for and received the sacrament of Confirmation. The preparation program for these sacraments was led by parents from the School and Parish.

Knowledge of our faith tradition was promoted through the teaching of a number of Religious Education (RE) modules that support the outcomes of the RE curriculum. These modules explore the significant seasons of the Church - Lent, Easter, Advent and Christmas - as well as developing student knowledge and skills, through immersion in a variety of topics, in the domains of prayer and spirituality, scripture and Christian discipleship.

The School has been involved in the Parish and local community in many ways during 2015, for example, the School choir sang Christmas Carols at the Kincumber Library and at the Woy Woy Nursing Home. The School hall is shared with the Parish and used for community dinners and gatherings after Mass. Staff and parents experienced sessions where they had the opportunity to reflect on the spirituality of Pope Francis.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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.

Collaborative discussion, professional learning and implementation of quality teaching and learning pedagogy were key strategic goals in 2015 for all School stakeholders. In line with our School Improvement Plan (SIP) the major focus was on improving spelling through writing; maintaining involvement in Extending Mathematical Understanding (EMU); to engage students in developing their faith and spirituality as Catholic disciples; and to provide ongoing support for students with mental health issues to enhance wellbeing.

All children completed Mathematics Assessment Interviews (MAIs). Targeted Year 1 children worked one-on-one daily with the EMU specialist. The interviews provided teachers with additional information regarding student learning needs, encouraged collaboration amongst staff and provided opportunities to deepen understanding of mathematical concepts, effective pedagogical strategies and resources.

Regular staff meetings on English, Mathematics, Behaviour Management and Science and Technology, History and Geography enabled staff to work collaboratively and enhance classroom practice. The staff development day on the topic of spelling allowed staff time to explore spelling and incorporate consistent strategies across the School. Staff meetings on the subjects of History and Geography allowed staff to unpack the new syllabus and create a scope and sequence for 2016.

Within the area of literacy, several strategies continued to be developed. Education officers from the CSO and specialist staff members enabled all staff to understand and value the components of the writing block and how spelling could be covered in shared texts and also writing tasks. The use of *Learning Intentions* and daily guided reading was continued. *Running Records* were taken consistently across all grades for students with reading levels up to 30. These were evaluated and data was used to guide teaching programs. Through stage meetings, teachers shared knowledge and wisdom and these made significant impacts on programming and teaching across the major KLAs.

Curriculum initiatives included the following:

- The History and Geography scope and sequence has been written in line with new syllabus outcomes.

- Instructional Walks and Talks, Running Record evaluations, explicit teaching of writing strategies and review of spelling strategies was ongoing.
- Professional learning has been led by specialists in Religious Education
- The *KidsMatter* team met regularly and *KidsMatter* Celebration day took place in Term 3 and staff completed the second *KidsMatter* component.
- The School's Behaviour Management policy was continually reviewed and star points were introduced for all classes as a whole-school approach.

SECTION SEVEN: 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	74.00 %	52.20 %	4.00 %	10.70 %
	Reading	71.40 %	48.20 %	6.10 %	11.00 %
	Writing	62.00 %	46.80 %	0.00 %	7.40 %
	Spelling	60.00 %	41.20 %	4.00 %	14.80 %
	Numeracy	51.00 %	33.50 %	8.10 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37.30 %	35.90 %	11.70 %	16.60 %
	Reading	40.40 %	33.50 %	13.40 %	18.10 %
	Writing	25.50 %	19.10 %	5.90 %	17.60 %
	Spelling	23.50 %	32.60 %	11.80 %	15.30 %
	Numeracy	28.80 %	27.80 %	11.60 %	15.80 %

NAPLAN Comments

The Year 3 NAPLAN results were very pleasing with the School being above State, National and

system data in the NAPLAN domains of grammar & punctuation and in numeracy. Over 70% of students achieved Bands 5 and 6 for reading. These results reflect strategies in reading that the School has worked on over the past two years. While spelling was above State and National figures it was still below system figures and therefore our SIP focus again should help improve future growth in this area.

Year 5 NAPLAN results were pleasing across most areas with the percentage of students in the top two bands being higher than the National figures in all areas except spelling. While 40.4% of children were in the top two bands for reading we will continue to work on literacy as a major focus to further increase results of the top two bands. It is pleasing to note that 82.2% of children in this cohort showed significant growth from Year 3 in reading (using the average scaled score analysis from the SMART data analysis package).

It is anticipated that the approaches implemented in both literacy and numeracy will result in ongoing growth for this cohort of students.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The School leadership team takes responsibility for the development and maintenance of pastoral care and wellbeing for all members of the school community.

KidsMatter, a wellbeing framework, is in the second year of implementation and is a major school focus. Staff are growing in their professional knowledge of identifying students at risk of mental health difficulties, and ways of preventing mental health difficulties at the School level. Staff have completed two modules in *KidsMatter* and the School has had a very successful *KidsMatter* celebration in Term 3 for the school community.

The purpose of the School's Pastoral Care and Wellbeing policy is to outline the philosophy and procedures in the area of pastoral care and wellbeing. All at the School believe that it is essential that the wellbeing of all members of the school community is acknowledged and fostered. The policy is focused on a partnership with the the School's Behaviour Management policy and the Diocese of Broken Bay Pastoral Care and Wellbeing framework for learning.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The School provides a peaceful and positive learning environment where all individuals are able to reach their full potential through a consistent and supportive Catholic community. The school community works collaboratively and shares the responsibility of promoting positive behaviours

from all students.

The Behaviour Management policy outlines procedures to be followed by staff in promoting and rewarding positive behaviour, as well as the steps to take when students display inappropriate behaviour. The behaviour licence system for Years 1 to 6, aims to discourage inappropriate behaviour and to identify students who need further support with their behaviour. Students are encouraged to think about their actions carefully, with staff using the strategies of reminding, re-teaching, redirecting and removing where appropriate.

In 2015 the School introduced a positive side to this policy. Star points are awarded daily to children in every class who have displayed the School's behavioural values. These accumulate over time and children receive rewards and certificates upon achieving a set amount. This has had a very positive effect on the overall behaviour of our children.

Anti-Bullying Policy

The School's Anti-Bullying Policy is 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 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 [CSO website](#) or by contacting the CSO.

All at the School share the responsibility to foster, promote and restore right relationships and believe that bullying is unacceptable. Students, staff and parents all share a responsibility for preventing it.

The School's Anti-Bullying policy, which builds on the school's Pastoral Care and Behaviour Management policies, provide clear procedures and strategies to prevent reduce and respond to bullying.

When a staff member receives notification from a student or parent that a child is being bullied, all parties work together with both the victim and the offending student and their families, to come to an agreement that has the needs of all the students involved at the forefront of decision making.

Complaints and Grievances 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 [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

A number of initiatives and continuing strategies promoting respect and responsibility continue to be at the forefront of the School's approach to pastoral care and student wellbeing, these include:

- *KidsMatter* framework
- Holy Cross Behavioural Values
- NAIDOC week celebrations
- Harmony day celebrations
- Student Representative Council (SRC)
- *Mini Vinnies* team
- School captains and sports captains.

SECTION NINE: 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.

Key Improvements Achieved

SIP goals for 2015 in each domain were as follows:

- **Mission:** *To engage students in developing their faith and spirituality as Catholic disciples.*
To enable this, teachers were introduced to a number of strategies to make the Gospel more prayerful, reflective and relevant to current issues.
- **Pastoral Care:** *Provide ongoing support for students with mental health issues to enhance wellbeing.*

All staff have completed component 2 of *KidsMatter*; the *KidsMatter* team meets on a monthly basis to review and plan activities to support the mental health and wellbeing of students, parents and teachers. In Term 3, the School held a successful *KidsMatter* celebration day for students and the school community with several guest speakers. Many valuable resources were shared and passed onto parents.

- **Learning & Teaching:** *Improve spelling results for all students through writing.*
Staff participated in a PL day on *spelling* led by the literacy coach and CSO education officer. A great deal of time was spent on professional dialogue on best practice in *spelling* and this PL was reflected in classroom practice. All grades committed to using specific strategies for *spelling*. This will continue in 2016.

Priority Key Improvements for Next Year

In 2016, the key improvement priorities in each SIP domain will be:

- **Mission:** *To assist students to identify ways that they can connect their faith and actions.*
- **Teaching and Learning:** *To improve student achievement by identifying and teaching to the point-of-need for all students.*
- **Pastoral Care:** *To ensure that students are identified, and support is available in regard to their mental health and wellbeing by increasing staff knowledge and skills within this domain.*

SECTION TEN: 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

During 2015 parent satisfaction with the School remained high overall. Feedback from parents is obtained through satisfaction surveys conducted in the lead-up to a school review, parent forum meetings as well as through less formal interactions between staff, the School Board and parents.

Parents believe that, on the whole, teachers are approachable and that this approachability has increased over the recent years. Parents have also commented on the openness of the School in making them feel welcome and involved in their children's education.

Parents support the Catholic values that are instilled and appreciate how the School teaches children the importance of caring for one another. Finally, parents believe that the staff are genuinely interested in their child's welfare as well as providing a high standard of education.

Some comments from parents include:

- *"I'm very appreciative to "Holy Cross" and how it nurtures its students for the future".*
- *"I am grateful that my children go to Holy Cross. My children are happy and caring individuals and their schooling has played a big role in that"*

Student Satisfaction

On the whole, student satisfaction with the School remains high. Feedback from students is obtained through major satisfaction surveys conducted in the lead-up to a school review with students in Years 5 and 6, as well through less formal interactions between staff, the School Board and students.

Students have indicated that they value the opportunities the School has to offer them. They speak of their love for being a student at the School and how grateful they are for their considerate teachers who have genuinely helped them mature and grow in faith and respect for others. Regular comments are made by the students as to how friendly the School is and how much they value these friendships with their fellow students.

Teacher Satisfaction

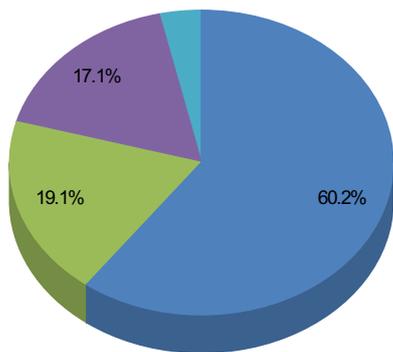
On the whole, teacher satisfaction with the School also remains high. Feedback from teachers is obtained through major satisfaction surveys conducted in the lead-up to a school review, staff meetings, as well as through less formal interactions between staff and the School Leadership Team.

The most significant area of teacher satisfaction is with the friendships formed with colleagues and the cohesion within the staff. This is followed closely by an appreciation of the wonderful students attending the School. The staff display a strong sense of welfare and wellbeing towards each other, the students and the parents - this helps make the School the special place that it is.

SECTION ELEVEN: FINANCIAL STATEMENT

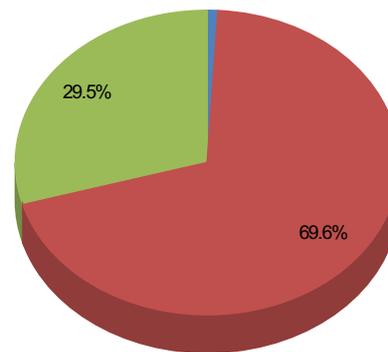
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (60.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.1%)
- Fees and Private Income (17.1%)
- Other Capital Income (3.5%)

Expenditure



- Capital Expenditure (0.9%)
- Salaries and Related Expenses (69.6%)
- Non-Salary Expenses (29.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,744,146
Government Capital Grants	\$0
State Recurrent Grants	\$871,331
Fees and Private Income	\$781,216
Other Capital Income	\$161,516
Total Income	\$4,558,208

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$39,240
Salaries and Related Expenses	\$3,018,692
Non-Salary Expenses	\$1,277,305
Total Expenditure	\$4,335,238