



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
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Email Address	secretary.trinitypk@cns.catholic.edu.au
Web Site	http://www.holycross.qld.edu.au
Total Enrolments	540
Year Levels Offered	P-6
Student Population	Co-Educational
Principal	Mrs Sarah Hamilton
Parish Priest	Fr Neil Muir PP
Parish Number	(07) 4057 6055





Catholic Education

Diocese of Cairns

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About our School

Formally opened in 1987, Holy Cross School is an integral component of the Northern Beaches Parish of Cairns. 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 is lived, modelled, and articulated by every member of the school community. The school's motto, '*Truth, Knowledge, Faith*' fosters the balanced development and integrity of the individual through 21st Century learning to enhance, enrich and engage the spiritual and academic growth of all.

Grounded in a reputation of innovation, in 2017 Holy Cross School introduced internationally acclaimed Walker Learning, an Australian based total and holistic pedagogy. An intentional teaching and learning approach for primary aged children, Walker Learning enables staff to provide a unique balance between students as active participants in their learning through hands-on creative exploration and investigation, and explicit instruction.

As Learners in a digital world, Holy Cross School embraces an inclusive personalised learning environment through the provision of one-to-one devices for students in Years 4 to 6, and shared devices readily available in the lower years. Analysis of year level student data is undertaken weekly by year level teams to tailor-make programs of work, ensuring one year's growth for all regardless of the level of need.

Offering well maintained classrooms, expansive sporting facilities, a fully equipped eHub (an open space for the delivery of STEM, Digital Technologies and Design), extensive outdoor learning spaces, 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.

Culturally diverse, students enjoy a rich tapestry of languages, life experiences and cultural histories. A team of Specialist staff (Teacher Librarian, HPE Teacher, Music Dance and Drama Teacher, STEM Teacher, Enrichment Teacher, Indigenous Liaison Officer, Accredited Dyslexia Teacher and three Inclusion Support Teachers) ensure multiple opportunities for students to find their 'spark' and become the best version of themselves.

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

- Student Enrolment: 542 (294 Boys and 246 Girls)
- Class Structure: 3 streams
- Verified students: 25
- Indigenous: 5%
- EAL/D: 7
- NCCD: 74
- Catholicity: Students = 59.6%, Staff = 51.9%, Parents = 48.1%
- Attendance: 79.1% of students at or above 90% attendance. (With COVID-19)

Cultural Diversity

- Indigenous Australia - Aboriginal, Torres Strait Islander and/or both
- Papua New Guinea
- Philippines
- Malaysia
- Thailand



Catholic Education

Diocese of Cairns

Learning with Faith and Vision

- Vietnam
- India
- China
- Japan
- Korea
- Indonesia
- Nepal
- Croatia
- Slovakia
- Russia
- Italy
- Greece
- France
- Poland
- Germany
- England
- Scotland
- Ireland
- Zimbabwe
- Columbia
- Ecuador
- South Africa
- Canada
- United States of America
- New Zealand

School Annual Improvement

Priority 1: A 'laser-like' improvement agenda creating a highly effective school optimising wellbeing and learning for all.

Smart Goals: By the end of 2020, student engagement at Holy Cross will increase evidenced by increased attendance rates (90%), and no more than 10% of students with class-related incidents (disrespect/non-compliance, non-completion of tasks and task avoidance) as recorded on ENGAGE. In addition, the School Satisfaction Survey and Student Well Being Survey will provide qualitative data that can be measured over time.

Priority 2: To enhance the Catholic identity of Holy Cross School

Smart Goal: By the end of 2020, the Religious Life of the School will have been enhanced through opportunities for developing Post Critical Believers in a Re-contextualising Dialogue School. Growth will be evidenced using RLOS audit tools (student and staff voice), participation in the ECSI surveys (for the second time) and School Satisfaction Survey data.



Catholic Education

Diocese of Cairns

Learning with Faith and Vision

Distinctive Curriculum Offerings

Holy Cross School offers a curriculum consistent with the Australian Curriculum, Version 8.1 for all Learning Areas (LA). As a Catholic School community, Religious Education (RE) is an integral and important component of weekly learning. Staff at Holy Cross School teach RE using a program mandated by the Bishop of Cairns. Whole school liturgical and prayer celebrations are a significant element of the religious life of the school.

Social Emotional Learning (SEL) is a high priority at Holy Cross School overseen by our Wellbeing Team. SEL is explicitly taught using the Friendology and Second Step programs. The Second Step suite provides a fully integrated framework designed to teach protective behaviour, social and emotional learning, bullying prevention and child protection, creating a cohesive foundation for a safe and protective school. The Friendology program helps children have the skills, language, and self-confidence to be better friends and develop healthier relationships. In addition, daily Christian meditation is undertaken in classes to assist children understand the importance of emotional relaxation and to connect with their God.

All year levels engage in an assortment of curriculum-related excursions, with a formal camp experience for students in Years 5 and 6. Drama and Dance education is delivered via intensive blocks utilising staff from Young Company Theatre, Step it Up Crew, and Dance Junction. Students involved in the Holy Cross Enrichment Program, regularly engage with authors and poets, and enjoy a strong union with staff from James Cook University (JCU).

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

LEARNING CATERING FOR ALL DIVERSE LEARNERS

Holy Cross School purposefully engages with a style of pedagogy (Walker Learning) which enables the needs of all to be met in a targeted supportive manner. With a dedicated Enrichment Teacher for English and Mathematics, a qualified Dyslexia Teacher, and two teams of Learning Support Officers offering intervention for both learning and social and emotional struggles, students at Holy Cross School have every opportunity for success.

INFORMATION TECHNOLOGIES (eLearning)

As 21st Century Learners in the digital world, Holy Cross School aims to provide a personalised learning environment where students are partners, demonstrating independence, self-regulation and reflection. The Holy Cross School e-Learning vision is to enable students to have opportunities for richer learning. All good teaching research and pedagogy states that students 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 4 to 6, to be expanded to Year 3 in 2021;
- 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;
- school-wide access to banks of laptop computers and iPads; and,
- a school wide network (LAN) featuring a fibre optic backbone with wireless networking allowing access to the network server, the internet, 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', earthworm farming, composting, energy reduction, solar panels, vegetable and herb gardening, a frog pond, nude food and litter reduction. All teachers and students take part in these initiatives. Various opportunities exist within the week for students and teachers to take part in these highly valued activities.



Catholic Education

Diocese of Cairns

Learning with Faith and Vision

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.

Extra Curricular Activities

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

- instrumental tuition (piano, percussion and guitar);
- Cairns Junior Eisteddfod (choir and public speaking);
- school Choirs;
- school based and public speaking competitions;
- learning area competitions such as Readers Cup, Spelling Bee, drone workshops, robotics, Optiminds and English Literature competitions;
- sporting representation including futsal, netball, AFL, rugby league, tennis, athletics and cross country; and,
- initiatives to enhance a global perspective (sustainability, indigenous perspectives, and international students).

Social Climate

Holy Cross School has a warm and welcoming atmosphere with a positive school culture built upon inclusion and engagement. A strong 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.

Student and staff well-being is carefully and consistently monitored by the Diverse Learners Team and Well-Being Team. The School Counsellor is included in conversations relating to well-being and invited to Care Team Meetings acting as a 'Knowledgeable Other' for students, staff and families. 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) and Ian Findlay (Shared Responsibility) have been instrumental in the successful implementation of a universal understanding of conflict, bullying and inclusion.

Holy Cross School utilizes the expert knowledge of two Learning Support Teachers and full-time School Counsellor to provide guidance and support for students, staff and parents operating within a Care Team framework. Additional support staff accessed through Catholic Education include Psychologists, Speech Pathologists and Occupational Therapists.

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.



Catholic Education

Diocese of Cairns

Learning with Faith and Vision

Parent Engagement

As a Catholic community, parent engagement and community partnership is deep-rooted in the school identity and mission. An ongoing topic of conversation, staff are continuously seeking better mediums to engage and connect parents with their child's individual learning journey. Examples include:

- Technology e.g. Seesaw, Parent Portal, Newsletter, Facebook, email;
- Student-led Conferences in place of traditional Parent Teacher Interviews
- Parents and Friends (P&F) community events e.g. Movie Night, Disco, Christmas Fair, Trivia Night;
- Whole school events e.g. sports carnivals, School Masses / Liturgies, Mother and Father's Day activities, Christmas Concert, Walk to School Day, Book Week, ANZAC parade;
- Year Level events e.g. culminating activities, excursions, camps, daily reading; and,
- Specific activities/tasks e.g. Tuckshop helper, Library assistance.

In 2020, refinement and remodelling of the Parents and Friends Association (P&F) continued. With an increase in dialogue regarding creative ways for parents to connect with and learn about the education of their children, engagement via the Seesaw App and the commencement of Parent Insight meetings via Zoom and professionally made videos became a top priority. Feedback from parents and carers during the COVID-19 School Lockdown were extremely positive, indicating a community aligned and committed, with a shared understanding and vision for education at Holy Cross School.

Parent Satisfaction

The Annual Satisfaction Survey for Parents was based on the school's response to remote learning during Term 2 due to the COVID-19 pandemic and its restrictions. Feedback was sought regarding:

- Engagement in remote learning
- The supporting role in their child's education
- Communication
- Wellbeing
- Timely and relevant information
- Skill development through remote learning

The school used this feedback to enhance student learning throughout Term 2.



Staff Reporting Data

Qualification Highest level of attainment	Doctoral / Post- doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	0	3	38	12	5

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	40	36.93
Non-Teaching Staff	27	19.47
Indigenous	0	0

Professional development	
Funds expended	\$9,294.00
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 (PLT's), coordinated by the Leader of Teaching and Learning. These teams meet once a fortnight and engage in data driven professional development informing student learning.

Professional Development opportunities in 2020 were limited due to COVID-19 lockdowns limiting travel intra and interstate. Some opportunities were offered virtually via zoom 2020 Professional development opportunities and focus included:

- Faith Formation and Staff Retreat Days
- Religious Education planning and professional development days focusing on unit development and assessment rubrics;
- Beginning of Lyn Sharratt journey with the Cairns Diocese
- Managing Student Behaviour;
- Diverse Learner PD in Universal Design Theory, Spark, Zones of Regulation, and Ross Green's work;
- Circles of Security;
- Walker Learning & Engagement Matters;
- Diocesan Student Information Systems - BI Tool;
- An Apple Classroom;
- Extensive opportunities for Online Learning – Google Classrooms, Screen Castifies, SeeSaw
- Literacy Coaching in Reading and Writing;
- Principal learning days;
- Aspiring Leaders sessions;



Catholic Education

Diocese of Cairns

Learning with Faith and Vision

- APRE network days;
- SEL focus days;
- Learning Support Network days;
- Curriculum Support Teacher days;
- Teacher Librarian and Library Assistant network days; and,
- Beginning Teacher network days.

In 2021, a major focus of professional learning will be Walker Learning & Engagement Matters, Numeracy Coaching, Clarity in Education by Lyn Sharatt and the development of effective data usage.

Attendance & Retention

Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods up to 5 days	96%
Percentage of teaching staff retained from the previous school year	90%

Staff Satisfaction

The Annual Satisfaction Survey for Staff did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Feedback was sought during Term 2 from Parents and used to enhance remote learning.



Student Reporting Data

Average student attendance rates:

Prep	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
95.88	93.01	95.2	94.37	93.51	93.15	93.49

How non-attendance is managed by the school

Student attendance at Holy Cross School in 2020 was 79.1% of students with an attendance above 90% of the time. In way of monitoring attendance was new for 2020 in line with a Diocesan approach to have all students attending at least 90% of the time. Factoring in COVID-19, lockdowns and online learning, this was a pleasing figure.

We continued to promote 'Everyday Counts' with deeper analysis of our attendance data for individual students revealing an increase in overall attendance and a steep decrease in unexplained or absences for inappropriate reasons. Almost all absence were illness or medical related.

School Policy states that parents/carers are required to contact the Holy Cross Office when their child is absent or are planning to be absent. If absent without notification, a text message or a phone call is made to parents on that day. Classroom teachers in conjunction with school leadership monitor attendance as part of classroom administration. If there is a noticeable pattern of non-attendance likely to be causing a disruption to the student's learning, parents are contacted and supported with further discussion. More often, patterns of attendance are related to anxieties that both home and school can work together to address.

In 2021, 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

The Annual Satisfaction Survey for Students did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Student input was sought through the remote learning feedback process.



Catholic Education

Diocese of Cairns

Learning with Faith and Vision

NAPLAN

Reading, Writing & Numeracy Results - Year 3, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

Reading, Writing & Numeracy Results - Year 5, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.



Funding Reporting Data

Income 2020

Australian Government recurrent funding	\$5,896,575
State/Territory Government recurrent funding	\$1,218,779
Fees, charges and parent contributions	\$1,384,576
Other private sources	\$281,602
Total gross income (excluding income from government capital grants)	\$8,781,532

Deductions 2020

Income allocated to current capital projects	\$186,333
Income allocated to future capital projects and diocesan capital funds	\$72,137
Income allocated to debt servicing (including principal repayments and interest on loans)	\$217,239
Subtotal	\$475,709
Total net recurrent income	\$8,305,823