



2022

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

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 at local school level and 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 represent who we are as a learning community. We work collaboratively with parents to ensure we walk the journey together, inspiring 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 2022 a number of programs have been implemented to ensure social emotional skills are developed and nurtured; including utilising the Social Emotional Learning Continuum, 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. 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 2022 engaging and supporting parents has been imperative and this is evident in a number of parent engagement and fund raising events.

We are a Catholic school offering an inclusive education for children of all faiths. Our teachers are committed to our vision of Catholic mission and to striving for high standards and student growth in all aspects of the curriculum.

At Holy Cross we celebrate and nurture a range of talents, interests and needs by providing a range of opportunities including creative arts, public speaking, coding and robotics, Japanese, PE and representative sports, chess club and music tuition. The final stages of the school refurbishment will be completed by the conclusion of 2022. Classrooms provide flexible learning spaces to enable effective pedagogical strategies to be implemented, including technological tools that support and enhance the redefinition of learning.

The Holy Cross Community is a place where our community 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 2022 the Parent Engagement Group (PEG) was established and active in delivering community building and fundraising events within the school context. The group met twice termly to plan and implement a range of activities including movie night, school discos,

Mother's day and Father's day celebrations. The team of parents worked tirelessly to ensure a thriving school community after COVID 19 restrictions.

In addition, Dionne Soares commenced in 2022 as the School Parish facilitator whereby parents and parish work collaboratively to build faith filled relationships between school and parish.

There were many positives, including the friendships cemented amongst our community as we strived to support each other and the new and innovative ways we found to support the school by engaging and remaining in touch with our children's education. We remain incredibly thankful to the teachers and staff who supported our children in their learning. The PEG looks forward to continuing to support the school and the community in the coming.

Student Body Message

During the last year at Holy Cross, we have had a focus of developing student leadership skills, and resilience.

In the SRC (Student Representative Council), we focussed on ways to make our school more environmentally friendly. Solutions like the regeneration project (the planting of native plants and trees within the school grounds), and collecting food waste after breaks for chicken scraps, have made a noticeable difference in the sustainability of our school.

Throughout our time at Holy Cross, we have learnt to use different elements of technology and use technology to enhance our learning. As students are encouraged to take responsibility for our learning, for the environment and for others. We have participated in a range of activities that support us to grow as individuals and work together collaboratively.

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 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.

The school enjoys a reputation as a centre of excellence in teaching and learning which offers a balanced, holistic curriculum in a safe and caring environment. The vision is for the school community to be welcoming and to inspire one another to grow in faith, hope, love, respect, justice, and joy.

All classrooms have been refurbished with technology in each room 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 2022 and now includes a gazebo, vegetable patch, chickens, and a worm farm. Students access this area for outdoor lessons, learning about sustainability, and supplying produce to the school canteen.

Our oval is being refurbished with synthetic grass and we hope this will be completed by 2022.

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, the Oasis 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 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
124	160	3	284

* 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 2023. 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 2022 was 86.50%. 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
87.00	85.80	87.70	87.90	85.50	88.10	84.60

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 2022:

Total number of staff	32
Number of full time teaching staff	13
Number of part time teaching staff	13
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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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 2022 the following Staff Development days were implemented.

- English and Mathematics - using data and new K-2 syllabus
- Wellbeing - PBL data and using the Social Emotional Learning Continuum
- Catholic Schools Broken Bay All Staff Development Day on Towards 2025 Strategic Plan 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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

Holy Cross Catholic Primary School is dedicated to our school vision and mission to work together, inspired by the example of Christ and to foster knowledge, understanding, reverence and commitment to the Catholic faith in a way that reflects the presence of an all-loving God. We work together in partnership and faith with parents, teachers and the parish priest to strive towards the Broken Bay 'Towards 2025' vision, 'at least as good as the very best'.

Faith formation opportunities are regularly offered to staff, students and parents and we join together in communal worship at masses, prayers and liturgies throughout the year

In 2022 Father Bogdan Skupien became our new parish priest. As a Catholic school under the leadership of the Diocese of Broken Bay, we are committed to fostering a community that reaches out to people in need. Some of the examples of 'Outreach' initiatives in 2022 included: Project Compassion – Caritas 'Sock It to Poverty,' St Vincent Appeal, St Vinnies Christmas appeal and making and writing cards for our local nursing homes. In 2022 we also

welcomed Dionne Soares as our School Parish Facilitator. Her energy and love of the Catholic faith supports the continued development of parish school connections.

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.

In 2022 Holy Cross Catholic School continued to work towards our vision in developing engaged and reflective learners. Several strategies have been consistently implemented to support our vision, they included:

- Weekly Coaching for K-6 staff enabled teachers to do a deep dive into the use of data to inform teaching and learning practices, especially in Mathematics and English. Staff have identified and developed consistency in agreed school practices and are active in the process of gathering and analysing data, setting SMART goals for students, and targeting instruction at the student's point 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. 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:
 - The new K-2 English and Mathematics Syllabus
 - HCK Behaviour Management Guidelines, data analysis, Towards 2025
 - Literacy continuum
 - Renew RE
 - The use of technology and the SAMR to enhance learning
 - Our current focus is in extending teacher knowledge and practice to provide differentiation in both literacy and numeracy
 - The teachers are using the National Literacy Learning Progressions as a valuable tool to assist them to develop targeted teaching and learning programs for students who are working above or below year level expectations.
 - Teachers use our flexible learning spaces to promote creative and independent learning opportunities for all students through sound pedagogical practices. This includes a STEM room that is continually updated and equipped with resources such as robotics and recycled materials for design and make tasks that promote skills in collaboration, creativity and scientific thinking to support class programs.
 - Our robotics has extended to the use of spheros, micro-bits and most recently, drones to broaden opportunities in digital literacy.

- Our Rock and Water room continues to support the teaching of the Rock and Water program which aims to develop strategies for a positive and strong growth mindset for all students.
- 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 2022 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 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	40%	52%	24%	12%
	Reading	38%	54%	22%	11%
	Writing	31%	50%	14%	7%
	Spelling	32%	48%	30%	15%
	Numeracy	29%	34%	17%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	11%	31%	18%	14%
	Reading	25%	39%	9%	11%
	Writing	16%	25%	24%	18%
	Spelling	22%	37%	16%	14%
	Numeracy	13%	25%	24%	16%

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

Respect and responsibility are built through a range of initiatives at Holy Cross. We aim to foster the dignity, self-esteem and integrity of each person. In line with The National Safe Schools' Framework, our vision is to promote a safe, respectful and supportive learning community.

Opportunities for students in K–6 that promoted and supported student well-being and resilience include:

- Library Lunch Club (alternate playground setting)
- Access to a school counsellor on site
- Kindness Ambassadors
- Buddy Bench
- PBL Focus each week
- Access to The Oasis at lunch

Gratitude, social skills, good relationships and self-improvement are continually reinforced and developed across all classes.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2022 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
- Parent Engagement Group
- Participated in the Towards 2025 learning
- Restructure of Learning Support to ensure student needs are being supported. The learning support team worked collaboratively with teachers to ensure that the high quality and comprehensive adjustments necessary to support students were in place throughout the school. Structures and processes were evaluated to ensure standards are consistently implemented to ensure student needs are being met.
- The school continued the development of the 'Positive Behaviours for Learning' framework and continued with student education around the 'Zones of Regulation'. The Zones of Regulation have continued to be an integral part of school life, promoting self-regulation and emotional control. Students are taught to recognise the changes in their bodies and that they are beginning to feel overwhelmed in each situation. Strategies are taught which help to de-escalate and move on.
- Year House Playgroup was implemented consistently to build connection and early learning opportunities.

Priority Key Improvements for Next Year

In 2023 Holy Cross Catholic Primary School will implement the following key improvements:

- Continuation of Coaching opportunities
- Invest in STEM Technology, with professional learning for teachers and learning for students in drone technology and coding
- Engage the parent body in education workshops around the teaching of reading
- Include a sensory playground to promote self-regulation
- Strengthen differentiated teaching practices and use of data to improve the learning outcomes of all students
- Strengthen formative assessment practices to inform student goal setting

- Continued development in the implementation of the K-2 syllabus documentation. In addition, commence professional learning for the introduction for 3-6 implementation.
- Continue working on the Continuous improvement cycle.

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

In 2022, the Holy Cross community continued to grow and we were able to reconnect with our family community after all the restrictions that had taken place over the past 2 years.

We started the year with a special Mass celebrated by Fr Bogdan, our Parish Priest. New staff and student leaders were blessed and commissioned into their new roles at Holy Cross. The new Kindergarten students were officially welcomed into the Holy Cross family during the Mass.

Learning and wellbeing is well and truly at the forefront at Holy Cross. Specialist teachers in English, Sport, Music and Japanese, provide the students with opportunities to explore a range of subject areas and develop their gifts and talents. Classroom teachers provide rigorous learning tasks for students and use engaging strategies to motivate the students to grow in their understanding of concepts. Weekly sport lessons and annual carnivals are wonderful ways for the students to develop their gross motor skills and develop teamwork and communication skills. Information and Communication Technology provided by the school allow our children to become more skilled users of technology.

We celebrated Mother's Day, Father's Day and Grandparent's Day with the school community which was wonderful. Not only were we provided with delicious food but we also had the opportunity to visit our children's classes and witness the great things that are happening.

Yera Playgroup was an important community initiative that promotes a positive start to school and education at Holy Cross.

To stay connected with the community and acknowledge student achievements, Assemblies were held. The students enjoyed this opportunity to connect as a whole school community.

Teachers develop positive and respect communication with students and parents. Students are clear about the rules for school behaviour and feel safe at school.

Student satisfaction

We have been part of this beautiful school for seven years and we have thoroughly enjoyed it. Our teachers deeply 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.

Continuing with our new leadership model helps all students have a go of leadership and promotes the skills of resilience, negotiating and decision-making. This is comforting with the support of the Principal.

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

Teacher satisfaction

Throughout 2022 teachers and support staff had multiple opportunities to provide feedback on the strategic direction of our school, on policies and procedures and on teaching strategies used in the classroom.

Opportunities were given through regular staff meetings, collaborative coaching meetings and through the completion of Tell Them from Me survey.

The survey results indicated high satisfaction from staff in the following areas:

- Data informed practices to inform learning and teaching
- Teaching strategies to support differentiation within the classroom
- Learning culture, a positive learning culture within the school
- Inclusive school environments for staff, parents, community and students.

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, as well as, aligning with the Towards 2025 strategy.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$3,068,523
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$816,631
Fees and Private Income ⁴	\$766,210
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,225
Total Income	\$4,652,590

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$42,333
Salaries and Related Expenses ⁷	\$3,330,706
Non-Salary Expenses ⁸	\$1,119,974
Total Expenditure	\$4,450,680

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 2022 REPORT