



# Holy Spirit Parish School

## Manifold Heights

### 2021

### Annual Report to the School Community

I am because we are ...



Registered School Number: 1538

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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 2021 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 Schools.

11/04/2022

**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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

### Holy Spirit School Vision:

Guided by the Holy Spirit we aspire to be a kind, inclusive, 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 2021 the school had a full capacity enrolment of 324.4 students. We cater to 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.

- In 2021, Holy Spirit School had an enrolment of 324.4 students.
- The students were organised into 14 class groupings: 2 x prep; 2 x Yr 1, 2 x Yr 2; 2 x Yr 3: 2 x Yr 4; 2 x Yr 5; 2 x Yr 6.
- The school had 43 staff made up of 18 full-time teaching staff (including the Principal and other leaders), 12 part-time teaching staff, 2 full-time Administration officers and 11 other part-time learning support staff.
- Our staff Leadership roles included 1 Deputy principal; Learning & Teaching Leader; Learning Diversity Leader; Literacy Leader; Mathematics Leader; Our Catholic Way of Being Leader/Student Wellbeing Leader; ICT Leader.
- Weekly specialist lessons were offered in Performing Arts, Physical Education/Sport, Italian and Performing Arts/Visual Arts.
- In 2021, we experienced a combination of home learning and face-to-face learning
- A significant focus has been to develop ourselves as an 'Evidence Based Learning School'. We plan for learning based on the evidence of what children have demonstrated they already know and can do. Learning is student centred. Children are supported to learn at their point of need.
- We work closely with our Parish of St Michael's to promote Faith and to build links with our broader Parish Community.
- ICT is used across the school to enhance learning and engage learners. Children have the opportunity to develop their ICT skills appropriate to their age and ability. • Before & After School Care is provided on-site by Kelly Club.
- Holy Spirit is a kind, respectful and inclusive learning community. Together we are a warmly welcoming community ready to embrace all and work towards meeting the needs of our students as a team with families, staff, students, outside agencies, and partnerships.



## Principal's Report

Again 2021 was a year like no other as the global pandemic continued to keep us on our toes, especially in term 3 as we moved to remote learning multiple times. This all impacted how we viewed and implemented learning and teaching, and importantly how we supported everyone's well-being, drawing on the value and strength of the partnerships held between the families, students and the school staff. The importance of these partnerships was paramount, as we worked together to meet the varying challenges presented to our school and families. Whilst we faced continued uncertainty and adversity, we were also able to celebrate different ways of learning and living and see the value of many aspects of life that we took for granted.

We give thanks for the growth made in all its varying forms and for all those in our wonderful community.

Our Catholic Way of Being, our sense of belonging and connectedness was something we craved and missed, which also held us in good stead throughout 2021. The dedication of all staff and families, to each child's development, was evident through our values of:-

- Being kind, respectful and inclusive to ourselves and others
- Celebrating and be grateful for all that is good within our community
- Growing as a learning community
- Connecting with one another as we grew in God's love.

As leaders and teachers, we have been entrusted with the guardianship of the Holy Spirit Community. We believe strongly in partnering with families to support each and every child, to celebrate their strengths and unique abilities for the continued growth and progress of all learners. This report celebrates the dedication and support of all within the Holy Spirit School as we collaborate daily to support all learners to grow in confidence, resilience and empathy. We are grateful to all, for our sense of care and unity throughout 2021, and we look forward to the opportunities of the next year, 'I am because we are'. Rachel Holdsworth, Principal



## Parish Priest's Report

Holy Spirit Primary School continues to be an excellent example of a Catholic school that provides wonderful support to people who want to offer their children the rich experience of faith in their childhood. The children learn God's teachings in a contemporary way through their 'Catholic Way of Being Approach' exploring what it means to belong to a Christian Community providing students daily opportunities for faith formation and encounters with God.

Holy Spirit provides students with exposure to a rich Christian community which gives their young people an important basis for their future lives in the mission of the Church.

St Michael's parish believes that every person is uniquely loved by God in the body of the Church. As a parish community, we aim to create an atmosphere where children are welcomed and can grow in richness, fullness, and integrity. We believe that this can be achieved in the knowledge of God's love for each of us and by increasing awareness of and response to His presence in our lives.





## School Advisory Council Report

As a result of the Royal Commission and the Ministerial Order 870 the Parish Priest is no longer the employer, but his pastoral leadership role which Holy Spirit School will work towards both preserving and safeguarding.

Over the last 2 years Parish Priests, Principals, the Catholic Education Office and government agencies have and continue to discuss the new model of governance and what it will look like.

The main Threshold Issues were;

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

School Advisory Boards will

- Be led by an Incorporated Board (not the Parish Priest as is the current model) which must ensure that its delegates support the capacity of Principals to lead their schools.
- Be an Incorporated Board includes a number of representatives including the school Principal, a delegate nominated by the Victorian Bishop, as well one or more delegates from the Catholic Education Melbourne office MACS.
- Responsible for ensuring that policies and delegations support the rights and functions of those whose roles are defined in canon law.
- Follow the Line management responsibility which will be to the Diocesan Education Office (CEM) without compromising the significance of the relationship with the Parish Priest and his role in supporting our school's mission.
- Have a CEO employed as the head of the company, across the archdiocese rather than by the Parish Priest.
- Complaint with the CEM who will be responsible for ensuring policies are implemented in all Catholic schools.

### Democratic Principles

The programs of, and teaching in, at Holy Spirit School support and promote the principles and practice of Australian Democracy, including a commitment to:

- elected Government;
- the rule of law;
- equal rights for all before the law;

- freedom of religion;
- freedom of speech and association;
- the values of openness and tolerance.

Holy Spirit School displays posters of democratic values. The flying of the Australian flag is a regular observance in our school at assemblies and important events. Through the integrated inquiry units of work the students undertake studies in the three dimensions of the Civics and Citizenship domain of Victorian Curriculum: Government & Democracy, Laws & Citizens and Citizenship, Diversity and Identity.

## Education in Faith

### Goals & Intended Outcomes

#### Goals

- 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

**"Our Catholic Way of Being" approach** connects Religious Education, Well-Being and Inquiry Learning in line with our vision 'I am ... because we are'. We are committed to creating formative learning opportunities for our students through this faith formation approach. The Catholic Way of Being approach is aimed at building positive relationships and fostering a deep belief in self, being solution orientated to support effective student learning.

Our school leaders foster a close working relationship with staff to plan school learning experiences and events, which celebrate faith and call for genuine community involvement, although the COVID restriction totally change the way we connected with each other. Delaying some experiences and redesigning others. Opportunities for children to be involved in their faith and raise awareness of faith in the lives of staff, students and families remained a priority.

Through the prayer collective led by Melbourne Archdioceses of Catholic Schools staff, a reflective journal was designed. The journal supported contemplation & faith formation through prayerful experiences. The experiences offered meditation (listen to God), contemplation & reflection (talk to God), and the opportunity to dialogue (develop your understanding of scripture).

#### Some strategies used in 2020 were:

- the St Michael's Prayer collective focused on the purpose of prayer. Revisiting Christian Meditation and exploring the ways we pray and our relationship with God.
- Staff continued to engage RE Curriculum Framework to strengthen our pedagogical approach to teaching RE.
- Staff professional development and level planning continued to allow staff to work collaboratively and encourage professional dialogue.
- Facilitated planning for staff meetings and PLC meetings.
- All classroom teachers were involved in professional development derived from the prayer collective.
- Surveys were conducted Pre and Post throughout the year to both assess and reflect on the work with students, staff and families.
- designing activities supporting students to make links between social justice actions and our Catholic and Gospel values.

- Planning and preparation of meaningful celebrations connecting our school community to the wider community mostly through online platforms due to restrictions.
- Feast days and school celebrations such as the Opening School Mass, Sacramental celebrations Masses and Year 6 farewell occurred although under different circumstances, including families whenever it was possible in outdoor settings.
- Participation in prayer and liturgy is an integral part of the life of the school.

Dedicated prayer time and spaces are 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 was a challenge, although as the restrictions changed so did the way we welcomed parents into 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 both online, outdoors in new innovative ways
- The school vision statement remained visible and strong as a guiding statement influencing all we did
- Daily prayer in classrooms
- Daily Christian Meditation
- Whole school masses for significant events (Beginning of the Year Mass, Ash Wednesday)
- Family Faith Formation evening online led by Elio Capra as a part of the Sacramental Program
- Year 3 students celebrated Reconciliation.
- Year 4 & 5 students celebrated First Eucharist
- Year 6 students celebrated Confirmation.
- Support Pastoral Cluster Partnership - Philippines.
- Visible Catholic identity displays throughout the school.
- Professional learning conducted in RE planning

**Holy Spirit continues to focus on the staff's capacity to rigorously plan, implement, assess and report the Religious Education curriculum. Our ECSI 2021 Data indicates that 91.1% of students, 100% of Staff and 90% of parents support Catholic Faith. 96% of Students, 100% of Staff and 97.3% feel OK and or support Catholic Education.**

## Learning & Teaching

### Goals & Intended Outcomes

#### 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.

To continue to grow teacher capability and capacity to provide for differentiated, contemporary and successful approaches to learning and teaching.

### Achievements

2021 once again proved to be a challenging year in schools due to the uncertainties and disruptions caused by COVID-19. The year was marked by continuous transitions between face-to-face and remote learning, often with minimal notice and students were staggered back to school at the beginning of Term 4. Much was learned in 2020 regarding the management of the online learning environment and this was further expanded in 2021. For example, there was a greater focus on synchronous explicit instruction during periods of remote learning to support continuity of learning for our students. Staff also became more efficient at moving to and from face-to-face to remote learning.

Not as positive however, was the onset of fatigue for both teachers and students as the year progressed through snap, circuit breaker, extended lockdown periods and staggering back to school, the most testing of these being Term 3 when remote learning extended over a large portion of the term. We are proud of the way our teachers worked to support the continuity of learning for the students and applaud families for their commitment, often whilst juggling their own work demands while home-schooling.

The reality of this period of time, especially during the remote learning period, is that a level playing field for learning could not be maintained for all students due to the variance in the resources and support available within home situations. Therefore, a guaranteed and viable curriculum was more difficult to manage than is the case within the normal school situation. Tutor funding provided by the state government partially supported working with student needs when students returned to school and where possible during remote learning. Learning continued to be differentiated and became even more important during this period.

During this period of disruption, the continuation of learning as well as the wellbeing of students and staff, were of paramount importance. Leadership support and in maintaining reasonable expectations for students and staff in regard to workload and resourcing were high priorities.



Reporting for Semester 1 was closer to our normal reporting approach as the learning environment was less disruptive, although the Semester 2 report was modified to reflect the directive received from VCAA to focus learning on English and Maths due to the extended time spent in remote learning during Term 3 and staggered return to school in Term 4.

## STUDENT LEARNING OUTCOMES

Some key considerations for off-site Learning and Teaching during this time are listed below:

Evaluation of the platforms and school-managed applications for online, off-site and on-site student learning

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

Planning for learning that required off-site access to network connectivity

Reflections of 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

Greater emphasis on Synchronous (online in real-time) learning

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

Supporting Assessment and reporting of achievement

Ongoing impact and further support for teachers planning for face-to-face, online and off-site 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 off-site learning, e.g. internet connectivity, provision of devices & study materials

Learning behaviours expected from students when online and off-site

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 off-site devices

Access to additional learning support for some learners through Tutor Program funding alongside supplementary financial support through school funds

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

On-site 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.

Leaders, along with teaching staff 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.

On-site access and provision were 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.

In 2021 Year 5 student achievement of minimum standards dropped from achievement in 2019 in all areas of Naplan except Grammar and Punctuation, where achievement against the National Minimum Standards improved from 86.8% to 93.2%. The Relative Growth report available in the Naplan reports suite for the 2021 cohort of students shows that we have been stronger in providing medium compared to high relative growth in all areas assessed in Naplan, except for Spelling, compared with this cohort's Year 3 data. These considerations will be taken into account in our plan for improvement. For this cohort of students, our low relative growth achievement in Spelling was strongest compared to medium and high relative growth. Whole school professional development in this area was undertaken in 2021.

**The Year 3 Naplan** data is more positive, with students maintaining 100% achievement of the National Minimum Standards in 2021, in Reading, Writing and Numeracy. In Spelling, the same percentage of students (97.7%) achieved the National Minimum Standards in 2019 and 2021 and a greater percentage of students achieved the National Minimum Standards in Grammar and Punctuation in 2021 (100%) compared with 2019 (95.5%). Our improvement plan will strongly consider measures to maintain this achievement for the 2021 Year 3 cohort moving towards the Year 5 Naplan assessment period.

#### **Prep to Year 2 Minimum Reading Text Level data**

Prep 89% reached the expected Minimum Text Reading Level 5

Year 1 69% reached the expected Minimum Text Reading Level 15

Year 2 78% reached the expected Minimum Text Reading Level 25

Whilst our aim is to achieve 80% of students reaching the Minimum Text Reading Levels for decoding, we are pleased with these achievements given the difficulties faced with the remote learning environment in 2021, as mentioned above. Due to the amount of time in Remote Learning and a variance in the support available to students, teachers focused on consolidating

decoding and comprehension. We will continue to have a strong focus on supporting our students to continue to develop their skills in Reading.

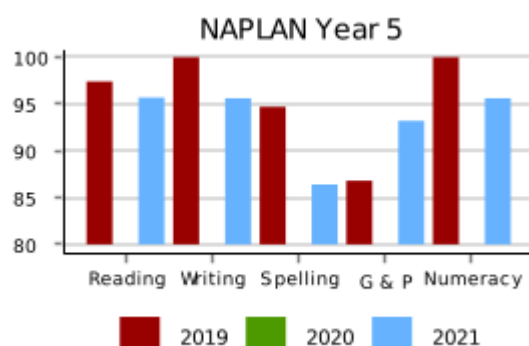
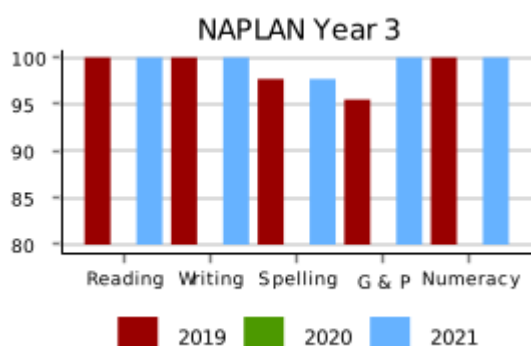


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	95.5	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	97.7	-	-	97.7	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	86.8	-	-	93.2	-
YR 05 Numeracy	100.0	-	-	95.6	-
YR 05 Reading	97.4	-	-	95.7	-
YR 05 Spelling	94.7	-	-	86.4	-
YR 05 Writing	100.0	-	-	95.6	-

\* 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

Staff at Holy Spirit are responsible for creating a classroom environment where each student's rights and responsibilities are heard, understood, respected and reflected upon. Positive behaviours and relationships are explicitly taught as part of our Social Emotional Learning program and Personal and Social Capabilities curriculum.

Once again, we began the year with our Well-being SEL start-up approach in week one. The SEL program focused on building relationships among students and staff. The students had already participated in a transition program at the end of 2020, where time was spent with their new teacher in their new class groupings for 2021. The foundation for the formation of these relationships between staff and students commenced during this week and were built upon throughout the year. 2021 again proved to be challenging in regard to Student well-being due to COVID-19 and the significant amount of time our students participated in online learning and being affected by isolation periods. The well-being of students and families became our key priority, as we looked to ways of supporting students and families remotely. The Leadership and Wellbeing Team developed an 'at risk register' to identify families, students and staff who would need extra support during lockdown. An onsite program was provided for families who were essential workers and for families that needed extra support. Laptops, wireless internet and learning packs were provided to families who needed it. Phone calls home were made by the student wellbeing team and community team to ensure, the connectedness to school was not lost during this time. Program Support Group meetings took place via Zoom ensuring parents and teachers continued to work together to share, evaluate and plan adjustments for students who required them.

Teachers were in constant contact with the leadership team to make sure all our students were accessing the online learning modules and their personal wellbeing was monitored. At the conclusion of lockdown, a strong focus was placed on Social and Emotional Learning. When the students returned to school focus was placed on building relationships with peers and identifying and managing emotions.



## VALUE ADDED

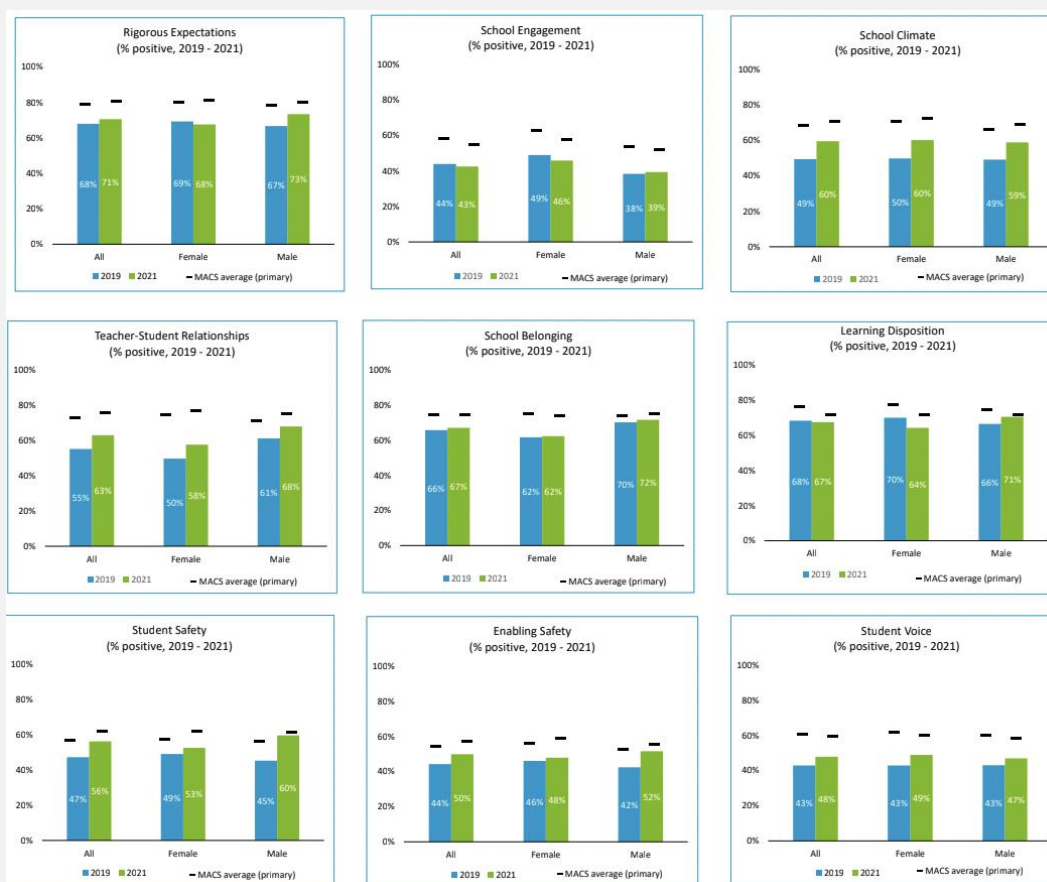
Social-Emotional Learning - Start-up week to support a smooth transition into the new School year

- Provided students with laptops and wireless internet access to complete remote learning activities
- Used Student Wellbeing Tracker data to improve student safety and wellbeing
- Developed an 'at risk register' to support students who needed extra support during the remote learning period
- Program Support Meetings help via Google Meets ensuring parents and teachers continued to work together to share, evaluate and plan adjustments for students
- Wellbeing Team/Community Team continued to develop and support families and students during remote learning
- Way of Being in Action Family events
- 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.
- Student Wellbeing Program
- Student Representative Council
- Prep-Year 6 Buddy Program
- GALS in STEM Project
- School Environmental Group connected with the Kevin Kerby Reserve
- Athletics Carnival
- Environmental Group
- Swimming program
- School play-based therapist and counseling services
- Cross Country school and district
- Class excursions with some online
- Levelled Literacy Intervention face to face and online
- Reading Recovery online
- Maths Extension groups face to face and online
- Before and After School Program
- Students in year 6 apply for a leadership role and are supported in that role ☐
- Break time approaches, passive play and clubs were established
- Student Wellbeing Leading Teacher ☐
- Learning Diversity Leading Teacher ☐

- Learning Support Officers for students with additional needs

## STUDENT SATISFACTION

Student voice is a powerful component that is encouraged with our students, sharing their thoughts and feelings to contribute to school improvement. In a year of extended remote learning, students were enthusiastic and excited to return to face-to-face teaching in term 4 2021.



The Data Snapshot from the Catholic Education School Improvement Survey (MACSIS) indicates that students are significantly satisfied with many areas of the school, particularly the school's Student safety, teacher-student relationship, rigorous expectations, school belonging, enabling safety, school climate and learning disposition. Whilst these areas are all trending upwards, we acknowledge the need to continue to improve these student perceptions.

An area of focus for 2022, will be School Engagement through the building on student's voice, offering students greater opportunities to have a say to impact their educational goals and contribute to their safety within the school and community.

## STUDENT ATTENDANCE

Families are able to record absences directly onto our Parent Access Module, email the class teacher or telephone the school office. If there has been no communication parents receive an SMS message once the child has been marked absent on the roll. The roll is marked twice daily, by 9.15am and again by 2.30pm in the afternoon, by the teacher responsible for the class. The Admin team receives an automatic alert if rolls are not marked and will follow this up with the class teachers.

During the remote learning period, student attendance was recorded by staff based on participation in an online session each morning and uploaded to the Seesaw platform. Teachers contacted parents on the same day if students did not attend to clarify attendance. Families were asked to contact the school in the usual manner if their child was not attending a school day due to illness or other reasons. A roll was kept for students who attended Essential Services.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.4%
Y02	93.0%
Y03	94.1%
Y04	94.0%
Y05	93.2%
Y06	93.9%
Overall average attendance	93.6%

## 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

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 by 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.





## Leadership & Management

### Goals & Intended Outcomes

#### 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

In 2021, Holy Spirit continued the implementation of the School Improvement Plan, which should've been the final steps and implementation of 4-year improvement plan. The last 2 years had COVID restrictions affecting the planned professional development and work planned. Whilst we may not have seen the 4 School Improvement Plan to its full fruition, we were able to celebrate the way our school quickly adapted to online learning and the way of learning required throughout this period. The focus was on growing the capacity of leaders to support teachers in remote learning, online learning programs and platforms to engage and teach from, assessing to improve student learning outcomes, and primarily being in tune with the well-being needs of classes, families, staff, and the community.

Leadership work was adjusted to meet the needs of our community, as we redesigned ways to address the current restrictions and continue to grow students' outcomes.

Key focus areas:

- Regular communication with staff and families regarding the current COVID operations and expectations and how our practices would look to meet the health and safety needs of all.
- Frequent leadership meetings to interpret the regular updates and expectations for schools to ensure we were making the best decisions as efficiently and effectively for the education needs of our school.
- Continuing to embed the school vision in all aspects of school life, to support the well-being of all in the school community.
- Professional development on Relationship Building as a crucial component to support student learning, understanding behaviors and what they mean.
- Supporting pedagogical approaches to working remotely and student engagement.
- Developing teachers' understanding of the digital platforms and resources to grow our support for student learning.
- continuing to utilise the platform Seesaw, to provide families with real-time reporting and support the remote learning periods throughout the year.
- Continued focus on alignment between planning documents (Overviews, term & weekly planners, and data trends), Personal Learning Plans (PLPs), Behaviour Support/Safety Plans (BLPs)

- Report writing process supported by leaders on professional practice days.
- Continuous refinement of progressive planning and assessment rubrics, to promote differentiation and enhance consistency of judgment regarding student progress which transferred into the report descriptors communicated with families.
- 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 through data walls to track and celebrate progression.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

- CoST Spelling led by Tessa Daffern, Whole School PD
- Leadership Day: The Science of Meetings, led at HSS
- Michael Fullan Leadership, "Why do some leaders succeed and others fail?"
- Data Analysis for Improvement led by MACS
- The Big Write
- LSO Cert 4 School-based Education Support
- Administrative Officers ICON training
- Well-being Whole staff PD, Trauma-Informed Practice & Relationship Building
- SOLD Project (Oral Language Development) for junior teachers
- 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
- Online Teaching Approach PD
- Online Therapy PD
- MACS Governance Model

- MACS employer contracts PD
- Dyslexia PD
- First Aid Training
- Emergency Management Training
- Multiplicative Thinking Years Teachers year 4 - 6PD
- REL Network PD
- Professional Practice Report Writing 2 days
- SIMON Reporting PD
- Wellbeing Leadership Days 8 days
- Principal Network 8 Days
- Deputy Principal Network days 8 days
- Class Solver PD
- Principal Spiritual Coaching 5 days
- Assessing writing in Australia, Literacy Leader
- NCCD funding model, levels of adjustment & funding, compliance with referral applications
- Prayer Collective MACS 8 days

Number of teachers who participated in PL in 2021

41

Average expenditure per teacher for PL

\$2105

## TEACHER SATISFACTION

The normal **MACSIS** surveys implemented by the Catholic Education office now Melbourne Archdiocese of Schools **MACS** were completed during the term 3 remote learning period which affected the amount surveys completed.

Only 5% of families responded, which is a low representative so the data is not a good reflection of the overall family cohort.

Students

How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance data moved from 2019 68% to 2021, 71%. Whilst this data is moving in the right direction, this still suggests more work needs to be done around relationships and explicit and clear and co-created learning goals and intentions.

Students' Perceptions of the social and learning climate of the school moved from 2019 49% to 2021, 60%. This was a large positive shift and surprising in light of the COVID remote learning periods. In relation to the high expectation goal, we would like a high expectation of the social and learning climate, which will be a focus in our next school improvement plan cycle.

Staff

Staff perceptions of the overall social and learning climate of the school moved from 2019 75% to 2021, 89%, this is above the system school average.

Perceptions of the coherence of the school's improvement strategy moved from 2019 70% to 2021, 74%. Again this data is moving in the right direction and with continue explicit strategy around ownership of the school improvement plan this should continue to grow.

Parents

With only 5 parents completing the survey's the data can not be used to set goals for future directions

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 2021.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.0%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	88.4%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	15.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	35.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	22.6
Non-Teaching Staff (Headcount)	20.0
Non-Teaching Staff (FTE)	18.6
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

Students thrive when they feel connected, safe and have a sense of belonging. Student wellbeing is nurtured and supported by the following initiatives:

- Catholic Way of Being leader oversees and supports inclusive programming
- Student leaders promoting student voice
- Behaviour flowcharts with clear expectations for managing student behaviour
- Processes in place for documenting and communication
- Child safety is a regular item on staff meeting agenda
- Processes in place for managing child safety e.g. sign in register, volunteer screening process
- Buddy program (Prep & Year 6)

An inclusive, connected school community relies heavily on open and regular communication, celebrating the school and its students' achievements. To streamline communication our teachers and staff communicate weekly through;

- the Seesaw Platform, sending relevant updates to their parent rep group,
- the school Facebook page is used to celebrate school events and learning as well as send out reminders,
- the Parent portal **PAM** communicates daily messages, school calendar, policies etc,
- the school website promotes the school
- the fortnightly school newsletter
- regular parent-teacher opportunities
- information evenings

- school tours for prospective students and families



Holy Spirit continues to be a community that is focused, supportive and a great place to be. We celebrate the achievements of our students and enjoy the support and the relationships they share at the school. We are grateful for the achievements of staff and families who work so closely to make our school a special place to be.

## PARENT SATISFACTION

The MACSIS surveys were collected in 2021, although we believe that due to the due to Covid-19 situation only 5 parents completed the surveys. These surveys were sent out in Term 3 when we were only able to have essential service students and staff on-site, communication did not follow the normal pathways.

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 behaviors and identifying positive actions in line with our school vision. Behaviour, expectations and wellbeing processes will continue to be a focus to enhance students' safety and their emotional literacy in the school learning environment.

## 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 behavior 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's capacity to provide differentiated contemporary and successful approaches to learning and teaching improves
5. That student's Reading comprehension improves
6. That student's Mathematics skills and understanding improve