

ANNUAL REPORT TO THE SCHOOL COMMUNITY



Holy Spirit Primary School
Thornbury East

2018

REGISTERED SCHOOL NUMBER: 1516



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Minimum Standards Attestation

I, Robert Costin, attest that Holy Spirit 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

10th May 2019

Our School Vision

Our school community should be one that Jesus would walk among today and recognise as His own.

Faith

We are a Christ centred community that lives out the Good News of Jesus Christ. We are committed to nurturing the whole person: spiritually, morally, physically, emotionally and intellectually by providing an opportunity to integrate faith and life fully.

Excellence and Equity

We aim to create a supportive and challenging environment for individuals to learn, to achieve their potential and to experience personal success on their journey of learning, which is celebrated in partnership with parents.

Life Long Learners

We will provide an environment that fosters the desire to learn and values life-long learners. We understand that we develop learners who are open-minded, self-motivated, questioners and who are willing to take risks. We encourage all students to know how to learn, reflect, apply and critically evaluate their learning.

Active Citizenship

We believe in living out the Gospel Values, fostering a community that thinks globally, embracing all members of the community, and developing a social conscience. Individuals are encouraged to become active, socially responsible members of society.

School Overview



Holy Spirit is located in the inner city Melbourne suburb of Thornbury. Holy Spirit became a parish in 1953 with Fr. John Brace as the first Parish Priest. In the same year the school, staffed by the Good Samaritan Sisters, opened its doors. Over time Holy Spirit Parish School developed its own identity and has become an integral part of the parish community. In 2012 Fr Dispin John was appointed parish priest of both Holy Spirit and St. Anthony's parishes.

2013 saw the Holy Spirit parish and school celebrate its 60th anniversary. Holy Spirit and St.

Anthony's Parish in Alphington has since gone through a process of formally amalgamating into one parish. The new Catholic Parish of Holy Spirit and St. Anthony came into existence in January 2015. In 2016 the Salvatorian Order of priests were appointed to this parish and Fr. Adam Babinski SDS became the new Parish Priest at the beginning of 2017. Fr Ireneusz Czech SDS has since replaced Fr Babinski as Parish Priest.

2018 saw the enrolments at Holy Spirit at 235. The classes comprised: three Junior classes; Prep, Prep/1 & two 1/2 classes; three Year 3/4 classes and three Year 5/6 classes.

Holy Spirit is committed to continuing to develop the partnership between the school and every family that makes up our community. We ensure that every child is supported as they develop socially, spiritually, emotionally, physically and academically. Every year we rely on the fantastic support of the parent community and that support has once again been significant during 2018. Parents have continued to be involved in classroom support, assisting at school events such as sports days, being guest speakers as part of Inquiry units and in working parties for projects around the school. Our Outdoor Education and Camping program as well as our Excursion programs have been well supported by parents. Support with fundraising activities was significant during the 2018 year. The Parish School Education Board has worked hard and continues to support the educational needs of the community.

Our Annual Action Plan targets improvement in learning outcomes for all students. The goals and strategies identified in this plan are centred around personalising learning opportunities for the students based on accurate data collection, analysis and future action planning.

Wellbeing has been central to all we do at Holy Spirit . We have worked to continue to strengthen personal and inter-personal relationships as a key strategy in establishing an environment where all are respected and encouraged in their learning. Respect and tolerance for the rights and needs of others continues to foster the great community feeling that permeates the school.

Holy Spirit continues to be a community that is focused, supportive and welcoming to all. We celebrate the achievements of all of the students and enjoy the uniqueness each of them brings to the school. We are grateful for the teamwork of staff and parents who work so closely to make this a special place to be.

Principal's Report

2018 was yet another busy and exciting year at Holy Spirit. We are very proud of the strong sense of community that has continued to develop over the past 12 months at Holy Spirit. Students are working hard and being well supported by all members of staff as they continue to strive to reach their potential as active citizens and diligent learners. I thank every member of the staff and congratulate them for their ongoing professionalism and willingness to give whatever is required to ensure the best outcomes for children and families at our school. We are very blessed to have such a committed approach to developing strong family partnerships and promoting quality education at the school.

In 2018 we were once again very privileged to have the support of the wonderful parent community that we have at Holy Spirit. Parents are an integral part of all that happens at this school. Every family in some way contributes to the culture that we enjoy at Holy Spirit and we are very grateful. I thank each family for all they do in ensuring the strength of community that we enjoy at Holy Spirit. I encourage every member of this parent community to share their voice and vision for the continued growth of our school.

We are certainly blessed with a great community of children at Holy Spirit. I acknowledge and congratulate each student for all that they bring to this school each and every day. The children are responsible for the fantastic spirit that makes us a great place to be every day. It is great to see the continuous enthusiasm that each child brings as they enter the gates in the morning ready to learn. The children always try their hardest to excel with their school work and are enthusiastic in their involvement on the sporting field, as well as social, spiritual and extra curricula activities provided at the school.



Over the past 12 months we have continued to work hard in our commitment to learning about and living out our Catholic faith. We have continued to nurture a strong sense of justice, equity, respect and fairness for all within this community. We accept the challenge that Jesus left us to be Spirit filled people and live this in all that we do.

Our parish Priest, Fr. Babinski was a great support throughout the 2018 school year and we look forward to continuing this important relationship with Fr Ireneusz, our new Parish Priest, throughout 2019.

Education in Faith

Goals & Intended Outcomes

To be an active faith-filled community, living the Catholic Tradition, where all are engaged in deep dialogue and action which connect life and faith.

- That students will deepen their understanding of the connection between life and faith and be engaged in the Catholic Tradition in meaningful and active ways

Achievements

. In working towards our intended outcomes we continued to develop an environment that:

- *Provided authentic learning opportunities in Religious Education, allowing staff and students to take part in all areas of the Religious Education curriculum*
- *Enhanced the prayer life of the school community by providing and modelling various forms of prayer*
- *Enhanced teaching and learning in the Religious Education Curriculum, particularly with linking Religious Education with other curriculum areas*
- *Further developed the understanding of Social Justice with community members being involved in activities outside of our school community*

Our 2018 theme for the year, **'Every face has a place'**, provided us with a wonderful platform to connect with ourselves, others and the local community. We celebrated the fact that at Holy Spirit we are a place where all are welcome and all feel safe. Here we learnt that the world has a lot to offer and we can see the world in a variety of different ways and from so many different perspectives. A sense of wonder, curiosity and enthusiasm for what the future holds was alive in our thinking. We fostered a learning community that was supportive and inclusive where we have a sense of empathy. A 'can do' attitude and do 'Acts of Service' as Christ-like people was fore-front in all our actions throughout the year.



We included our parish and the wider world in an authentic way at every opportunity. We challenged our parish and school community to look within themselves and act with justice and care for all. This year we made every effort to reach out to our community by actively raising funds, giving food, toiletry donations and celebrating with the parish as often as we could.

We continued developing within our community an attitude of 'Can do – acts of Service' and the call for responsibility in how we treat others, the wider community and ourselves and used our school values to drive this endeavour. We explored the concept of 'being connected' throughout many Religious Education sessions, our Sacramental programs and retreat days, staff Professional Learning meetings, masses, assemblies, social justice activities and celebrations.

We have continued forging a stronger link with the Parish through our involvement in Parish Masses. Classes were involved in parish Saturday and Sunday Masses and whole school masses for special occasions. These masses have allowed us to build connections that flow within our parish amongst teachers, children, parish office staff, the Parish Priest and the whole community. There were many opportunities in 2018 to celebrate at our parish church: the opening of school year, church feast days, sacraments and graduations.

Throughout the year we attended regular weekday masses where parishioners and parents were invited. The school continued to support parish initiatives such as St Vincent de Paul and Caritas fundraisers. The parish and school shared newsletters and information. The sacramental program was celebrated as a parish and candidates were welcomed at Parish masses. We celebrated Holy Spirit Feast Day with a Liturgy and provided substantial learning experiences for the students in programs related to the Liturgical Calendar of the Church such as Lent, Easter, Advent and Christmas.

Our school-based Sacramental Program for the three Sacraments of Reconciliation, Eucharist and Confirmation began with child and parent formation nights which were well attended and led by our Religious Education Leader and Parish Priest, Father Adam. A partnership where parents and staff worked together was an essential part of the development of Religious Education within our school community during 2018. These sacramental meetings allowed time for some formation for the parents and time for them to talk about the importance of journeying with their child at this time of preparation.



Professional learning for our staff this year was to develop an understanding of the new Religious Education Curriculum Framework presented by the Archdiocese of Melbourne, which sits within the 'Horizon of Hope' documents. As a school community we came to understand what the Pedagogy of Encounter entailed and had deep dialogue around this model. We have begun looking at the achievement standards and learning outcomes.

Praying together has continued being a focus for us and as a staff we pray together with thought and consideration weekly. We also reflect weekly as a leadership team. All parent meetings begin with prayer and various methods of entering into prayer have been modelled and used in classrooms. There is evidence that the time and thought being placed on this has made prayer a visible element in our staff room, leadership team and meetings, which has enhanced the classroom prayer experience for our students.

The main focus of attention in the area of Religious Education has continued to centre on the integration of faith and life within the curriculum. The Learning and Teaching Leader and Religious Education Leader planned big picture ideas that incorporated the learning outcomes of the 'To Know, Worship and Love' Victorian guidelines and Victorian Curriculum into the class units of work. This process is still in its infancy and we have attempted a few units where the links have been authentic. We prioritised our professional learning in Religious Education and targeted specific professional learning for teachers of Religious Education. The learning for staff has been

in creating Learning Intentions and Success Criteria related to the learning, allowing students the opportunity to know how they can be successful.

VALUE ADDED

- Liturgical Celebrations - Family, friends and parishioners continued to support the children at masses and Reconciliation liturgies that were held throughout the year. Sacramental workshops, meetings and special liturgies were also well supported by parents
- Deep dialogue around the new Religious Education Framework
- Working closely with classroom teachers to ensure the development of relevant units of work to enhance students' capacity
- A student Social Justice Team organised fundraising, resourcing and awareness-raising for local and global community charities
- Family education sessions for each of the sacraments: Reconciliation, Eucharist and Confirmation were well attended
- Opportunities to pray together have increased.
- The writing of Learning Intentions and Success Criteria make Religious Education align with every subject that is taught within the curriculum
- A Social Justice Team organised fundraising, resourcing and awareness-raising for local and

Learning & Teaching

Goals & Intended Outcomes

To provide a stimulating and evidence-based learning environment where all learners are deeply engaged and experience success

- That students will develop as animated and active learners who flourish and achieve measureable growth
- That students are fully engaged in a curriculum that develops their learning capabilities

Achievements

Literacy and Numeracy continue to be priority areas of focus for Holy Spirit School. The school prioritises staffing for numeracy and literacy learning to support learners at all levels in order to ensure that every student achieves success and makes learning progress. In 2018 a second Literacy Leader was appointed, with a particular focus on driving professional learning.

Professional learning structures in 2018 allowed for teachers to engage more deeply with research and evidence-based practice in Literacy and Numeracy. Significant resources were allocated to enable facilitated planning at all levels, to support teachers to analyse data and plan for targeted learning experiences for students.

Professional learning in Mathematics focused on teaching through the Mathematics proficiencies, with particular emphasis on the proficiency of Reasoning. Staff developed their expertise in teaching with challenging tasks, particularly those that require students to reason and explain their thinking. Several staff members attended Mathematics Education conferences organised by The Mathematical Association of Victoria and by The Mathematics Teaching and Learning Centre at the Australian Catholic University.

Professional learning in English focused on building understanding around effective reading instruction, with a series of professional learning sessions focused on 'Reading for Meaning' commencing in Term 3. These sessions were based around a collaborative inquiry approach, where teachers focused on their professional practice and increased understanding of improving student outcomes. Staff members attended range of professional development sessions facilitated by Catholic Education Melbourne, including network days and workshops. One staff member completed a Graduate Certificate in Literacy Intervention.

Holy Spirit school continued to target specific student needs, whether extension or intervention. In 2018, ten of our Senior students participated in the Maths Challenge for Young Australians, a month-long problem-solving competition run by The Australian Mathematics Trust and designed

to challenge able senior primary students. Our children performed very well, with four students receiving Distinctions and another three earning a Credit.

At risk learners were supported in both Mathematics and English through specific programs. GRIN (Getting Ready in Numeracy), an intervention program for students who need support to access the regular Mathematics classroom program, was implemented from Years 2-5. The program involved twenty two students and ran for 6 months, with students showing consistent progress in Mathematics. In English, ERIK (Enhancing Reading Intervention Knowledge) was implemented for students with phonological and reading accuracy challenges. A Learning Support Officer was trained in ERIK and, under the supervision of a Literacy Leader, she ran the program with small groups of Year 3 and 4 students. Reading Recovery continued to be available for students in Year 1 who were identified as needing additional support in developing their reading skills.

In 2018 twenty-three students (11%) were identified as requiring adjustments to the regular classroom program and additional support to progress in their learning. Across the school additional diagnostic testing, targeting specific areas of Literacy, Numeracy and general cognitive ability, is utilised to further investigate students' particular learning needs. The results of these assessments, as well as data collected by the Literacy and Numeracy Leaders and classroom teachers, form the basis for team-based facilitated planning of explicit learning opportunities and specific programs to support students' learning. Educational Support Staff are assigned to each class to further support the implementation of targeted programs. In 2018 three classroom teachers attended the Learning Diversity Symposium and three Learning Support Officers attended professional learning on the diverse learning needs of students.

Whole-school practices around feedback, goal setting and reflection remained central to learning and teaching practices at Holy Spirit. 'Family Conferences' continued to be refined as an opportunity for students to engage with their parents and teacher about their learning journey. The use of the Seesaw App was broadened to include Years 5 and 6, as well as Prep to Year 4, providing a means of giving parents 'real-time' feedback about their child's learning.

Year 3 and Year 5 English NAPLAN Results

The 2018 NAPLAN results indicate that all Year 3 students achieved above the National minimum standard for Reading, Grammar and Punctuation and Spelling, and 97.1% of Year 3 students were above the minimum standard for Writing. Most Year 5 students achieved above the minimum standard in all areas of English: 94.7% were above for Grammar and Punctuation and for Writing; 97.4 % were above for Spelling and for Reading.



Relative growth from Year 3 to 5 indicates that a majority of our students made medium to high growth in all areas of English. In Writing, more than half of our students (52%) showed high growth (the National figure for high growth is 25%).

These results support continuation of our data-driven, personalised approach to teaching and learning. Intervention programs have been put into place to support lower achieving students and it is recognised that these programs need to continue in order to sustain and improve this growth.

P-2 English Assessment Results

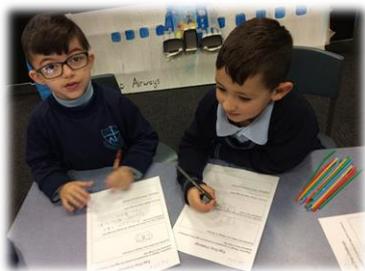
Our 2018 English data indicated that 97% of our Prep children achieved the minimum standard for text level, 77% achieved the target standard, 46% were at or above the standard expected for the end of Year 1 and 13% were at or above the standard expected for the end of Year 2.

In Year 1 95% of students achieved the minimum standard for text level, 90% achieved the target standard, 81% were at or above the minimum standard required for the end of Year 2 and 67% achieved target standard for Year 2.

In Year 2, 100% of students achieved the minimum standard and 91% reached the target standard.

The overall results indicate that the majority of our students achieved the target standard in text levels.

Year 3 and Year 5 Numeracy NAPLAN Results



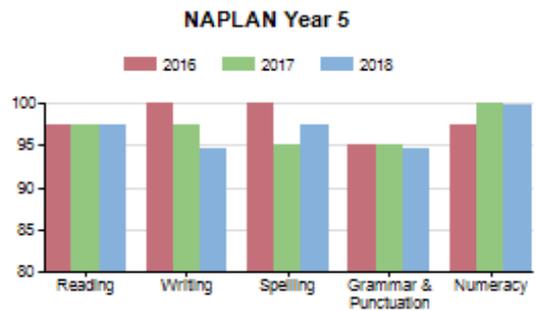
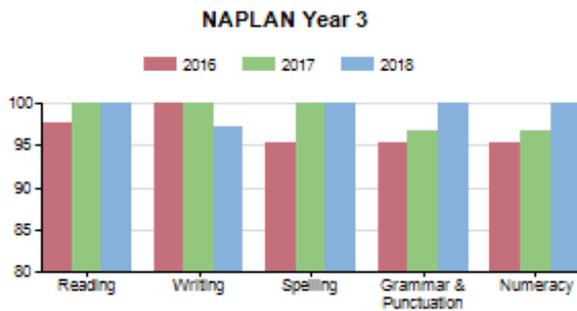
The Year 3 Mathematics NAPLAN results are also positive and indicate that all of our students are achieving above the National minimum standards for numeracy, an increase of 3.3% from 2017.

The 2018 Year 5 NAPLAN results indicate that all of our students met or exceeded the National minimum standard for Numeracy, as was the case in 2017 also. Learning growth between Year 3 and Year 5 is pleasing for this cohort, with 82% of all students having medium/high growth. In addition, 42% of our Year 5 students were ranked in Bands 7 and higher, as opposed to only 27.6% nationally.

STUDENT LEARNING OUTCOMES

The 2018 English results show a steady increase for Year 3 students when compared to the previous two years' results, with the exception of Writing. In 2018 Writing had a slight dip of 2.9% and sits at 97.1% of students meeting the minimum standard; all other areas of English sit at 100% of students achieving the minimum standard. The Year 5 English results indicate that results for Grammar and Punctuation and for Reading have remained stable since 2016. The results for Spelling have fluctuated since 2016, with a 2.4% increase of students meeting the minimum standard from 2017 to 2018. Writing has shown a slight decrease for Year 5 students since 2016, with 94.7% of students reaching the minimum standard in 2018.

Year 3 numeracy results have improved over the past two years and in 2018 100% of our students were above the minimum standard, an increase of 3.3% over 2017. The Year 5 Numeracy results have shown a steady increase since 2015, with 100% of students above the minimum standard in 2018 for the second year in a row.



Student Wellbeing

Goals & Intended Outcomes

To empower children with the knowledge, skills and dispositions to be emotionally intelligent, resilient and successful learners.

- That students feel deeply connected to their peers and can act with resilience and confidence
- That students' social and emotional skills improve

Achievements

Wellbeing at Holy Spirit is a priority. We promote a culture of inclusivity, resilience and respect in all that we do.

In 2018 a new Wellbeing Leader was appointed. The Wellbeing Leader attended the 'Wellbeing Leaders Induction Program' run by CEM.

Promoting Positive Behaviour

The Whole School Positive Behaviour (WSPB) strategy has continued to be a focus in Wellbeing for Holy Spirit School. This strategy is underpinned by three school values: *respect*, *safety* and *learning*, as chosen by students and staff. These values form part of all that we do at Holy Spirit. During the year, each class focused on putting the values into action in each area of the school. The approach continued to be led by a staff team that researched, planned and oversaw the implementation.



To ensure the implementation of a clear and consistent model to support student behaviour at Holy Spirit, new staff to the school and replacement teachers were inducted with the approach to WSPB. All staff had the opportunity to work with an expert psychologist on supporting the behaviour of students with additional needs. Staff meeting time was allocated to continue to consolidate and refine practices related to supporting and managing student behaviour. Signs promoting our values were added outside in the school playground. Signs with specific behaviours for the classroom were also created and distributed to each class.

Bounce Back

Students' social and emotional development was supported by implementing weekly lessons using the curriculum, 'Bounce Back'. This program continued to focus on developing social-emotional skills in the students through the use of literature, discussion, role-plays, songs and circle time.



Buddies



The Prep/1 and Senior Students continued their involvement in a fortnightly 'Buddies' program. This program fosters a great feeling of whole school support and encourages positive relationships across levels. Junior Buddies are assisted in becoming comfortable with the school (knowing they have a Senior Buddy looking out for them). This program is a great avenue for promoting leadership skills for the Senior Buddies, who assist in the design and implementation of the fortnightly social-emotional learning activities.

Student Leadership

The school invested in a program by Michael Grose called 'Young Leaders', which guides students on what it means to be a leader. The Wellbeing Leader worked with all members of the student leadership team to discuss and address issues around the school. Students became responsible for the facilitating of the whole school fortnightly assembly. Senior School Leaders were involved in a school-based conference, which focused on developing the skills of young leaders.

Social Justice Team

The student Social Justice Team was proactive in the promotion and facilitation of several awareness and fundraising campaigns. The organisations they supported included Caritas and the local St Vincent De Paul organisation. The group was very keen and active within the community and they were enthusiastic in their work throughout the year. They were particularly strong at keeping the community informed of their work.

Parent Education

The school website was updated with an area added for parent education. This area covers ideas related to our Bounce Back unit being taught in the classroom and what can be introduced at home to reinforce these ideas. This helps build a common language between school and community.

VALUE ADDED

- The Wellbeing Team attended a professional development day on the implementation of Bounce Back
- An Educational Psychologist/School Counsellor continued to be employed by the school for one day per week
- An After School Club for tennis was introduced with the help of Sporting Schools funding, with the aim of getting more students active more often
- A Drama group was formed to promote positive values during whole school assemblies

STUDENT SATISFACTION

The results from 2018 Annual School Improvement Surveys for students continue to show considerable growth in student engagement and satisfaction with their time at school. Responses indicate that the students enjoy their classes and attendance rates are good.

Students are happy and enthusiastic to be at school. The surveys indicate low levels of distress and the students have indicated that they feel safe at school and connected to their peers.

Indicators show that students continue to be motivated and engaged in their learning at school. The 2018 survey continues to report indicates good levels of teacher empathy and confidence in student learning abilities.

STUDENT ATTENDANCE

Attendance is recorded each morning and afternoon on nForma, the school administration system for student records. Parents need to contact the school by 9.00am at the latest if their child is to be late or absent on a given day. This can be done by email, using the Skoolbag app, in writing, by a phone call or in person. Students who arrive after 9.00am need to be signed in at the school office by a parent or guardian.

The office staff monitor unexplained absences through nForma. If a child is absent without notification, the office staff send an automated text message to the nominated parent or guardian. The parent or guardian is expected to contact the school immediately to explain the absence. If this does not happen, the office staff continue to try to contact the parents by phoning them.

If a student's attendance is becoming a concern then the Principal or Student Welfare Leader is notified and contacts the parents directly to initiate discussions and put in place any required procedures. If the school is not successful in ensuring that students are at school then contact is made with the Catholic Education Melbourne Wellbeing department and every effort

continues to be made to ensure that the student is back at school. Parents will continue to be our first point of contact and we will always work to support parents in ensuring regular school attendance is a priority. If all other avenues are exhausted the matter will be referred to the DET School Attendance Officer.

Child Safe Standards

Goals and Intended Outcomes

Holy Spirit is committed to ensuring the safety of every child. Policies are in place to ensure that the requirements of the Parliamentary Legislation are adhered to and a normal part of the practices at Holy Spirit.

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](#)).

At Holy Spirit we believe in following the way that Jesus taught us and this is clearly reflected in our school Vision.

‘Our school community should be one that Jesus would walk among today and recognise as His own.’

Holy Spirit has remained firmly committed to ensuring that the protection of children from abuse is embedded within our school culture. Parents, staff and children are all very aware of their responsibilities and there is an expectation that all members of our community will act as responsible carers for all of our children.

We have continued during 2018 to implement all aspects of the Child Safe Standards and educate our staff and community on child safe practices. We have ensured that relevant policies and protocols are in place to guarantee the safety of all children. This will continue to be an ongoing focus into the future for our School.

Achievements

Our Child Safe Team has been responsible for implementing the standards and working to change practices in the school. We have continued to include staff, students and parents in the development and implementation of these policies during 2018.

During 2018 all staff and members of our parent community were again involved in discussion that ensured the implementation of policies around Reportable Conduct. Our school community was continually consulted and informed throughout the implementation of the Child Safe Standards via newsletters, the school website, the school app as well as considerable contributions from the School / Parish Education Board. This is an ongoing practice at Holy Spirit.

During 2018 the following practices were embedded in our school;

1. Implementation of requirements around Codes of Conduct for Staff, Clergy, Volunteers, parents, contractors and visitors to our school.
2. Continued requirement of all staff to complete the online training module around Mandatory Reporting.
3. Implementation of practices and documentation to identify / reduce / remove risks at school and off site
4. Inclusion of students in discussions to ensure student empowerment. Linkages to the 'Bounce Back Program'
5. Documentation of recruitment and employment processes of staff, volunteers and contractors. Ensuring that adequate information regarding Childsafe was included in recruitment advertisements. Ensuring that all new staff were interviewed following the requirements of the CECV guidelines around Childsafe.
6. Implementation and training at staff meetings around the Reportable Conduct requirements in schools including consultation with the School Board.

The School Leadership Team will continue to be the responsible people who organise to review and implement necessary policies, procedures and strategies to ensure legal and regulatory compliance into the future.

Leadership & Management

Goals & Intended Outcomes

To grow and sustain a culture that aspires to excellence, characterised by clarity of vision and shared leadership that is collaborative, inclusive and empathetic.

- That the performance and development culture of the school is strengthened
- That staff have opportunities to develop as leaders and active team members

Achievements

During the 2018 school year we continued to work to ensure that leadership was a more shared role throughout the school. Leadership opportunities were provided across the school and many staff members took on leadership roles and continued to improve their skills in this area.

Planning teams continued to be a strength within our school. Level Planning Leaders ensured the efficiency and effectiveness of planning at the Junior, Middle and Senior Levels. Teachers met in level teams to plan for a full day fortnightly, supported by a one hour session on alternate weeks. Full day planning was supported by facilitators, who worked with the levels to ensure a whole school focus and connections between levels.

Once again in 2018, attendance for most staff continued to be high. Attendances were influenced by individual personal or family illness. The average attendance for all staff is at 89%. This figure is influenced by the unusually high number of teachers who accessed Long Service Leave throughout the 2018 school year. Seven staff members were on Long Service Leave at different times throughout the year and one continued on Maternity Leave.

Student Leaders were once again an important part of the leadership structure of our school. The Wellbeing Leader instigated a leadership program for students to support them in gaining further skills in this area. This program continued throughout the year.

We strived to improve the physical learning environment at Holy Spirit. Our parent community continued to be active in both planning and implementing improvements to the learning environment at Holy Spirit. During the 2018 school year, a committee worked hard to plan an outdoor learning space to be developed in 2019. The fundraising committee set a target to enable these works and the school fete proved to be a great support in raising these funds.

All teachers are well qualified at Holy Spirit. All have at least a Bachelor Degree. 59% of staff also have an Advanced Diploma. 25% of teachers now have a Masters qualification. Once again during 2018, the school supported staff to complete further study. This support included financial support and time to attend courses, as well as time to complete tasks.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Professional Learning remains a priority at Holy Spirit for all staff members. All teachers are involved in Professional Learning programs across many curriculum areas to improve their expertise and therefore offer the best opportunities to the students.

During the 2018 school year individual staff members attended a wide variety of programs and the staff continued to work together to remain current with good educational practice.

We continued to facilitate the Maths intervention approach, GRIN. Learning Support Officers were trained to implement this with students. This approach offered many students the extra support required for them to better access the Maths curriculum.

The Reading Recovery teacher attended all network learning sessions and the Reading Recovery Conference.

An external consultant, Martina Tassone was again engaged to work alongside our planning teams to share Literacy expertise with the whole staff.

Professional development continued to be priority at Professional Learning Team meetings and Staff meetings weekly. PLT Meetings concentrated on improvement in Numeracy and Literacy.

Staff members attended Professional Learning programs in the following areas:

- ERIK Enhancing Reading Intervention Knowledge
- NCCD network meetings and briefings
- Finance Cluster meetings
- Learning and Teaching Community of Practice workshops
- Literacy & Numeracy Leaders' network days
- Introduction to renewed Religious Education Framework
- Wellbeing Leader's days: Leading Wellbeing for Learning and Growth; Wellbeing Induction days
- Learning Support Officers' CEM professional learning day
- Three teachers attended the Learning Diversity Symposium
- Two teachers attended the CEM Religious Education Conference
- One teacher completed a Graduate Certificate in Literacy Intervention

All staff attended a two day staff conference facilitated by CEM (Pauline Cicutto) around Horizons of Hope.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

19

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$3000

TEACHER SATISFACTION

Survey data from 2018 indicates that teachers are confident and working to provide the best learning experiences for students. Staff continue to acknowledge the increasing requirements and workload on every member of the community. Teachers continue to be confident that they are engaging and providing good learning experiences through their teaching and this is reflected in the student survey data.

Data around parent partnerships continue to grow and teachers are satisfied that they are working closely with families to improve student learning.

Staff wellbeing and morale is positive. Indicators show that staff are very confident in their ability to provide quality education for students and be supportive with colleagues to achieve this. Appraisal and Recognition continues to be an area for continued work within the staff.

School Community

Goals & Intended Outcomes

To nurture an empowered and supportive community based on trusting relationships that support learning and wellbeing.

- That student learning will be enhanced by families who are actively engaged in the learning process
- That students will develop strong relationships that support learning and enable them to interact

Achievements

Partnerships shared with all members of our school community continue to be crucial in ensuring that we are best placed to provide for the educational needs of every student. The relationships shared with staff and families has continued to grow positively and be nurtured. As a priority, the relationship with our parish has continued to be built upon.

Parents are very involved in most aspects of school life at Holy Spirit. Once again, many parents participated in hands on classroom support and were a part of our parent induction program before helping in the classrooms. We were privileged to have many parents continue to offer their time to be part of coaching sports teams and to join us at camps. Parents joined us for education evenings throughout the year across a number of important curriculum and welfare areas, including a Cybersafety parent session run by 'ThinkUKnow' and organised by the School Board.

Our Sports and Physical Education Program included involvement in the local and regional interschool sports program. We enjoyed the interaction with other schools and the broader community through this participation, both at a student and parent level.



Three of our local kindergartens visited us regularly through the year. Their visits ranged from using our facilities to play, read in our library and have a picnic, engaging in organised activities with some of our older students and being part of a 'mini' Buddies program with our Year 4 students. Our Year 4 students, in turn, visited their buddies' kindergarten.

During the 2018 school year we once again welcomed a considerable number of students on work experience from many of our local secondary colleges. These interactions both broadened

our knowledge of the outside community and opened our school to new insights from a new generation of learners and young adults.

As a Catholic school we believe strongly that we have a responsibility to be involved in the ongoing support and training of tomorrow's teachers. We welcomed students from Australian Catholic University as student teachers in our school.

Holy Spirit continued to communicate closely with the parish through the Education Board. Our school interacted regularly with our sister school in the parish, St Anthony's in Alphington. Our Parish Priest, Fr Adam Babinski, continued to get to know the community and constantly supported us through regular visits.

The Holy Spirit Parents' Association was once again very active in supporting the needs of the school throughout the year. Parents met regularly to plan and organise fundraising activities for the community. During 2018 most of the energy in the fundraising area went into organising our biennial fete, which was a great success both financially and as a community. Mothers' Day and Fathers' Day activities, Book Week celebrations, St Patrick's Day, footy day, sausage sizzles and many other fantastic activities were organised for the children.



Working bees continued to be an important part of our calendar and we achieved many things at these events including the building of community. The involvement of parents once again provided fantastic opportunities for social interactions throughout the year and our community is stronger because of it.

The Social Justice Team at Holy Spirit was instrumental in broadening the thinking of our school community. The team continued to expose our community to local, national and international events and needs that we were able to support or learn about. In 2018, the Social Justice Team worked to support Caritas, and particularly St Vincent De Paul and our local Asylum Seekers group. Members of the Social Justice team were very active in sharing their learning with the school community at assemblies and often invited guest speakers to share with the students and parents.

Our parent community shared some fantastic social nights at the school. A parent social evening held for Mother's Day attracted around 60 mums and carers and this was a good outcome in bringing new families together at Holy Spirit.

PARENT SATISFACTION

Holy Spirit participated in the School Improvement Surveys again in 2018 and received a strong response from parents both in numbers and positivity. The surveys were offered to all families.

Parents are satisfied with what happens at Holy Spirit School and responded positively, particularly in the areas of staff approachability and the quality of the learning at the school. The data in all areas of the Community Engagement section have continued to build on previous years. We have continued to work in the area of Parent Partnerships and made inroads in improving the opportunities for a stronger parent voice in the community.

Results continued to be strong in the area of the provision of stimulating learning for students. and parents indicated there was a strong feeling of connectedness to school by their children.

Future Directions

We are continuing to strive for constant improvement at Holy Spirit in all that we do. Religious Education will continue to be a priority area of our curriculum and for all members of our community and we will work to be stronger at developing our curriculum as Life and Faith units across the school. As our parish demographic changes, we will continue to build stronger parish and community links to allow students to live the experiences they learn about in the classroom. We are working hard to ensure that students are engaged in their learning at a deep level. We will continue to support students in becoming more accountable and responsible for their own learning.

We are targeting staff professional learning to ensure that we are constantly accessing the best opportunities for improvement across all areas of the school.

Improvement in Literacy and Numeracy results for all students will continue to be an underlying goal for 2019. We will continue to develop strategies to best support students with particular learning needs or skills through more detailed and data based Individual Learning Plans. Targeting high achieving students and challenging them to achieve even higher results will continue to be a priority into 2019.

Holy Spirit will continue to work hard on encouraging parents to have a stronger voice and more ownership of what happens at the school. Continued improvement in the physical learning environment available to students will continue to be a priority as we embark in our next parent lead landscaping project. Parents are the single most influential factor in every child's learning journey and we will continue to prioritise the development of this important partnership within the school throughout 2019.

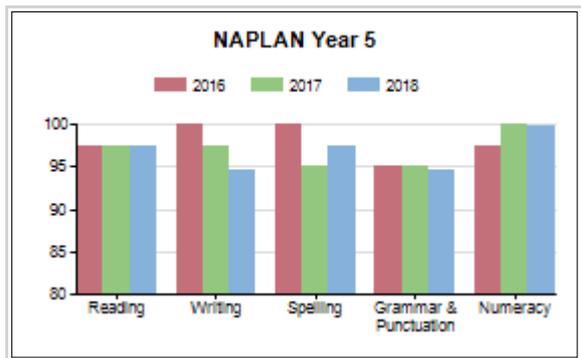
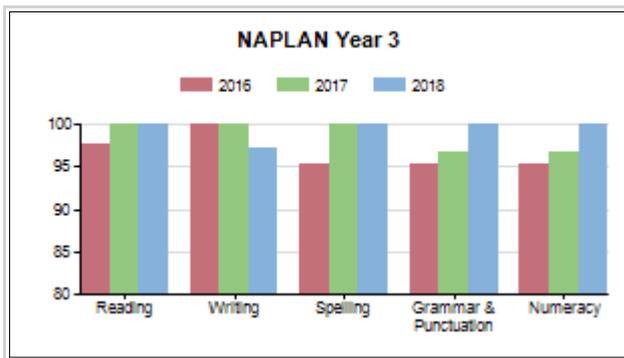


School Performance Data Summary

E1172
Holy Spirit School, Thornbury East

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.3	96.7	1.4	100.0	3.3
YR 03 Numeracy	95.3	96.7	1.4	100.0	3.3
YR 03 Reading	97.7	100.0	2.3	100.0	0.0
YR 03 Spelling	95.3	100.0	4.7	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	97.1	-2.9
YR 05 Grammar & Punctuation	95.0	95.0	0.0	94.7	-0.3
YR 05 Numeracy	97.5	100.0	2.5	100.0	0.0
YR 05 Reading	97.5	97.5	0.0	97.4	-0.1
YR 05 Spelling	100.0	95.0	-5.0	97.4	2.4
YR 05 Writing	100.0	97.5	-2.5	94.7	-2.8



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.0
Y02	92.2
Y03	92.5
Y04	92.6
Y05	91.5
Y06	92.9
Overall average attendance	92.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.7%

STAFF RETENTION RATE	
Staff Retention Rate	77.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	41.7%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	58.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	17.4
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	5.5
Indigenous Teaching Staff (Headcount)	0

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