



**Holy Spirit Parish School**

Manifold Heights



Annual Report to the School Community 2023

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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 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.

**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

This will be filled by MACS

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

### Holy Spirit School Vision:

**I am** because we are ...

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.

Io sono perché noi siamo

### School Overview Rachel

Holy Spirit School is a child-safe school that offers an educational foundation which is united in faith and committed to developing the whole person to live, learn and thrive in God's love.

As a community of learners, we aspire to:

- Achieve excellence in education in a Catholic faith community.
- Nurture the spirit, mind and body of each learner.
- Provide a stimulating and collaborative learning environment preparing all for lifelong learning. • Empower learners to meet the future with confidence and resilience.

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 2023, the school was at full capacity enrolment of 325 students. We cater to children's learning from the foundation level prep to Year 6. The school environment supports and encourages each child while providing challenges and opportunities for all within a framework of quality education.

In 2022, Holy Spirit School had an enrolment of 325 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 45 staff made up of 18 full-time teaching staff (including the Principal and other leaders), 14 part-time teaching staff, 2 full-time Administration officers and 12 other part-time learning support staff.
- Our staff Leadership roles included 1 Deputy Principal, Learning & Teaching Leader, Learning Diversity Leader, Literacy Leader, a 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.
- A significant focus has been to develop ourselves as an 'Evidence-Based Learning School'. We planned for learning based on the evidence of what children have demonstrated they already know and can do. Learning is student-centered. 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 **Rachel**

It is with pleasure that I present the 2023 Annual Report to the School Community for Holy Spirit School. I am very proud of the spiritual, academic, social and sporting achievements of our students throughout the academic year.

Holy Spirit School makes connections for and with the students through the curriculum, learning experiences, feedback, and teaching approaches so that students can develop as active and socially just citizens that integrate faith and life. Integral to improving student outcomes is learning and teaching, curriculum, assessment and reporting. Our teaching and learning philosophy is based on the belief that all students can succeed with sufficient time and support. A focus on collaboration, learning and results are crucial in supporting students to achieve success in all facets of their school life. By offering a rich curriculum, we nurture an enthusiasm for learning in our students and a belief that optimal achievements are possible.

We want to continually acknowledge and give thanks for the growth in all its varying forms and for all those in our wonderful community who help achieve this.

Our Catholic Way of Being, our sense of belonging and connectedness, was of a continued focus

through 2023. The dedication of all staff and families to each child's development was evident through our values of:-

- Further developing our knowledge and skills as kind, respectful and inclusive
- Celebrating and be grateful for all that is good within our community
- Growing as a learning community, acknowledging the learning in all situations
- Connecting with one another as we grew in God's love.

This report celebrates the dedication and support of all within the Holy Spirit School community as we collaborate daily to help all learners grow in confidence, resilience, and compassion. We are grateful for our sense of care and unity throughout 2022, and we look forward to the opportunities of the next year, 'I am because we are'.

Rachel Holdsworth, Principa

## **School Parent Representatives Advisory Report**

I thank the 2023 Parent Representative Council for their time and dedication to helping our school live the welcoming Catholic Way of Being. Their invaluable contributions have enhanced the operation and connections of our educational faith community.

### **Enrolment Pressures**

We continue to experience enrolment pressure at Holy Spirit. Over several years, we have managed a wait list for Prep and across the school. We continue to work with our parish schools and beyond these zoned areas to ensure all Catholic families receive an opportunity for Catholic Education.

### **Capital Works Update**

We applied for one federal and two state grant applications for refurbishment and building.

### **Learning & Teaching**

Within the Teaching and Learning domain, we continue to make positive gains. We have implemented a whole school literacy plan, and more is planned for 2024.

### **School Improvement Plan**

The strategic plan continues to be a guiding light for our school's growth, especially after the process of Review in 2022. We are excited about the direction of the school improvement plan to continue the positive growth trajectory of the school. The review process was completed in late 2022, allowing planning to implement this plan over the 4-year school improvement period.

## 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 in integrating Gospel values into 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 with our vision 'I am ... because we are'. This approach is uniquely designed by our education team at Holy Spirit. Religious Education and Wellbeing are closely connected, not just subjects that stand alone but also learning and experiences that create the foundation for all learning. The explicitly linked learning experiences build values and give our students and families hope, meaning, and purpose in life. We commence with a well-being week at the beginning of the school year, focusing on positive relationships and cultivating belonging in the classroom. This continues throughout the year with strategies to improve student belonging. These approaches are informed by research to improve student achievement quality teaching outcomes for all students, which is pleasingly the effect we experience at Holy Spirit.

Our school leaders foster a close working relationship with staff to plan school learning experiences and events that celebrate faith and call for genuine community involvement.

#### Some strategies used in 2023 were:

- St Michael's Prayer collective focused on our understanding of contemplative prayer. We aimed to explore various contemplative prayer practices and the theology that underpins these to deepen our culture of prayer further. Revisiting Christian Meditation and exploring how we pray and our relationship with God.
- Surveys were conducted pre- and post throughout the year to both assess and reflect on the work with students, staff, and families
- Staff continued to engage in the 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.
- Design activities that support students in linking social justice actions, our Catholic and Gospel values, and the strategically chosen scripture throughout the year.
- Planning and preparation of meaningful celebrations connecting our school community to the wider community.
- Feast days and school celebrations such as the Opening School Mass, End of Year Mass, Sacramental Masses and Year 6 farewell, including families.

Dedicated prayer time and spaces are in all classrooms; students and staff incorporate prayer into their day. Meditation is part of our daily prayer program in all classes.

### VALUE ADDED

- Beginning of the Year Mass
- Way of Being in Action Family events both online and outdoors in new innovative ways
- The school vision statement remained visible and robust 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, Feast Day, End of Year Mass)
- Mother's Day liturgy and high tea
- Father's Day liturgy and breakfast
- Year 3 students celebrated Reconciliation.
- Year 4 celebrated the First Eucharist
- Year 6 students celebrated Confirmation.
- Support Pastoral Cluster Partnership - Philippines.
- Visible Catholic identity displayed throughout the school.
- Professional learning conducted in RE planning

## 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

The capacity of key leaders to drive ongoing improvement is developed

Further develop the teacher's ability to analyse and use data.

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

### Achievements

In 2023, all staff and students were involved in creating a Catholic Way of Being Vision for Learning and Teaching. This vision will provide a lens through which all decisions regarding learning and teaching will be considered. Our curriculum conference in 2024 will focus on further work on actioning this vision.

#### **Holy Spirit Vision for Learning and Teaching**

***We strive to hold students at the centre of learning and teaching. We support collaboration, innovation and engagement by fostering respectful and caring relationships. Through consistent and reflective teaching practices, we aim to inspire all in our community to flourish within and beyond our school experience.***

In 2023, the Assessment Schedule was reviewed and updated to reflect changes in systemic-led and school-based assessments. The English Online and Mathematics Online Interviews were implemented from Foundation to Year 2. A revised Assessment Schedule was completed for each level this year, clarifying assessment tools, their intended purpose and timing for administration. Recommended Seesaw tasks that supported reporting of students'

learning were also added to the schedule to encourage more consistent and regular feedback to students on their learning as well as to provide progress indicators for parents in an ongoing way throughout the year. Along with delivering timelines for data collection, the Assessment Schedule also clearly maps timelines for data analysis. The revised Assessment Schedule will be fully implemented in 2024.

Professional Learning Teams (PLTs) continued to occur weekly, focusing on various subject areas. The arrangements for PLTs in 2023 were the Foundation to Year 3 Team, Year 4 to Year 6 Team, the Specialist Team, and the Learning Support Officers Team. The PLTs were facilitated by curriculum leaders and involved collaboration in professional learning, data analysis, moderation, intervention, differentiation, curriculum and Student Wellbeing. In addition to PLTs, several staff meetings were used to work on curriculum-related areas with classroom teachers and specialists. The Learning and Teaching Leader and Intervention staff met weekly to identify and monitor student progress for individual students receiving additional support for their learning. This is an area highly regarded in improving student learning outcomes.

In 2023, the school participated in the Intensive Partnerships Program - Literacy, funded by Melbourne Archdiocese Catholic Schools (MACS) and Western Region Office (WRO). This entailed collaborating with the Literacy Leader (Pina Capra) and MACS WRO Education Consultant (Erin Keane), who met regularly to create an improvement plan and course of action. The Foundation to Year 2 teams focused on trialling a systematic approach to teaching phonics. This involved learning sprints, with pre and post-testing of a sample of students across these levels used to determine the impact on student outcomes. The Year 3-6 teams focused on improving pedagogy for writing, an area recognised as needing explicit targeting through analysis of our literacy data. This included student surveys on their attitudes and beliefs about writing, professional development around best practices, such as The 6+1 Writing Traits and engagement in 4-5 week learning sprints to trial and determine the impact of new approaches. We also trialled new platforms to support writing assessment, such as Scriibi and Elastik. The work started in 2023 showed gains in student engagement and outcomes and will continue to grow in 2024.

Foundation to Level 2 teaching staff were involved in professional development, using the Mathematics Online Interview (MOI), which is now a mandated assessment for Foundation and Level 1 in the areas of Counting and Place Value. Our teachers were immersed in broadening their content knowledge and pedagogy in numerical areas of mathematics. Being assisted in

analysing the data from the MOI proved valuable in meeting the needs of each student in the F-2 area and understanding how best to progress them in their mathematical skills and knowledge.

Another initiative in 2023 was to introduce instructional coaching. During the year, the Learning and Teaching Leader was able to work with selected staff members individually, frequently meeting and spending time in the classroom, modelling, observing, and teaching in a team. The coach and staff member worked together to set professional goals per the AITSL standards and SIP. With the coach's support, the staff members could formulate strategies and a timeline to work towards their professional goals. Staff involved in the coaching program provided positive feedback, which will continue and be expanded to include all teaching staff in 2024.

The Specialist Curriculum included Performing Arts - Music and Drama, STEM and Physical Education. The STEM program included a partnership with Deakin University - GALS in STEM. This allowed our Year 6 female students to work on a STEM project, work with other schools, and participate in the Deakin University STEM showcase, where they presented their projects to an audience of Geelong Schools. As part of the Phys Ed program, the students could participate in the SEDA College sports program in Basketball, Netball, Cricket, Soccer and AFL. Selected students represented Holy Spirit at the McKillop District sporting events, and our school basketball teams, both boys and girls, went on to compete at the Regional Level. In addition, the students participated in a swimming program and several clinics, such as hockey and AFL.

Our Teachers as Co-Learners of Language (TCL), Italian program progressed further in 2023, our sixth year of program implementation. We were able to streamline the program with the curriculum to frame our learning based on the Victorian achievement standards. We continued our partnerships with other schools, which involved an immersion experience with other TCL schools in Geelong for our Year 6 Italian Leaders. All Year 6 students participated in pen pal letter writing with another TCL Italian learning school. All students enjoyed an Italian-flavoured Holy Spirit feast day. Our Italian staff leaders attended the Gianfranco Conti Extensive Processing Instruction (EPI) method, which focused on the pedagogy of teaching languages. We continued to welcome visitors from other schools in Geelong and further afield to witness our language learning approach. Our parents frequently commented on how much their children

learn and speak Italian at home.

## Student Learning Outcomes

In 2023, the Naplan reporting scale was changed to measure student achievement against proficiency standards. The proficiency standards for each test domain and each Year level have four achievement levels: **Needs Additional Support (NAS), Developing, Strong, and Exceeding**. A result in Exceeding or Strong levels means the student has demonstrated proficiency during testing. A result in the Developing or Needs Additional Support levels means the student has not yet demonstrated they are meeting expectations during testing. Students who achieve near the upper boundary of a level will be able to demonstrate more skills and more complex understandings, and those who achieve near the lower boundary will be able to demonstrate fewer skills and less complex understandings.

*The new scales mean that longitudinal comparisons cannot be made with 2008 – 2022 data because a new time series has commenced and a new scoring method has been introduced. Before 2023, a score in one NAPLAN test could be directly compared with another score in the same domain; e.g. a school reading mean in 2022 could be compared with the school reading mean in 2021, or a student's reading score in Year 5 could be compared with their reading score in Year 3. In 2023, comparisons with data from previous years cannot be made. (Naplan Administrator's Guide to Reporting p.3).*

The table below indicates the percentage of students achieving the top two proficiency standards, a combination of students in the Strong and Exceeding proficiencies.

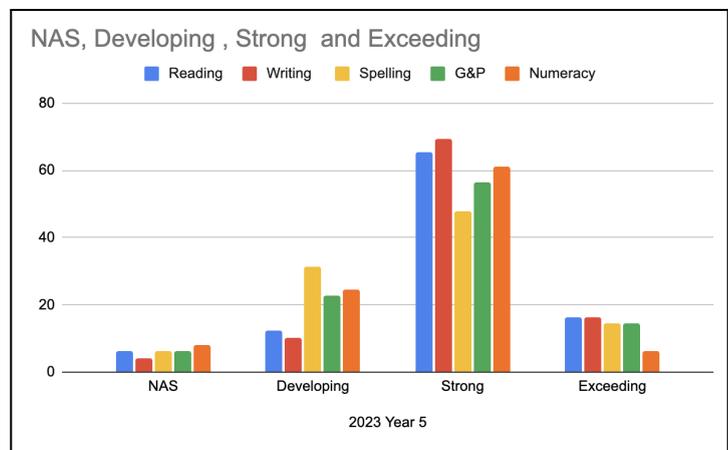
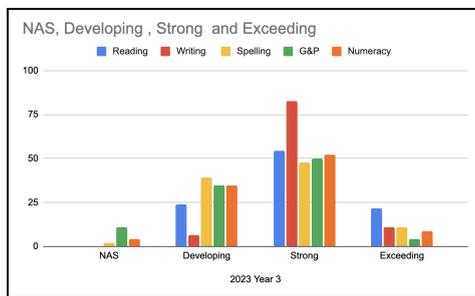
### **Table of NAPLAN Results**

The data shown in this table combines student achievement in the Strong and Exceeding proficiencies. In 2023, our Year 3 and 5 Naplan data showed that more than half of our students demonstrated proficiency during testing in all areas of Literacy and Numeracy. In 2023, Writing was the area that showed the highest proportion of students achieving the Proficiency Standard (Year 3 93% and Year 5 86%). Reading is the next highest area, with 76% of Year 3 and 82% of Year 5 students showing proficiency. Although we are pleased that more than 50% of our students have achieved proficient standards in the other areas tested, we would like the percentage of students achieving this standard to improve in Numeracy, Grammar and Punctuation and Spelling for those year levels showing lower percentages of students achieving the proficiency standards, e.g. Year 3 Grammar & Punctuation and Spelling.

The tables below show the percentages of students distributed across the four proficiency areas tested. This information is depicted graphically below the tables and shows that student achievement peaked in the “Strong” area for all areas tested in Naplan for both the Year 3 and Year 5 cohorts. We are pleased to note that in all areas the distribution of students is weighted towards the proficient standards.

2023 Year 3	Reading	Writing	Spelling	Grammar & Punctuation (G&P)	Numeracy
NAS	0	0	2.2	10.9	4.3
Developing	23.9	6.5	39.1	34.8	34.8
Strong	54.3	82.6	47.8	50	52.2
Exceeding	21.7	10.9	10.9	4.3	8.7

2023 Year 5	Reading	Writing	Spelling	Grammar & Punctuation (G&P)	Numeracy
NAS	6.1	4.1	6.3	6.3	8.2
Developing	12.2	10.2	31.3	22.9	24.5
Strong	65.3	69.4	47.9	56.3	61.2
Exceeding	16.3	16.3	14.6	14.6	6.1



The Naplan data offers information on student achievement that, as a school, we can use alongside other data to inform areas to consider for improvement and focus. This data also assists in identifying students in need of additional support to be considered for our intervention programs.

## School Community & Student Wellbeing

### Goals & Intended Outcomes

School Community & Student Wellbeing

#### Goals:

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

## **Intended Outcomes:**

- An Increased portion of students reported a sense of belonging
- That parent perception of Student Safety Improves.
- That staff, students, and parents share an understanding of Behaviour Management strategies, processes, and policies.
- SIP Data will be benchmarked in 2019, and an upward trend will be achieved throughout the review period.

## **Achievements**

We continue to have a strategic intent to strengthen and embed a range of student wellbeing programs to deepen a respectful school culture addressed through religious education and Student Wellbeing frameworks, inquiry learning and social and emotional learning programs. Our wellbeing and behaviour frameworks provide a broad scope of strategies for students to support their self-awareness and positive behavioural learning, improving our overall culture of wellbeing. Surveys conducted throughout the year indicated that students and parents felt our school was a safe and supportive environment, confirming student and staff perception data. Deepening student capabilities to use strategies for self-regulation and empowerment is an area for future development to focus more explicitly on linking students more purposefully to their work to enhance student agency in learning. A future increase in focus in this area will continue to benefit student well-being and learning outcomes.

Over this review period, the student leadership model has been expanded to include a broader range of positions, such as school captains, CWOB, environment, sports, and Italian captains. Student leaders indicated several opportunities to contribute to school decisions actively. These included conducting school tours, a buddy system with prep students, and opportunities to meet regularly to capture student voice and action.

Holy Spirit's policies, procedures and actions promote positive relationships and behaviours reflecting Catholic social beliefs and values. Again, student surveys indicated they feel a real sense of 'belonging' at school, where teachers and LSOs are supportive and know them well. Students' learning activities align with relevant personal and social capabilities, incorporating student self-reflection. Some of these reflections led to the establishment of passive play and lunchtime clubs. Additional support from a play-based therapist and counselling services was provided throughout 2023. Student, parent, and staff perception data for engagement and wellbeing components showed improvement over the review period. Holy Spirit families identified that the focus on student wellbeing and resilience was a strength. MACSIS data indicate that students are satisfied with many areas of the school, and all elements are trending upwards. We believe there is a continuing need to improve these areas to strengthen our 'Catholic Way of Being' further, which includes building our approach to positive behaviours for learning and wellbeing.

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. Our Social-Emotional Learning program and Personal and Social Capabilities curriculum explicitly teach positive behaviours and relationships.



## VALUE ADDED

- Social-Emotional Learning - Start-up week to support a smooth transition into the new School year
- Wellbeing Team/Community Team continued to develop and support families and students.
- Build student capacity to link their learning in Education in Faith with wellbeing and their everyday lives.
- Focus on student's voice in their learning, supporting their engagement, independence, resilience, and growing confident learners.
- Student Wellbeing Program
- Student Leadership Groups (Catholic Way of Being, sports, environment, Italian, school Captains)
- Prep-Year 6 Buddy Program
- Whole school partnership - Environmental Group connected with the Kevin Kerby Reserve
- Athletics Carnival
- Environmental Group
- Swimming program
- School play-based therapist and counselling services
- Cross Country school and district
- Class excursions
- Levelled Literacy Intervention
- Levelled Maths Intervention
- Reading Recovery
- Before and After School Programs
- Students in year 6 apply for a leadership role and are supported to engage in leading various initiatives
- Break time approaches, passive play and clubs addressing students' interests and needs
- Student Wellbeing Leading Teacher
- Learning Diversity Leading Teacher
- Learning Support Officers for students with additional needs

The following data indicates the success of our culture and approaches to Collaboration in Teams at 84%, which is above the MACS average of 67%. Our MACSIS data also indicates trust between

school leaders and staff, with a 91% favourable score, indicating the successful working relationship between staff and leaders and is also above the MACS average of 69%. An area for improvement is the perception of staff on the quality of feedback they receive, which dropped from 53% to 47%, although we are above the MACSIS average of 39%.

## STUDENT SATISFACTION

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 all continue to trend upwards from 2022 to 2023, we acknowledge the need to continue to address and improve student and family perceptions of how behaviour is addressed post-incident.

Throughout 2023 and the new school improvement cycle, we will increase teachers' professional learning by building relationships and growing students' voices within their learning journey to increase engagement.

## STUDENT ATTENDANCE

Families can record absences directly on our Parent Access Module, email the class teacher, or phone 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 9.15 am and again by 2.30 pm, by the teacher responsible for the class. The Admin team receives an automatic alert if rolls are not marked and will follow up with the class teachers.

## 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

Maintaining a child-safe school environment ensures that the wellbeing and safety of all children are at the forefront of everything we do and every decision we make.

#### Intended Outcomes

- The requirements of the Victorian Government's Ministerial Order No 870 and 1359 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 Nos 870 & 1359, Holy Spirit School has implemented child safety standards, which are reflected in all our policies and practices.

Throughout the school newsletter, the Parent portal PAM Holy Spirit informs 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 consider the care, safety, and well-being of children and young people a central and fundamental responsibility. 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 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 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 safety and wellbeing.
- Seeking input and feedback from students & young people regarding creating a safe school environment.

## **Leadership & Management**

### **Goals & Intended Outcomes**

#### **Goals**

To further engender a culture of ongoing school improvement

#### **Intended Outcomes**

The capacity of key leaders to drive ongoing improvement is developed

That teacher's capacity to provide differentiated contemporary and successful approaches to learning and teaching improves.

### **Achievements**

In 2023, Holy Spirit was in the full year of implementing the School Improvement Plan 2022 - 2025, which was the first full year of this improvement cycle. Throughout the year, the leadership began implementing the strategic improvement plan, with a strong focus on reimagining the Learning & Teaching Vision for instruction.

Despite the pandemic effects, we continued with a strong emphasis on the learning and wellbeing of students, demonstrating our commitment to enacting our school vision statement. Substantial progress was made towards the achievement of our improvement goals. Our leadership team consolidated its focus on improving pedagogy and wellbeing and is committed to providing relevant, challenging and accessible educational opportunities for all students. An emphasis on developing Christian values and knowledge of Catholic traditions through the religious education (RE) curriculum was prioritised. Gains were made in literacy and numeracy, as reflected in this report's Learning and Teaching section.

In the Religious Dimension sphere, the Catholic identity data for staff and families demonstrate enormously improved overall outcomes. Community views expressed that Catholic education and a

purposeful and supportive Catholic environment were significant factors in their satisfaction at Holy Spirit School.

Key focus areas were:

- Continue to embed the school vision in all aspects of school life to support the well-being of all in the school community.
- Further Professional development in Relationship Building was a crucial component of supporting student learning and understanding of behaviours and their meanings.
- Reestablishing the Seesaw platform as an assessment and reporting platform, moving back from the home learning application during the pandemic.
- Consistent approach to professional Learning and Teaching 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.
- Deepening teachers' professional learning highest Impact strategies in the learning and teaching cycle to support the planning and assessment rubrics, promote differentiation and enhance consistency of judgment regarding student progress
- Continued focus on differentiated learning intentions and success criteria that target the learning needs of all students and enable explicit feedback and self-monitoring.
- Continually track and monitor student learning through visual and digital data walls to track and celebrate progression with staff, students and families.

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>
Description of Professional Learning

- RE - dialogical approach TAP PD
- Phonics professional envelopment for teachers (P-2 teachers)
- elearning mandatory reporting- all staff
- Disability Standards for Education - all staff
- Supporting provisional teachers
- Level 2 First Aid (CPR, Anaphylaxis & Asthma)
- 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

- Principal E& Deputy Principal Pilgrimage
- PASA Leadership and teacher 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 6 sessions
- 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 2023	31
Average expenditure per teacher for PL	\$3,590

## TEACHER SATISFACTION

Teaching staff perception of our school climate in 2023 between staff-leadership relationships was 88%, above the MACSIS average of 80%, increasing from 2022 was higher at 85%. The perception of the school leadership's effectiveness is 60%, slightly above the MACSIS average of 58%, although 2022 was 65%. Teacher perception of how well school leadership sets conditions for teams to collaborate effectively was 83%, again above the MACSIS average of 66%.

## TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 93.0%

## ALL STAFF RETENTION RATE

Staff Retention Rate 88.4%

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

#### Intended Outcomes:

- An Increased portion of students reported a sense of belonging
- That parent perception of Student Safety Improves.
- That staff, students, and parents share an understanding of Behaviour Management strategies, processes, and policies.
- SIP Data was benchmarked in 2019, and an upward trend will be achieved throughout the review period.

### Achievements

Students thrive when they feel connected safe, and have a sense of belonging. Holy Spirit's 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 the 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 foster strong communication, our teachers and staff communicate regularly through the;

- Seesaw Platform, sending relevant updates to their parent rep group,
- The school's Facebook page is used to celebrate school events and learning as well as send out reminders,
- Parent portal **PAM includes the** school calendar, policies etc.,
- The school website promotes the school
- Fortnightly school newsletter
- Regular parent-teacher opportunities on a Wednesday after school throughout the year
- Information evenings
- school tours for prospective students and families

Holy Spirit continues to be a focused, supportive community that we believe is 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 opinions and ideas of parents, students, and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, various processes have been used to gather information about the level of satisfaction with the School from parents, students, and teachers. We have active parent representatives for the 14 classes, the MACSIS surveys, and other strategic surveys throughout the year to understand and incorporate the parents' perspectives.

The MACSIS surveys were collected in 2023, and 56 parents participated (up by 11 parents from the 2022 surveys). Parents indicated that the degree to which families could engage with the school was 81%, against the MACSIS average of 66%. 79% of Families positively indicated that the Holy Spirit school matches their child's development needs, with the MACSIS average being 75%. Positively 66% of Families indicated that they were happy with the quality of communication pathways (timeliness, frequency, and quality) used at Holy Spirit; this was an area addressed due to 2022 parent feedback being 60%.

### Opportunities for improvement

- Embedding the broader understanding of Catholic social teaching by strengthening opportunities for the school community to develop an enhanced understanding of social justice and compassion in action.
- Deepening staff knowledge and understanding of the connections between the school's teaching and wellbeing philosophies and faith formation and dialogue.
- Deepening forums for collecting, monitoring and analysing a broad range of student learning data to enable rich data conversations
- Further strengthening the school's approach to positive behaviours for learning and wellbeing and linking more purposefully to student agency.



# Future Directions

## Our Strategic Intent

*(brief overarching statement outlining what the school is looking to achieve over the next four years)*

**Our Catholic Way of Being, inclusive of Faith, purpose, wellness, positive education and student advocacy, will enhance life satisfaction, relationships and, therefore our overall achievement.**

## School Improvement Plan 2022–2025

E1185, Holy Spirit School, Manifold Heights



### Priority 1

Goal	Intended Outcome/s	Target/s	
<b>To grow as reflective practitioners to enhance our Catholic identity and relational connections to support the flourishing of all.</b>	<ul style="list-style-type: none"> <li>That a L&amp;T vision directs all decisions, curriculum, learning and pedagogy.</li> <li>That all teachers are engaged in instructional coaching and value this as key professional learning and practice, leading to teacher professional growth which is a key measure of growth in student outcomes.</li> <li>That targeted Professional learning is evaluated and reviewed and continuous.</li> <li>That practices for collecting, monitoring and analysing a broad range of student learning data to enable rich data conversations are embedded, regular and valued</li> </ul>	Staff MACSIS Domain 11 'Collaboration in Teams' will show trending growth across the 4 years. MACSSIS student surveys School engagement Q2.3 Excitement to participate will improve over the 4 years. All teachers will have a professional learning plan that has direct links to at least 1 of the SIP goals and AITSL standards. <b>SIF Spheres: Rubric Goals by 2025</b>	
		<table border="1"> <tr> <td>           Reflective Practice, Innovation &amp; evidence based practice            1.1.4, L&amp;T            1.2.4, L&amp;T            1.3.4, L&amp;T            1.4.4, L&amp;T            2.5.4 L&amp;T         </td> <td>           Student Agency and Student Voice            2.4.4, L&amp;T            2.6.4, L&amp;T            2.7.4, L&amp;T            4.3.4, RE            4.4.4 RE            4.2.4 RE            3.2.4 Student Wellbeing         </td> <td>           Assessment &amp; Monitoring of Progress            3.6.3, L&amp;T            3.5.4, L&amp;T            3.4.3, L&amp;T            3.3.4, L&amp;T            3.2.4, L&amp;T            3.1.4 L&amp;T            3.1.4 Community         </td> </tr> </table>	Reflective Practice, Innovation & evidence based practice 1.1.4, L&T 1.2.4, L&T 1.3.4, L&T 1.4.4, L&T 2.5.4 L&T
Reflective Practice, Innovation & evidence based practice 1.1.4, L&T 1.2.4, L&T 1.3.4, L&T 1.4.4, L&T 2.5.4 L&T	Student Agency and Student Voice 2.4.4, L&T 2.6.4, L&T 2.7.4, L&T 4.3.4, RE 4.4.4 RE 4.2.4 RE 3.2.4 Student Wellbeing	Assessment & Monitoring of Progress 3.6.3, L&T 3.5.4, L&T 3.4.3, L&T 3.3.4, L&T 3.2.4, L&T 3.1.4 L&T 3.1.4 Community	

	practice that has led to improvement in student outcomes. <ul style="list-style-type: none"> <li>That student advocacy is common practice that empowers students to confidently and regularly set goals and self assess many aspects of their learning.</li> </ul>			Sphere
		NAPLAN DATA GAIN: In the areas of Numeracy and Literacy between year 3 & 5 our mean is at or above like schools.		

Priority 2

Goal	Intended Outcome/s	Target/s		
<p><b>To develop a new L&amp;T vision inspires, engages and supports staff innovation and consistent pedagogical practices.</b></p>	<ul style="list-style-type: none"> <li>• That a new L&amp;T vision directs all decisions, curriculum, learning and pedagogy.</li> <li>• That structures will be put in place for reflective practices (peer observations) to take place.</li> <li>• That all teachers are engaged in instructional coaching and value this as key professional learning and practice, leading to teacher professional growth which is a key measure of growth in student outcomes.</li> <li>• That targeted Professional learning is evaluated and reviewed and continues through the SIP cycle.</li> <li>• That practices for collecting, monitoring and analysing a broad range of student</li> </ul>	<p><b>SIF Spheres: Rubric Goals by 2025</b></p> <table border="1"> <tr> <td>                     Powerful teaching, Professional Practice &amp; Engagement                      1.1.3, L&amp;T                      1.2.4, L&amp;T                      1.3.4, L&amp;T                      1.4.4, L&amp;T                      2.5.4 L&amp;T                 </td> <td>                     Leading Learning, innovation &amp; improvement.                      2.1.4 L&amp;M                      2.3.4 L&amp;M                      2.4.4 L&amp;M                 </td> </tr> </table>	Powerful teaching, Professional Practice & Engagement 1.1.3, L&T 1.2.4, L&T 1.3.4, L&T 1.4.4, L&T 2.5.4 L&T	Leading Learning, innovation & improvement. 2.1.4 L&M 2.3.4 L&M 2.4.4 L&M
		Powerful teaching, Professional Practice & Engagement 1.1.3, L&T 1.2.4, L&T 1.3.4, L&T 1.4.4, L&T 2.5.4 L&T	Leading Learning, innovation & improvement. 2.1.4 L&M 2.3.4 L&M 2.4.4 L&M	
<p>MACSSIS data:                      Staff MACSSIS Domain 11 'Collaboration in Teams' will show trending growth across the 4 years                      Staff MACSSIS Domain 5 'Feedback' will show trending growth across the 4 years                      Student MACSSIS Domain 2 'School Engagement' will show trending growth across the 4 years                      Staff MACSSIS Domain 9 'Professional Learning' will show</p>				

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	<p>learning data to enable rich data conversations are embedded, regular and valued practice that has led to improvement in student outcomes.</p> <ul style="list-style-type: none"> <li>• That student advocacy is common practice empowering students to confidently and regularly set goals and self assess many aspects of their learning.</li> </ul>	<p>trending growth across the 4 years                      NAPLAN DATA GAIN: In the areas of Numeracy and Literacy between year 3 &amp; 5 our mean is at or above like schools. Increased growth in students in the top 2 bands for NAPLAN Numeracy and Literacy.</p>
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Priority 3

Goal	Intended Outcome/s	Target/s		
<p><b>To expand and embed our Catholic Way of Being CWOB as the foundation on which our culture of wellness flourishes.</b></p>	<ul style="list-style-type: none"> <li>That our CWOB explicitly connects with student agency and relational connections, which is visible in the school in our practices, processes and structures.</li> <li>Through engaging with proactive practice and providing opportunities for critical dialogue we will strengthen individual and community spirituality, wellbeing and personal faith story.</li> <li>Through engagement with the school vision (Catholic Way of Being), and the MACS strategic vision of Forming Lives to Enrich the World we formulate our Catholic Way of Being.</li> <li>Through renewing efforts to engage families as partners in learning we will</li> </ul>	<p><b>SIF Spheres: Rubric Goals by 2025</b></p> <table border="1"> <tr> <td> <p>RE:Religious Leadership 1.1.4, 1.2.4, 1.3.4, 1.4.4</p> <p>RE: Learning 4.2.4, 4.3.4, 4.3.4</p> <p>School Community: Belonging, Welcome and Positive Relationships: 1.1.4, 1.2.4, 1.3.4, 1.4.4</p> <p>Parents as Partners: 3.1.4, 3.2.4, 3.3.4, 3.4.4</p> <p>Community Partnerships: 4.1.4, 4.2.4</p> </td> <td> <p>Student Wellbeing: Safe, Positive &amp; enabling learning environments 1.2.4, 1.3.4, 1.4.4,</p> <p>SW: Resilience, Identity and Growth 2.1.4, 2.2.4, 2.3.4</p> <p>SW: Student Agency and Empowerment 3.1.3, 3.2.4, 3.3.4</p> <p>Catholic Mission: 2.1.3</p> </td> </tr> </table>	<p>RE:Religious Leadership 1.1.4, 1.2.4, 1.3.4, 1.4.4</p> <p>RE: Learning 4.2.4, 4.3.4, 4.3.4</p> <p>School Community: Belonging, Welcome and Positive Relationships: 1.1.4, 1.2.4, 1.3.4, 1.4.4</p> <p>Parents as Partners: 3.1.4, 3.2.4, 3.3.4, 3.4.4</p> <p>Community Partnerships: 4.1.4, 4.2.4</p>	<p>Student Wellbeing: Safe, Positive &amp; enabling learning environments 1.2.4, 1.3.4, 1.4.4,</p> <p>SW: Resilience, Identity and Growth 2.1.4, 2.2.4, 2.3.4</p> <p>SW: Student Agency and Empowerment 3.1.3, 3.2.4, 3.3.4</p> <p>Catholic Mission: 2.1.3</p>
		<p>RE:Religious Leadership 1.1.4, 1.2.4, 1.3.4, 1.4.4</p> <p>RE: Learning 4.2.4, 4.3.4, 4.3.4</p> <p>School Community: Belonging, Welcome and Positive Relationships: 1.1.4, 1.2.4, 1.3.4, 1.4.4</p> <p>Parents as Partners: 3.1.4, 3.2.4, 3.3.4, 3.4.4</p> <p>Community Partnerships: 4.1.4, 4.2.4</p>	<p>Student Wellbeing: Safe, Positive &amp; enabling learning environments 1.2.4, 1.3.4, 1.4.4,</p> <p>SW: Resilience, Identity and Growth 2.1.4, 2.2.4, 2.3.4</p> <p>SW: Student Agency and Empowerment 3.1.3, 3.2.4, 3.3.4</p> <p>Catholic Mission: 2.1.3</p>	
<p>Staff MACSSIS student surveys Domain 4 Teacher/Student relationship and Domain 5 Student Belonging and Domain 9 Student Voice will show trending growth across the 4 years</p> <p>MACSSIS staff surveys Domain 3 Staff-leadership relationships and</p>				

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	<p>increase opportunities for on-site contact and participation as a community.</p>	<p>Domain 2.9 and Domain 1.10 will improve over the 4 years</p> <p>Family MACSSIS Domain 4.7 will show trending growth across the 4 years</p> <p>ECSI data Personal Prayer Life will improve over the 4 years</p>
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(SIF sphere/s relevant to priority to be checked accordingly)

<p>Religious Dimension Sphere</p> <p>X</p>	<p>Learning and Teaching Sphere</p>	<p>Leadership and Management Sphere</p>	<p>Student Wellbeing Sphere</p>	<p>School Community Sphere</p> <p>X</p>
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