



# Holy Spirit Parish School

## Manifold Heights

2020

Annual Report to the School Community



Registered School Number: 1538

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## Contact Details

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## Minimum Standards Attestation

I, Rachel Holdsworth, attest that Holy Spirit Parish 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 2020 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.

17/03/2021

**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](http://www.acnc.gov.au)



# Our School Vision

**Our Vision:** 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...



## School Overview

Holy Spirit Catholic Primary School was established in 2004 as a result of the amalgamation of two primary schools from within the St Michael's 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 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 2020 the school had a full capacity enrolment of 320 students. Children's learning is catered for from the foundation level year 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 instill 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.

## Principal's Report

Wow-what a year 2020 turned out to be! Our families, students and staff continued to achieve amidst very different and challenging circumstances of the Coronavirus Pandemic and were models of resilience.

We thank everyone for the care they have demonstrated throughout 2020, the compassion shared was moving and above all our community displayed a strong commitment to the education of our students in what proved to be unprecedented times both professionally and personally for everyone.

There were many achievements and these accomplishments made possible by our outstanding staff, assisted by a caring and supportive parent body and our wonderful students. Holy Spirit School has continued to grow due to our strong, supportive and active relationship with St Michael's Parish. We were extremely blessed to have Fr Minh Tran as our Parish Priest for 2020.

In 2020, we focused on wellbeing, Health, Safety and Support for our community & improvement through the following areas;

- Responding to the COVID pandemic in the best health interest of our Community and the wider community by moving from face-to-face teaching to remote learning as required.
- Focusing on the wellbeing of our families and staff meant changes to nearly everything we do, including the need to develop new policies, adapt new methods and training, adjust reporting content and approaches.
- There was great importance placed on nurturing a supportive and inclusive learning community living our vision and Catholic Culture and Way of being.
- To assist students to make sense of their world and their lives within our faith community.

Religious education at Holy Spirit permeates our overall curriculum approach, through 'Our Catholic Way of Being' and is 'integrated' into our approach to teaching and learning. We were lucky that the Yr. 3 children were prepared for and celebrated their Sacrament of Reconciliation the week prior to the first shutdown. The Yr. 4 students will celebrate the sacrament of Eucharist in 2021. The second shut down finished in time for the Sacrament of Confirmation to be received by our year Yr. 6 levels, albeit in a COVID friendly manner. We continued to support and make contributions to our Philippines partnership - Kuya Centre, Caritas, St Vincent de Paul Society and 'The Missions' which we believe had a positive influence in the community promoting our Catholic Mission.

In 2020 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.

In 2020, Holy Spirit School welcomed an enrolment of 48 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 and school vision. In 2020, Holy Spirit School facilitated a Wellbeing Team, which included a school Psychologist. Daily prayer and 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 to behavioural expectations which clarified both inside and outside the classroom.

I would like to congratulate our staff for overcoming hurdles and finding new solutions throughout 2020 to teach their classes full of remote students, manage their own families, as well as support the supervision of the essential care students.

We witnessed courageous efforts from our staff, families and the education systems to suddenly pivot from everything we trained for and know as teachers to online education. Our staff were busy learning about and;

- Developing a slow-release framework and policies for rapidly moving from face-to-face to online teaching that has a strong child safety focus
- Identifying and using a range of safe, appropriate content creation technologies that support presenting curriculum online
- Fostering online interaction and looking to promoting deeper engagement between students
- Implementing mindsets of success, supporting students to create and share artifacts of their learning, develop their ideas collaboratively with others, and practice self-regulatory skills through goal setting and success monitoring
- Planning the return to classroom teaching by adopting the best of the online environment to support in-class learning
- Discovering and using tools and technologies that enable us to perform common classroom actions online, such as assessment, demonstrations, and learning analytics
- Identifying the essential capabilities that online education requires, as they are completely different capabilities - for students, teachers, and families.

Finally, to all our families, thank you very much for your support and involvement in the school, especially adjusting to all the COVID guidelines applied to school life. As always the health and wellbeing of our students, staff and families is our priority. We look forward to 2021 and being able to celebrate all the events and learning as planned.

Rachel Holdsworth, Principal

## School Education Board Report

Advisory Board meetings did not take place as scheduled at the beginning of 2020, due to the unprecedented changes Holy Spirit and the world faced. The School Improvement Plan and agendas were hijacked by the need for many new COVID policies, more than anybody could have predicted.

Whilst COVID 19 meant much change, we also moved through changes to the Governance Structure for Catholic Schools. School Boards have worked in an advisory capacity to support school Governance, with Parish Priests as the head of this entity until 2020.

As a result of the Royal Commission and the Ministerial Order 870 the Parish Priest will no longer be the employer, but his pastoral leadership role will still be a focus, which we will work towards both preserving and safeguarding.

Throughout 2019 and 2020 Parish Priests, Principals, the Catholic Education Office and government agencies worked on what the new model of governance will look like. Particularly addressing the main threshold issues of;

- 1: Catholicity
- 2: Governance, Management and Leadership
- 3: Incorporation
- 4: Transfer of Assets and Liability

We wish to thank all parents for volunteering their time to support the school advisory board. We look forward to learning more about the Melbourne Archdiocese of Catholic Schools MACS model for governance in 2021.



# Education in Faith

## Goals & Intended Outcomes

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

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VALUE ADDED
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## Learning & Teaching

### Goals & Intended Outcomes

#### 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

To develop teacher ability to analyse and use data

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

### Achievements

#### Achievements

##### Unprecedented Circumstances

In 2020, Holy Spirit school moved to remote learning intermittently throughout the academic year, as a result of the government-mandated school lockdowns, caused by the COVID-19 global pandemic. During Terms 1, 2 & 3, learning took place offsite for a significant portion of each term. During Term 4 learning took place mainly onsite, with a focus on student wellbeing and transitioning students happily back to school.

Learning experiences during COVID 19 were in line with the Victorian Curriculum, however the school's normal teaching, learning and assessment programs were modified and responsive to the needs of students and families. Our teachers, students and families all had to adapt and respond to the changing landscape, sometimes on a daily basis. There were countless positive opportunities and new learning, but there were also challenges to which we responded in the best way possible, given the uncertain circumstances.

Our school's approach to the remote learning experience was reflective of the Catholic Education Melbourne's Horizons of Hope vision for Learning and Teaching in a Catholic school :

School provides a very useful lens to empower teachers delivering online and offsite learning in uncertain times with empathy and compassion for the human experience, where the full

flourishing of students is and remains core to the belief of our vision that 'learning brings hope' (CEM 2016, p. 5).

Our parent community and staff all contributed positively through these challenging times and provided encouragement, feedback, patience and a willingness to engage in order to support each child's ongoing wellbeing and learning. Relationships between the school, students, and families were vital in maintaining the students' motivation and engagement. Students, together with their families were invited to complete feedback surveys during the home learning experiences that were used to improve our practices.

Handbooks for Staff, Parents and Students were created, outlining, processes, procedures and expectations in order to provide clear information and communication. These were updated as new directions or information came to hand, as we continued to navigate uncharted waters during this time. Regular family communications were sent out via email, Facebook and SMS and through our LMS - Parent Access Module.

It was essential for leaders to continue providing support and planning opportunities for teachers and support staff. This was achieved online and where possible, face-to-face, through regular individual check-ins, staff briefings (teachers, admin & LSOs, leadership) and facilitated professional learning community planning sessions.

During the period of online learning, school leaders were cautious and consultative about the platforms and resources to be used and consciously supportive of teachers regarding the time required to develop online learning programs and maintain realistic expectations, as well as positive relationships with their students and families.

Some key considerations for offsite Learning and Teaching during this time are listed below:

Selection of the platforms and school-managed applications for online, offsite and onsite student learning

Resources required by teachers to effectively teach online from home, e.g. Technology and Home office set-ups

Planning for learning that required offsite access to network connectivity

Consistency across the school, year levels or learning areas

Expectations for teachers regarding learning programs, feedback to students and assessment for/of learning

Realistic expectations for students/families working at home

Synchronous (online in real-time) and asynchronous (respond at own pace) learning

Expectations for offsite student participation and processes for online misbehaviour/non-attendance

Assessment and reporting of achievement

Ongoing impact and further support for teachers planning for online and offsite learning.

In supporting the continuity of learning during COVID-19 school leaders and teachers needed to consider, communicate and support the following with families:

When students needed to be online

How students would log in to access the learning management platform/applications

Access and equality requirements for all students for the intended online and offsite learning, e.g.internet connectivity, provision of devices & study materials

Learning behaviours expected from students when online and offsite

Timetabled classes virtually or a blend of online interaction

Paper-based activities and self-paced/integrated tasks

What students should do if they could not connect - Access to technical support for offsite devices

Access to additional learning support for some learners

Agreed practices across the whole school/year level/learning areas

Seeking feedback from students & families about working remotely

Clear and consistent school-to-home communication explaining how families could support students to continue their learning

Onsite provision for children of essential workers

A transition plan for returning to school and subsequent remote learning periods

Class and specialist teachers continued to provide learning programs and monitor student engagement and progress, through the Seesaw platform, providing feedback to students and families in a timely and ongoing manner. Class teachers also provided opportunities for synchronous explicit instruction through the Google Meet platform, where to the best of their abilities they provided for whole class interactions and differentiated small group instruction.

The Student Learning Team continued to monitor and support the ongoing development and review of student strategic learning plans. Intervention programs were able to continue online during the remote learning period. In addition, Learning Support Officers engaged with students who required additional support for various reasons.

Onsite access and provision was provided for children of essential services workers, on average about 30 students daily, during the remote learning periods. These students were supported by supervision staff, including leaders, teachers and learning support officers, to engage in the online learning platforms and programs provided by their classroom teachers and specialists, equal to those provided for students working from home.

**STUDENT LEARNING OUTCOMES**

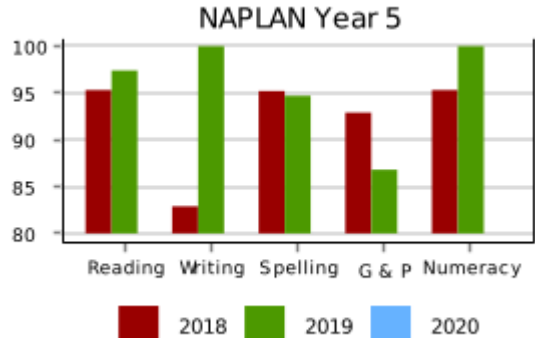
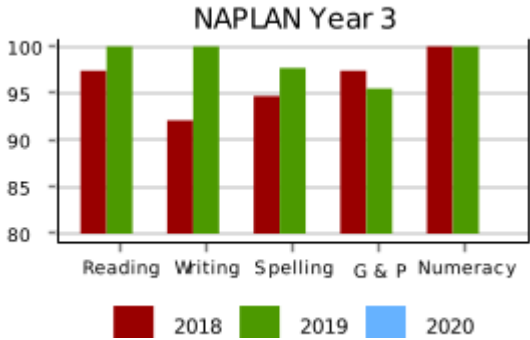
[StudentLearningOutcomes]

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.4	95.5	-1.9		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	97.4	100.0	2.6		
YR 03 Spelling	94.7	97.7	3.0		
YR 03 Writing	92.1	100.0	7.9		
YR 05 Grammar & Punctuation	92.9	86.8	-6.1		
YR 05 Numeracy	95.3	100.0	4.7		
YR 05 Reading	95.3	97.4	2.1		
YR 05 Spelling	95.2	94.7	-0.5		
YR 05 Writing	82.9	100.0	17.1		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.





# Student Wellbeing

## Goals & Intended Outcomes

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

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VALUE ADDED
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STUDENT SATISFACTION
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STUDENT ATTENDANCE
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.4%
Y02	95.7%
Y03	96.9%
Y04	95.8%
Y05	95.5%
Y06	95.5%
Overall average attendance	95.7%

## Child Safe Standards

### Goals & Intended Outcomes

- 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

#### 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 & Intended Outcomes

[LMGoalsAndIntendedOutcomes]

## Achievements

Achievements

During 2020, Holy Spirit continued implementation of the School Improvement Plan, with a focus on continuing to grow the capacity of leaders to support teachers in improving student learning outcomes.

Our work in this area was adjusted to meet the needs of our community, as we dealt with the unprecedented demands of the Covid-19 pandemic and included the following key focus areas:

- Weekly to daily communication with staff and families regarding COVID operations and how we would meet the expectations in all areas of school life
- Frequent leadership meetings to make decisions regarding updates received via the CECV operations guides
- Continuing to embed the school vision in all aspects of school life, to support the wellbeing of all in the school community
- Rethinking and developing staff understanding of Social and Emotional learning to maintain relationships with students and families during the remote learning periods
- Supporting staff to navigate through the constantly changing demands to teaching and learning
- Supporting pedagogical approaches to working remotely
- Decision-making regarding digital platforms and resources to support the continuity of learning
- Embedding Seesaw, an online platform to provide families with real-time reporting
- Continued alignment between supporting planning documents (Overviews, term & weekly planners, and data trends), Personal Learning Plans (PLPs), Behaviour Support/Safety Plans (BLPs)
- Continuous refinement of progressive planning and assessment rubrics, to promote differentiation and enhance consistency of judgement regarding student progress
- Differentiated learning intentions and success criteria that target the learning needs of all students and enable explicit feedback and self-monitoring.
- Continuation of tracking and monitoring student learning

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

- Religious Education Curriculum Framework, Whole School PD

- Leadership Day-Vision for Leadership at HSS
- Michael Fullan Leadership, "Why do some leaders succeed and others fail?"
- LSO Phonics PD
- Administrative Officers ICON training 35 days
- Wellbeing Whole staff PD, Circle Time SWPB
- Leading for Improvement, Simon Breakspear 4 days
- Mathematics Leaders Network 4 Days
- PASA Mathematics Leaders 4 Days
- PASA Mathematics New teachers 2 days
- Reading Recovery PD
- Literacy Collective 6 Days
- Leading Languages Professional Learning LEAC
- Leaders Language Immersion PD
- GALS in STEM PD
- Religious Education Leadership Network 4 Days
- SeeSaw tutorials
- Literacy Pro PD
- Bug Club PD
- Google Meets PD
- Jam Board PD
- Online Teaching Approach PD
- Online Therapy PD
- MACS Governance Model
- MACS employer contracts PD
- Dyslexia PD
- First Aid Training
- Multiplicative Thinking Years 3 - 4 PD
- REL Network PD
- Literacy Network PD Days 4 Days
- Professional Practice Report Writing 2 days
- Victorian Curriculum Capabilities PD whole school 2 days
- SIMON Reporting PD
- Wellbeing Leadership Days 8 days
- Principal Network 8 Days
- Deputy Principal Network days 8 days

Number of teachers who participated in PL in 2020	41
Average expenditure per teacher for PL	\$3210

**TEACHER SATISFACTION**

The normal CEMISIS surveys implemented by the Catholic Education office were not conducted due to the 2020 pandemic.

Staff offered feedback through the COVID period through specifically designed surveys to reflect on the unique experience of transition between face-to-face learning and remote learning. This data indicated that there were high levels of flexibility and the adaptability to transition between the face-to-face and remote learning experiences. Staff felt a steep learning curve in the way they needed to support students and families with the learning and teaching, wellbeing and juggle their own work-life balance. Staff members felt a strong need to implement strategies around community and school safety, remote relationships with peers, students, and families. Staff responses indicated the importance of child safety and that they felt the school and community climate was generally positive. Those surveyed indicated that they saw opportunities for growth in the areas of Professional Development aimed at online learning.

Undeniably our teachers and staff are to be commended for the successful way they went above and beyond the normal expectations of their roles to not just survive but thrive in 2020.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	90.7%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	84.6%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	25.0%
Graduate	18.8%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	37.5%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	24.2
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	15.2
Indigenous Teaching Staff (Headcount)	0.0

# School Community

## Goals & Intended Outcomes

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

[SCAchievements]

### PARENT 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 and identifying positive actions in line with our school vision. 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.

The Cemsis surveys were not collected in 2020 due to the Covid-19 situation. Our own parent surveys however indicated a high level of satisfaction with the learning & teaching program offered during the 2020 year, especially during the remote learning period. Parents were surveyed during the first and second lockdown period. Adjustments were made in reflection of the feedback given during the first lockdown, to which parents responded favourably. In the "Home Learning Feedback Survey" during the second lockdown parents were asked the following questions:

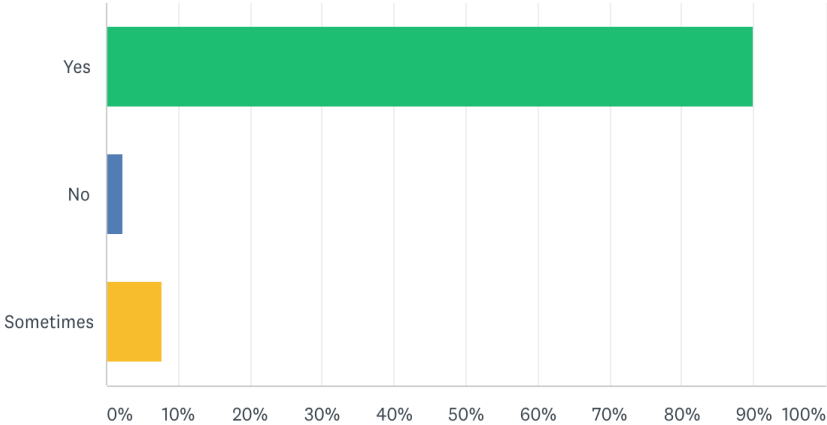
#### Family Survey: Responses

Families provided real and honest responses regarding the juggle and pressures they are experiencing on the home front. An example of the data has been included.



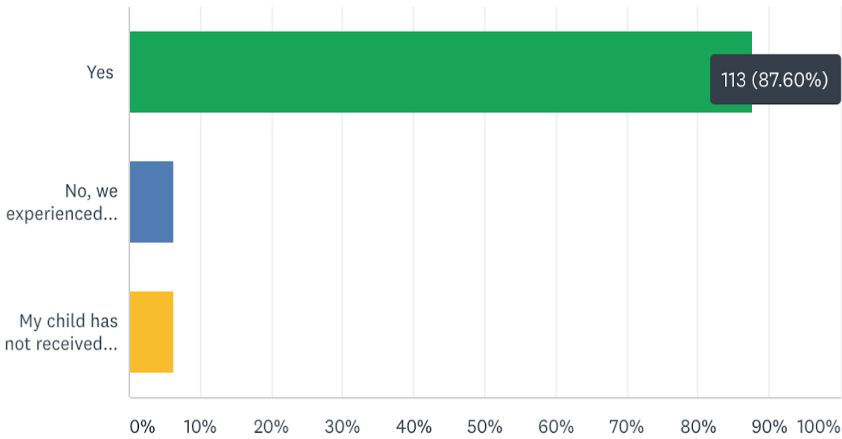
I have been supported to problem solve through questions via email to the teacher or through information available on PAM

Answered: 129 Skipped: 0



My child has successfully participated in at least one video conference with a teacher

Answered: 129 Skipped: 0



## Future Directions

### **Our Catholic Way of Being**

Holy Spirit seeks to develop deep learning and to create engaged, successful learners, inspired by the Gospel and led by the Holy Spirit for the common good.

#### **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
6. To further engender a culture of ongoing school improvement

#### **Specific Intentions:**

1. That an explicit and agreed approach to the management of student behaviour is developed in line with our Student Wellbeing Strategic Plan
2. That staff confidence and capacity to assist students to integrate Gospel values in daily life will be developed
3. That the capacity of key leaders to drive ongoing improvement is developed
4. That teacher capacity to provide differentiated contemporary and successful approaches to learning and teaching improves
5. That students Reading comprehension improves
6. That students Mathematics skills and understandings improves