Brisbane Catholic Education
teaching • challenging • transforming

School Name **Holy Cross Catholic Primary School**

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Contact Person **Paul Drewniak - Principal**

Principal's Foreword

Introduction

Holy Cross Catholic Primary School was established by the Sisters of Mercy, Brisbane in 1890. Holy Cross is the parish primary school for Lutwyche Catholic Parish in the Archdiocese of Brisbane.
Our vision clearly states that we are "a Catholic learning community educating and transforming lives through the message of the Cross for the life of the world." As a Catholic School we carry out the educational mission of the local church.
We provide high quality, inclusive Catholic Education for all students and work to ensure that all students make progress and achieve their full potential. Our school has a strong focus on continuous improvement in Literacy and Numeracy while ensuring that a balanced curriculum is provided. Specialist teaching is provided in Italian, Visual Arts, Music and Physical Education.
The Learning Framework for Brisbane Catholic Education and our Vision and Mission are the lenses through which we engage with the all aspects of the Australian Curriculum. Planning, teaching, assessing and reporting at Holy Cross are based on the Australian Curriculum in light of these two important documents.
Our school is renowned for the support of its parent body. The Parents and Friends Association work in partnership with the school to develop a strong sense of community and our School Pastoral Board supports the strategic planning and vision of the school.

School Profile

Holy Cross Catholic Primary School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ✓ or Single Sex ☐

Year levels offered: Primary ✓ Secondary ☐ P-12 ☐

Total student enrolments for this school **254**

Total Enrolment **254**   Girls **122**   Boys **132**

Characteristics of the student body

The student cohort at Holy Cross reflects the diversity of the Australian population as it is reflected in our catchment suburbs which are mostly within the 10km ring f Brisbane - the 3rd largest Australian capital city. Our community includes students with disabilities and students who are from non-English speaking background.
In recent years the surrounding suburbs have undergone social change from localities that were home to post-war migrant families , to a place where more established families have returned to enjoy the facilities offered by our close proximity to the CBD.
Our enrolment is mainly drawn from the Catholic population of the area but families from other Christian and faith traditions, who share our values, are also enrolled in the school.
Wooloowin's proximity to the CBD and its location on major northern and north-western transport corridors appeals to families who commute to the city daily.

Our distinctive curriculum offerings

The Vision and Mission of Holy Cross School embrace the Learning Framework of Brisbane Catholic Education. Australian Curriculum documents are clearly interpreted through this framework to provide a Catholic Education in keeping with our Vision and Mission.
Religious Education at Holy Cross is based on the Archdiocesan Religion Curriculum P-12. This new document was first used in 2014. The curriculum provides the basis for learning about our faith tradition so that students can participate critically and authentically in faith contexts and wider society.

Extra curricula activities

These include
- Zone 6/City Districts Swimming
- Zone 6 /City Districts Athletics
- Zone6/City Districts Cross Country
- Chess Club
- Robotics Club
- Mini Vinnies (St Vincent de Paul Volunteers programme
- Senior Choir
- Junior Choir
- Garden Club
- Cooking Club

How Information and Communication Technologies are used to assist learning

The use of ICTs is highly values by our school as a tool to engage learners and to provide contemporary learning environments.
Each term teachers plan for the use of ICT as a tool for learning and as a means for students to demonstrate learning.
Laptop computers, iPads, desktop computers and digital projectors are available to classes from the ICT facilities. These provide for students to undertake individual of group tasks as part of their learning programme.

Social climate inclusive of pastoral care and our response to bullying

The school mission highlights this aspect of school life referring to the creation of a welcoming, safe and caring community where we monitor the well-being of all and strive to improve and grow relationships.
Our Resilience Program and our Positive Behaviour for Learning program are based on the assumption that appropriate skills can and should be taught so that our young people can enjoy the positive experiences of inclusion, friendship, co-operation and support for others which are characteristics of living life to the full.
Our programs are taught through role play, reflection, discussion and peer tutoring so that our students can negotiate the social world in ways that are rewarding and safe. in this way, through our Behaviour for Learning program, we ensure that all students are award of the expectation of all in our community that we will be "safe and respectful learners."

Parent, student and teacher satisfaction with the school

Open communication characterizes the social climate of Holy Cross.
School internal review survey feedback and focus groups are sought each year to inform particular aspects of school life. Data is gathered by Online survey or from other sources of evidence to inform the Annual Action Plan for improvement which is developed in collaboration with School Board and Staff. This is then approved by the Board and each year achievements against this plan are published for the community.
An External Review was undertaken in 2014 which involved consultation with staff and parents and students by an external panel. This indicated high satisfaction rates.
A process to resolve issues of concern is published on the school website.

Parent involvement in their child's education

A Strategic Renewal Plan has been developed for the school through a process of consultation by the Board. Components of renewal are reviewed each year through a process of Cyclical Review which is undertaken through consultation with parents and staff and students.
Information evenings are held by each class teacher at the beginning of the school year during which the curriuclum overview is outlined. An outline for each Term is also published on the school website.
Parent-Teacher meetings are held at the end of Term 1 beginning of Term 2 regarding student progress and achievement and a written report is prepared for the end of each Semester. Curriculum Access Plans are developed in consultation with parents to develop adjustments for our exceptional learners.
Parent helpers are welcomed to classrooms for Literacy Blocks and for our Support-a- Reader Program.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	20	11
Full-time equivalents	15.3	6.8
Indigenous	0	

Qualifications of all teachers

Highest level of attainment	Percentage of teachers and leaders at the school attaining this level
Doctorate	0
Masters	13
Post Graduate Diploma/Certificate	17
Bachelors Degree	62
Diploma/Certificate	8

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was $ 27 316

The major professional development initiatives were as follows

Major Professional Learning Initiatives in 2014 included
    Visible Learning Project (including Learner Qualities and use of BI Tool)
    The Arts Curriculum
    LIFE refresher for Holy Cross
    Religious Education - new curriculum and development of Holy Cross RE Plan
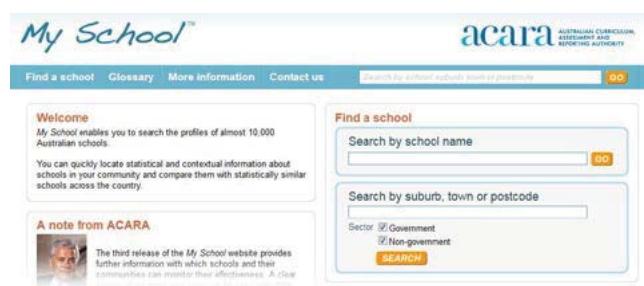
School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

Average staff attendance rate

The staff attendance rate was _____ 97.25 % in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, _____ 100 % of staff were retained by the school for the 2014 year.

Key Student Outcomes

Whole School Attendance Rate	94	%

Prep Attendance Rate		N/A	Year 4 Attendance Rate	93	%
Year 1 Attendance Rate	92	%	Year 5 Attendance Rate	96	%
Year 2 Attendance Rate	98	%	Year 6 Attendance Rate	95	%
Year 3 Attendance Rate	96	%	Year 7 Attendance Rate	95	%

Policy and practice to manage student attendance

Full school attendance is the goal for all our students
The school roll is marked electronically twice per day at 9am and 2pm.
Student absences must be explained by parents directly to the school. Unexplained absences are followed up by staff by a phone call or via email.
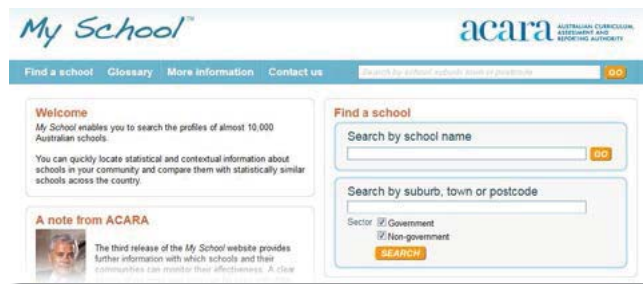Prolonged absences require a medical certificate. Members of the student support team follow up any major absences so that parents , staff and medical and allied health professionals can ensure optimum attendance. Absences which are the result of issues other than illness must be explained in writing to the Principal. When students are required to leave school early for any reason it is a requirement that parents sign the student out at the school office giving a reason for the absence.
When students arrive late for school it is a requirement that parents sign the student in late at reception and a late slip is taken by the student to class.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

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