About This Report

Holy Cross Catholic Primary School, Helensburgh is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

Further information about the school or this Report may be obtained by contacting the school:

Holy Cross Catholic Primary School
1 McMillan St
Helensburgh NSW 2508
Ph: (02) 4294 1588
Fax: (02) 4294 3473
Email: info@hchdow.woll.catholic.edu.au
Website: www.hchdow.woll.catholic.edu.au

Parish Priest: Fr Francis Tran
Principal: Mrs Mary Bryant
Date: 10.12.2010
Vision Statement

Holy Cross is a Catholic Primary School that strives to create a learning environment based on Gospel Values. We encourage students to achieve to their full potential in academic, spiritual, social and sporting areas so they can take their place as full members of the wider community.

Message from Key School Bodies

Principal’s Message

Holy Cross School’s Annual Report provides the local and wider communities the opportunity to review the development and achievements of the school in 2010. The school continues to provide an excellent Catholic education for the families of our parish and supports them in living their Catholic ideals.

Ultimately, everything that is done at Holy Cross is aimed at the shared goal of empowering students to be compassionate global citizens who actively live their faith in a meaningful way, so that they can change the world for the better, treat themselves, others and the environment with respect and be independent, creative thinkers and problem solvers with a life long love of learning.

Fundamental to the very purpose of the school is a commitment to support families in the formation in faith of the children in our care. At Holy Cross the staff is committed to the ongoing development of every child through the continuous review and improvement process ensuring excellence in teaching and learning.

Parent Involvement

Holy Cross had another busy and successful year in 2010. The Fete and Golf Day were the highlights of the schools parent body social calendar. Both events brought together a dedicated team of parents to volunteer their time and efforts in working to ensure a successful result. The significant funds raised went towards supplying interactive whiteboards and computers.

The strong bond that exists within the school community was demonstrated by the number of parents who showed a willingness to lend a hand when required. As parents we all share a common goal which is to support the school staff in providing the children with the very best learning environment possible.

Parents and Friends Association, President

Student Leadership

Student Leadership at Holy Cross has played an important role in many ways. There have been many opportunities to participate in activities that have helped to develop leadership
skills. The seniors Leadership Day provided a wonderful opportunity to develop team building skills. The variety of leadership groups at Holy Cross provided a range of experiences throughout the year and students are now more confident as leaders.

School Leaders

School Profile

School Context
Holy Cross is situated in the northern most suburb of Wollongong. It is primarily a single stream school that caters for the Helensburgh, Stanwell Tops, Stanwell Park and Otford areas. Due to its physical isolation, surrounded by national parks, Helensburgh is a very close-knit community.

As a systemic, Catholic school within the Diocese of Wollongong, it is an integral part of the Catholic parish of Helensburgh. Holy Cross School was founded in 1900 and run by the Sisters of St Joseph up until 1982 when the Religious Principal was replaced by the first lay Principal.

The school is administered by a Leadership Team comprising the Principal, Assistant Principal and Religious Education Coordinator.

Holy Cross is a school community committed to the Catholic ethos, values and traditions. The spiritual growth and welfare of each student, along with sound educational practices is a shared responsibility of the Parish Priest, Principal, staff and parents under the supervision of both Catholic and Government educational authorities.

Holy Cross Catholic Primary School is a Catholic Systemic co-educational school located in Helensburgh. The school caters for students in years K-6 and has a current enrolment of 173 students.

Student Enrolments

<table>
<thead>
<tr>
<th>2010</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84</td>
<td>89</td>
<td>173</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website, www.hchdow.catholic.edu.au the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

Student Attendance

<table>
<thead>
<tr>
<th>2010</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.8%</td>
<td>95.2%</td>
<td>92.1%</td>
<td>96.7%</td>
<td>94.8%</td>
<td>90.4%</td>
</tr>
</tbody>
</table>
Management of Student Non Attendance

Attendance at Holy Cross is recorded on the computer-generated roll through the school office. Non-attendance requires a note from parents/caregivers, however in the event that such information is not forthcoming, parents are issued with a response form for completion.

Staffing Profile

There are a total of 14 teachers and 8 support staff at Holy Cross Catholic Primary School. This number includes 8 full-time, 6 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Teacher Attendance and Retention

The average daily teacher attendance rate for 2010 was 97.44%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 80%. The 20% turnover was a result of several teachers taking maternity leave and returning at different stages during the year. 28% of staff members are only employed on a temporary basis.

Professional Learning

During 2010, Holy Cross personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.
These included:

- Holy Cross whole school development days focussing on spiritual formation of staff, improving tools for quality teaching and learning, and improved relationships with parents via Parent/Teacher interviews. (14 staff)

Other professional learning activities provided at school level including CEO run courses:

- Curriculum Planning (all staff);
- Igniting the Fire;
- Spirituality (all staff);
- Investigating Scientifically (all staff);
- Naplan Data Analysis;
- Writing – Narratives (all staff);
- DOW Roll over (all staff);
- ACARA;
- David Langford: Quality Learning;
- Beginning Teachers inservices;
- Mentoring Inservice;
- Indigenous Education;
- Learning in Leadership;
- Learning for Leadership;
- Senior First Aid;
- Child Protection;
- RE Certificate; and
- Matrix Matters (all staff).

The average expenditure by the school on professional learning per teacher was $52. In addition, professional learning opportunities were provided by the Catholic Education Office, and this additional expenditure averaged $734 per teacher.

**Catholic Life & Religious Education**

During 2010, the Parish Priest, Staff and Parents of Holy Cross have continued to share the responsibility for the spiritual growth, welfare and education of the students. Liturgical celebrations continued to provide opportunities for the faith community to celebrate their commitment to Christ, looking to Him as spiritual guide. Students and Staff joined parishioners regularly for Mass, and to celebrate special feast days.

This year, the Holy Cross community farewelled and thanked Fr Patrick Vaughan for his years of service to the school and Parish, and welcomed Fr Francis Tran who came from Milton/Ulladulla Parish.
Throughout the year, significant Church and community occasions – ANZAC Day and Remembrance Day - were commemorated with special assemblies or liturgies. There were also opportunities for Stage and school Masses, Reconciliation and Benediction, class visits by Father Francis, whole school prayer, Mission Week, and celebration of Feast Days such as the Parish feast of Holy Cross and Blessed Mary MacKillop’s feast day. The school and parish shared a special Sunday Mass to celebrate the canonisation of Australia’s first saint, St Mary of the Cross MacKillop. Some members of staff and students also participated at the Diocesan celebration at WIN Stadium. St Mary is especially significant to Holy Cross as the school was founded by the Sisters of St Joseph in 1900.

The school has involved itself in parish celebrations such as Family Masses and most importantly the Parish Sacramental program. This year 21 children receive their First Eucharist and 24 children received the Sacrament of Confirmation. The Staff continued their faith formation through weekly communal prayer and a Spirituality Day at Br Doran House in Stanwell Park, which centred on the spirituality of St Mary of the Cross MacKillop.

In Term 3, Senior Stage 3 spent a day at Doran House at Stanwell Park focussing on Christian Leadership in preparation for Confirmation. As well, these students joined with other Year 6 students in the Diocese for Prayer and Conversation with the Bishop. Following the legacy of the school’s Foundress, St Mary Of the Cross MacKillop - “Never see a need without doing something about it” - Holy Cross continued support of those less fortunate by donating money raised through whole school activities led and organised by Stage 3 Leaders. The school also supported the winter clothing appeal and the Christmas Hamper appeal for St Vincent de Paul.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2010. This year the school cohort consisted of 15 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on August 8th and 16 completed the Extended Task (Part B). The Extended Task is based on the Unit: One With God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in students:

- knowledge of key times in the Liturgical Year;
- knowledge of the signs, symbols and Rituals of the Catholic Traditions , and
- knowledge of key Lenten practices.

The students’ responses showed a need for them to develop further their capacity to work with and apply the religious tradition especially in their ability to:

- match images of God used in parables.
Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A 0% of students were placed in the developing level, 60% in the achieving level and 40% were in the extending level.

For Part B, 6.3% of students were placed in the developing level, 43.8% in the achieving level and 50% were in the extending level.

Combining Parts A and B, 6.7% of students were placed in the developing level, 33.3% in the achieving level and 60% were in the extending level for Religious Literacy.

Financial Summary

The Parents and Friends Association was again very generous with their support, allocating $16,882 toward the purchase of Information Technology Equipment such as Smartboards and a computer trolley, support of the school Library and support of buses and expenses for sport. Funds are allocated and will be held over to 2011 for the purchase of Smartboards for the new classrooms. These funds were donated by Peabody Mines.

The following graphs reflect the aggregated income and expenditure for Holy Cross Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2010 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

Staff at Holy Cross are committed to providing a safe and nurturing environment for the school community. In 2010 the Pastoral Care and Discipline Policy ensured that the school reflected the National Safe School’s Framework, characterised by fairness, mutual trust, respect and reconciliation. (Access to all Policies and Guidelines can be obtained by contacting the school office).

A range of programs have been implemented to support the students including Protective Behaviours, Behaviour Management, Sun Safety and Fire Awareness, and Water Safety. Drug Education is part of the Personal Development, Health and Physical Education Program and is taught in all grades.

A CatholicCare counsellor worked at the school one day per fortnight and provided student counselling when required.

The Mission Week activities organised by the Stage 3 Leadership teams provided an invaluable experience for all students. The range of activities, from Jellybean Guessing Competition, Soccer Shootouts, quoits and colouring competition, certainly captured the imagination and enjoyment of all students and teachers.

The school rules, including the anti bullying policies and procedures, were reviewed during the year with a greater emphasis being placed on consistent rules being applied throughout the whole school. Positive behaviour was recognised through the House Colour Awards, and Principal Awards. As well, student achievements are acknowledged through the school Merit Award System.

The Complaints and Grievances Procedures can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong.

Pastoral Care

Holy Cross School, Helensburgh, is a Catholic Christian community that is based on Gospel values. The community recognises the uniqueness and dignity of each individual and values Pastoral Care as a unifying structure for providing opportunities for everyone to reach their full potential – spiritually, emotionally, intellectually, physically and socially. Pastoral Care aims to:

- recognise and support the role fulfilled by everyone in the school community; and
- provide structures that allow for an appropriate Christian response and respect for each individual.
Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents Maintaining Right Relationships and Safe Work Environment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedures forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2010.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

**Learning and Teaching**

**Introduction**

Quality Catholic Learning and Teaching is a fundamental priority at Holy Cross School. In 2010, the school focus areas and initiatives have reflected Diocesan and National priorities to promote quality learning opportunities for all students.

**Curriculum & Pedagogy**

Throughout 2010, significant learning and growth has occurred for both students and staff. Board of studies requirements and courses in Religious Education have been attended to in accordance with Diocesan Policy. In 2010 there has been encouragement and support for students to be more responsible for their own learning. Inquiry based learning and personal interest projects involving all areas of the curriculum have been a feature of many classrooms throughout the school. The use of David Langford’s Quality Learning tools, Bloom’s Taxonomy, Multiple Intelligence Matrix and Gardner’s Thinking Hats in most classes has broadened the learning spectrum and allowed teachers to experiment with more diverse teaching strategies. Continued co-operative planning within stage groups allows for teacher expertise and support to influence better student outcomes.

Assessment and Reporting was again a big focus this year. This resulted in the design of programs more appropriate to the needs of the students. Staff focussed on developing goal setting strategies for both teachers and students in the learning/teaching cycle, resulting in the design of programs more appropriate to the needs of students.

The year has seen continued progress in the area of Information Communication and Learning Technology in classrooms. The financial commitment made by the school and the P&F in providing the necessary hardware and peripheral tools has continued, culminating with the purchasing of 18 mac-books, 4 iMac desktops and 24 iPod touches.
Cross Curriculum

The promotion of literacy learning is part of the school’s vision of excellence in education. The current literacy plan was implemented throughout the year and funds were provided for the purchase of resources to assist in the literacy development of students from K-6.

Teachers are continuing to implement the 2004 Mathematics Syllabus and are supported with relevant professional development and staff meetings. Emphasis this year has centred on goal setting for both staff and students. Classroom teaching has continued to be influenced by the “Count Me In Too” program, now embedded in the Early Stage 1, Stage 1 and Stage 2 programs. Students are carefully monitored and tracked to ensure that they are learning developmentally and are challenged by their learning experiences.

Indigenous Education at Holy Cross permeates the whole curriculum, with a specific emphasis given in HSIE. The integration of English, Creative Arts, Science, Religion, Human Society and Its Environment (HSIE), Personal Development, Health and Physical Education (PDHPE), Mathematics and Library in integrated units of work has ensured that all outcomes are covered in a varied, interesting and relevant manner. Holy Cross is privileged to have Italian, Spanish and Music specialists at the school, exposing the students to an even broader range of cultural experiences.

Meeting the needs of all students

The learning needs of all students at Holy Cross are a priority. Teachers cater for a wide range of abilities through careful planning and programming. Throughout the stages there is regular tracking of students’ development in literacy and numeracy and this forms the basis for the appropriate grouping of students in literacy and numeracy. As well, the use of tiered lessons and a greater knowledge of the learning continuum for each outcome have enabled teachers to cater more effectively for the needs of the students. A targeted program has also been developed to cater for the needs of specific students in need of extra support.

The School Review Committee provides teachers with assistance in assessing and monitoring those students who are identified as needing extra support in the classroom. The school also received funding to support 2 students identified with special educational needs. The use of Individualised Education Programmes (IPs) for students with special needs includes support by school support officers working in partnership with teaching staff.

In 2010 a literacy support program that targeted all Junior Stage 1 students in the course of the year was implemented. Small group learning in the form of Guided Reading and Writing groups complemented the classroom teachers existing programs.

Expanding Learning Opportunities

To enrich the curriculum, the staff at Holy Cross have provided many and varied opportunities for the students to excel. Students participated in a great variety of competitions. Stage 2 & 3 were given the opportunity to compete in the Australasian All Schools Competitions in
Mathematics, English, Writing, Spelling, Computer Studies and Science. This year, overall, students received 26 Credits, 6 Distinctions and 1 High Distinction.

The staff at Holy Cross have conducted excursions to museums, art galleries, walking tours in the local area, animal farms, science centres. The knowledge and experiences gained from such activities further enhance and support learning and growing. In addition, ICLT was utilised as a way to represent their findings in a more innovative and interesting way.

Holy Cross Catholic School is participating in a Peabody Metropolitan Coal ‘hands-on’ environmental education program which is planned to guide students through the process of restoring degraded land, creating outdoor learning areas and growing their own food. The program known as ‘Regeneration League’, is focused on training the next generation of environmental ambassadors in key environmental restoration techniques and cultivation. In this program students have been learning about the environment in a fun and experiential way and the schools has been benefiting through improved natural areas and the creation of outdoor classrooms/amphitheatres. Supervised by an experienced environmental scientist and bush regenerator, the program aims to help students to learn about local plants and animals and the importance of protecting natural areas. The environment through regeneration (remediation or reclamation) is a key focus for Peabody Energy Australia and the Company is proud to be actively contributing to regeneration efforts in the community and the development of important regeneration skills in Holy Cross's students.

In the sporting arena, Holy Cross has been actively involved and well represented in a great number of sports. Apart from the annual swimming, cross-country, and athletics carnivals, there was also Netball and Soccer Gala Days, and teams represented Holy Cross in Rugby League in the Paul McGregor and Rod Wishart Shields. During the year a number of students in Years 3-6 were selected to represent the Wollongong Diocese in sports such as Touch Football, Cricket, Soccer, Cross-Country, Rugby League, Hockey, Athletics, Swimming and Softball. Holy Cross had 3 students nominated for Diocesan Sports Awards this year and the school was successful in winning the award for Champion School at the Diocesan Athletics Carnival.

Holy Cross conducted its own Public Speaking Competition this year for Stage 3 students with one student from both Year 5 and 6 being selected to represent the school at the Regional Diocesan competition. The Year 5 candidate was successful in moving through to the Diocesan Final.

Twelve students entered the Cardinal Pell Christmas Art Competition this year, under the expert guidance of two Holy Cross teachers. Whilst only six of the entrants made it through to the Diocesan level, two of these students were successful in moving on to the Archdiocesan level where their artwork was displayed at St Mary’s Cathedral as well as in a commemorative book of the competition.
Professional Learning
A focus for teachers this year has been the development of a professional learning culture, characterised by team learning, integration and community dialogue, and encouragement for everyone to take greater responsibility for their continued professional development. The use of the Diocesan Learning and Teaching Framework and the staff Professional Development Planning and Review (PDPR) process were valuable tools to engage teachers in professional learning appropriate to their needs.

Student Achievement
The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN
The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Holy Cross performed well in the NAPLAN this year. Most students who sat for the test in both Year 3 and Year 5 achieved at or above the National Benchmarks in both literacy and numeracy. In Year 3, Holy Cross students performed significantly better than the state cohort in reading and numeracy, particularly the girls. Year 5 students also performed very well in reading and grammar and punctuation, as well as the measurement strand in numeracy. In all aspects, the girls performed better than the boys.

Student Achievement in Bands
The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.
<table>
<thead>
<tr>
<th>NAPLAN 2010: % in Bands</th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>16%</td>
<td>20%</td>
<td>64%</td>
<td>14%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>40%</td>
<td>44%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
<td>36%</td>
<td>64%</td>
<td>11%</td>
</tr>
<tr>
<td>National</td>
<td>7%</td>
<td>43%</td>
<td>47%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>8%</td>
<td>48%</td>
<td>44%</td>
<td>8%</td>
</tr>
<tr>
<td>National</td>
<td>17%</td>
<td>42%</td>
<td>38%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>12%</td>
<td>28%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>36%</td>
<td>47%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>12%</td>
<td>40%</td>
<td>48%</td>
<td>3%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>51%</td>
<td>32%</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2010: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>
**Parent, Student and Staff Satisfaction**

Over 90% of the school community feel a sense of pride in Holy Cross and are confident that Holy Cross helps them to understand their Catholic faith and encourages them to learn to the best of their ability. There is a strong sense of safety at the school with most students acknowledging that there is someone at the school to help them if required. A high percentage of the community feel that the students are challenged to maximise their learning outcomes, that individual learning needs are catered for and that appropriate information regarding student progress is relayed to the various members of the school community. Parents are particularly pleased with the Stage Based structure at Holy Cross and the manner in which ICLT is embedded in the learning process as well as the literacy support program for early Stage 1 students. Holy Cross will continue to expand on the vast array of extra curricula activities already offered and provide appropriate information to parents about student progress.

**School Review and Improvement**

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2010:

- **Key Area 1: Catholic Life and Religious Education**
  - 1.2 Religious Education
    
    The school has an effective structure for the leadership, organisation, accountability and delivery of quality teaching and learning in RE across the school.
    
    Teachers of RE demonstrate an understanding of the curriculum and express a commitment to teaching the Catholic faith.

- **Key Area 3: Pedagogy**
  - 3.2 Provision for the Diverse Needs of Learners
    
    The school has effective processes and practices that identify students’ learning needs with some appropriate intervention. Student progress is monitored, tracked, regularly reviewed and appropriately communicated.
    
    School programs are collaboratively planned and continuously evaluated, and reflect a whole-school student-centred approach.

  - 3.7 Professional Learning
The school is committed to ongoing development of staff and engages a variety of models that support adult learning.

The school demonstrates capacity to innovate and to manage change productively and sustainably.

- **Key Area 6: Parents, Partnerships, Consultation and Communication**
  - 6.2 Reporting to the Community
    The school provides to the wider community accurate and reliable reports of its achievements together with areas for ongoing improvement
    The school has effective communication structures and processes that clearly serve the information needs of the school.

School Review and Improvement components to be reviewed and rated in 2011:

- **Key Area 1: Catholic Life and Religious Education**
  - 1.4 Parents, Parishes and the Broader Church

- **Key Area 2: Students and their Learning**
  - 2.4 Integration of ICT

- **Key Area 3: Pedagogy**
  - 3.1 Curriculum Provision

- **Key Area 4: Human Resources Leadership and Management**
  - 4.5 Overall Compliance with legislation and other requirements

- **Key Area 5: Resources, Finances and Facilities**
  - 5.1 ICT Resources
  - 5.4 Financial Management