Annual School Report to the Community
2015

Holy Spirit Primary School
Nicholls
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Principal
Mrs Anna D'Amico
Section One: Message from Key Groups in our Community

Principal's Message

Holy Spirit Catholic Primary School provides an inclusive and dynamic learning environment which allows all students to thrive as individuals. A rich and varied curriculum, with a strong focus on Numeracy and Literacy, is supported by technology and current resources and the continual implementation of best teaching practices. Students are inspired to learn and achieve their best, in a collaborative and student centred environment. Holy Spirit Primary School endeavours to build strong partnerships with families so that students have the best possible opportunities to develop in all areas. The school offers a caring learning environment which is based on positive, harmonious and respectful relationships. Our strong Values Education program strives to develop people of integrity and faith, and whose individuality is recognised and celebrated.

Parent Body Message

The 2015 year was another busy year for Holy Spirit Primary School with a focus on growth and learning. The teaching staff, capably led, continued to provide a safe environment for all students to learn and prosper – enriched through Catholic faith. The year began with strong enrolments that continue to grow and increased investment including the building of the Early Learning Centre. The school remains in a strong financial position and is well positioned as we move into the future.

Communication between the school and parents is important and technology continues to allow flexibility in this space with tools such as the Skoolbag app allowing greater information flow. The Parents & Friends remains a very important body and did some great work fundraising with equipment purchased to enhance learning in Maths and English.

Holy Spirit has always had a great community culture which is created through collaborative partnerships between teachers, parents and students. Parent participation in all aspects of school life has proved vital to the success of the school in 2015 and will continue to be essential in the future.

Student Body Message

Throughout 2015, Holy Spirit improved their learning facilities and opportunities. At the beginning of the year, Year 5 and 6 were introduced to the ‘Bring Your Own Device’ Program, where we used iPads to enhance our learning. In 2015, teachers also created the Student Oriented Universal/Unlimited Learning (SOUL). SOUL allows us to plan and set goals within our learning.

Holy Spirit is not always about classroom learning; we are also known for our annual fun days. Some of these days include Market Day and Holy Spirit Day. These are some of our favourite days.

Our school provides many opportunities to help children who are struggling with learning or have parents deployed overseas. Our teachers take very good care of all of us.

As a school, we participate in many ceremonies and performances, including school mass, Focus Assembly, ANZAC Day and Remembrance Day, and the Shakespeare Performance to end the Year 6’s school journey.

Our teachers have encouraged us to take responsibility and help out in the school by doing different jobs. In Year 6, we also form Leadership Teams to help around the school and assist members of our community.

With all that was offered, we had a great year!
Section Two: School Features

Holy Spirit Primary School is a Catholic systemic Co-educational School located in Nicholls.

Holy Spirit Primary School caters for students in Kindergarten - Year 6. Students attending this school come from a variety of backgrounds and nationalities. The community values the strong partnership with the other schools within our parish.

The school prides itself on teaching and living the Gospel Values and providing quality teaching and learning in an inclusive and engaging environment. Our embedded values program, and school wide positive behaviour program instils in each member of Holy Spirit Primary School genuine respect for others and a sense of social and personal responsibility.

Holy Spirit Primary School offers a rich, diverse and comprehensive curriculum and co-curricular activities, that focus on enriching learning, engaging all students and developing each individual’s capabilities. Its formal curriculum has a strong focus on Literacy and Numeracy and student growth in NAPLAN is a testament to this. Teachers promote collaborative environments which allow students to use and value problem solving, team work, collaboration, communication and creative thinking. The students have the opportunity to participate in the Maths Olympiad, ICAS Competitions, Enrichment Group, Mind Challenge Club, and Social Club, which includes dancing, bike/scooter riding, drawing and social games. Parents can opt for their children to have private lessons from specialist instructors who teach piano, guitar, dance and Taekwondo.

The school also employs a specialist Physical Education and French teacher. Students participate in a variety of sports and fundamental movement skills as part of the PE Program. As part of the French Program, all students are immersed in the French language as well as cultural aspects of France and Fancophile countries and communities around the world.

Holy Spirit Primary School is a ‘Kids Matter’ School. It employs a Student Welfare Officer and a Defence Schools Transition Aide who provide programs that focus on developing healthy minds through positivity, resilience and self-awareness, whilst also supporting and reaching out to others.

Our active parent body consistently supports the school in many fundraising and decision making opportunities. The many events planned connect our community and provide all parents with a chance to support and be part of this inclusive and welcoming school. We look forward to the inclusion of our Early Learning Centre students and families in 2016.

Holy Spirit Primary School is a Christian community that is alive with the Spirit. We believe that through dynamic partnerships we support the education and development of happy, self-confident and inquisitive students, who are ready to embrace and celebrate faith, learning and life beyond their primary school years.
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

Our Catholic faith permeates every aspect of our school and parish community. Daily Religious Education lessons and prayer, Focus Assemblies, Sacramental Programs and community celebrations, as well as our social justice group Mini Vinnies, provide opportunities for our students to give witness to the values of our faith. Weekly Masses, liturgies and our close partnership with our parish, provide opportunities for the community to share in the prayer life of the school. Holy Spirit Day, held during the Pentecostal season is a special day where we acknowledge the Holy Spirit at work in our lives and celebrate our faith community.

At Holy Spirit Primary School the Religious Education Curriculum is based on the Archdiocesan Document *Treasures New and Old*. To ensure quality teaching and learning in Religious Education, our teachers follow the learning process outlined in the Shared Christian Praxis approach. In 2015, each grade team began implementing the new, updated units, that had been rewritten for the strands Prayer and Celebration, God and God’s Creation, Jesus and Discipleship and Church in the World.

Our ‘Whole School Values Program’ provides a means through which Holy Spirit Primary School can transform its students as individuals who are willing and able to share in God’s love. Throughout 2015, our school explored the theme ‘One Community in God’s Love’, which was drawn from our school prayer. Each term we focused on a specific value that guides Holy Spirit staff and students, as well as our family and community members, toward a positive future, full of confidence, motivation, creativity, teamwork, leadership and valuable life principles. By incorporating the values into our everyday lives we have brought to life our vision statement, and further developed and strengthened our community as we build positive relationships with ourselves, others and God. As part of our mission in 2015, staff members and classes nominated a charity that they were willing to commit to and support throughout the year.

The success of our School Wide Positive Behaviours program continues to grow. The program is a whole-school approach that promotes, encourages and affirms the following behaviours in our students: Be safe; Be respectful; Be responsible; and Be a learner. All staff and families teach and support these behaviour expectations, so that our school creates a positive, safe and supportive climate in which all students can learn and develop.

Holy Spirit Primary School engages the hearts, hands and minds of all our staff and students, and it is the Spirit alive within us that enables us to model Jesus and celebrate our faith, learning and life.
Section Four: Student Profile

Student Enrolment
The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>277</td>
<td>299</td>
<td>41</td>
<td>576</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy
The Archdiocese of Canberra and Goulburn has established an Enrolment Policy for Catholic Schools. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates
The average student attendance rate for 2015 was 93.16%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance
Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal’s leadership, support the regular attendance of students by:
- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:
- parents and students are regularly informed of attendance requirements and the
consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.
Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>14</td>
<td>47</td>
</tr>
</tbody>
</table>

* This number includes 22 full-time teachers and 11 part-time teachers.

Percentage of staff who are Indigenous 1%

Professional Learning

All teachers are part of a Professional Learning Community and undertake a variety of learning opportunities to further develop skills and understandings to improve student outcomes.

Teachers have participated in learning that has been a school priority and have also directed their learning based on personal professional goals.

Professional learning opportunities in 2015 included:
- Shaping Learning through Formative Assessment
- Maths Investigations
- Creating Matrices and Rubrics to differentiate learning
- Engaging students in reading and writing
- Developing engaging practices through differentiation

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Writing</td>
<td>38%</td>
<td>47%</td>
</tr>
<tr>
<td>Spelling</td>
<td>33%</td>
<td>41%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>52%</td>
<td>52%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>30%</td>
<td>34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td>49%</td>
<td>34%</td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Spelling</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>26%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

The major focus for 2015 was to consolidate the initiatives that were commenced in the previous year. The focus has primarily been on pedagogy, especially enhancing the teaching and learning of Literacy and Numeracy. The continued emphasis on quality teaching and learning, and utilising formative assessment to inform practice, has resulted in increased student engagement and achievement. The development of Curriculum Maps to ensure content is sequential, aligned and connected, guided planning in 2015. In addition to this, inclusive practices, such as adjustments, differentiation and modifications to teaching and learning programs, have allowed all students greater opportunities to access learning and to achieve. The effective use of technology to support teaching and learning was a priority in all classes. In Year 5 and 6, the implementation of the BYOD Program saw the shift in teaching and learning to include flexible learning spaces and increased student directed learning.

Our Professional Learning Community has undertaken increased collaborative planning and collegial discourse. This has impacted positively on whole school improvement and has built teacher capacity.

Priority Key Improvements for 2016

In 2016, our Professional Learning Community will focus on developing an expert teaching team by building teacher capacity. The goal will be to improve pedagogical practices in order to further engage students and increase student achievement. Teachers will develop a clearer understanding of inquiry learning, and will implement this approach with increased capacity in their classroom. The development of Professional Inquiry Teams in 2016 will allow teachers to take control of their own learning, and provide opportunities for them to investigate, through research, effective pedagogical practices that will improve Literacy and Numeracy. Analysis and use of data to inform teaching and learning will continue to be an area of focus in 2016.

In addition to this, with the commencement of the operation of our new Early Learning Centre in 2016, the school will strive to discover ways to include the preschool students and staff in the life of the school.
Section Eight: School Policies

Student Welfare Policy

The Holy Spirit Student Welfare Policy seeks to encourage and reward appropriate behaviours while at the same time developing an awareness of the responsibilities we all share in being part of a Christian community. Through the implementation of this policy, the whole school community is involved in nurturing a school climate that will encourage positive change and growth for all individuals, and in particular, assist children to develop a sense of social and personal responsibility and self-discipline. At Holy Spirit Primary School our staff implements a range of strategies that promote and support appropriate behaviour, and prevent and correct challenging behaviour. Our school is committed to providing a safe and happy learning environment for all its students. A safe and happy learning environment is essential for a sound education.

Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school’s Positive Behaviour Program is available on the school website or from the Front Office.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.

The school's Complaints and Grievances Resolution Policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The school follows the Catholic Education Policy as listed on the CE website. A full text of the school policy is available on the school website or from the Front Office.
Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parent responses to surveys completed in October 2015, indicated that their child felt happy and safe at Holy Spirit Primary School. They were very satisfied with the school’s commitment to the best possible education for their child and that the school offered a balanced, all-round education. Parents responded that the level of education being offered was above average and that they were well informed about the progress of their child. Some indicated that they wanted increased communication regarding classroom learning. Respondents felt that their concerns were addressed in a timely manner, and that teachers and leadership staff were approachable. Expectations of students were seen as clear, and parents acknowledged the positive approach to behaviour management. Overall, parents felt welcomed and that there was a very strong sense of community at the school. They were impressed by the Values Education Program, its clear transfer to all aspects of the school, and that a positive environment is created for their child.

Student Satisfaction

The student satisfaction survey was completed by students in Years 4 to 6. The majority of students surveyed enjoyed being at Holy Spirit Primary School and they felt safe, cared for and listened to. The students believed that their Literacy and Numeracy skills were improving and that technology supported their learning. They stated that the teachers engaged them in their education and that they knew the intention of the learning. Students commented positively on the range of activities available to them, the assistance they are offered as well as the enrichment opportunities. The students enjoyed learning, and felt that the learning offered helped them to develop independence. Improvement areas that the students noted were regarding the physical environment, the variety of tasks in Home Learning, and that they would like more feedback from their teacher. Overall, students felt supported by the staff and they overwhelmingly appreciated the student-centred learning that they were offered.

Teacher Satisfaction

The staff were surveyed in October of 2015 and 95% responded. The majority of staff were very satisfied working at Holy Spirit Primary School. They felt valued and that they were making a difference to the students. Staff also felt supported both personally and professionally. Respondents stated that the school’s priorities were communicated clearly to staff and change was implemented with careful thought and purpose. The staff valued the spiritual atmosphere and the pastoral care that was offered to all. The values that were promoted were visible and permeated the life of the school. The leadership members were seen as supportive and approachable, and communication was effective. Staff expressed that they would like more feedback, and that the productivity and value of staff professional learning needed attention. Overall, staff appreciated the professionalism, the sense of belonging and mutual respect that exists in the school, and that the education and wellbeing of the students is constantly the top priority.
Section Ten: Financial Statement

### Income

- **Commonwealth Recurrent Grants (58.6%)**
- **Government Capital Grants (0%)**
- **State Recurrent Grants (18.4%)**
- **Fees and Private Income (20.6%)**
- **Other Capital Income (2.3%)**

### Expenditure

- **Capital Expenditure (2.5%)**
- **Salaries and Related Expenses (72.1%)**
- **Non-Salary Expenses (25.4%)**

### Recurrent and Capital Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$3,737,301</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$1,878</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,174,252</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,314,903</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$144,715</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$6,373,049</strong></td>
</tr>
</tbody>
</table>

### Recurrent and Capital Expenditure

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$146,593</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$4,266,450</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,501,931</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$5,914,974</strong></td>
</tr>
</tbody>
</table>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture.
and Equipment.

7. **Salaries and Related Expenditure** includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. **Non-Salary Expenses** include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.