



Catholic Education Diocese of Cairns

Learning with Faith and Vision

Holy Cross School, Trinity Park

Motto	Truth, Knowledge, Faith
Address	Reed Road, TRINITY PARK QLD 4879
Postal Address	PO Box 1026, SMITHFIELD QLD 4878
Phone Number	(07) 4050 6300
Email Address	secretary.trinitypk@cns.catholic.edu.au
Website	www.holycross.qld.edu.au
MySchool Profile	https://www.myschool.edu.au/school/47933
Total Enrolments	559
Year Levels Offered	P-6
Student Population	Co-Educational
Principal	Mrs Sarah Hamilton
Parish Priest	Fr Dariusz Osinski
Parish Number	(07) 4057 6055



About our School

Formally opened in 1987, Holy Cross School is an integral component of the Northern Beaches Parish of Cairns. With a healthy enrolment in excess of 560, classes are organised into three mixed-ability groups. Offering vast open spaces for outdoor learning, well-maintained classrooms, expansive sporting facilities, a fully equipped eHub (an open space for the delivery of STEM, Digital Technologies and Design), and a modern well-equipped library, Holy Cross School proudly serves families as partners in education with an inclusive educational program which is both pastorally and academically attentive to the needs of all.

The identity and culture of Holy Cross School is derived from gospel values and Church tradition expressed through the School's values, rituals, and practices. Whole school liturgical and prayer celebrations are significant elements of the religious life of the school, offering opportunities for students, staff, and parents to build community, engage in spiritual formation, pray, celebrate, and demonstrate social justice and stewardship of the earth.

The Holy Cross School Charism - RELATIONSHIPS, COMMUNITY, SERVICE and STEWARDSHIP - referred to as 'The Holy Cross Way', is embedded in all facets of school life, and lived, modelled, and articulated by every member of the school community. Our commitment is to support, encourage and challenge individual development, with respect for the just and equitable rights of each person.

The School's motto, 'Truth, Knowledge, Faith' fosters a balanced development, and integrity of the individual through 21st Century learning to ENHANCE, ENRICH and ENGAGE the spiritual, academic, and social and emotional growth of all.

With Before and After School Care, and an abundance of after-school sporting and Arts clubs, Holy Cross School is a school for all - LIVING AND LEARNING IN THE WAY OF THE CROSS.

Characteristics of Student Body

Male	Female	Unspecified	ESL	% Catholic	% First Nations	% NCCD	ICSEA
306	253		17	55.8%	3.6%	15.9%	1064

Enrolment Trend:

2017	2018	2019	2020	2021	2022
531	535	524	540	558.6	559

School Annual Improvement

THEME FOR 2022

'BE WITH' - Honour our past, live in the present, imagine our future @HCS

SMART GOAL 1

By the end of 2022, the Holy Cross Charism (The Holy Cross Way) will articulate a deeper understanding of Identity, First Nations story, and the Encounter – Catholic Identity Framework. This will be enriched and enhanced through the voice of students, staff, parents, members of the parish, Traditional Owners, and the wider community, and evidenced through the School Satisfaction Survey and RLOS Identity and Culture audit tools.

CES STRATEGIC DIRECTION

ENCOUNTER - CATHOLIC IDENTITY: The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.

FIRST NATIONS PERSPECTIVES: Understand the cultures of the First Nations peoples and provide learning environments which are culturally safe and embrace culturally responsive and high-impact pedagogies, with a strong emphasis on engagement, wellbeing, and success.

CES STRATEGIC PRIOROTY AREA

PRIORITY 1 ENCOUNTER: Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church's mission, and which invites an encounter with the person of Jesus.

PRIORITY 4 FIRST NATIONS PERSPECTIVES: First Nations communities and families are honoured, their cultures and beliefs respected, and our schools committed to Closing the Gap imperatives for every First Nations student.

SCHOOL EFFECTIVENESS FRAMEWORK DOMAIN

FOUNDATIONAL DOMAIN: Encounter - Catholic Identity

STRATEGIES

Dialogue

- **Holy Cross School Reconciliation Action Plan (RAP)**
 1. Create and implement the Holy Cross School RAP.
 2. Welcome the committee and commence connection.
 3. Unpack and create a vision.
 4. Set and start to implement actions.
- **Encounter Framework**
 1. Unpack the Encounter Framework with staff, students, and parents as appropriate, with a particular focus on the "Connect" elements; connect with people, place, and Spirit.
 2. Infuse the Gospel story through all areas of learning.
 3. Express our identity through rituals and practices that enhance relationships with each other, with our TOs and with God.
 4. Celebrate the Yirrganydji and Djabugay peoples through learning and teaching and 'On Country' experiences.
- **Holy Cross Charism**
 1. Unpack the elements of the Holy Cross Charism.
 2. The wording of elaborations.
 3. Chosen Scripture – in particular Galatians 6:14.
 4. Links to Catholic Social Teaching.
 5. The values of Relationships, Community, Service and Stewardship.

Evaluation of Data

- **School Surveys**
 1. Use pre and post data from RLOS surveys on Identity and Culture and Social Action and Justice.
 2. Use School Satisfaction Survey data (parents, staff, and students) to plan for action.

Opportunities to 'Be With'

- **Holy Cross Reconciliation Action Plan**
 1. Create the HCS RAP-connecting with members of the school, parish, CES and broader community.
 2. Provide staff formation centred around First Nations perspectives, connecting with, and utilising the skills and knowledge of CES staff, Traditional Owners and APRE.
 3. 'On Country' preparation session and experience.
 4. Incorporating First Nations histories and cultures (Cross Curriculum Priorities) into curriculum areas across year levels.
- **Catholic Identity & Formation**

1. Create a Catholic Identity Team from a range of year levels.
2. Provide staff formation centred around our school charism connecting with and utilising the skills and knowledge of CES staff, APRE, Fr Dariusz and external staff.
3. St Paul's letter to the Galatians.
4. 'Be With' from a Catholic perspective – accompaniment, journey, encounter etc...
5. What does it mean to 'Live and Learn in the Way of the Cross?' What does the cross represent?
6. What does it mean to be part of the Northern Beaches Parish, Holy Cross Church?
7. Allow for staff, parent and student experiences of meditation, prayer, and worship in a range of environments, with members of the community – 'Be with' each other and with God.
8. Celebrate Catholic Education Week with the broader Diocese as hosts for the Northern Deanery Mass.

SMART GOAL 2

By the end of 2022, a process for school-wide self-reflection will be introduced, promoting continuous professional improvement (and wellbeing) evidenced through the successful completion of personalised SMART goals.

CES STRATEGIC DIRECTION

CAPABILITY: Recruitment, retention, development, and professional learning to build an inspiring engaged and highly effective professional staff.

ENGAGEMENT – WELLBEING AND LEARNING: Consistent planning and teaching that is responsive to students and the context in which they live and learn.

CES STRATEGIC PRIORITY AREA

PRIORITY 5 EXTENSION: Every student accesses opportunities that extend their learning and personal horizons.

PRIORITY 6 WORKFORCE: Every student benefits from inspiring, engaging, and highly professional teachers, schools and CES leaders and support and professional staff.

SCHOOL EFFECTIVENESS FRAMEWORK DOMAIN

DOMAIN 5: An Expert Teaching Team

STRATEGIES

Dialogue

• Student Voice

1. Embed the new model of Student Leadership.
2. Introduce 'Year 6 Class Spark' initiative.
3. Introduce HCS Service and Outreach in Year 4.
4. Implement an electronic 'This is Me @HCS' journal.
5. Commence the use of an electronic Holy Cross diary.
6. Investigate a 'Holy Cross Student Voice Panel' providing a forum for dialogue and problem-solving.
7. Introduce Year 5 and Year 6 Leadership Retreat.
8. Investigate additional forums for students to connect with the Holy Cross Senior Leadership Team e.g., Tea with the Principal.

• Parent Voice

1. Continued rollout of the updated model of Holy Cross Connect (Insight, Involvement and Engagement).
 - Investigate a 'Holy Cross Parent Voice' panel.
 1. Commence the process for updating the school uniform.
 2. Create a new school webpage.

• Staff Voice

1. Implement school-wide Coaching for teaching staff.
2. Investigate forums and a process for promoting reflective practice, mentoring and peer observations "Feedback is critical to move forwards." (Lyn Sharratt, Clarity).
3. Investigate a means of providing additional Mentoring opportunities for newly qualified staff.
4. Roll out a new process for the setting of personal goals in PGIAPs.
5. Reintroduce Staff Focus Groups.
6. Create a MTSS School Team to assist the introduction of MTSS @HCS.
7. Investigate additional ways to utilise Facebook and Instagram more efficiently.

• Enrolment / Induction

1. Rewrite PHASE 2: Engagement, Enhancement, and Insight of 'Get Set for Prep @HCS'.

Evaluation of Data

• NCCD

1. Commence Coaching using a school-wide NCCD electronic notebook.
2. Allocate time every term for updating the NCCD notebook and reviewing and moderating progress.

• Behaviour and Engagement (MTSS)

1. Introduce MTSS@HCS.

Opportunities to 'Be With'

- **Staff Social Connection**
 1. Review and reignite Staff Social Club.
 2. Initiate support mechanisms to better support Staff Wellbeing.
- **The Third Space**
 - Investigate:
 - Micro transitions.
 - Checking baggage at the door.
 - Slotting techniques into a part of your life that already exists.
- **HCS Wellbeing Framework**
 1. Continue to roll out the HCS Wellbeing Framework.
 2. Create two additional wellbeing videos to add to the Wellbeing Library on the Parent Portal.
- **Holy Cross Connect**
 1. Review induction and welcome process for new families.
 2. Include an option for parents to join School Working Parties.
 3. Continue to investigate ways to improve opportunities for family connection.

SMART GOAL 3

Through ongoing discussions and the evaluation of information and evidence, by the end of 2022, staff will have optimised opportunities for all students to achieve at least one year's growth in reading, writing and number as identified by the Data Wall and BI Tool.

CES STRATEGIC DIRECTION

ENGAGEMENT – WELLBEING AND LEARNING: Consistent planning and teaching that is responsive to students and the context in which they live and learn.

CAPABILITY: Recruitment, retention, development, and professional learning to build an inspiring engaged and highly effective professional staff.

CES STRATEGIC PRIORITY AREA

PRIORITY 2 RELIGIOUS EDUCATION: Every student benefits from an engaging, contemporary, and personally relevant religious education curriculum.

PRIORITY 3 LEARNING AND TEACHING DOCUMENTATION: The Catholic Education Community co-creates consistent system Learning and Teaching documentation.

PRIORITY 5 EXTENSION: Every student accesses opportunities that extend their learning and personal horizons.

PRIORITY 6 WORKFORCE: Every student benefits from inspiring, engaging and highly professional teachers, school and CES leaders and support professional staff.

PRIORITY 7 LEARNING PATHWAYS: Every student's learning pathway is enabled by adjustments to learning experiences, targets, interventions and initiatives, and monitors improvement over time.

PRIORITY 8 SIGNIFICANT LEARNING NEEDS: Every student with significant learning needs (e.g., disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.

PRIORITY 9 TRANSITIONS: Every student to experience a seamless and positive transition through and across schools.

SCHOOL EFFECTIVENESS FRAMEWORK DOMAIN

DOMIAN 6: Systematic Curriculum Delivery

STRATEGIES

Dialogue

- **Professional Learning Communities**
 1. Explore ways to incorporate dialogue of teaching practice, high-impact strategies and effect on student learning, evidenced through data.
- **Case Management Meetings**
 1. Implement Case Management meetings through PLT's to embed discussion of how to maximise student learning.
- **Student Led Conferences**
 1. Ensure student led conferences are a platform for students to voice their rich learning goals, achievements, and ways to include parents in their learning journey.
- **Seesaw**
 1. Continue to explore ways to engage parents in their child's learning journey using Seesaw.
 2. Explore the 'Blog' component of Seesaw to share best practice and learning exemplars.
- **Professional Development**
 1. Ensure opportunities for all staff to access quality professional learning meeting mandatory requirements.
- **Walker Learning**
 1. Consolidate, and build Walker Learning as common and best practice from P-6 (as our shared vision for pedagogical practice).
 2. Consolidate with focus 'Tuning In', Class Meetings and Focus Child.
- **Learning Walks and Talks**
 1. Embed Learning Walks and Talks as common practice at Holy Cross School.

- **Learning Journey**
 1. Review whole school learning sequences with an emphasis on strong vertical and horizontal alignment.
 2. Align overall curriculum delivery plans, term and unit plans, classroom teaching, and the regular assessment of student progress in relation to curriculum expectations.
 3. Religious Education programs align with system expectations and a recontextualised Catholic perspective permeates all learning areas.
- **Ghost Walks**
 1. Incorporate ghost walks into Teaching and Learning Staff Meetings to make links between dialogue, practice, and celebration.

Evaluation of Data

- **BI Tool**
 1. Embed the use of the BI Tool and data in all meetings and gatherings
- **Data Wall and Bump Up Walls**
 1. Continue to align formative and summative assessment opportunities with best practices including 'cognitively demanding higher-order tasks' Bump it up Walls and alignment of rubrics with success criteria
 2. Refine and ensure moderation is a strong component of the teaching and learning process
- **Intervention**
 1. Ensure accessible, engaging, and challenging learning for all students through meaningful and purposeful access to intervention and enrichment.
- **NCCD Data Collection**
 1. Create and implement a more systematic approach to NCCD, ensuring the effective and efficient collecting of quality data (NCCD Notebook)
 2. Provide regular, timely opportunities for collection including O Week set up, termly meetings (PLTs), twice termly time with Case Manager
 3. Ensure all members of the Case Management Team are working to provide the best possible support for students

Opportunities to 'Be With'

- **Connection**
 1. Connect with and establish key links to Team Wellbeing to ensure connectedness of pedagogy and social emotional learning
 2. Connect with and establish key links to parents and families to ensure connectedness in learning journey
 3. Create process and structure for succession planning for fluid staffing
- **Coaching & Knowledgeable Others**
 1. Engage with knowledgeable others through coaching, observations, and the sharing of best practice with clear links to PGIAPs and SAIP
 2. Ensure opportunities for School officer PLT/ Coaching and feedback
 3. Implement a quality and purposeful induction process for new members of the Holy Cross School family
- **Student, Staff and Parent Voice**
 1. Establish working parties for key strategic priorities to unify staff voice
 2. Explore ways to ensure student voice in key strategic priorities
 3. Explore further opportunities for parent insight and engagement

At the conclusion of 2022, an Internal Review was conducted and used as the basis for the creation of the 2023 SAIP. Combined with data gleaned from the Staff, Parent and Student Satisfaction Surveys, and Student Wellbeing Surveys, and following consultation with the Holy Cross Board, goals for growth and improvement for 2023 were set.

In 2023, staff, students and parents will take part in a 5 Year Review, conducted by ACER.

Distinctive Curriculum Offerings

Grounded in a reputation of innovation, in 2017, Holy Cross School introduced internationally acclaimed Walker Learning. An Australian-based total and holistic pedagogy, Walker Learning is an intentional teaching and learning approach for primary-aged children. Through hands-on creative exploration and investigation, Walker Learning enables staff to embrace the Australian Curriculum and Brisbane Religious Education Guidelines for curriculum content and outcomes, whilst crafting a unique balance between students as active participants in their learning, and explicit instruction driven by the teachers.

Coupled with an emphasis on the discovery of every child's individual passion or 'SPARK', students derive meaning, energy, enjoyment, and fulfilment in their schooling. Creativity, experimentation, physical activity, leadership, exploration, and play are fundamental to our pedagogy and foster high self-esteem and overall happiness.

Social Emotional Learning (SEL) is a high priority at Holy Cross School overseen by our Wellbeing Team. SEL is explicitly taught using the Friendology program which helps children acquire and practise the skills, language, and self-confidence to be better friends and develop healthier relationships. Led by our Wellbeing Team, Holy Cross School has systems in place, to engage students needing extra support or assistance with their social emotional development.

A team of specialist staff deliver programs including STEM, Health and Physical Education, Perceptual Motor Programs and The Arts, in addition to an Enrichment Program in English and Mathematics.

Structured as a three-stream school, year levels combine to engage in an assortment of curriculum-related excursions, with formal camp and retreat experiences for students in Years 5 and 6.

Some areas of specific and significant importance at Holy Cross School include:

Learning catering for all diverse learners

At Holy Cross School teachers pride themselves on offering an authentic wholly inclusive curriculum ensuring every child can meet their full potential in all facets of their schooling. Complemented by the rigorous analysis of year-level student data, teachers tailor-make programs of work to maximise the learning growth for all regardless of the level of need. This dedication is supported by a specialised Enrichment Teacher, a qualified Dyslexia Teacher, and two teams of highly skilled School Officers (Team Wellbeing for social and emotional struggles, and Team Learning for learning intervention).

As learners in a digital world, Holy Cross School embraces personalised self-driven 'flip' learning platforms. Through the provision of one-to-one devices for all students in Years 3 to 6, and shared devices readily available in the lower years, every child has access to a variety of teaching and learning environments ensuring equitable access for all regardless of their entry point whilst promoting independence, self-regulation and reflection.

Culturally diverse, students enjoy a rich tapestry of languages, life experiences and cultural histories. In addition to specialist staff, our students are also supported by a Teacher Librarian, Indigenous Liaison Officer, and three Inclusion Support Teachers to ensure opportunities are readily available to guarantee every student finds their 'SPARK' prior to graduation in Year 6.

Operating within a Care Team framework, Holy Cross School staff utilize the expert knowledge of a full-time School Counsellor, and support staff (Psychologists, Speech Pathologists and Occupational Therapists) from Catholic Education Service – Cairns, who provide guidance and support for diverse learners and students with additional needs.

A proud accredited Dyslexia School, Holy Cross School has the best interests of every child at the forefront of its growth and development.

eLearning @ HCS

The Holy Cross School e-Learning vision is to enable students to have opportunities for richer learning, and a means to express their knowledge in different and multiple ways. Appropriate use of technology opens doors for students, enabling success for all, creating an effective individualised student-centred learning environment.

- E-Learning at Holy Cross is enhanced by:
- a full-time dedicated eLearning Teacher;
- a one-to-one iPad program from Years 3 to 6 aims at engaging, enhancing and enriching learning opportunities;
- an eHub - an open space for the delivery of the STEM, Digital Technologies and Design curriculum, including coding and robotics;
- interactive screens and projectors in all learning spaces; and,
- a school-wide wireless network allowing access to the internet, online learning platforms, the school intranet and printers from anywhere in the school.

Sustainability Initiatives

As a Reef Guardian School, Holy Cross School takes great pride in adopting many environmental initiatives. These include recycling, 'Containers for Change', energy reduction, solar panels, vegetable and herb gardening, a frog pond, nude food, and litter reduction. Various opportunities exist within the week for students and teachers to take part in these highly valued activities.

Our goals within these programs are to:

- encourage an environmentally aware community;
- reduce litter and contribute in our way to 'War on Rubbish';
- minimize water usage;
- minimize power usage; and,
- enhance biodiversity.

Sacramental Program

Holy Cross School forms part of the Northern Beaches Parish. Students from Year 3 are eligible to enrol for First Reconciliation, and students from Year 4 are eligible to enrol in the combined Confirmation and First Holy Communion programme. In 2022, families supported their children on their sacramental journey in conjunction with the Parish Sacramental Coordinator, Holy Cross School APRE, and Parish Priest.

Extra Curricular Activities

At Holy Cross School, students are encouraged to participate in a variety of extra-curricular activities:

- Cairns Junior Eisteddfod (Choir Ensembles, Choric Speaking, Literary, and Speech & Drama)
- Holy Cross School Choir (performing at school, parish, Diocesan and community events)
- Instrumental tuition (piano and guitar)
- School-based and public speaking competitions
- Learning Area competitions such as the Readers Cup, and English Literature competitions
- Sporting representation including Netball, AFL, Rugby League, Tennis, Athletics and Cross Country
- Initiatives to enhance First Nations perspectives including NAIDOC Week and National Reconciliation Week
- Formalised Enrichment Programs in English and Mathematics for students in Years 2 to 6
- Initiatives to enhance a global perspective (Reef Guardian, Containers for Change, veggie garden)
- Student Voice Committees integrated into the Years 4 and 5 Service and Outreach program, and Year 6 Student Leadership initiative

In 2022, despite events being cancelled or postponed due to the ongoing impact of COVID, Holy Cross School made every effort to participate and stage as many extracurricular opportunities as possible.

Social Climate

Holy Cross School has a warm and welcoming atmosphere with a positive school culture built upon inclusion belonging and learning for all. The formation and building of three-way, trusting, supportive relationships between students, parents and staff, is forever the focus creating the strongest foundation possible to enable every child to reach their learning and life aspirations.

Our Catholic identity and connection to the Parish is the central work of all teachers, modelling and teaching the Gospel messages of Jesus Christ. The Parish Priest is involved in all school faith-related activities and is a strong presence in the school community.

At Holy Cross School, wellbeing - who we are, how we feel, and who we want to be - is central to our culture and wellbeing framework. Wellbeing of students, and staff is carefully and consistently monitored by the Leadership Team, with the School Counsellor acting as a 'Knowledgeable Other' during conversations relating to well-being. This ensures the pastoral needs of all are met and managed, and issues relating to inappropriate interactions addressed in a timely and consistent manner. The work of Dr Ross W. Greene (Lost and Found), Dr Bruce Perry, and Ian Findlay (Shared Responsibility) have been instrumental in the successful implementation of a universal understanding of conflict, bullying and inclusion.

Holy Cross School drives a culture of service and outreach. Staff and Student Leaders actively organise and run annual community assistance and fund-raising events which support organisations such as Caritas, Catholic Mission, Rosies and the St Vincent de Paul Christmas appeal. In addition, all students in Years 5 and 6 actively participate in a formal Service and Outreach program as part of the curriculum.

Parent Engagement

As a Catholic community, parent engagement and community partnerships are deep-rooted within our school identity and mission. Committed to ensuring academic and social success for all, involving families in their child's learning journey is paramount.

At Holy Cross School, 'parent engagement' falls under three banners:

1. PARENT INVOLVEMENT (being involved in class and whole school events)
2. PARENTS ENGAGEMENT (supporting, promoting, and connecting your child's learning)
3. PARENT INSIGHT (being insightful through your own learning)

Partners in learning, staff at Holy Cross School operate within a continuous cycle of renewal seeking creative ways and better media to engage and connect parents with their child's individual learning journey. In 2022, an array of platforms was offered under each banner to ensure parent engagement was optimum and available to all. Examples include:

INVOLVEMENT

- HCS CONNECT community events (Movie Night, Disco, Christmas Fair, Trivia Night)
- School-based community events (Holy Cross Day, sports carnivals, School Masses / Liturgies, Mother and Father's Day activities, Christmas Concert, Walk to School Day, Book Week, ANZAC parade)
- Specific activities / tasks (Tuckshop helper, Library assistance)

ENGAGEMENT

- Student-led Conferences in place of traditional Parent Teacher Interviews in Terms 1 and 3
- Daily posts on Seesaw
- Weekly Parent Portal updates
- Weekly Holy Cross Newsletter and Class Newsletter
- Facebook posts
- Year Level Expositions
- End of Semester reports

INSIGHT

- HCS CONNECT Meetings (formally Holy Cross P&F) restructured as a platform to engage with the Leadership Team and contribute to conversations regarding school improvement
- HCS CONNECT Insight meeting on topics requested by families
- Circle of Security PD
- Wellbeing videos created by the Wellbeing Team on programs and systems used within the school
- Year Level events (termly culminating activities, excursions, camps, daily reading); and,

In 2022, the ongoing dialogue regarding improved methods to engage and involve parents with their child's learning whilst providing insight into pedagogy and wellbeing, resulted in a revised model for Executive Leadership. This will continue to be explored throughout 2023 with the introduction of a variety of options for Parent Voice Committees and Year Level Representatives.

Parent Satisfaction

MYP Corporation conducted a School Results Survey with parents of Holy Cross School (Trinity Park) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 237 out of a total of 549 eligible respondents. This equates to a response rate of 43.2%. Holy Cross School (Trinity Park) recorded an overall satisfaction score of 79% (3.95 out of 5).

- Best practice areas include: Leadership, First Nations, Resources, General.
- Fair to good areas include: Learning + Teaching, Improvement Processes, Catholic Identity + Religious Education, Bullying + Behaviour Management, Safeguarding Children.

Staff Reporting

Qualification Highest level of attainment	Doctoral / Post-doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification		1	40	10	5

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	39	34.9
Non-Teaching Staff	36	26.2621
Indigenous	0	0

Professional Development	
Funds expended	\$32419.4
Staff Involved	100%

Major Professional Development Initiatives

Holy Cross School places a strong emphasis on ongoing professional learning for all members of teaching and non-teaching staff. The setting of individualised annual goals in alignment with the School Annual Improvement Plan (SAIP) and Australian Professional Standards for Teachers (AITSL) is an important and mandated component of the start of year procedures. In addition, all staff are required to complete annual mandatory training in areas such as Workplace Health and Safety (WHS), Discrimination, Harassment, Code of Conduct, ICT Usage, Student Protection and Disability Standards.

Holy Cross School has an established process for Professional Learning Teams (PLTs), coordinated by the Leader of Teaching. These teams meet weekly and engage in data driven professional development informing student learning. These meetings provide a platform for the undertaking of coaching, mentoring and professional reflection. Several meetings are attended by Catholic Education Support staff in Literacy, Numeracy and Curriculum Support.

In 2022, all teaching staff at Holy Cross School were invited to engage with a personal coach, participating in rigorous goal setting, micro skilling and reflection, to grow and foster best practice.

Professional Development (PD) opportunities in 2022 were again impacted due to COVID-19 lockdowns, with travel limited. However, with more and more opportunities for PD moving to online, via Zoom, or face-to-face coaching and mentoring pathways, the following PD opportunities were able to proceed:

- Faith Formation and Staff Retreat Days.
- Religious Education planning and professional development days focusing on unit development and assessment rubrics.
- Continuation of Lyn Sharratt and the Clarity journey with the Cairns Diocese.
- MTSS - Managing Student Behaviour.
- Diverse Learner PD in Universal Design Theory, Spark, Zones of Regulation, and Ross Green’s work.
- Circles of Security.
- Walker Learning – Play Matters & Engagement Matters.
- An Apple Classroom.
- Extensive opportunities for Online Learning – Google Classrooms, Screencastify, SeeSaw.
- Literacy Coaching in Reading and Writing.
- Principal learning days.
- Senior Leadership Coaching days.
- APRE network days.
- SEL focus days.
- Learning Support Network days.
- Curriculum Support Teacher days.
- Teacher Librarian and Library Assistant network days.
- Beginning Teacher Network days.

Attendance and Retention	
Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days	95.46%
Percentage of teaching staff retained from the previous year	82.50%

Staff Satisfaction

MYP Corporation conducted a School Results Survey with staff of Holy Cross School (Trinity Park) commencing 11 July 2022 and concluding 27 July 2022. Survey responses were received from 49 out of a total of 72 eligible respondents. This equates to a response rate of 68.1%. Holy Cross School (Trinity Park) recorded an overall satisfaction score of 80% (4.01 out of 5).

- Best practice areas include: Safeguarding Children, First Nations, Resources, Staff Engagement, Catholic Identity + Religious Education.
- Fair to good areas include: Leadership, General, Improvement Processes, Bullying + Behaviour Management.

Student Reporting Data

Average student attendance rates

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
87.92%	88.54%	87.62%	88.70%	89.14%	88.70%	86.32%	88.15%

How non-attendance is managed by the School

Attendance during 2022 was significantly disrupted, once again due to the ongoing impact of COVID-19. Throughout Semester 1, many students were forced to remain home or undertake home learning for up to 10 days at a time as a result of testing positive to COVID-19, or ‘Close Contact’ isolation rules.

Student attendance data was indicative of these disruptions with 71.0% of students with an attendance above 90%.

‘Everyday Counts’ continued to be a focus in 2022, but with a deeper analysis of attendance data for individual students. This revealed an increase in overall attendance and a steep decrease in unexplained absences for inappropriate reasons. Almost all absences were illness or medical-related (COVID-19).

School Policy states that parents / carers are required to contact the Holy Cross School Office when their child is absent or planning to be absent. If absent without notification, a text message or a phone call is made to parents on that day.

In conjunction with school leadership, classroom teachers monitor attendance as part of classroom administration. If there is a noticeable pattern of non-attendance causing a disruption to the student's learning, parents are contacted and supported with further discussion.

In 2023, Holy Cross School aims to increase student attendance to a minimum of 90% attendance. Careful monitoring, combined with regular communication directly with families, should ensure all students are able to maintain a high percentage of attendance.

Student Satisfaction

MYP Corporation conducted a School Results Survey with students of Holy Cross School (Trinity Park) commencing 12 July 2022 and concluding 28 July 2022. Survey responses were received from 197 out of a total of 236 eligible respondents. This equates to a response rate of 83.5%. Holy Cross School (Trinity Park) recorded an overall satisfaction score of 78% (3.91 out of 5).

- Best practice areas include: First Nations, First Nations, Learning + Teaching, Learning + Teaching.
- Fair to good areas include: General, General, Resources, Resources, Safeguarding Children, Safeguarding Children, Improvement Processes, Improvement Processes, Leadership, Leadership, Catholic Identity + Religious Education, Catholic Identity + Religious Education.

NAPLAN results are available from My School Website:

<https://www.myschool.edu.au/school/47933>

Funding Reporting Data

School funding breakdown is available from My School Website:

<https://www.myschool.edu.au/school/47933>