



HOLY SPIRIT
SCHOOL
MANIFOLD
HEIGHTS

ANNUAL
REPORT
TO THE
SCHOOL
COMMUNITY

2019

REGISTERED SCHOOL NUMBER: 1538

Contents

Contact Details 1
Minimum Standards Attestation 2
Our School Vision 2
School Overview..... 2
Principal’s Report..... 3
Education in Faith 4
Learning & Teaching 5
Child Safe Standards 9
Leadership & Management..... 10
School Community and Student Wellbeing 12
VRQA Compliance Data 14
Future Directions 15

Contact Details

ADDRESS	83 Minerva Road Manifold Heights Vic 3218
PRINCIPAL	Rachel Holdsworth
PARISH PRIEST	Fr Prakash Cutinha & Fr Minh Tran
TELEPHONE	(03) 5229 8298
EMAIL	principal@hsmanifoldheights.catholic.edu.au
WEBSITE	www.hsmanifoldheights.catholic.edu.au
ABN	62 101 045 605
E NUMBER	E1185
FEDERAL DET NO	18101

Minimum Standards Attestation

I, Rachel Holdsworth attest that Holy Spirit Catholic School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in school.

2020-06-05

Our School Vision



I am because we are...

Guided by the Holy Spirit,
we aspire to be a kind,
inclusive and respectful learning community
connecting with one another as we grow in God's love.

I am because we are...

School Overview

Holy Spirit Catholic Primary School was established in 2004 as a result of the amalgamation of two primary schools from within the Holy Spirit Parish – St. Anthony's in Hamlyn Heights and Our Lady's in Manifold Heights. The present site was formerly Our Lady's Primary School. Holy Spirit School is part of the newly formed Parish of St Michael's which also includes St. Patrick's Primary School, West Geelong and Holy Family Primary School, Bell Park.

Holy Spirit Primary School is located in the western area of the City of Greater Geelong, situated at 83 Minerva Road in Manifold Heights. In 2019 the school had a full capacity enrolment of 320 students. We cater for children's learning from the foundation level prep to Year 6. The school environment supports and encourages each individual child while providing challenges and opportunities for all within a framework of quality education.

Holy Spirit School invites our students to make sense of their world and their lives within our community that is faithful to the mission of Jesus. We believe in building a culture of learning together through collaboration, partnerships and deepening relationships, enabling students to engage with the deep questions of life. We strive for equitable access and opportunity for all, with a particular commitment to those most in need. We are committed to achieving the highest standards for progress and growth in learning, based on reflective practice and using data. We aim to instil a sense of unique purpose and encourage each individual to make a positive difference in the world, inspired by the Gospel and led by the Holy Spirit to grow in virtue and act for justice and the common good. (Derived from the HOH document)

Throughout 2019, the focus was on implementing the new 'Strategic School Plan'. An integrated approach to faith development and student wellbeing was further developed under the heading of 'Our Catholic Way of

Being'. Our Catholic Identity and the Wellbeing of the whole child grew and was strategically visible in the day to day life of the school. Through ongoing support our staff is continuing to grow in our understanding and evaluation of the personal impact we have on student growth. Of the importance influence teachers have on the learning environment and the opportunities that enable our students to flourish.

Principal's Report

It is with pleasure that I present the Principals Report for 2019. There have been many achievements this year at Holy Spirit and these accomplishments have only been made possible by having outstanding staff, assisted by a caring and supportive parent body and our wonderful students. Holy Spirit School has grown due to our strong, supportive and active relationship with St Michael's Parish. We were extremely blessed to have Fr Prakash Cutinha as our Parish Priest for most of 2019, we welcomed Fr Minh Tran in December of that year.

In 2019, we focused on improvement through the following area;

- Promoting a nurturing, supportive and inclusive learning community deeply embedded in our Catholic Culture and Way of being.
- To assist students to make sense of their world and their lives within our faith community.
- Living our Catholic school vision promoting the values daily and in all we do.
- Continued focus on growing an expert teaching team with a shared commitment and understanding of effective pedagogical practice
- To continue to develop a culture that promotes positive learning growth for every student
- To further engender a culture of ongoing school improvement

Religious education at Holy Spirit permeates our overall curriculum approach, through 'Our Catholic Way of Being' and an 'integrated' approach to teaching and learning. This is a way to ensure that Religious Education content is purposeful, engaging and supportive for our students and families. Each year, the Yr. 3 children are prepared for the Sacrament of Reconciliation and Yr. 4 Eucharist and the Sacrament of Confirmation is received every year, at Yr. 6 level. Through our contribution to our Philippines partnership – Kuya Centre, Caritas, St Vincent de Paul Society, fundraising for 'The Missions' and other fundraising efforts our school community has had a positive influence in the community promoting our Catholic Mission. The celebration of *Holy Spirit School Feast Day* (aligning with Pentecost) focuses on the presence of the Holy Spirit in our lives and striving to both live and promote the fruits (values) within us all, growing our realisation that God is with us and supporting us.

In 2019 the school leadership consisted of Rachel Holdsworth Principal, Pina Capra as Deputy Principal & Learning and Teaching Leader, Religious Education Leader Bernadette Boxer, Josie Woollard as Literacy & Learning Diversity Leader, Andrea Rae as Mathematics Leader, Technologies Leader Ashleigh Hunter, and Wellbeing Leaders Miriam Kleijn & Ashleigh Hunter.

I wish to thank the Board for their continued service to the school. The school has been blessed by the contributions and presence of the Parents and Friends (P&F) association throughout 2019. They generously gave of their time to not only raise valuable funds for the school, but to provide opportunities and events which promote a welcoming and caring school environment. With combined efforts from the Board and P&F the school was able to fund new playground projects and equipment.

In 2019, Holy Spirit School welcomed an enrolment of 49 new Prep students. The new Preps were supported by their Grade 6 Buddies and the Buddy Program throughout the year. Holy Spirit School strives to provide an environment, which is Kind, Inclusive and Respectful for students to learn in, which is underpinned by the values of our Catholic ethos, especially highlighted through our sacramental program. In 2019, Holy Spirit School facilitated a Wellbeing Team, which includes a school counsellor. Meditation continued with students as part of the Wellbeing and Faith formation program. We continued with a focus on the School-Wide Positive Behaviours approach to the management of student behaviour, with attention on behavioural expectations clarified for both inside and outside the classroom.

Finally, to all our families, thank you for your support and involvement in the school, for your dedicated and positive support. I would also like to especially thank your children, for the many unique and special gifts they bring and share in our school.

Rachel Holdsworth, Principal



Education in Faith

Goal

- To continue to provide faith development opportunities for our school community.

Intended Outcomes

- That staff confidence and capacity to assist students to integrate Gospel values in daily life will be developed
- That the RE curriculum is rigorously planned, taught, assessed and reported

Achievements

Holy Spirit staff have been exploring an approach we have called “Our Catholic Way of Being” that makes a connection between Religious Education, Well-Being and Inquiry Learning and is in line with our new vision as ‘I am because we are’. We are committed to creating quality learning opportunities for our students through this approach. This includes strengthening their cognitive, physical, social, emotional and spiritual development. The Catholic Way of Being approach has had a positive effect on building relationships, problem solving and effective learning.

The Student Wellbeing Leaders and the Religious Education leader work closely, to plan school learning experiences and events, which celebrate faith and call for genuine community involvement. The school has continued to provide opportunities for children to be involved in their faith and has worked hard to raise the awareness of faith in their lives. Some of the strategies used in 2019 were:

- Staff continued to engage RE Curriculum Framework Renewal to strengthen our pedagogical approach to teaching RE.
- Build student capacity to link their learning in Education in Faith with wellbeing and their everyday lives.
- Ensure students have a voice in their learning, enabling them to take responsibility for themselves as independent, resilient and confident learners.
- Staff engaged in the document Horizon of Hope framework and its connection to all aspects of learning across the school.
- Engaged CEM (Western Region) RE Learning Consultant to lead PD and PLCs with teaching staff at all levels guiding understanding of the new RE curriculum and planning of units.
- Staff professional development and level planning continues to allow staff to work collaboratively and encourages professional dialogue.
- Facilitated planning for staff meetings and PLC meetings.
- All classroom teachers have been involved in professional development e.g. designing Learning in Religious Education.
- Encourage students to make links between social justice actions and our Catholic and Gospel values.
- Planning and preparation of meaningful celebrations aim to involve all students and help connect our school community to the wider community and worship beyond the school e.g. classes attending Parish Masses. Feast days and school celebrations such as the Opening School Mass, Sacramental celebrations Masses and Graduation always aim to include staff, students, parents and parishioners.
- Participation in prayer and liturgy is an integral part of the life of the school. Dedicated prayer spaces are evident in all classrooms and both students and staff incorporate prayer into their day. Meditation is part and parcel of our daily prayer program in all classes.

Maintaining Family Faith Nights for the Prep classes, alongside continued sacramental programs, parents have welcomed the opportunity to be involved in a faith focused experience with their children.

VALUE ADDED

- Beginning of the Year Mass
- Way of Being in Action Family events
- New school vision statement developed by whole staff, students and families and lived out by

school community

- Vision statement used in classroom prayer, school masses, staff/leadership meetings
- Daily prayer in classrooms
- Daily Christian Meditation
- Whole school masses for significant events (Beginning of the Year Mass, Ash Wednesday)
- Family Faith Formation nights as a part of the Sacramental Program
- Year 3 students celebrated Reconciliation.
- Year 4 students celebrated First Eucharist
- Year 6 students celebrated Confirmation.
- Support Pastoral Cluster Partnership – Philippines.
- Visible Catholic identify displays throughout the school.
- Professional learning conducted in RE planning
- Preps in PJ's program

Holy Spirit continues to focus on staff's capacity to rigorously plan, implement, assess and report the Religious Education curriculum. Our data shows that students have a positive approach to Religious Education. Data indicates that 60.5% believes Religious Education helps them understand what the Catholic Church teaches and why. Our greatest drop in data is 31.5% disagreeing that Religious Education gives them the opportunity to explore their own questions and ideas. We will continue to provide opportunities for children to be involved in their faith and work hard to raise the awareness of faith in their lives.

Learning & Teaching

Goals

- To grow an expert teaching team with a shared commitment and understanding of effective pedagogical practice
- To continue to develop a culture that promotes positive learning growth for every student
- To further engender a culture of ongoing school improvement

Intended Outcomes

That the capacity of key leaders to drive ongoing improvement is developed

A focus on growing teacher capability and capacity to provide for differentiated, contemporary and successful approaches to learning and teaching

Achievements

In 2019, Holy Spirit leaders participated in professional development in GROWTH coaching to support growth in leadership capacity and capability. The leaders have led the school community towards continuous improvement, through structures and practices, such as staff meetings, timetabled facilitated professional learning communities, data collection and analysis, regular leadership meetings and family information sessions. They provide reports to the school advisory board and information to the school community and organise a variety of events and experiences within the school.

The school is continuing to review its assessment schedule and to improve teachers' ability to analyse data. The Learning Diversity and Learning and Teaching leaders have gained User B qualifications to further identify student needs. A *Student Learning Team* was established to support the ongoing development and review of student strategic learning plans.

Progressive reporting rubrics in English and Mathematics have continued to be refined, to support reporting processes. The introduction of learning intentions and success criteria have improved teachers' abilities to share the intended learning and achievement goals with their students more successfully.

PASA Percentage of students achieving the standard			
2019	Year Prep	Year 1	Year 2
Holy Spirit School	81%	73%	Data not available from CEM
In the nine months that PASA was implemented we have seen a mathematical growth of the equivalent of one and a half years in our Foundation students, one year in our Year One students and nine months in our Year Two students.			

Faith and Wellbeing learning has continued to be integrated into our Inquiry process. Our ***Holy Spirit Way of Being*** approach is working to build a cohesive, rigorous and engaging curriculum. This approach is also designed to grow our students' capabilities some of which are: relationships, self-awareness, resilience strategies, living our faith and vision values.

Our school is part of a collective strategy with three other schools in the region in the area of Mathematics. Prep, Year 1 and Year 2 teachers have been involved in a research project focused on developing Pattern and Awareness of Structure (PASA) in the early years. The research has shown that an understanding of pattern and structure in the formative years is critical to successful learning in later numeracy. Involvement in the collective has enabled improvement in capacity for leaders and teaching staff in regards to professional knowledge and pedagogy in this area of Mathematics. The results in our first year of the project were very pleasing. As teachers refine the PASA process and become even more proficient in the approach, we look forward to further achievements ahead at Holy Spirit School. In 2020 as a result of the success in 2019, this approach will also be implemented in our Year 3 area, supported by professional development for the teachers in these classes.

The Holy Spirit Learning and Teaching and Literacy leaders are involved in a literacy collective, including three schools in the region, focused on developing a culture of ongoing school improvement. Our goal was to build teacher understanding regarding the assessment of reading comprehension and assessment data analysis. This led to a review and update of our resources, intervention practices and strategies. So far, our successes have been in the collection and analysis of reading comprehension data, consistent guided reading practices and focus teaching groups.

Whilst the data reflects the ongoing improvement of all of our Prep to Year Two student's reading achievement we acknowledge the Year One results show a slightly lower level of improvement.

VALUE ADDED

- ACER PAT Assessments for Comprehension and Mathematics to inform Learning & Teaching to provide for a range of student abilities.
- Inquiry model using the content descriptions & Standards to address units of learning
- Pre & Post assessments are used to monitor and progress student learning.
- Specialist leader roles in the area of Literacy, Numeracy and Languages
- Weekly professional learning and planning for Professional Learning Communities (PLC)
- New assessment schedules were drafted outlining requirements across all areas of the curriculum
- Reviewed Literacy resources
- Purchased Literacy & Intervention resources
- Learning Teaching Professional Development Days for all teachers analysing current practices and areas of growth in line with current research
- Review and develop a new Learning & Teaching Policy
- Review and develop the staff Induction Booklet
- Personalised Learning Intentions within a developmental rubric
- Regular Learning Conversations with Families
- Maintaining Parent Helper Program for encouraging assistance in the classroom
- Implemented a new reporting system SIMON.

In 2019 Holy Spirit leaders participated in professional development in GROWTH coaching to support growth in leadership capacity and capability. The leaders have led the school community towards continuous improvement, through structures and practices, such as staff meetings, timetabled facilitated professional learning communities, data collection and analysis, regular leadership meetings and family information sessions. They provide reports to the school advisory board and information to the school community and organise a variety of events and experiences within the school.

The school is continuing to review its assessment schedule and to improve teachers' ability to analyse data. The Learning Diversity and Learning and Teaching leaders have gained User B qualifications to further identify student needs. A *Student Learning Team* was established to support the ongoing development and review of student strategic learning plans.

Progressive reporting rubrics in English and Mathematics have continued to be refined, to support reporting

processes. The introduction of learning intentions and success criteria have improved teachers' abilities to share the intended learning and achievement goals with their students more successfully.

Faith and Wellbeing learning has continued to be integrated into our Inquiry process. Our **Holy Spirit Way of Being** approach is working to build a cohesive, rigorous and engaging curriculum. This approach is also designed to grow our students' capabilities some of which are: relationships, self-awareness, resilience strategies, living our faith and vision values.

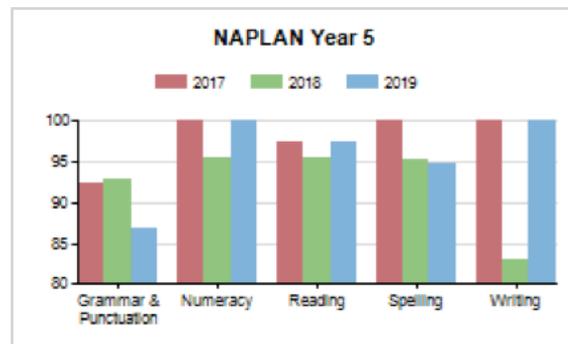
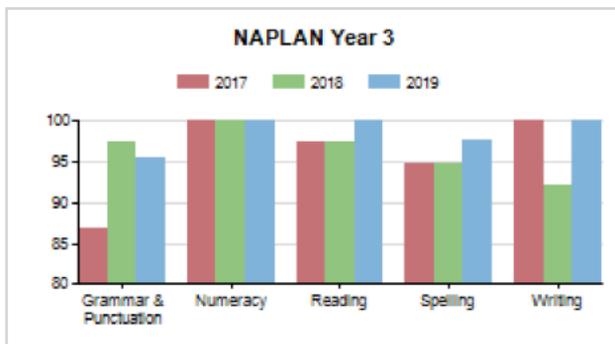
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS							Data Analysis
	2018			2019			
Year Level	Prep	Year One	Year Two	Prep	Year One	Year Two	
Reading	94%	92%	86%	98%	88%	95%	Whilst the data reflects the ongoing improvement of all of our Prep to Year Two student's reading achievement we acknowledge the 2019 Year One results show a slightly lower level of improvement.



E1185
Holy Spirit Parish School, Manifold Heights

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	86.8	97.4	10.6	95.5	-1.9
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	97.3	97.4	0.1	100.0	2.6
YR 03 Spelling	94.7	94.7	0.0	97.7	3.0
YR 03 Writing	100.0	92.1	-7.9	100.0	7.9
YR 05 Grammar & Punctuation	92.3	92.9	0.6	86.8	-6.1
YR 05 Numeracy	100.0	95.4	-4.7	100.0	4.7
YR 05 Reading	97.4	95.4	-2.1	97.4	2.1
YR 05 Spelling	100.0	95.2	-4.8	94.7	-0.5
YR 05 Writing	100.0	82.9	-17.1	100.0	17.1



Data Analysis

Whilst our Year 3 data shows improvement in 3 of the 5 areas assessed, we note a drop-in data related to Grammar and Punctuation. Our Year 5 data showed improvement in 3 of the 5 areas and a small drop in Grammar and Punctuation. Our greatest drop was in Year 5 Spelling with only 86.8% of students achieving the minimum standards. The greatest gains were made in Writing with 100% of Year 3s achieving the minimum standard, an increase of 7.9 % and 100% of Year 5's achieving the minimum standard, an increase of 17.1%.

Student Experience Indicator Title	2019 Percent Favorable	Student Experience Indicator Title	2019 Percent Favorable
Rigorous Expectations	89.00	Teacher-Student Relationships	76.00
School Engagement	72.00	Learning Disposition	88.00

This data is derived from the most recent 2019 Catholic Education Melbourne, **School Improvement Surveys (CEMSIS)**. This was a new survey introduced in 2019 and cannot be compared equivalently to the previous year's **SIS** data. The only relevant learning and teaching data comes from the student surveys as shown

above. This data indicates a high percentage favorable for our students and parents as shown in the table above. Whilst student perceptions to Rigorous Expectations and Learning Dispositions are more favourable, we note School Engagement and Teacher-Student Relationships require attention.

Child Safe Standards

Goals

To maintain a child-safe school environment ensuring that the wellbeing and safety of all children is at the forefront of all that we do and in every decision that we make.

Intended Outcomes

- That the requirements of the Victorian Government's Ministerial Order No 870 are adhered to, and actively implemented.
- That the Child Safety Strategies developed are actively enforced to ensure that any person involved in 'child connected work' at Holy Spirit School is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

Achievements

In line with the requirements of the Victorian Government's Ministerial Order No 870, Holy Spirit School has implemented the following child safety standards:

- Standard One -Strategies to embed an organisational culture of child safety
- Standard Two - A child safety policy
- Standard Three – A child safety code of conduct that establishes clear expectations for appropriate behaviour with children
- Standard 4 - Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Standard 5 - Processes for responding to and reporting suspected child abuse-
- Standard 6 -Strategies to identify and reduce or remove risks of child abuse
- Standard 7 –Strategies to promote child participation and empowerment

Continued emphasis will be placed on informing the school community including staff, parents, families, contractors, visiting therapists/teachers and volunteers about the responsibilities and practices of child safety that we must all abide to at Holy Spirit School.

Our School's Commitment to Ensuring Child Safety

At Holy Spirit Primary School, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel (CECV Commitment Statement to Child Safety).

All students enrolled at Holy Spirit Primary School have the right to feel safe and be safe. The wellbeing of children in our care will always be our school's first priority and we do not and will not tolerate child abuse. The school aims to create a child safe and child friendly environment where children feel valued & respected and are free to enjoy life. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

Our Commitment to our Students

We commit to;

- The safety and wellbeing of all students & young people enrolled in our school.
- Providing students & young people with positive and nurturing experiences.
- Listening to students & young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
- Taking action to ensure that students & young people are protected from abuse or harm.
- Teaching students & young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.

- Seeking input and feedback from students & young people regarding the creation of a safe school environment.

Our Commitment to Parents and Carers

We commit to;

- Communicating honestly and openly with parents and carers about the wellbeing and safety of their children.
- Engaging with, and listening to, the views of parents and carers about our child-safety practice, policies and procedures.
- Transparency in our decision-making with parents and carers where it will not compromise the safety of children or young people.
- Acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues.
- Continuously reviewing and improving our systems to protect children from abuse.

Our Commitment to our School Employees, Clergy, CRTs, Volunteers & Contractors

We commit to;

- Providing all staff members, clergy, casual relief teachers (CRTs), volunteers & contractors with the necessary support to enable them to fulfil their roles. This will include regular and appropriate learning opportunities.
- Providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and the protection of students and young people. This will include annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.
- Listening to all concerns voiced by staff members, students, caregiver's clergy, volunteers, and contractors about keeping children and young people safe from harm.
- Providing support to any member of the school community who reports a child safety complaint, suspected abuse, disclosure or breaches of the Child Safety Code of Conduct.
- Providing opportunities for staff members, clergy, CRTs, volunteers & contractors to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

Leadership & Management

Goals

- To further engender a culture of ongoing school improvement

Intended Outcomes

- That the capacity of key leaders to drive ongoing improvement is developed
- That teacher capacity to provide differentiated contemporary and successful approaches to learning and teaching improves.

Achievements

During 2019 Holy Spirit implemented the Strategic School Improvement Plan (Referenced in future directions) focussed on growing the capacity of the school leaders to support the capacity of teachers and to improve student growth.

The following initiatives were employed:

- Weekly leadership team meetings centred around the Strategic School Improvement Plan
- Embedding the school vision in all aspects of school life
- Continue to develop staff understanding of Social and Emotional learning to grow our environment and culture to nurture, collaborate and build authentic relationships
- Supporting staff with professional development and support around the systematic collection, analysis and use of a range of student achievement and wellbeing data
- Pedagogical development around tracking, monitoring & inform learning and student growth
- Through professional learning team meetings utilise the evidence-based high impact teaching strategies and practices to inform learning and teaching

- Develop greater alignment between supporting planning documents (Overviews, term & weekly planners, and data trends) Group Learning Plans (GLPs), Personal Learning Plans (PLPs), Behaviour Support/Safety Plans (BLPs)
- Continuous refinement of progressive reporting rubrics, which represent the range of achievement levels and enhance consistency of judgement regarding student progress and look to an online platform to provide families with real time reporting.
- Facilitate greater collaboration in planning differentiated learning intentions and success criteria that target the learning needs of all students and enable explicit feedback and self-monitoring.

CEMSIS Survey Data	Domain Definition	School % Positive endorsement (n=33)	CEM Average school comparison %positive (n=13,985)
Staff-leadership Relationship	Perception of the overall social and learning climate of the school.	91%	76%
School Climate	Perceptions of the overall social and learning climate of the school.	75%	76%
School Leadership	Perceptions of the school leadership's effectiveness	76%	57%
Feedback	Perceptions of the amount and quality of feedback staff receive.	59%	40%

The staff data indicated responses that were above the CEM average in 13 out of the 14 areas surveyed. The leadership team see the need to focus further on the school Climate as well as staff voice/feedback within the 2020 school improvement initiatives as indicated by the Feedback data.

Staff Professional Development 2019

- School Vision whole school 4 days
- Administrative Officers Forum/Workshops
- Learning & Teaching Network 4 days
- Mathematics Leaders Network 4 Days
- PASA Mathematics Leaders 4 Days
- PASA Mathematics Junior teachers 6 Days
- Reading Recovery PD
- Literacy Collective 6 Days
- Leading Languages Professional Learning LEAC
- Religious Education Leadership Network 4 Days
- Student Wellbeing CEM Leadership 4 Days
- Learning Diversity Leader Network 4 Days
- Parish Priest & Principal Briefings
- Growth Coaching Leadership 2 Days
- Functional Behaviour PD
- First Aid Level 2 Whole Staff 1 Day
- Digital Design & Technology 1 Day
- COMPASS Professional Development for leaders 2 Days
- Reportable Conduct PD 2 Days
- Graduate & Beginning Teacher PD
- Principal and Deputy Principal Professional Development Networks

Number of teachers who participated in Professional Learning - PL	31
Average expenditure per teacher for Professional Learning - PL	\$3,031.00

School Community and Student Wellbeing

Goals:

- Grow positive and collaborative school culture
- Grow approach to supporting and managing behaviour

Intended Outcomes:

- An Increased portion of students reporting a sense of belonging
- That parent perception of Student Safety Improves.
- That there is a shared understanding between staff, students and parents about Behaviour Management strategies, processes and policies.
- SIP Data to be benchmarked in 2019 and upward trend achieved throughout the review period.

Achievements

The Student Wellbeing Leaders meet with the whole school leadership team weekly and discuss both individual student wellbeing needs and/or aspects of the school wellbeing programs and initiatives. The Student Wellbeing Leaders work closely with the Religious Education leader to plan school events that celebrate faith and call for genuine community involvement. In addition, Student Wellbeing is a focus at whole staff meetings and at Year Level team planning. Student Wellbeing is embedded into classroom lessons daily through whole class Morning Meetings and through weekly lessons developed in line with the Wellbeing Scope and Sequence.

Many of our achievements have been centred around growing a positive, collaborative school culture and developing a whole school approach to supporting and managing behaviour.

- Wellbeing team with staff representatives from each Year level
- A School Counsellor one day a week
- Authentic opportunities for families to celebrate their child/s learning and faith development
- Staff, student and parent contributions to the development of the new school vision statement
- Senior leadership – captains, house captains Student leadership opportunities e.g. iSea iCare
- Holy Spirit's Got Talent/Feast Day
- Development of new School Wide Positive Behaviour Matrix, underpinned by school-wide expectations in line with the new school vision statement
- Behaviour Flow charts and 'Reflection on Choices' sheets developed to create clear behaviour management actions for teachers and students
- A whole staff approach to Restorative Practice Professional Development
- Positive parent feedback from Parenting in the 21st-century session offered
- Playground awards in line with school vision statement pillars- kind, inclusive, respectful
- Child Safe compliance

VALUE ADDED

- Welcome Picnic
- Beginning of the Year Mass
- Way of Being in Action Family events
- Termly Learning Celebrations
- Social media platforms launched to celebrate achievements
- New school vision statement developed by the whole staff and lived out by the school community
- Revised School-wide Positive Behaviour Matrix and Behaviour Flowcharts
- Parent Resource borrowing library established
- Wellbeing Scope and Sequence developed and aligned with other areas of the curriculum

- Walk and Talk morning's once a week in Terms 1 and 4
- Staff buddy program
- Prep and Year 6 buddies
- STOMP Dance program
- Online Incident reporting and behaviour tracking
- Parent coffee and chat morning
- Partnerships with Clonard and St Joseph's to create new outdoor play spaces
- Book swap
- Playground awards from both staff and student leaders
- Student leaders on the playground for social monitoring/peer support
- Parenting in the 21st Century Parent Night
- PERMAH survey for staff
- Two-day staff conference
- Staff Wellbeing Representatives on each Year Level team

PARENT & STUDENT SATISFACTION

Holy Spirit School continues to focus on our whole school approach to student behavior and safety, to further grow our consistent and shared approach across the school. We also continue to focus on unpacking behaviours that constitute bullying, ensuring children understand what bullying is and making explicit the processes and procedures in place at our school to support them. Behaviour, expectations and wellbeing processes will continue to be a focus to enhance student's safety and their emotional literacy in the school learning environment.

Student Data is based on our **AWESome Schools'** survey results:

Student Experience Indicator Title	Feb 2019	August 2019	Improvement from the previous result
Peer Relationships My relationships at school are fantastic.	7.3	7.5	Increased by 6%
Belonging I feel like I fit in at my school.	7.2	7.4	Increased by 1%
Competence I am able to deal with my problems at school.	7.1	7.3	Increased by 1%
Belonging Which face best describes how you feel about your school.	6.5	6.8	Increased by 4%
Anxiety I worry a lot.	3.6	3.7	Increased by 1%

The data below was collected through the 2019 Catholic Education Melbourne School Improvement Surveys (CEMSIS) 19% (19 out of 100) of our families out of 100 completed the survey.

CEMSIS Family Survey Domain	Domain Definition	School % of positive endorsement (n=19)	CEM average comparison % positive
Family engagement	The degree to which families are partners with their child's school	56%	57%
School Climate	Families perceptions of the social and	82%	86%

	learning climate of the school		
Communication	The timeliness, frequency and quality of communication between the school and families	63%	72%

Holy Spirit School continues to focus on communication with our parent community. We aim to create stronger family-school partnerships which are strengthened through quality, timely communication, supporting the growth of the social and learning climate of the school.

STUDENT ATTENDANCE

Rolls are stored electronically on the SIMON platform and teachers mark student attendances twice a day, in the morning and afternoon. Non-attendance is managed by the requirement of a parental notification through the Parent Portal (PAM) in Simon or by email, phone or verbally, stating the reason for student absence. Unexplained absences are followed up through the admin staff by attempting to contact parents via SMS, email or phone. Any pre-planned extended absence requires parental email prior to the student’s absence.

VRQA Compliance Data

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.9
Y02	92.6
Y03	92.2
Y04	90.6
Y05	91.3
Y06	91.0
Overall average attendance	91.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	81.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.2%

Graduate	16.7%
Graduate Certificate	0.0%
Bachelor Degree	72.2%
Advanced Diploma	38.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	20.4
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	12.8
Indigenous Teaching Staff (Headcount)	0

Future Directions

To further engender a culture of ongoing school improvement

Goals:

1. To provide a nurturing, supportive and inclusive learning community deeply embedded in our Catholic Culture and Way of being
2. To assist students to make sense of their world and their lives within our faith community
3. Live our Catholic school vision to ensure that it reflects the shared aspirations of the school community
4. To grow an expert teaching team with a shared commitment and understanding of effective pedagogical practice
5. To continue to develop a culture that promotes positive learning growth for every student

NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au