



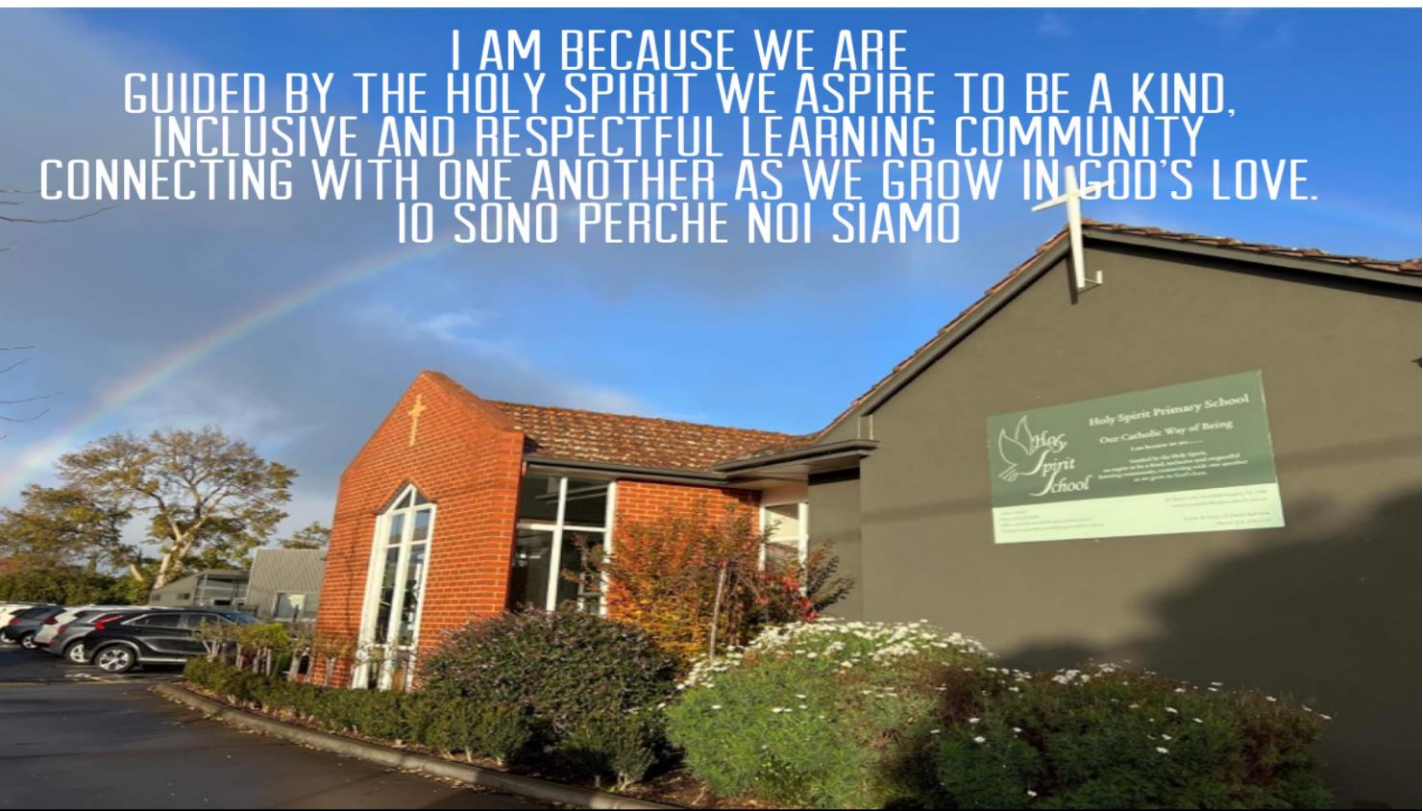
Holy Spirit Parish School

Manifold Heights

2022

Annual Report to the School Community

I AM BECAUSE WE ARE
GUIDED BY THE HOLY SPIRIT WE ASPIRE TO BE A KIND,
INCLUSIVE AND RESPECTFUL LEARNING COMMUNITY
CONNECTING WITH ONE ANOTHER AS WE GROW IN GOD'S LOVE.
IO SONO PERCHE NOI SIAMO



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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission



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

School Overview

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 2022 the school had a full-capacity enrolment of 333 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 2022 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; a Learning & Teaching Leader; a Learning Diversity Leader; a Literacy Leader; a Mathematics Leader; Our Catholic Way of Being Leader/Student Well-being 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.
- We work closely with our Parish of St Michael's promoting Faith & strengthen community links.
- 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 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

It is with pleasure that I present the 2022 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 achieve success given sufficient time and support. We believe that 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 would like to continually acknowledge and 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 contentedness was of a continued focus through 2022. 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 being grateful for all that is good within our community
- Growing as a learning community, acknowledging 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 support all learners to 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, Principal

Parish Priest's Report

Fr Minh continues to support Holy Spirit Primary School to be an excellent example of a Catholic school that provides wonderful faith leadership 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.

It is the privilege of St Michael's Parish to support the school's Sacramental Program. These programs aim to provide a balanced approach to growth in faith. To achieve this, the family, the parish and the school acknowledge and carry out their particular role, always recognising that it is the child, who is the focus. In keeping with the guidelines of the Archdiocese of Melbourne, St Michael's Parish offers a Family-centered, Parish-based, and School supported Reconciliation, First Eucharist, Confirmation sacramental programs, with each school (Holy Spirit, St Patrick's, and Holy Family) community having its own distinct contributions which makes it a genuine partnership.

School Advisory Council Report

Congratulations

Bern Boxer I would like to take this opportunity to congratulate Bern on her appointment as Deputy Principal of Holy Spirit School in 2022. Bern has made a very strong start in 2022 and staff, students, and families are very pleased that Bern is remaining at Holy Spirit in this new role.

Thank You

Pina Capra for her last 6 years of service as DP and Josie Woollard for the last 5 years as Learning Diversity Leader and Literacy Leader, we thank these ladies for their professionalism, dedication, and extreme work ethic in supporting our students and community to thrive! We are lucky to have retained both of these ladies in new roles, Pina works 3 days a week as our Learning and Teaching & Literacy Leader. Josie is excitedly applying her huge depth of skill and knowledge as a year 1 teacher.

I would like to take this opportunity to thank the 2022 Parent Representatives for their support and commitment to the school. Having supportive and helpful members makes a considerable difference to the running and success of our school.

Enrolment Pressures

I want to highlight that we continue to have enrolment pressure at the school. We had sizeable waiting lists in Prep and across the school. Whilst this may seem great for the school, it isn't so good to have disappointed families!

Capital Works Update

Whilst we were not successful with the federal or state grant applications for refurbishment and building, we were informed that we were very close. The grant money was allocated to new or newly established growing schools and those that were already under construction.

Learning & Teaching

Within the Teaching and Learning domain, we have made some positive gains. We have implemented a whole school literacy plan, and more has been planned for 2023.

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 future 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 commence for the implementation of this plan over the next few years.

Catholic Identity and Mission

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 with our vision 'I am ... because we are'. This approach is a unique design approach at Holy Spirit. We believe that religious education and wellbeing are closely connected not just subjects that stand alone, but learning and experiences which create the foundation for all learning. The explicitly linked learning experiences build values and give our students and families hope, meaning and purpose to life. We commenced with a wellbeing week at the beginning of the school year, focussed on positive relationships and cultivating belonging in the classroom and this continued through the year with strategies to improve student belonging. These approaches are researched 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, which celebrate faith and call for genuine community involvement. Whilst face-to-face interaction was curtailed at times due to COVID-related illnesses, the school's religious education program were well-supported by families.

Some strategies used in 2022 were:

- the St Michael's Prayer collective focused on our understanding of contemplative prayer. Our aim is to explore various contemplative prayer practices, and the theology that underpins these, to further deepen our culture of prayer. Revisiting Christian Meditation and exploring the ways 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 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 staff were involved in a two-day conference 'Attitude of Grace' which focused on Christian Meditation and the Purpose of Prayer.
- 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.

- Feast days and school celebrations such as the Opening School Mass, End of Year Mass, Sacramental Masses and Year 6 farewell including families whenever it was possible.

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

Maintaining Family Faith Nights, was a challenge due to COVID-related illness.

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 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, 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 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.

Learning and 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 the teacher's 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

2022 proved to be a more stable year, with no remote learning periods implemented throughout the year. There was however a significant impact on the continuity of learning and teaching programs, because of mandated isolation periods for staff and students who contracted the Covid 19 virus, up to 7 days before returning to work or school. In spite of these challenges, we were able to celebrate some positive gains, revealed as we worked through the 2018-2021 school review cycle. These are outlined below.

In 2022 a Curriculum team was formed that consisted of the learning and Teaching Leader (& Deputy Principal), junior and senior classroom teachers, the Maths leader, the Literacy leader/Learning Diversity leader, the Religious Education leader and the Principal. The team engaged in planning and facilitating staff meetings, Professional Learning Communities (PLCs) and curriculum planning days, auditing of planning documents, data analysis, assessment rubric development, professional learning, developing a Professional Learning plan, and constructing and proofreading reports. In 2022 the school also underwent review and the curriculum team was heavily involved in this process, engaging the school community in evaluating achievements and identifying goals for the 2022-2025 cycle.

A major pedagogical focus across the school was the implementation of the High Impact Strategy, Explicit Teaching through the use of visible learning intentions and success criteria. Teachers worked collaboratively on the implementation of these and they were able to articulate the value of using these to improve learning. Teachers used feedback and reflective practices with students, including reflections at the end of lessons, different levels of questioning, exit strategies and some co-construction of success criteria. The use of learning intentions and success criteria has also led to student goal setting becoming more purposeful in some classrooms and will continue to be a focus area of development for us.

In 2022 the school encouraged and supported staff to undergo a study to grow their capability and capacity for effective pedagogical practice and leadership to drive ongoing improvement. Two class teachers completed their accreditation to teach Religious Education, the Maths leader began a Master's Degree in Mathematics Education, one of the teachers in the Curriculum Team commenced study in the area of Data and Statistics and another completed a course and

engaged in marking Naplan writing. These proved to assist in greater awareness for the school about contemporary philosophies and practices around curriculum and leadership roles.

There was a strong focus on student intervention, including use of the additional tutor funding to support this area, in response to the interruptions caused by the Covid-19 pandemic on student learning. We continued to develop our practices around the collection and analysis of data for learning. The school prioritised time and resources for teachers to regularly share student data through weekly collaborative planning sessions, part of which were facilitated by curriculum leaders. The use of data walls and online tools to organise and display student data supported teachers to track and monitor student progress and resulted in a greater collaboration in and between teams. The school leadership team also engaged in professional learning through the Melbourne Archdiocese, Catholic Education, facilitated by Bradley Geise (Education for the Future), focused on understanding school data for continuous improvement.

The assessment schedule, which has been developed across recent years, has proven to cater for effective triangulation of learning data to be used in making more informed judgments about student achievement for planning and reporting purposes. Our practices around formative assessment is an area that will continue to be prioritised in moving forward.

The school invested in multiple upgrades of technology to support contemporary learning practices. This involved upgrading the server and internet routers to improve reliability and safety. Staff and student devices have also been upgraded, including laptops, Chromebooks and ipads. Many classrooms also now have 1:1 devices enabling each student to access a device.

Our Italian immersion program has continued to grow successfully. The Language leader and assistant engaged in professional development to evolve the program, expanding the teachers as co-learners (TCL) approach and supporting teachers to facilitate and embed the learning.

Specialist curriculum areas in 2022 were The Arts, Physical Education and Technology transitioned to STEM. Our STEM specialist teachers engaged in rewriting the curriculum, professional development and sourced involvement from many outside agencies.

STUDENT LEARNING OUTCOMES

In 2022, Year 3 and Year 5 Holy Spirit students achieved a minimum of 95.7 or above in all areas tested in NAPLAN. 100% of Year 3 students achieved the minimum standards for Numeracy, Reading and Writing. In Year 5 100% of students achieved the minimum standards for Numeracy and significantly higher achievements were shown between 2021 and 2022 in Reading, Spelling, Grammar and Punctuation and Numeracy.

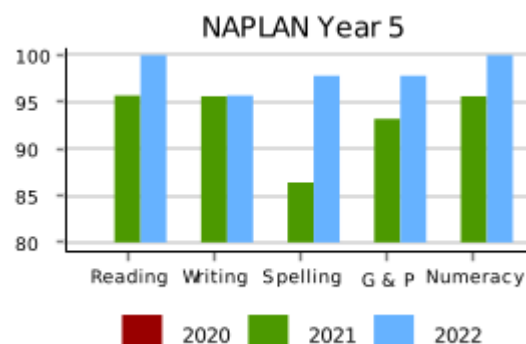
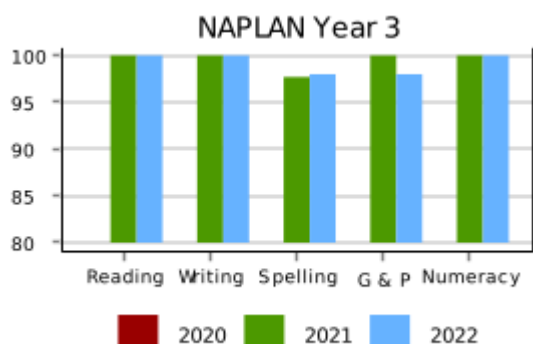
The school made progress in achieving the intended outcomes of improving literacy and numeracy through improved instructional practices. NAPLAN data indicated that the percentage of Year 3 students in the top two bands, particularly for Reading, was much improved. Similarly, there were a number of students making high growth in both Numeracy and Reading. In Numeracy student outcomes for the school were not as high achieving as Reading, particularly in Year 5. Analysis of school-based data by leaders and teachers, suggests the need to focus on additional professional learning to support the teaching, particularly of writing and numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	98.0	-2.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	97.7	-	98.0	0.3
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	93.2	-	97.8	4.6
YR 05 Numeracy	-	95.6	-	100.0	4.4
YR 05 Reading	-	95.7	-	100.0	4.3
YR 05 Spelling	-	86.4	-	97.8	11.4
YR 05 Writing	-	95.6	-	95.7	0.1

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goals:

- Grow a 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

Over the last 4 years, we have had a strategic intent to strengthen and embed a range of student wellbeing programs to deepen a respectful school culture that is addressed through religious education and wellbeing frameworks, inquiry learning and social and emotional learning programs. Our school's wellbeing and behaviour frameworks provide a broad scope of strategies for students to support their self-awareness and positive behavioural learning which improved our overall culture of wellbeing. Surveys conducted throughout the year indicated that students and parents felt Holy Spirit was a safe and supportive environment, confirming both 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. We believe that a future increased focus in this area will benefit both student well-being and learning outcomes.

The student leadership model was expanded over the review period to include a wider range of positions such as school captains, CWOB, environment, sports, and Italian captains. Student leaders indicated there were several opportunities to actively contribute to school decisions. These included conducting school tours, a buddy system with prep students and opportunities to record and share school events through video.

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 are aligned with relevant personal and social capabilities which incorporated 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 a range of counseling services was also provided throughout 2022. 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 indicated that students are satisfied with many areas of the school, and all elements are trending upwards. We believe there is a continuing need to continue to improve these areas to further strengthen our 'Catholic Way of Being' which is inclusive of 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. Positive behaviours and relationships are explicitly taught as part of our Social Emotional Learning program and Personal and Social Capabilities curriculum.

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 voice in their learning, supporting their engagement independence, and resilience and to grow 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 & District Cross Country school
- Environmental Group
- Swimming program
- School play-based therapist and counselling services
- Class excursions
- Levelled Literacy Intervention, Levelled Maths Intervention & Reading Recovery Program
- 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 & team (including therapists)
- Learning Diversity Leading Teacher
- Learning Support Officers for students with additional needs

The following data indicate the success of our culture and approaches to 'Collaboration in Teams at 81%, which is above the MACS average of 68%. Our MACSIS data also indicates that there is trust between school leaders and staff with a 92% favorable score, indicating the successful working relationship between staff and leaders.

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

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

STUDENT ATTENDANCE

Families are able to record absences directly onto 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 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.9%
Y02	90.0%
Y03	87.6%
Y04	87.0%
Y05	88.4%
Y06	87.0%
Overall average attendance	88.1%

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 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 No 1359, Holy Spirit School has implemented the child safety standards which are reflected in all our policies and practices.

Throughout the school newsletter, the Parent portal PAM we inform 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.

We commit to;

- The safety and wellbeing of all students & young people enrolled in our school by 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

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

Achievements

In 2022, Holy Spirit was in the final year of the School Improvement Plan 2019 - 2022, this was the last year of this improvement cycle. Throughout terms 2 & 3 the leadership and school community engaged in the process of reflecting in this improvement cycle and focusing on strategic thinking and planning, manifesting in the development of our future School Improvement Plan for the next four years.

The contraction of COVID for staff and students had extended isolation periods affecting school attendance and Learning and Teaching throughout the year, most affected were terms 1 to 3.

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 toward 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 the Learning and Teaching section of this report.

In the Religious Dimension sphere, the Catholic identity data for staff and families demonstrate strongly 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:

- Continuing 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 to supporting student learning and understanding behaviours and what they mean.
- Reestablishing the platform Seesaw 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 the 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.
- Continuation of tracking and monitoring student learning through visual and digital data walls to track and celebrate progression with staff, students, and families.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- RE - Dialogical approach TAP PD
- Phonics professional envelopment for teachers (P-2 teachers)
- e-learning mandatory reporting-all staff
- Disability Standards for Education - all staff
- Supporting provisional teachers
- First Aid (CPR, Anaphylaxis & Asthma)
- LSO Cert 4 School-based Education Support
- Administrative Officers ICON training
- Well-being of 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 Principal
- 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 Immersion on Aboriginal and Spiritual Formation

- 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 2022	28
Average expenditure per teacher for PL	\$3425

TEACHER SATISFACTION

Teaching staff perception of our school climate in 2022 was 87%, above the MACSIS average of 78%, although 2021 was higher at 90%. The perception of the school leadership’s effectiveness is 72% which is strongly above the MACSIS average of 53%, although 2021 was 77%. Teacher perception of how well school leadership sets conditions for teams to collaborate effectively was 75%, again above the MACSIS average of 65%.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.1%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	13.0%
Graduate Certificate	0.0%
Bachelor Degree	82.6%
Advanced Diploma	30.4%
No Qualifications Listed	4.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	23.6
Non-Teaching Staff (Headcount)	20.0
Non-Teaching Staff (FTE)	20.8
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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. 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's 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 foster strong communication our teachers and staff communicate regularly through the;

- Seesaw Platform, sending relevant updates to their parent rep group,
- School 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,
- 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 community that is focused, supportive and a great place to learn. 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, a variety of processes have been used to gain 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 parent perspective.

Future Directions

Our Strategic Intent 2022 - 2025

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

Goal 1

To grow as reflective practitioners to enhance our Catholic identity and relational connections to support the flourishing of all.

Goal 2

To develop a new L&T vision that inspires, engages and supports staff innovation and consistent pedagogical practices.

Goal 3

To expand and embed our Catholic Way of Being (CWOB) as the foundation on which our culture of wellness flourishes.

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 students 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.