

# 2024

## ANNUAL SCHOOL REPORT



### **Holy Cross Catholic Primary School**

37 Kincumber Street, KINCUMBER 2251

Principal: Mrs Sonia Tannous

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

## About this report

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Holy Cross Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

Holy Cross Catholic Primary is a kind and welcoming community because of its key principles of respect, cooperation, learning, and discipleship. To make sure that we follow this route together and inspire minds and hearts to love learning, to know Christ, and to fully utilise their gifts, collaboration with our parent community is fundamental.

Student wellbeing is a top focus at Holy Cross because we want them to feel happy, safe, and supported. A few measures were implemented in 2024 to ensure the development and reinforcement of social emotional abilities. The Social Emotional Learning Continuum, Zones of Regulation, The Oasis, Kindness Ambassadors, and Acts of Kindness were some of these programs. Our goal as a community is to create an environment where individuals may strive for achievement and develop a growth mindset.

Knowing that students do not all learn the same way, it is our duty to find the 'point of need' of each student to ensure all students show growth. Helping students achieve in all areas of their education has been and will continue to be our mission.

We give our students an inclusive education because we are a Catholic school. Our teachers are committed to maintaining our Catholic mission vision, striving for quality, and fostering the growth of each student in every aspect of the curriculum.

In 2024, we were ecstatic to hear that based on our Naplan results that we were the best performing Catholic School in the Central Coast, however not surprised. Our staff are excellent practitioners that lead with passion and heart.

To celebrate and promote a diverse range of abilities, interests, and needs, Holy Cross offers several opportunities, including chess club, music classes, public speaking, coding and robotics, physical education, and representative sports. Classrooms provide flexible learning environments for the use of successful pedagogical practices, such as the utilisation of technology that enhances and facilitates the reframing of learning.

Our community may flourish in a comprehensive setting at Holy Cross. We work with our parish to create a vibrant and spiritually uplifting presence. We cordially invite you to come see our lovely community.

### Parent Body Message

To foster a relationship based on faith between the parish and the school, the Parent Engagement Coordinator (PEC) actively worked with parents and the parish.

Within the school setting, the Parent Representative Group (PRG) actively organised fundraising and community-building activities. To organise and carry out a variety of events, such as school discos, Mother's Day, Father's Day, and Grandparent's Day festivities, as well as parent social events, the group met twice a term. The group of parents puts in a lot of effort to make sure the school community is flourishing.

Parents' meditation in Term 1, You Can Sit With Me Picnic Day in Term 2, Mother's Day, Father's Day, and Grandparent's Day BBQs and breakfasts, as well as liturgies/masses and open classrooms for parents and carers to participate in their child's education on these special occasions, are examples of wellbeing initiatives and community-building opportunities offered to parents and carers.

Among the numerous benefits were the friendships that were strengthened within our community as we worked to help one another by participating in and staying in contact with our students. We are still immensely grateful to the personnel and teachers that helped the children learn. In the upcoming year, the PRG and PEC hope to keep helping the community and the school.

### **Student Body Message**

Holy Cross provided numerous opportunities for students to continue developing their leadership abilities throughout 2024.

Every week, the SRC kept working on our PBL focus for the entire school. Based on the needs of the school at the time, they led the school in introducing each new focus during school assemblies. Every day at morning assemblies, the staff encouraged positive behaviour.

By planting seedlings, keeping the Green Classroom vibrant, and gathering food waste for compost during breaks, the Environmental Team took the initiative and demonstrated greater responsibility. Together with the help of staff, the Environmental Team leaders have also shared their knowledge and passion for environmental conservation with our younger students, who take pleasure in improving the environment. Their efforts have had an evident effect on our school's sustainability.

The Ambassadorial team conducted official parent/student assemblies and led assemblies every morning. They also attended a community memorial gathering on Anzac Day on behalf of the school, where they laid a wreath on behalf of the HCK community.

Over the course of the year, the technology team assisted teachers with a variety of technological needs, including helping the principal produce a film that reflected the year 2024 for the end-of-year mass. These students played a key role in setting up our school assemblies' audio and video components. The technology team was in the classrooms to

help students with new projects like Minecraft projects, PAT testing, important assessment activities, and robotics demos and training.

At the start of the year, our Year 6 students took part in a leadership development day. On this day, students listened to the true definition of a leader and had the opportunity to listen to Mrs Tannous, our principal, talk about her past to leadership. The skills obtained would assist their roles as leaders of peer support.

Holy Cross is a place we will always look back on fondly as it is a place that not only teaches us exciting things but a place where our wellbeing is just as important. Fostering our faith and how to be 'good and kind people' is evident every day through the daily actions and interactions with our principal and teachers.

## School Features

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Holy Cross Catholic Primary School Kincumber is a Catholic systemic coeducational school with a current enrolment of over 280 students. It is two stream K-6 school. The school serves Catholic families from Kincumber and surrounding suburbs. The school opened in 1991 at the foot of Kincumba mountain.

Its rural setting and strong educational outcomes make it a sought-after school on the Central Coast. As such, the school maintains a strong enrolment demand through its reputation and success within the wider community.

The school's Vision and Mission Statement promotes a development of the whole child. That is, we believe that all aspects of a young child's development should be equally addressed. The nurturing of the physical, the spiritual, the academic and the mind are all given both resources and time to ensure that each student reaches their full potential.

The school has a set of core values as they relate to curriculum, policy and practice. Respect, Learning, Cooperation and Discipleship are the values often referred to and permeate life at Holy Cross Kincumber.

We are proud of our commitment to the core business of student learning. We encourage students to take responsibility for their own learning in an environment of support, nurturing and partnership between teachers and parents. As we believe each student is unique, we work towards establishing the needs of each child, individualise their learning, and build on the important work of their parents to reach their full potential.

As a school, we embrace the digital tools of today as part of our learning environment to ensure our students are prepared for their future.

We don't however, merely measure our success in purely academic terms. Whilst learning in our community is characterised by nurturing the growth of the whole child: mind, spirit and well-being, we strive to instill Catholic values for our children and community, under the guidance and mission of 'Victory through the Cross'.

## Student Profile

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
120	161	2	281

\* 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 2024. 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 2024 was 88.90%. 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
89.20	89.10	88.30	89.80	90.00	90.00	86.90

## 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.



## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	22
Number of full time teaching staff	12
Number of part time teaching staff	10
Number of non-teaching staff	3

### 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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 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.

## Catholic Identity and Mission

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to 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 [Catholic Schools Broken Bay 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 has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

The school participates in the Diocesan focus on pastoral mission in which Bishop Anthony Randazzo invites the Catholic community "to be given the power to be witnesses to Christ, and to become His missionary disciples". The school participates in the vision of Catholic Schools Broken Bay to provide "authentic Catholic education delivered with care and compassion" and to engage its purpose of "inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be" (CSBB Towards 2025).

The school seeks to educate and form young people in the Catholic faith. Our Year 6 students were part of a powerful retreat day reflecting on leadership and their role in our Catholic School. Students were able to see clear links between the gospel values and the message of our Catholic faith with their role as future leaders in the school.

The staff were involved in a Spirituality Day focusing on prayer. The Leadership Team shared their experiences of encountering God through pilgrimage. Staff were invited to present an

object of personal significance and reflect on where they might have experienced God's presence in that moment. Clergy were invited to speak on the role of prayer in our lives, which staff members then reflected upon through journaling and provided relevant scripture. Time was also offered for quiet reflection in nature, with multiple opportunities for discussion and bonding aimed at fostering cultural growth and unity.

Each term a liturgical calendar reflects the involvement of children in whole school Masses, liturgical celebrations and special feast days. The school also continued to celebrate a number of class-based and school-based liturgies and masses, including our grade masses on a weekend with the Parish. Our Parish Priest, Father Bogdan Skupien, is a wonderful support to the school in carrying out its mission and strengthening its Catholic identity. His enthusiastic involvement assists the school greatly in conveying our Catholic Mission to the students.

Our school consolidated its work with our Mission Committee, with a very dedicated group of students. This small outreach group represented the school at a number of events within the St Vincent de Paul Society, and organised events such as the Winter and Christmas appeals, Project Compassion initiatives and Catholic Mission Initiatives. Such projects were complimented by lessons in the classroom which again provided links to the students between their Religion lessons and their faith in action.

## Curriculum, Learning and Teaching

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

In 2024 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 use data to inform teaching and learning practices. Staff have identified and developed consistency in agreed school practices and are active in the process of gathering and analysing data and targeting instruction at the student's point of need.
- Weekly staff meetings to build the capacity of staff across all key learning areas as directed by NESA.
- Staff Development Days, based on evidence researched, to foster and strengthen teacher's capacity to differentiate authentically for all student needs.

Our school's major focus was to improve phonological, orthographical, and morphological knowledge to support students in becoming confident spellers, readers and writers. To achieve this goal a variety of assessments were conducted and analysed. Differentiated learning goals were established, and targeted teaching strategies and activities were implemented. The development of a uniform approach from K-6 in our reading fluency practices aimed at improving students' reading fluency and comprehension skills was another goal.

By the end of the academic year, all K-6 classes had successfully integrated a consistent framework for monitoring oral reading fluency and applied targeted strategies to enhance students' comprehension skills. 90% of students had met benchmarks in December 2024.

Ongoing exposure to the new English and Mathematics curricula has supported teachers in effectively differentiating instruction and meeting the diverse needs of their students.

Teachers worked with a CSBB representative to enhance their IT skills, with a focus on the effective and purposeful use of Seesaw, class Teams, and VIVI. Additionally, the representative supported our Gifted and Talented Reference Teacher by providing strategies for integrating IT and STEM tasks to meet the needs of high-potential learners in Stage 3.

Students have had opportunities to collaborate with peers from neighbouring schools in IT and robotics in enrichment days.

In 2024 staff have also continued their involvement in the Towards the 2025 implementation 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

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Holy Cross Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	69%	54%
	Reading	84%	66%
	Writing	86%	77%
	Spelling	64%	61%
	Numeracy	75%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	85%	65%
	Reading	85%	71%
	Writing	88%	67%
	Spelling	69%	68%
	Numeracy	88%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2024.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 2024.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2024 to reflect new system processes.

## Community Satisfaction

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

### Parent satisfaction

As a parent, I am extremely pleased with the positive impact Holy Cross Kincumber has had on my child's growth and development. The teachers are dedicated and genuinely care about the success of each student, providing personalised attention and support. The school fosters a nurturing environment where my child feels safe, valued, and motivated to learn.

The communication between the school and parents is excellent, ensuring that we are always kept informed and involved in our child's educational journey. The school's focus on academic achievement and social and spiritual growth has created a well-rounded experience, and I appreciate the attention to both the intellectual and emotional wellbeing of the students. Overall, I am confident that my child is receiving a high-quality education in a caring and dedicated school community.

### 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 extracurricular activities and excursions that help us learn. During our time at Holy Cross we have learnt about our faith and what it means to be active disciples; this is done through 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 2024 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. This opportunity created a collaborative approach to direction and decision-making.

Within the school, teacher satisfaction is a very open and flexible procedure. Teachers are at ease approaching the principal and leadership group to discuss any issues or offer ideas for projects that will improve the school.

Additionally, teachers are given the chance to raise any concerns during staff meetings, curriculum discussions, or collaborative coaching sessions, to which they enthusiastically react.

Staff Wellbeing has been an area that we have felt supported and are thankful for the positiveness that surrounds us and the school.

## Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,395,860
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$897,277
Fees and Private Income <sup>4</sup>	\$921,296
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$200
<b>Total Income</b>	<b>\$5,214,635</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$170,741
Salaries and Related Expenses <sup>7</sup>	\$3,864,734
Non-Salary Expenses <sup>8</sup>	\$1,143,733
<b>Total Expenditure</b>	<b>\$5,179,209</b>

### Notes

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

END OF 2024 REPORT