

2025

ANNUAL SCHOOL REPORT



Holy Cross Catholic Primary School

37 Kincumber Street, KINCUMBER 2251

Principal: Mrs Sonia Tannous

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 Limited as Trustee for the Catholic Schools Broken Bay Trust (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

Principal's Message

Holy Cross Catholic Primary School continues to be a welcoming and faith-centred learning community grounded in the principles of respect, cooperation, learning, and discipleship. In partnership with families and the parish, the school remains committed to its mission of inspiring young people to love learning, grow in their knowledge of Christ, and develop the gifts entrusted to them by God.

Student wellbeing remains a strategic priority at Holy Cross. Throughout 2025, the school continued to implement a range of evidence-based practices to support social and emotional development, including the Social Emotional Learning Continuum, Zones of Regulation, The Oasis, Kindness Ambassadors, and Acts of Kindness initiatives. These programs support the development of positive relationships, emotional regulation, and resilience, enabling students to engage confidently in their learning and personal growth.

The school recognises that students learn in diverse ways and at different rates. Teachers are committed to identifying individual points of need through intentional planning, assessment, and data-informed practice. This approach ensures all students demonstrate academic growth and are supported to achieve success across all learning areas.

As a Catholic school, Holy Cross is deeply committed to providing an inclusive education that respects the dignity and worth of every child. Teaching staff consistently work to uphold the school's Catholic mission and vision, striving for excellence while nurturing students spiritually, socially, emotionally, and academically.

Holy Cross continues to demonstrate strong academic performance. High-quality teaching practice, ongoing professional learning, and a culture of reflective improvement underpin the school's success. The dedication and professionalism of staff ensure that learning outcomes remain a key strength of the school.

The school provides a broad range of curricular and co-curricular opportunities to cater for diverse student interests and abilities. These include chess club, music education, public speaking, coding and robotics, physical education, and representative sport. Flexible learning environments and purposeful use of technology support contemporary pedagogical approaches and enhance student engagement.

Holy Cross Catholic Primary School benefits from a strong partnership with its parish and wider community, fostering a vibrant and faith-filled environment. Through collaborative relationships and a shared commitment to Catholic education, the school continues to provide a holistic and nurturing learning environment for all students.

Parent Body Message

As a parent, one of the things I value most about Holy Cross is the genuine sense of community and connection that is felt throughout the school. It is clear that the school recognises the important role parents play in supporting positive student outcomes, and there are countless opportunities for families to be involved in school life alongside their children.

From events such as the Kinny Connect BBQ, playgroup, Parish Masses and liturgies, to opportunities through the Parent Representative Group, volunteering at the second-hand uniform shop or canteen, and special celebrations including Mother's Day, Father's Day, Grandparents Day and ANZAC Day, parents are always warmly welcomed and encouraged to participate. These experiences help create a strong and connected school community where families feel included and valued.

The warmth and character of Holy Cross is evident from the moment you walk through the gates. The school has a calm, welcoming atmosphere, with green spaces, engaging classrooms and friendly faces throughout the playgrounds. The teachers are approachable, supportive and always willing to work in partnership with families.

What stands out most is the strong sense of belonging within the school. Children know and support one another across all year levels, and every child is known by name and genuinely valued as an important part of the Holy Cross community.

Student Body Message

Throughout 2025, student leaders played a significant role in supporting the life of the Holy Cross school community. They were instrumental in leading weekly assemblies, providing opportunities to celebrate faith, recognise student achievements, and share key information and highlights with students and parents.

Student leaders actively engaged in social justice initiatives, demonstrating a strong commitment to service learning and Catholic Social Teaching. They embraced opportunities to raise both funds and awareness for Caritas Australia and St Vincent de Paul through initiatives such as gold coin donation mufti days, Crazy Hair Day, Jersey Day and participation in whole-school events including the Book Week Parade.

Positive feedback from students across Kindergarten to Year 6 regarding their sense of belonging and appreciation for their teachers reflects the inclusive, supportive, and nurturing environment fostered at Holy Cross Catholic Primary School.

Each week, the SRC worked collaboratively on our whole-school PBL focus. In response to the needs of the school, they led the introduction of each new focus during school assemblies. At daily morning assemblies, staff consistently encouraged positive behaviour and reinforced our shared expectations.

Students represented Holy Cross with pride in a range of sporting and Creative Arts opportunities. These included participation in Public Speaking competitions, Sport Gala Days and even had one of our Kinder students win the CSBB Christmas Card competition.

Holy Cross is a place that students will always remember fondly. It is a school that not only teaches the students exciting and meaningful learning but also places great importance on their wellbeing. Faith is nurtured daily, and the values of being “good and kind people” are evident through the words, actions, and example set by our principal and teachers every day.

School Features

Holy Cross Catholic Primary School, Kincumber, is a Catholic systemic co-educational school with a current enrolment of over 290 students. The school operates as a two-stream Kindergarten to Year 6 setting and serves Catholic families from Kincumber and surrounding suburbs. Established in 1991 at the base of Kincumba Mountain, Holy Cross benefits from a unique rural setting combined with a strong reputation for educational excellence. As a result, the school continues to experience sustained enrolment demand across the Central Coast region.

The school's Vision and Mission articulate a commitment to the development of the whole child. Holy Cross recognises that a child's physical, spiritual, academic, social, and emotional development are equally important. Time, resources, and teaching practices are intentionally aligned to support students in achieving their full potential in all aspects of learning and personal growth.

Holy Cross is guided by a set of core values that inform curriculum delivery, policy, and everyday practice. Respect, Learning, Cooperation, and Discipleship are integral to life at the school and underpin relationships, expectations, and learning experiences across the community.

The school remains deeply committed to its core purpose of student learning. Students are encouraged to take increasing responsibility for their learning within a supportive, nurturing environment characterised by collaboration and strong partnerships between teachers and families. Acknowledging that each child is unique, teachers work to identify individual learning needs, personalise instruction, and build upon the important role families play in their child's education.

Holy Cross embraces the effective use of contemporary digital technologies to enhance learning and prepare students for the demands of the future. While academic achievement is valued, success at Holy Cross is understood in holistic terms. Learning is centred on the growth of the whole child - mind, spirit, and wellbeing while nurturing faith formation and Catholic values. Guided by the school's motto, "Victory through the Cross," Holy Cross seeks to form students who are confident learners, compassionate individuals, and active members of their faith community.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
115	170	20	285

* 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 2025. 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 2025 was 89.91%. 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
90.51	89.92	89.12	89.94	89.59	89.73	90.56

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 Department of Education 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

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	30
Number of full time teaching staff	12
Number of part time teaching staff	10
Number of non-teaching staff	8

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	1
Proficient Teachers	21

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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.

In 2025, Holy Cross continued to foster a strong and active faith life, providing meaningful opportunities for staff, students and the wider community to engage in the mission of the Church.

Across the year, the school marked key moments in the Liturgical Calendar through prayer, reflection and celebration, including significant events. These experiences supported a deeper understanding of faith within contemporary contexts.

A strong commitment to social justice remained evident through the work of the Mission Committee. Initiatives such as the Vinnies Winter and Christmas Appeals and Project Compassion invited students and families to respond to the needs of others with compassion and action.

Staff continued to build their confidence and capacity in Religious Education through ongoing professional learning and formation. Regular staff prayer, liturgical leadership opportunities and participation in the Staff Spirituality Day and CSBB Curriculum Day contributed to

nurturing personal faith journeys, alongside continued engagement with Mission Accreditation pathways.

Students actively participated in the Religious Education program across all grades, with Stage 2 implementing the new syllabus in 2025. Opportunities to connect with the Parish remained an important part of school life, including class Masses, Church visits and participation in the Sacrament of Reconciliation during key liturgical seasons.

Students were also encouraged to express and deepen their faith through creative and leadership opportunities, including the Creative Arts Religious Education Competition, the CSBB Year 6 Leadership Day and involvement in the Junior Altar Server program. The Religious Education Coordinator worked in collaboration with the Mission Committee to further strengthen student engagement in faith-based initiatives.

Partnerships between school, Parish and families continued to grow, with parents and carers invited to participate in prayer, fundraising initiatives and school-based events, strengthening the shared responsibility for faith formation.

Looking Ahead

Moving forward, the school aims to further enrich student engagement through the development of youth ministry opportunities. Continued focus will be placed on strengthening staff formation, supporting collaborative practice and deepening connections with families and the Parish community.

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.

Holy Cross continued to use the Essential Assessment platform to support teaching and learning across the school. This program provides targeted assessments that identify students' current levels of understanding and inform next steps in learning, enabling teachers to deliver more personalised and responsive instruction. Data from Essential Assessment supports effective student grouping, the monitoring of growth over time, and the alignment of learning tasks to students' individual needs.

In 2025, two professional learning days were dedicated to building teacher capacity in the effective use of Essential Assessment. These sessions focused on practical strategies for analysing and interpreting student data, following up assessment results to inform teaching, and strengthening the implementation of the My Numeracy component. Teachers were supported to plan responsive teaching sequences and engage in reflective practice to monitor student progress and identify next steps. Analysis of assessment data indicated positive student growth, particularly within the Whole Number domain.

With the continuation on the Collaborative Coaching Model and Continuous Improvement Conversations, staff set with the instructional coordinator to monitor progress, reflect on practice, and refine instructional approaches. In 2025, this coaching approach included a targeted focus on spelling, supporting teachers to strengthen consistency, explicit instruction, and alignment with evidence-based literacy practices. Coaching conversations and classroom support enabled teachers to examine student spelling data, plan targeted instruction, and implement agreed whole-school spelling practices.

Reading fluency at Holy Cross was closely monitored throughout the year using a range of assessment tools, including the CSBB Fluency Register, the school's Decodable Reading Register, and the DIBELS Maze assessment. These measures supported teachers to track student progress and identify specific instructional needs, particularly in decoding and fluency.

Teachers new to Holy Cross participated in targeted induction and coaching sessions with the instructional coordinator, with a particular focus on the school's agreed Mathematics and English practices. This supported consistent implementation of teaching approaches across

classes, strengthened shared understanding of literacy expectations—including spelling instruction—and contributed to ongoing improvement in student learning outcomes.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	63%	54%
	Reading	68%	66%
	Writing	60%	76%
	Spelling	57%	62%
	Numeracy	73%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	68%	63%
	Reading	57%	73%
	Writing	51%	65%
	Spelling	41%	69%
	Numeracy	59%	69%

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 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 2025.

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 significant changes made to this policy in 2025.

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 2025 to reflect new system processes.

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

A parent at Holy Cross Catholic Primary School, Kincumber, expressed strong satisfaction with the positive impact the school has had on their child's growth and development. They highlighted the dedication of teachers and their genuine care for each student's success, noting the personalised attention and support provided to meet individual learning needs.

The parent described the school as fostering a nurturing and inclusive environment in which their child feels safe, valued, and motivated to learn. Clear and effective communication between the school and families was identified as a key strength, ensuring parents remain well informed and actively involved in their child's educational journey.

The parent also acknowledged the school's balanced focus on academic achievement alongside social, emotional, and spiritual development. This holistic approach was seen as providing a well-rounded educational experience that supports both intellectual growth and student wellbeing. Overall, the parent expressed confidence that their child is receiving a high-quality education within a caring, supportive, and faith focused community.

Student satisfaction

Students at Holy Cross Catholic Primary School enjoy a supportive environment where they have friends they can trust and who encourage them to make positive choices. This strong sense of camaraderie supports students in setting relevant and attainable goals and applying sustained effort to achieve them. Students also demonstrate an increasing capacity to regulate their emotions and behaviours, maintain focus on learning tasks, and contribute positively to a calm and productive learning atmosphere.

Students have identified that classroom instruction at Holy Cross is well organised, with clear purpose and timely feedback that supports learning. Key concepts are taught effectively, and class time is used efficiently. This structured and intentional approach ensures students perceive their learning as purposeful and meaningful.

Strong collaboration with the wider school and parish community, particularly through initiatives that support those in need, fosters a strong sense of community connection and social responsibility among students.

Teacher satisfaction

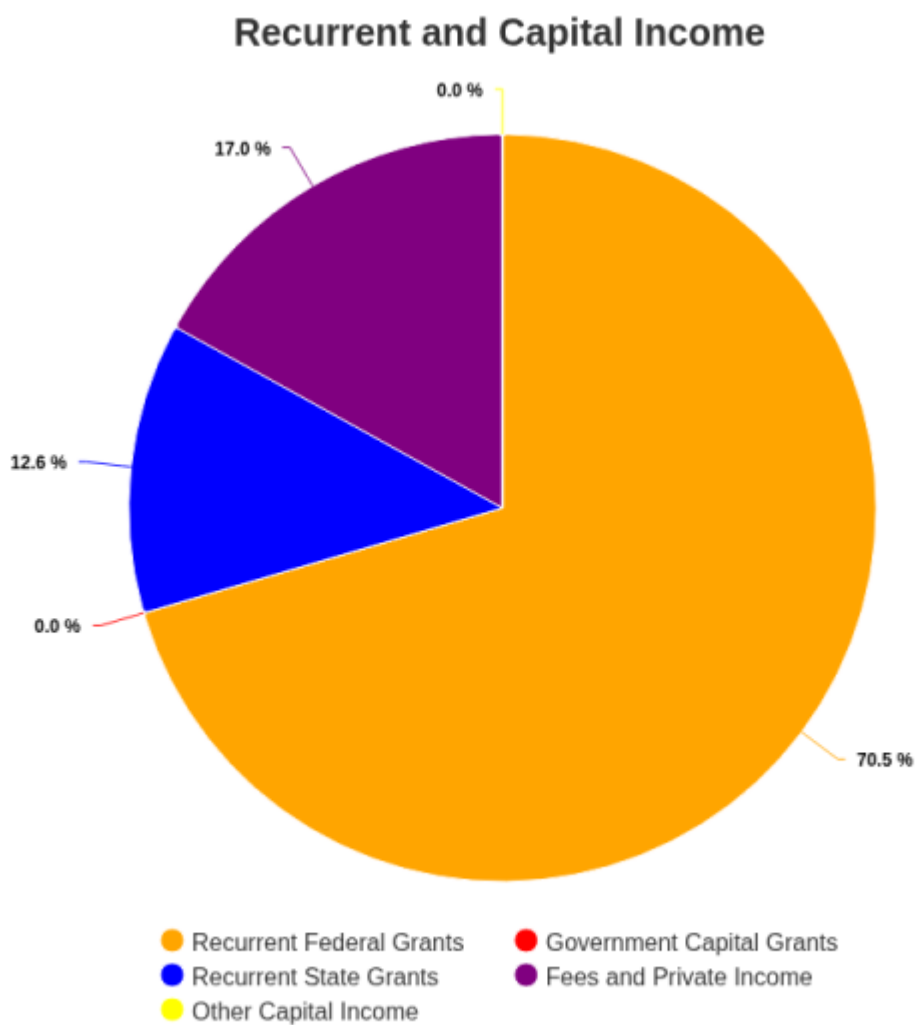
School leaders provide clear guidance for monitoring student progress and work closely with staff to maintain a safe, orderly, and supportive learning environment. This approach fosters a positive professional culture where teachers feel valued, supported, and empowered in their roles.

Collaboration among teachers is a key feature of teaching and learning at Holy Cross. Staff work collegially to plan cross curricular learning opportunities, share lesson resources, and engage in professional dialogue focused on improving student engagement and outcomes. This collaborative approach supports consistency of practice and continuous improvement across the school.

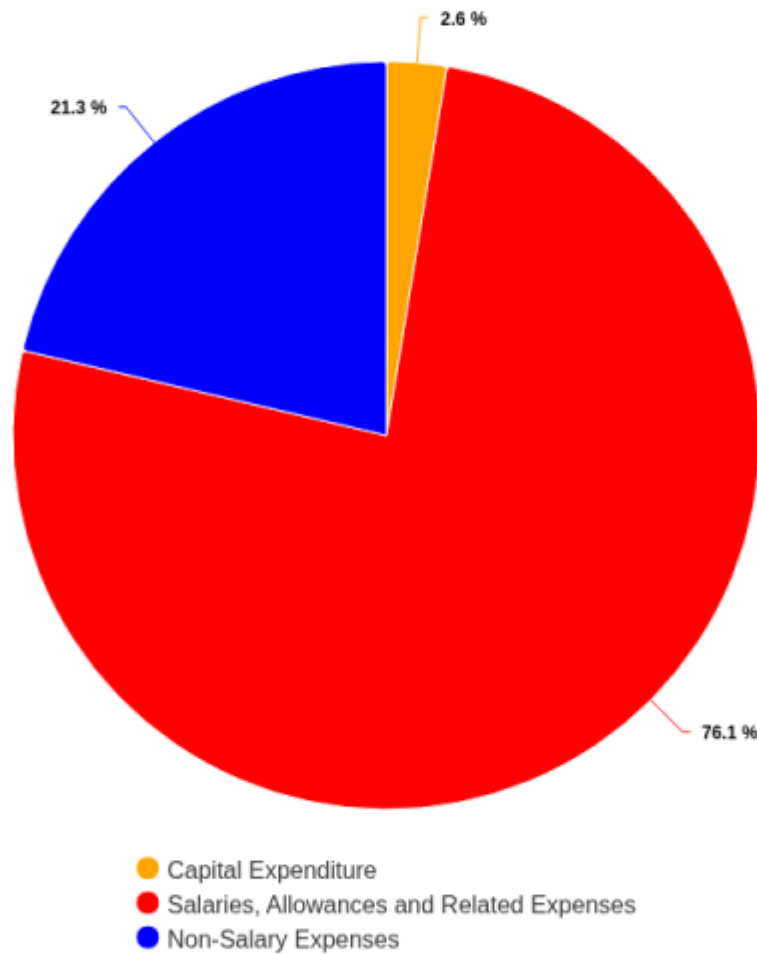
Holy Cross is committed to inclusive education, with teachers actively working to understand and respond to the diverse learning needs of all students. Clear expectations for classroom behaviour are established, and students receive timely and meaningful feedback to support and extend their learning. This inclusive and responsive approach ensures all students receive the support necessary to thrive academically, socially, and emotionally.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT