



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Holy Cross Catholic Primary School

2-14 Carlingford Road, MICKLEHAM 3064

Principal: Mark Miatello

Web: hcmickleham.catholic.edu.au

Registration: 2245, E Number: E1420

Principal's Attestation

I, Mark Miatello, attest that Holy Cross Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 09 May 2024

About this report

Holy Cross Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

Inspired by Christ to live, learn and love in hope and unity.

Mission Statement

Empowered by Christ's love as demonstrated on the Cross, we are an inclusive, engaging and learner-centred Catholic community.

We live our call to service in collaboration with each other, our families and parish.

We learn in a contemporary curriculum that aspires to innovate, personalise and meet the needs of all learners.

We love and respect the faith, wellbeing and the diversity of all members so that we all flourish together.



School Overview

Holy Cross Catholic Primary School is situated in the Merrifield Estate in the growing suburb of Mickleham.

Holy Cross Catholic Primary School is the fifth Catholic primary school in the parish of Our Lady's Craigieburn. Holy Cross Catholic Primary School is an unjustifiably Catholic School, which centres on Christ as the model and guide of our faith. Empowered by Christ's love as demonstrated on the Cross, Holy Cross is an inclusive, engaging and learner-centred Catholic

community educating children from the areas of Mickleham, Kalkallo and Donnybrook.

Holy Cross Catholic Primary School is a very multicultural school welcoming families from all backgrounds and provides education from year Prep through to Year Six. In our second year of operation our enrolment grew from 150 students to 275 students, from Foundation to Year Six.

Many of our students have another language background other than English, which adds to the colourful, rich culture of the Holy Cross Community. Holy Cross is blessed through our strong multiculturalism and the gifts brought to us via many cultures are celebrated by us all. The aim of our school has been to help parents to carry out their responsibility of nurturing their sons and daughters in the Catholic faith while educating them to their full potential, so they can contribute to and enjoy living in contemporary Australian society.

We are proud of the offerings we have made to our students in our first year. Despite being such a young school we have many special facilities and programs. Learning and teaching occurs across twelve classes; three Year Prep, four Year One/Two classes, three Year Three/Four classes and two Year Five/Six classes.

Our Specialist program offerings increased in our second year to include STAR (Science, Technology, Arts and Reasoning), PAL (Performance and Language), Physical Education and the introduction AUSLAN as our second language.

We recognise the changing attitudes in our world and place an emphasis on a shared commitment towards faith education. As educators, we carry the flame of hope and instruct our children in Catholic traditions and secular education, so they are able to stand strong and be future participants / leaders in democratic Australian society.

Principal's Report

As we reflect on the accomplishments and growth of the past year, I am pleased to present the Principal's Report for Holy Cross Catholic Primary School for the 2023 academic year. Continuing to "write the story" of Holy Cross is a real privilege and one that I have been incredibly humbled by. We have continued to work together and use our experiences from working in different schools, to develop our structures and approaches. We have welcomed many more staff members and families and have aimed to continue to create a cohesive staff group with a shared vision for learning and teaching and ensure that we have clear and shared goals. 2023 has been a year filled with achievements, challenges, and moments of great joy, all of which have strengthened our school community and enriched the educational experience of our students.

Academic Excellence

In 2023, our commitment to academic excellence remained unwavering. Our students continued to demonstrate growth and achievement across all grade levels. We continued to implement a rigorous curriculum that challenges students to think critically, communicate effectively, and engage with complex ideas. Our dedicated teachers provided personalised support and innovative instruction, ensuring that every student had the opportunity to succeed.

Faith Formation

At Holy Cross, our faith is the cornerstone of everything we do. Throughout the year, we deepened our spiritual journey through prayer, reflection, and service to others. Students participated in sacramental preparation programs, and service projects that exemplified the Catholic values of compassion, kindness, and social justice. Many opportunities to engage in prayer provided our vibrant faith community with a strong foundation for spiritual growth.

Holistic Development

We believe in nurturing the whole child – academically, socially, emotionally, and physically. In 2023, we expanded our extracurricular offerings to provide students with a wide range of opportunities for enrichment and exploration. From sports teams and clubs to lunchtime activities, students were able to discover their passions and develop important life skills. Our focus on holistic development ensures that every student has the support and resources they need to thrive.

Community Engagement

Our school community continued to grow and thrive through strong partnerships between school, home, and parish. Parents and caregivers actively participated in school events, volunteer opportunities, and parent-teacher meetings, demonstrating their continued support for their child's education. Our parish community provided spiritual guidance and support, enriching the faith experience of our students and families. Together, we created a welcoming and inclusive environment where everyone felt valued and respected.

Facilities and Resources

In 2023, we made significant investments in our facilities and resources to enhance the learning environment for our students. Our main focus was the construction of our Stage 2 building, the continued purchasing of technology infrastructure, and interactive outdoor activities provided students with modern and inviting learning environments. Our commitment to providing the best possible resources ensures that students have access to the tools and technology they need to succeed in the 21st century.

Looking Ahead

As we look ahead to the future, we remain committed to our mission of providing a high-quality Catholic education that prepares students for success in school and beyond. We will continue to innovate, collaborate, and adapt to meet the evolving needs of our students and community. Together, we will build on the achievements of the past year and strive for even greater excellence in the years to come.

In closing, I want to express my heartfelt gratitude to our dedicated staff, supportive parents, and talented students for their hard work, dedication, and resilience throughout the 2023 school year. Together, we have accomplished great things, and I am confident that the best is yet to come for Holy Cross Catholic Primary School.

Thank you
Mark Miatello
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

To strengthen Catholic identity within a diverse faith community.

- That families demonstrate a deeper engagement in the faith life of the school
- That the students and staff recognise and value the Catholic faith and traditions, and make explicit connections to their actions

Achievements

Throughout the academic year, Holy Cross Catholic Primary School has made significant strides in meeting and addressing the following goals and outcomes:

Strengthening Catholic Identity within a Diverse Faith Community:

Seeing the importance of nurturing a strong Catholic identity within our diverse faith community, we have implemented various initiatives to promote inclusivity and foster a sense of belonging among all members. Through collaborative efforts with families and the parish community, we have organised prayer services, liturgies and explored lessons that have highlighted cultural celebrations that honor the rich diversity of our school community while affirming our shared Catholic faith. These efforts have helped to create a welcoming and inclusive environment where every individual feels valued and respected, regardless of their background or beliefs.

Deeper Engagement of Families in the Faith Life of the School:

Our school has actively encouraged and supported families in deepening their engagement in the faith life of the school community. Through regular communication, family workshops, and interactive events, we have provided opportunities for parents and caregivers to actively participate in their child's religious education and spiritual development. The Sacraments are a special, life changing part of our faith development at Holy Cross. All candidates preparing to celebrate receive the Sacraments of Penance and Reconciliation, First Holy Communion or Confirmation are well supported by their peers and by the Parish community. By fostering open dialogue and collaboration between home and school, we have empowered families to play an integral role in nurturing their child's faith journey, both within the school community and at home.

Recognition and Valuation of Catholic Faith and Traditions by Students and Staff:

Holy Cross Catholic Primary School has prioritised the integration of Catholic faith and traditions into all aspects of school life, ensuring that students and staff recognise and value their significance. The Religious Education curriculum at Holy Cross comprises a variety of texts and resources such as To Know, Worship and Love and the RE Curriculum Framework along with many resources found on Catholic Education Victoria Network (CEVN). Students learn about Jesus through scripture reading, discussion and analysis. They get a sense of God's vision and work through Old and New Testament exposure. Carefully planned units cover conceptual detail and faith development through dramatisation, improvisation, reflecting on and responding to deep questions and drawing authentic links between the greatest commandment and how God calls us to live life in today's modern Australian society. Through daily prayer, scripture readings, liturgical celebrations, and religious instruction, students and staff have been provided with opportunities to deepen their understanding of Catholic teachings and make explicit connections to their actions and everyday experiences. Our curriculum incorporates Catholic values and principles across subject areas, encouraging students to reflect on how their beliefs inform their attitudes, choices, and interactions with others. As a result, students and staff have developed a greater appreciation for the Catholic faith and its relevance to their lives, fostering a strong sense of spiritual identity and purpose within our school community.

In conclusion, Holy Cross Catholic Primary School remains committed to fostering a vibrant Catholic identity within our diverse faith community, engaging families in the faith life of the school, and ensuring that students and staff recognise and value the Catholic faith and traditions. Through ongoing collaboration, reflection, and dedication to our shared mission, we will continue to strengthen our Catholic identity and inspire all members of our community to live out their faith with courage, compassion, and integrity.

In 2023, Holy Cross Catholic Primary School focused on immersing students in faith building, Catholic inspired content, experiences and activity such as:

- School liturgies.
- Observation of the main liturgical calendar events throughout the year.
- Sacramental masses and celebrations.
- Penance and Reconciliation for children during the year.
- The Way of the Cross dramatisation by students from F-6.
- School assemblies.

- School choir.
- Christmas carols

There are many opportunities to pray individually, in our class group, as a school group or with the Parish community.

- Daily classroom prayers.
- Morning and afternoon prayer as well as prayer before meals.
- Holy Week prayer for the whole school.
- In May, the month of Mary, classes prayed a decade of the Rosary.
- Students have many opportunities to prepare and lead prayer.

There are several opportunities in our school year when we have the students focus on Gospel values and together, we work on:

- National Harmony Day
- Bullying. No Way! Day
- National Sorry Day

Personal faith development along with professional development in Religious Education is a vital component of professional life for all staff at Holy Cross. We addressed this area through:

- Staff Session on the Exhalation of the Holy Cross - celebrating our feast day.
- Staff session with Fr Elio Capra on what it means to be Catholic today.



Learning and Teaching

Goals & Intended Outcomes

To engage students in authentic learning and improve outcome in all learning areas.

- That students develop an understanding of essential learner dispositions.
- That student learning growth will improve across the curriculum, with a focus on literacy and numeracy outcomes.

Achievements

Throughout the 2023 school year Holy Cross has continued to focus on developing our Relational Pedagogy in which we have worked hard to promote the development of the whole child, spiritually, academically, physically and emotionally. It is our intention that the students develop a sense of self-worth and recognise that they are contributors to their school community. With the support of parents, teachers and the parish community, we strive for students to become life-long learners. We have been deliberate in exploring current research in learning and teaching and have made some progress and achievements in meeting our goal of engaging students in authentic learning and improving outcomes across all learning areas.

Engagement in Authentic Learning:

One of our primary objectives was to engage students in authentic learning experiences that foster curiosity, critical thinking, and creativity. To achieve this, we implemented interest based and discovery based learning initiatives, hands-on activities, and real-world connections within the curriculum. Students were given opportunities to explore topics of interest, conduct research, collaborate with peers, and present their findings to authentic audiences. By providing meaningful contexts for learning, we saw a significant increase in student engagement and enthusiasm for learning across all grade levels.

Development of Essential Learner Dispositions:

Central to our goal was the development of essential learner dispositions, including resilience, collaboration, problem-solving, and communication skills. Throughout the year, we integrated explicit instruction and modeling of these dispositions into classroom routines and activities. Students were encouraged to reflect on their learning processes, set goals, and seek feedback to improve their performance. Through scaffolded experiences and guided

practice, students demonstrated growth in their ability to persevere through challenges, work effectively in teams, and communicate their ideas with clarity and confidence.

Improvement in Learning Outcomes:

With a focus on literacy and numeracy outcomes, we began to investigate and implemented targeted interventions and differentiated instruction to support student learning growth in the area of literacy. MacqLit was purchased as an intervention tool and staff trained in running the program which was administered to students from Year 1 to Year 4. We conducted regular assessments to monitor student progress, identify areas for improvement, and provide timely feedback to students and parents. Additionally, we implemented data-driven instructional strategies and used evidence-based practices to address learning gaps and enhance student achievement. As a school we began to investigate and build our knowledge of the Science of Learning. Staff explored and began to implement Engagement Norms in their teaching. As a result, we observed notable improvements in student engagement and learning outcomes.

Offerings during 2023:

- Health and fitness programs: Year 5 & 6 participation in Gala Days, weekly Physical Education lessons, participation in Cross Country, District Athletics, AFL program and various sporting clinics throughout the year.
- Professional development: Teachers have the opportunity to participate in professional development programs, including Discovery Learning with Debbie Vietri, Science of Learning, First Aid, Disability Standards and The Religious Education Curriculum, just to name a few.
- Teachers willingly implement the expertise and recommendations of outside agencies e.g. MACS Office Student Support Services specialists such as Speech Pathologists, Educational Psychologists and New Arrivals support staff.
- The school timetable allows for two teaching blocks of two hours in the morning and a one-hour block in the afternoon.
- Resources: All teachers have the opportunity to participate in the decision making for the purchasing of teaching and learning resources including software and sporting equipment.
- Information and Communications Technology (ICT): Information, Communication and Technology skills of the students are further developed through our STAR (Science, Technology, Arts & Reasoning) program with access to iPads and Chromebooks.
- Provision of written reports and Parent/Teacher interviews that incorporate student led conferences as an opportunity for students to share their achievements and goals with their families.
- Our Student Wellbeing/Special Needs leader, together with classroom teachers, refers students at risk for assessment to the Catholic Education Office Student Support Services. Teachers refer to the recommendations made by outside agencies when planning a

Personalised Learning Plan (PLP).

- Professional discussion at Staff Meetings, Professional Learning Team Meetings and Year Level planning meetings inform staff and provides strategies to implement rich learning foci in the classroom.
- Worked with staff to create a shared and agreed learning and teaching culture across the school.
- Worked with staff to create increased levels of student engagement, ensuring opportunities for student voice and agency.
- Worked with teaching staff to build their capacity to create targeted learning opportunities informed by student data.
- Implemented clear and consistent well-being strategies led by the Well-being Leader and developed around the ReLATE well-being framework.

Looking Ahead:

As we look ahead to the future, we remain committed to engaging students in authentic learning experiences and supporting their growth across all learning areas. We will continue to refine our instructional practices, particularly in the area of Science of Learning, leverage technology to enhance learning opportunities, and collaborate with stakeholders to ensure that every student receives the support they need to succeed.

Student Learning Outcomes

As Holy School is a new school that opened in 2022, 2023 was the first year that the school was provided with NAPLAN data. It is somewhat challenging to analyse the data and comment on the growth added to student learning as many new students joined our school during the 2023 school year.

It is pleasing to note that over 50% of our students have met the proficient standards in the NAPLAN assessments, in the areas of Grammar and Punctuation, Spelling, Reading, Writing and Numeracy. 96% of our Year 3 students and 82% of our Year 5 students met the proficient standards in Writing, whilst 72% and 88% of students met the proficient standards in Reading. The areas of Grammar and Punctuation and Numeracy present as an area for future development.

The achievements of our students are a testament to the dedication and hard work of our students, teachers, and support staff, as well as the ongoing support from our families and community. We are proud of our students' academic progress and remain committed to having high expectations of our students' learning by ensuring our teachers continue their active involvement in dynamic, data driven professional practice based on contemporary research by leading academic stakeholders. The students enrolled at Holy Cross have a range of abilities. Any students not meeting expectation in the areas of Literacy and

Numeracy have been identified as requiring extra assistance and have been accessing support programs and focused teaching sessions.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	431	58%
	Year 5	478	53%
Numeracy	Year 3	*	*
	Year 5	472	56%
Reading	Year 3	418	72%
	Year 5	483	88%
Spelling	Year 3	416	71%
	Year 5	494	76%
Writing	Year 3	433	96%
	Year 5	483	82%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To develop a school culture that fosters positive interaction, engagement in learning, resilience and a sense of wellbeing.

- That student wellbeing, confidence, safety and engagement are developed.

Achievements

The key pillar of our work at Holy Cross has continued to be the development of our Relational Pedagogy. We have continued to make some remarkable progress in developing a school culture that promotes positive interaction, engagement in learning, resilience, and a strong sense of wellbeing at Holy Cross Catholic Primary School, during 2023.

Fostering Positive Interaction and Engagement:

We continued to partner with MacKillop Family Services during 2023 and continued to embed the ReLATE (Rethinking Learning and Teaching Environments) model in our school structures. The four main pillars within the model have assisted us to cultivate an environment where positive interaction and engagement thrive. Through very explicit routines and structures such as our welcome bell, morning circles and setting students up for playtime success, we have fostered a sense of belonging and connectedness among students. Teachers have incorporated cooperative learning strategies and interactive lessons to encourage active participation and dialogue in the classroom. As a result, students feel valued, supported, and motivated to actively engage in their learning journey.

Promoting Resilience and Wellbeing:

Central to our mission is the promotion of resilience and wellbeing among our students. We have worked to implement a comprehensive wellbeing program, based on the ReLATE model that prioritises the social, emotional, and mental health needs of our students. Through mindfulness practices, social-emotional learning activities, and targeted support services, students have developed coping strategies, emotional regulation skills, and a greater sense of self-awareness. Staff have worked on developing Social-Emotional Lessons that are delivered weekly to students, highlighting ways of being and supports that can be accessed. Staff have also worked on developing a 'Love, Hope and Unity' matrix that outlines for students how they need to behave and respond in particular situations.

Our wellbeing team has continued to provide support to students facing challenges, ensuring that they feel safe, supported, as well as having a space to re-regulate prior to re-entering the classroom.

Developing Student Wellbeing, Confidence, and Safety:

We have placed a strong emphasis on developing student wellbeing, confidence, and safety within our school community. One of our main foci has been the establishing of calm, consistent and predictable routines in each classroom, ensuring that the Zones of Regulation, the Getting Ready to Learn Scales and Visual Timetables form part of each learning environment. This, coupled with our implementation of the 'softer-closer' protocol has assisted in developing our approach to wellbeing.

Our proactive approach includes the implementation of policies and procedures to ensure a safe and inclusive learning environment for all. Through initiatives such as focusing on the Bullying-No Way campaign and safety protocols, we have fostered a culture of respect, kindness, and empathy. Students have been empowered to speak up about their concerns and advocate for their own wellbeing, knowing that they are supported by a caring and responsive school community.

Other achievements have included:

- Allocation of time to a staff member to the role of Student Wellbeing Leader with time release to organise the implementation of preventative programs and proactive initiatives which promote student wellbeing.
- Ensuring that Co-educators are present in each classroom or level
- Allocation of time to the role of Students Services Leader with time release to organise referrals, assessments, PSG meetings and to liaise with Co-educators
- Successful community days such as National Bullying-No Way! Day, National Walk to School Day.
- Policies have been developed and are regularly revisited to ensure that they meet the current needs of the school community.

Looking Ahead

As we look ahead to the future, we remain committed to nurturing a school culture that has at its heart the holistic wellbeing of our students. We will continue to listen to the voices of our students, families, and staff, and collaborate to identify areas for improvement and innovation. By fostering positive relationships, promoting resilience, and providing a safe and supportive learning environment, we will empower our students to thrive academically, socially, and emotionally.

Value Added

Our commitment to Student Wellbeing is reflected in the commitment of all teachers at our school to devise a curriculum which focuses on the wellbeing of all our students. This Curriculum encompasses resilience, cyber safety, personal and interpersonal capability, and social competencies. Skills from each of these areas are taught explicitly to groups of students and at point of learning for individuals.

Holy Cross Catholic Primary School works to broaden and enrich each child's education through a variety of events and programs;

- Constant reminders & actions/behaviour for anti-bullying.
- Variety of extracurricular activity which is enabling/encouraging children to find 'real success': sport gala days, school cross-country program, school choir
- A sociolinguistic profile has been maintained of our school and is used as a reference for understanding each child and their family
- Provision of sensory tools for students who require them
- Areas designated as 'safe spaces' for de-escalation.
- Lunchtime Clubs – Drawing, gardening,
- Out of School Hours Before / After, and Vacation Care is available, run by BIG Childcare

Student Satisfaction

During 2023, students from year 3-6 completed the MACSSIS survey.

Overall, the MACSSIS data from in relation to student satisfaction is encouraging with 61% of an overall positive endorsement from the students.

There are clear areas of strength identified in the data, notably Catholic Identity, and an increase in the area of School Belonging compared to our previous year results. The data also represents that the students identify that the teachers have high expectations of them as learners.

There was a dip in our Year 6 data when compared to 2022. We believe that this may be due to the influx of students into our senior school who experienced some challenges with transitioning to a new setting.

One of the areas of future growth is the area of Safety. An area which declined from our 2022 results. This data set informs us that we need to continue to work with our students to develop processes which are proactive in promoting student sense of safety.

Student Attendance

At Holy Cross the Attendance roll is marked twice daily by all classroom teachers using the NFORMA platform.

Every effort is made to ensure that student non-attendance is addressed. Meetings with parents are arranged to discuss issues of non-attendance and establish a plan to assist students and parents with and attendance.

The school has put procedures in place so that parents of children who are absent must contact the school to inform of their absence. Administration staff follow up with student absences which have not been reported to the school. Summary absence data for the semester sent home with school reports. The purpose of which is to inform parents of total absences.

Average Student Attendance Rate by Year Level	
Y01	90.3%
Y02	90.4%
Y03	90.8%
Y04	91.6%
Y05	89.2%
Y06	91.5%
Overall average attendance	90.6%

Leadership

Goals & Intended Outcomes

To build a leadership climate characterised by strengthened clarity, ownership and partnership, where all members of the community are engaged in developing Holy Cross as a vibrant learning community.

- That organisational and leadership structures of the school are improved and consistently align with the school Vision, goals, direction and clearly defined priorities of the school.

Achievements

A significant component of our work during 2023 has been the continued development of our school culture. This has been of particular importance, as Holy Cross has experienced significant growth. Not only have families and students doubled in numbers, so has the staffing. This has presented somewhat of a challenge, as we have had to carefully scaffold the induction of these new groups and explicitly unpack the vision and mission of our school as well as the meaning behind our school logo and motto of "Love, Hope and Unity". We have needed to be very explicit in sharing our story, so that those who have joined our community are well aware of our purpose. I am delighted by the significant progress we've made in building our leadership climate, which has been characterised by strengthened clarity, ownership, and partnership, while also increasing and extending the leadership structures during 2023.

Strengthening Clarity, Ownership, and Partnership:

Our school community has worked collaboratively to foster a leadership climate characterised by clarity, ownership, and partnership. Through transparent communication, inclusive decision-making processes, and opportunities for shared leadership, we have empowered all members of our community to actively contribute to the development of Holy Cross as a vibrant learning community. Teachers, students, parents, and staff have been invited to participate in school forums, committees, and working groups, where their voices are valued and respected. 2023 saw us extend our leadership team to include a Learning Diversity Leader, Education in Faith Leader, Literacy Leader and Numeracy Leader. These new roles have assisted the different curriculum areas to become a focus, and the leaders have worked towards embedding the school improvement plan in our work and offering a variety of supports to staff, through planning support and mentoring. By fostering a culture of collaboration and partnership, we have strengthened our collective commitment to achieving our school's vision, goals, and priorities.

Improving Organisational and Leadership Structures:

During 2023 we have continued to implement targeted improvements and enhancements, both through the purchasing of resources to support learning, tools for student engagement and through implementing targeted improvements such as our intervention approach. These additions have assisted in ensuring that our organisational and leadership structures align with the school's vision, goals, and direction.

We have continued to review our school structures and procedures to ensure that we have well documented approaches that support the organisation of the school and the safety and wellbeing of our community members. Through professional development opportunities, we have equipped our staff with the skills and knowledge needed to lead effectively and inspire others. The time allocations provided to our new leaders have assisted them to work in their designated areas and support teachers in their work. Additionally, we have established clear channels of communication and accountability to ensure that decisions are made in alignment with our shared values and priorities.

Engaging the Community in Developing Holy Cross as a Vibrant Learning Community:

Our commitment to community engagement has been central to our efforts to develop Holy Cross as a vibrant learning community. We have actively sought feedback from parents, students, and staff through surveys, forums, and focus groups to gather insights and perspectives on how we can improve and innovate. By involving all stakeholders in the planning and decision-making process, we have fostered a sense of ownership and investment in the future success of our school. Another major focus within this Leadership sphere has been the planning for our Stage 2 building and supporting the construction process. Key stakeholders have enjoyed the opportunity to contribute to designing contemporary learning spaces that will truly take the school into innovative, engaging and exciting zones of learning. Together, we have collaboratively identified opportunities for growth, celebrated achievements, and overcome challenges.

Looking Ahead:

As we look ahead to the future, we remain committed to building upon the progress we've made and further enhancing our leadership climate and organisational structures. We will continue to prioritise transparency, collaboration, and shared decision-making as we work together to enact our school's vision and goals. By fostering a culture of continuous improvement and innovation, we will ensure that Holy Cross remains a dynamic and inclusive learning community where all members are empowered to thrive.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
ReLATE Traing for staff (2 Days)	
EALD Curriculum and Reporting	
Religious Education - Pedagogy of Encounter and understanding the Exhaultation of the Holy Cross.	
Religious Education - What does it mean to be Catholic in today's society - Fr Elio Capra	
Wellbeing Leader Meetings	
Deputy Principal Network	
Principal Network	
Discovery Learning - Deb Vietri	
First Aid Training	
Number of teachers who participated in PL in 2023	25
Average expenditure per teacher for PL	\$1500.00

Teacher Satisfaction

The MACSSIS data for 2023 was overwhelmingly positive and for all domains, the school's results were above or well above the Melbourne Archdiocese Catholic Schools (MACS) average, with the overall positive endorsement at 90% compared to the MACS average of 67%.

Of particular strength were the areas of collective efficacy (99%) staff-leadership relationships (100%) and leadership (100%). The staff feel supported and believe that the schools leadership structures are supportive. Their perceptions that they have what it takes to improve their instructional capacity (self-efficacy) is also so strong. This is essential in providing them with the confidence that they have what it takes to impact on student achievement. It was also noted that school climate and collaboration in teams were particularly strong.

There were some areas that while they were well above the MACS average, were lower results and indicate some areas for improvement. This is notably related to the area of feedback.

Teacher Qualifications	
Doctorate	0.0%
Masters	17.9%
Graduate	10.7%
Graduate Certificate	10.7%
Bachelor Degree	46.4%
Advanced Diploma	3.6%
No Qualifications Listed	10.7%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	16.7
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	12.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To consolidate partnerships between home, school, the parish and the wider community.

- That family school partnerships in student learning, wellbeing and faith development are enhanced.

Achievements

During 2023 we continued to make progress in consolidating partnerships between home, school, the parish, and the wider community at Holy Cross Catholic Primary School. Our efforts have focused on enhancing family-school partnerships in student learning, wellbeing, and faith development, resulting in a stronger and more interconnected school community.

Consolidating Partnerships:

We recognised the importance of fostering strong partnerships between home, school, the parish, and the wider community to support the holistic development of our students. Through collaborative efforts and open communication, we have strengthened our relationships with parents, caregivers, parish members, and community stakeholders. Regular communication channels, including newsletters, parent-teacher meetings, and community events, have facilitated dialogue and collaboration between all stakeholders, ensuring that everyone is informed, engaged, and involved in the life of our school. The staff continues to work on strategies that open dialogue with families in the school community. This work is supported by one of our multicultural aides, who works closely with families to help and engage them in the life of the school.

Enhancing Family-School Partnerships:

Our primary focus has been on enhancing family-school partnerships to support student learning, wellbeing, and faith development. We have implemented initiatives to actively involve parents and caregivers in their child's educational journey, including family workshops, information sessions, and student learning expos. This has been achieved through school activities such as masses, sacramental celebrations, events such as Mother's Day Devonshire Tea, Father's Day Breakfast, fundraising efforts and the willingness of many parent helpers to assist with many aspects of school community life. This has fostered the students' sense of community and further established a real sense of belonging. These opportunities have also provided parents with resources, tools, and strategies to support their

child's learning at home, as well as opportunities to engage in discussions about their child's wellbeing and faith formation.

Strengthening Connections:

In addition to strengthening partnerships with families, we have deepened our connections with the parish and the wider community. Collaborative initiatives, such as community service projects, and outreach programs, have provided students with opportunities to engage in meaningful experiences beyond the classroom. These connections have enriched the educational experience of our students, broadened their perspectives, and instilled in them a sense of social responsibility and civic engagement. We have also joined the Merrifield Business team in which we have liaised with local businesses on how we can support the growth of our community. By working together with our community partners, we have created a vibrant and inclusive school community that extends beyond the walls of our campus.

Looking Ahead:

As we look ahead to the future, we remain committed to consolidating partnerships between home, school, the parish, and the wider community. We will continue to foster open communication, collaboration, and engagement to support the development of our students. By working together as a unified community, we will ensure that every student receives the support, guidance, and encouragement they need to reach their full potential and become active and engaged members of society.

Parent Satisfaction

The MACSSIS data for parent satisfaction was very positive with 80% overall positive school endorsement, compared to the average of 69% for other MACS schools.

There were some clear areas of strength identified, notably the school climate (97%) in which families highly rated their perceptions of the social and learning climate of the school, and communication (93%) which commented on the timeliness, frequency, and quality of communication between the school and families.

There are areas where some further development is required, and as a school, we are committed to identifying these areas and making the necessary improvements. During 2023, the barriers to engagement in which families identified factors that can hinder a family's interaction or involvement with their child's school was our lowest ranking score. This provides us with an opportunity to explore how we can further engage with our families, especially those who are unable to come to school during school hours.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at hcmickleham.catholic.edu.au