



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2020



Holy Spirit Primary School Nicholls

Kelleway Avenue, Nicholls 2913

Phone: 02 6241 8640

Email: office.holyspirit@cg.catholic.edu.au

Website: www.holyspirit.act.edu.au

Principal

Mr Brad Gaynor

Section One: Message from Key Groups in our Community

Principal's Message

In 2020 we introduced our four new Keystones - Faith, Learning, Relationship and Service. These keystones are the foundation on which we will continue to build our school. These keystones will ensure we are 'Alive with the Spirit', unifying us as one community in God's love. They were never more needed than in 2020. The world health pandemic COVID-19 created challenges, and as a community we proudly navigated through them together and remained strong.

The staff of Holy Spirit has given tirelessly of themselves in the interests of the education of the students in their care. In so many ways, often behind the scenes, our staff has gone above and beyond to ensure that each student maximises their learning. This was clearly evident during remote learning and transitioning back to school.

The parent body and the Holy Spirit Community Council have been great support this year and I thank them for their ongoing trust and confidence.

And finally to the students; who are the heart of our school. I thank them for trying their best every day and never giving up. I thank them for their boundless energy and happy smiling faces.

Parent Body Message

2020 was certainly a year like no other. Despite the health pandemic our school continued to focus on growth and learning. The teaching staff continued to provide a safe environment for all students to learn and prosper – enriched through the Catholic faith. The year continued with solid enrolments, a strong financial position, and a commitment to the community despite the challenges.

The parent community wishes to thank the leadership of the school and the staff for their work during 2020. The way in which they led the community, maintained clear communication, provided remote learning, and supported the wellbeing of students was truly amazing.

Perhaps our greatest accomplishment is the nurturing of a culture of co-operation within the parent community which genuinely supports and takes care of each other; a vital springboard from which we launch into 2021!

Student Body Message

2020 was a very successful year despite the challenges of COVID-19. Despite these challenges, our teachers did their best to support all students and we really appreciated everything they did to make things as 'normal as possible' for us. We appreciate how they modelled thinking 'outside the box' and made sure we didn't miss out on too much. We enjoyed remote learning but were glad to come back to school and to see our friends. While camps, excursions, incursions, assemblies, and clinics could not occur, our teachers were creative and innovative and we still had great fun learning.

Thank you to all our teachers and parents for keeping us safe in 2020.

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 cater 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 gospel values and providing quality teaching and learning in an inclusive and engaging environment. Holy Spirit Primary School and Early Learning Centre offer 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 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 2020 we introduced our 4 new keystones - Faith, Learning, Relationship and Service. These will form the basis upon which we continue to build our school. In Term 1 we explored Faith, Term 2 we examined Learning, Term 3 centred on Relationships, and in Term 4 we considered Service. Each term we identified and then explored important values integral to our students based on the particular keystone and carefully selected scripture we could unpack for staff and students.

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 2020:

Girls	Boys	LBOTE*	Total Students
350	371	69	721

* 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.

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 2020:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
43	13	56

* This number includes 30 full-time teachers and 13 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 2020 included the areas of:

- Mathematics
- Writing
- Berry Street Education Model

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
4	44	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. As NAPLAN was not undertaken in 2020 due to the COVID-19 pandemic there is no NAPLAN data available for this report.

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 2020

Our key improvements for 2020 were:

- Introduction of the four keystones - Faith, Learning, Relationship and Service
 - 4 Keystones are known to all staff, parents and students
 - Increased use of common 'vision' language in the community
 - All aspects of school life aligned to the vision
- Consistent practices in Writing
 - Consistent use of Seven Steps for Writing Success in all text forms
 - Planning for writing using the HS Learning Framework
 - Consistent use of editing code and feedback
- Consistent practices in Spelling
 - Embed the essential elements of the Strategic Spelling Program - K-6
 - Revise and deepen the understanding of the 4 domains of spelling
 - One year's growth in spelling age (South Australian Spelling Test - Diagnostic) for all students
- Consistent practices in Maths
 - Embed 'Warm Ups' as required practice
 - Establish a whole school approach to collaboratively plan teaching and learning sequences in Mathematics
 - Build teachers' capacity to teach mathematical assignments with a deeper understanding of mathematical concepts and language
- Implement the 5 Berry Street modules of Body, Relationships, Stamina, Engagement and Character

Priority Key Improvements for 2021

In 2021 Holy Spirit will be working towards 4 key goals:

- Revise and refine the teaching of Religious Education
- Introduce a research-based approach to teaching reading
- Develop a common approach to planning in Mathematics
- Improve the use of assessment data

Section Eight: School Policies

Student Welfare and Behaviour Management

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 implement 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 Policy may be accessed on the school's website or at the Front Office.

Student Welfare and Behaviour Management Policies were reviewed in January 2020.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://www.holyspirit.act.edu.au/policies..>

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>.

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 2020 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

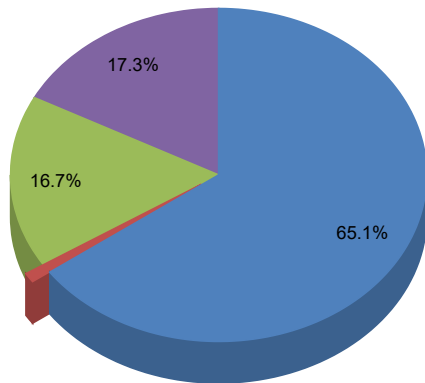
The majority of students surveyed enjoyed being at Holy Spirit Primary School and Early Learning Centre and they felt safe and well cared for. Students feel accepted by each other and that they are encouraged to be a good community member. Students believe that staff make lessons interesting and clearly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

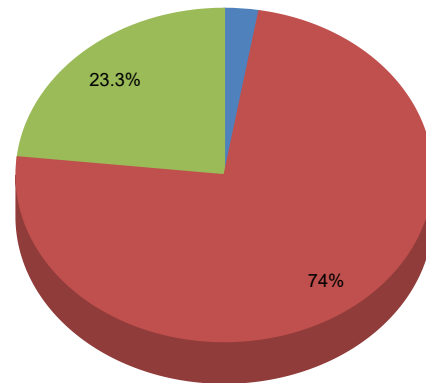
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (65.1%)
- Government Capital Grants (0.9%)
- State Recurrent Grants (16.7%)
- Fees and Private Income (17.3%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (2.7%)
- Salaries and Related Expenses (74%)
- Non-Salary Expenses (23.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$7,170,666
Government Capital Grants ²	\$100,000
State Recurrent Grants ³	\$1,841,292
Fees and Private Income ⁴	\$1,907,757
Other Capital Income ⁵	\$0
Total Income	\$11,019,714

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$235,703
Salaries and Related Expenses ⁷	\$6,524,225
Non-Salary Expenses ⁸	\$2,051,163
Total Expenditure	\$8,811,091

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.