



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2018



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 2018 we introduced a specialist Science Technology, Engineering and Mathematics (STEM) Teacher, who was warmly received by our school community.

Students at Holy Spirit are inspired to learn and achieve their best, in a collaborative and student centred environment. Holy Spirit Primary School and Early Learning Centre 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 2018 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 a greater information flow.

The Parents & Friends and School Board combined to form a new governance model, the Community Council. Holy Spirit Primary School and Early Learning Centre have a great community culture which is created through collaborative partnerships between teachers, parents and students. This was highlighted by the school's organisation of the 2018 Catholic Schools Soccer Carnival which raised substantial funds for the school. These funds went towards new fencing, a play equipment refurbishment, new sandpit and construction of our adventure playground.

Student Body Message

2018 was a great year for students at Holy Spirit Primary School and Early Learning Centre. The parents and staff improved so many areas of our school and the students are very appreciative. Our play equipment was upgraded and has been put to good use. We love our new Adventure Playground area which provides a wonderful place to play, but it is also a great learning space where we can work and enjoy nature. The new sandpit and landscaped gardens are also well utilised. Another addition has been our Indigenous Bush Tucker Garden which was a project with our Indigenous students and Rotary Gungahlin. We learned about Indigenous plants and how the Indigenous people respect the land.

New books, Maths resources, iPads and Chromebooks have assisted us in our learning. Inquiry learning and our Passion Projects for homework have made learning fun and we are able to learn about things that interest us. Some of the Passion Project presentations have been amazing. Our teachers take very good care of all of us and encourage us to take responsibility for our learning. We are fortunate to belong to the Holy Spirit community.

Section Two: School Features

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

Holy Spirit caters for students from Preschool - Year 6 with students attending this school coming from a variety of backgrounds and nationalities. Our 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.

In 2018 our Whole School Focus theme was 'We are God's fingerprints'. In the human experience, we are all flawed and imperfect. Although this can be challenging at times this opens us to the true beauty of God's love, the very architecture of his perfect design. Perfect because in our inherent imperfection God opens a gateway for us to show unconditional love towards others, the planet and ourselves. If we are attached to having a perfect life, even the perfect class then as each moment of imperfection presents we are going to be frustrated. As teachers in a Catholic school, with a Christ-centred consciousness, we are challenged to meet all moments and all students with love and compassion – as Jesus would. No more, no less. Each time we do this with softness, strength and love and compassion we do two things. Firstly, we, as an individual expression of God, as God's fingerprints take a step closer to oneness with him and secondly, we bring God into the world.

Each term we identified and then explored important values integral to our students: Term 1 was Fingerprints of honesty; Term 2 was Fingerprints of courage; Term 3 was Fingerprints of forgiveness and finally Term 4, Fingerprints of Compassion. We endeavoured to share with our community how every moment of every day, in every encounter, interaction or exchange we have, there is an opportunity for us to leave a mark of love.

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 2018:

Girls	Boys	LBOTE*	Total Students
317	322	55	639

* 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 2018 was 92.63%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	94%
Year 2	93%
Year 3	93%
Year 4	93%
Year 5	91%
Year 6	91%

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 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
39	14	53

* This number includes 28 full-time teachers and 11 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 2018 included the areas of:

- Inquiry Learning
- Mathematics
- Spelling
- Collaborative Teaching
- ICT
- STEM
- Zones of Regulation

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Graduate Level	Proficient Level	Lead/Highly Accomplished
6	41	0

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 average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 3	Reading	454	434
	Writing	405	407
	Spelling	425	418
	Grammar and Punctuation	445	432
	Numeracy	411	408

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 5	Reading	495	509
	Writing	453	465
	Spelling	477	502
	Grammar and Punctuation	482	504
	Numeracy	485	494

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 2018

The pedagogical practice of 'Make, Say, Write, Do' in Maths was investigated. Through our professional learning with Leonie Anstey, grade teams of teachers observed demonstration lessons and then engaged in discussions about the importance of teacher impact, essential use of manipulatives, teacher facilitation through questioning, student engagement, students proving conceptual understanding and multiple ways of representation.

Strategic Spelling was also implemented. This research based program was developed by Holy Spirit educators and has provided an explicit, consistent, multisensory and best practice approach in assisting students to:

- Master alphabetic code knowledge
- Understand that words are made up of meaningful parts
- Become skilled and strategic spellers
- Cultivate curiosity about words and make connections between words

Teachers also actively participated in different styles of team teaching. Teachers planned Collaborative Teaching and Learning sessions, exploring best practice in enhancing student learning outcomes. The Zones of Regulation program was implemented to foster self-regulation and emotional control.

Priority Key Improvements for 2019

Promote Catholic Identity and Faith Formation by

- Increasing the use of inquiry in teaching and learning programs.

Transform Teaching and Learning by

- 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 Writing.
- Knowing the curriculum before and beyond year level to cater for all students;
- Using an inquiry approach to teaching and learning; and
- Consistent using of data to inform the teaching and learning.

Strengthen Leadership

- Professional coaching sessions for Leadership Team;
- Further developing the Year 6 Leadership Teams;
- Providing opportunities for student voice on key issues;

Build Effective and Productive Partnerships by

- Implementing the Berry Street Education Model;
- Providing feedback on teaching and learning from the Leadership Team;
- Teachers providing process praise and feedback designed to move students forward in their learning; and

Steward Resources by

- Investigating the development of a Master Plan for the school; and
- Improving sustainable and environmental practices in the school.

Section Eight: School Policies

Student Welfare Policy

The Zones of Regulation is a whole school approach that fosters self-regulation and emotional control. Students are supported in regards to identifying strategies that could be used to move from one zone to another. The Zones of Regulation is now embedded at Holy Spirit. The Zones language has become an integral part of our student welfare program and allows students more insight into their emotions and ability to self-regulate.

Our therapy dog, Rosie, was also introduced to the school in 2018. Rosie is being used to support children with social and emotional learning needs, which in turn can assist with literacy development. Research into the effects of therapy dogs in schools is showing a range of benefits including; gains in confidence, decrease in anxiety, improved learning outcomes, improved motivation and enhanced relationships.

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.

Anti-bullying

Our community is united in stating that bullying will not be tolerated in any form at Holy Spirit Primary School. This means that all members of our community – students, staff and parents/carers treat each other with dignity and respect by modelling polite speech and socially acceptable interactions.

Discipline

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.

The full text of the School's Positive Behaviour Policy may be accessed on the School's website or at the Front Office.

The Student Welfare Policy including anti-bullying and discipline was reviewed August/2017.

The inclusion of the Zones of Regulation and Therapy Dogs at Holy Spirit Primary 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

Catholic Education Archdiocese of Canberra and Goulburn (CECG) 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 school life 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. CECG 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. 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 2018 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

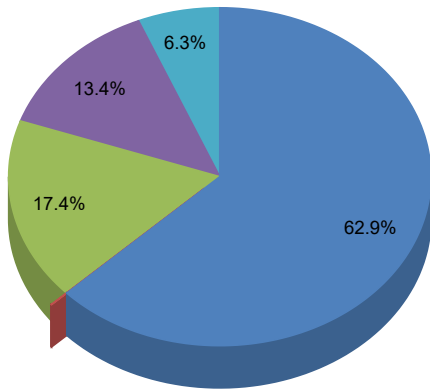
The majority of students surveyed enjoyed being at Holy Spirit Primary School and Early Learning Centre and they felt safe and well cared for. Students feel accepted by each other and are encouraged to be good community members. Students believe that staff make lessons interesting and clearly outline 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 they were offered.

Teacher Satisfaction

Staff at Holy Spirit Primary School and Early Learning Centre indicated 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.

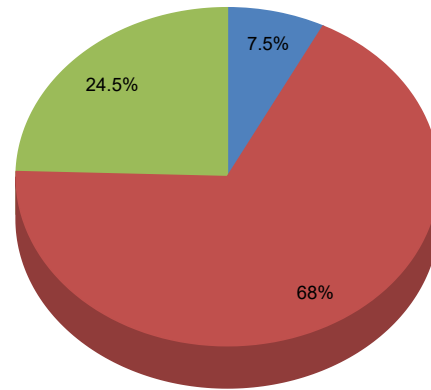
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (62.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.4%)
- Fees and Private Income (13.4%)
- Other Capital Income (6.3%)

Expenditure



- Capital Expenditure (7.5%)
- Salaries and Related Expenses (68%)
- Non-Salary Expenses (24.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$5,733,250
Government Capital Grants ²	\$2,282
State Recurrent Grants ³	\$1,587,877
Fees and Private Income ⁴	\$1,217,640
Other Capital Income ⁵	\$573,313
Total Income	\$9,114,362

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$575,595
Salaries and Related Expenses ⁷	\$5,223,978
Non-Salary Expenses ⁸	\$1,884,355
Total Expenditure	\$7,683,928

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.