



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



Holy Spirit Primary School Nicholls

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Principal

Mr Brad Gaynor

Section One: Message from Key Groups in our Community

Principal's Message

Holy Spirit Catholic Primary School and Early Learning Centre 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. In 2017 we introduced a specialist Music & Drama Teacher, which was warmly received by our school community. Registration was a key event during 2017, and we were overwhelmed with an extremely positive and affirming Registration Report which highlighted the many strengths of our school. We should be very proud that our school has been affirmed as one that is truly an authentic Catholic School with current teaching practices embedded and with happy and hard-working students and staff.

Parent Body Message

The 2017 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. 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, English and Information Communication and Technology. Holy Spirit Primary School and Early Learning Centre has 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 2017 and will continue to be essential in the future.

Student Body Message

Throughout 2017, Holy Spirit Primary School improved their learning facilities and opportunities. Our Year 5 and 6 'Bring Your Own Device' Program has gone from strength to strength. 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, Bullying No Way 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

Section Two: School Features

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

Holy Spirit Primary School and Early Learning Centre caters for students from Preschool - 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. Holy Spirit Primary School and Early Learning Centre 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.

Teachers promote collaborative environments which allow students to use and value problem solving, teamwork, collaboration, communication and creative thinking. The students have the opportunity to participate in the Maths Olympiad, ICAS Competitions, Enrichment Group and Social Club, which includes dancing, bike/scooter riding, drawing and social games. The school also employs specialist Health and Music & Drama teachers. Holy Spirit Primary School and Early Learning Centre has a strong emphasis on pastoral care and student welfare. We offer the services of 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.

Holy Spirit Primary School and Early Learning Centre 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 and Early Learning Centre the Religious Education Curriculum is based on an inquiry approach where we develop students' understanding of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within a contemporary Australian and global society. It expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others. To support the shift to teaching Religious Education as Inquiry we identified the need to improve our teacher's capacity to teach Scripture. Our teachers participated in professional development exploring and using 'The Three Worlds of the Text' to teach sacred text.

Our 'Whole School Focus Values Program' provides a means through which Holy Spirit School can transform its students as individuals who are willing and able to share in God's love. We strive to develop young people of integrity and faith, whose individuality is recognised and celebrated.

Throughout 2017, Holy Spirit School explored the theme "Growing, learning and celebrating life together". Each term we investigated different aspects of ourselves to help us understand that our potential is not fixed and that we can grow ourselves by knowing who we are, believing in ourselves and using the skills of persistence and determination to be the very best version of ourselves (elements of growth mindset).

Term 1: Celebrating who we are

Term 2: Celebrating Growth

Term 3: Celebrating Learning

Term 4: Celebrating Life

We aimed the Whole School Focus to guide students in identifying those values they deem important enough to live by and demonstrate the importance of aligning these values with our actions so that our students are living in truth. We also used the Whole School Focus to explicitly focused on the four main behaviour expectations identified in our School Wide Positive Behaviour Program - Be Safe; Be Respectful; Be Responsible; Be a Learner.

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 2017:

Girls	Boys	LBOTE*	Total Students
307	335	57	642

* 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 2017 was 93.26%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	93%
Year 2	94%
Year 3	94%
Year 4	93%
Year 5	92%
Year 6	94%

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 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
42	14	56

* This number includes 27 full-time teachers and 15 part-time teachers.

Percentage of staff who are Indigenous	2%
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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 2017 included the areas of:

- Inquiry Learning
- Mathematics
- Spelling, Writing and Reading
- Differentiation
- Growth Mindset

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	46%	52%	13%	10%
	Writing	40%	45%	5%	8%
	Spelling	34%	46%	11%	13%
	Grammar and Punctuation	54%	56%	18%	11%
	Numeracy	26%	40%	18%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	34%	37%	21%	15%
	Writing	12%	16%	22%	19%
	Spelling	19%	34%	16%	14%
	Grammar and Punctuation	17%	34%	31%	18%
	Numeracy	11%	28%	24%	15%

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 2017

- Development of a clearer understanding of inquiry learning.
- Growth Mindset, a joint professional learning community program with Gold Creek School, greatly improved the growth mindset of all members of the school community.
- Development of Maths tasks that promoted the application of mathematical knowledge and skills. Programming expectations included the inclusion of clear learning intentions, Number warm ups, mathematical language and mental computation strategies. Close examination of SENA and LAF Data as a diagnostic tool (not summative) to inform teaching and learning.
- Teachers developed writing and conferencing pedagogies in order for the students to develop cohesive, creative and well constructed texts. A Professional Inquiry Team investigated effective teaching of spelling and worked towards a whole school spelling program to be implemented in 2018.
- Students engaged in activities using percussion instruments and the importance of an instrument's pitch, tone and timbre when playing in an orchestral setting. Students actively participated in role-plays that involved the basics of dramatic interaction; eye-contact, tone of voice, body language and facial expression

Priority Key Improvements for 2018

- Investigating new directions in Religious Education;
- Implementing a whole school 'Make, Say, Write, Do' approach in Maths;
- Re-establish warm ups as an essential start to Maths Block;
- Implementing a whole school inquiry approach to teaching Spelling that covers the 4 domains of spelling knowledge;
- Knowing the curriculum before and beyond year level to cater for all students;
- Using an inquiry approach to teaching and learning;
- Consistent using of data to inform the teaching and learning.
- Professional coaching sessions for Leadership Team;
- Providing opportunities for student voice on key issues;
- Introducing cooperative teaching practices;
- Teachers observing and mentoring each other;
- Providing feedback on teaching and learning from the Leadership Team;
- Teachers providing feedback designed to move students forward in their learning;
- Children setting goals to progress their learning;
- Improving school facilities such commencing Stage 1 of a 3 Stage landscaping plan;
- Creating an Indigenous Garden; Fencing the school perimeter; and
- Improving sustainable and environmental practices in the school.

Section Eight: School Policies

Student Welfare Policy

The Holy Spirit Positive Behaviour 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 and Early Learning Centre 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 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>.

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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 2017 were positive and affirming. Areas highlighted included the strong sense of community and school culture; the welcoming, warm, friendly environment; happy and confident students; high levels of parental involvement; effective behaviour management and discipline; caring, helpful and supportive staff; Catholic ethos and values and high levels of communication; that staff responded quickly to concerns; school facilities rated highly and that the school is seen to be well resourced and equipped.

Student Satisfaction

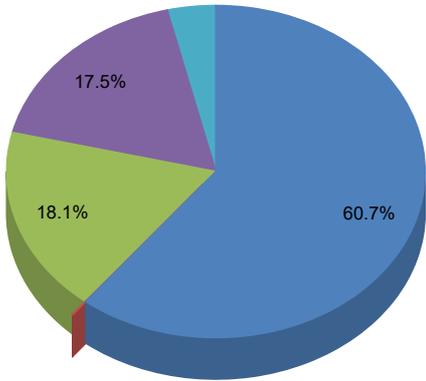
The majority of students surveyed enjoyed being at Holy Spirit Primary School and Early Learning Centre and they felt safe and well cared for. Students feel accepted by each other and that they are encouraged to be a good community member. Students believe that staff make lessons interesting and clearly outline what they are learning and why. Students rated highly that staff give them many opportunities to learn and present their work in different ways and give them positive feedback to improve learning. Students indicated that their learning is improving and that their achievements are recognised and celebrated. Overall, students felt supported by the staff and they overwhelmingly appreciated the student-centred learning that they were offered.

Teacher Satisfaction

Staff at Holy Spirit Primary School and Early Learning Centre indicate that they feel valued and enjoy working at the school. They strongly believe that they were making a difference to the students. Prayer and the Catholic identity of the school are seen as particularly strong. Staff feel that the school leaders appreciate what they do and care for their wellbeing. The school has effective communication strategies and keep staff informed of what is happening. Importantly, they feel they have the opportunity to have input into decisions. Staff appreciate the professional learning opportunities they receive. Areas to improve in the future include feedback from school leaders; all students, particularly high-achieving students, are appropriately engaged, challenged and extended; and that the school's improvement agenda is clearly expressed and referred to often. 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.

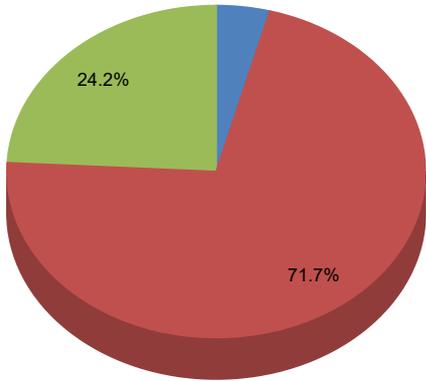
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (60.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (17.5%)
- Other Capital Income (3.7%)

Expenditure



- Capital Expenditure (4.1%)
- Salaries and Related Expenses (71.7%)
- Non-Salary Expenses (24.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,704,303
Government Capital Grants ²	\$1,846
State Recurrent Grants ³	\$1,401,985
Fees and Private Income ⁴	\$1,355,292
Other Capital Income ⁵	\$290,088
Total Income	\$7,753,514

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$291,934
Salaries and Related Expenses ⁷	\$5,073,106
Non-Salary Expenses ⁸	\$1,708,560
Total Expenditure	\$7,073,600

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.