



Holy Spirit School

Thornbury East

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Rob Costin, attest that Holy Spirit School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

31/05/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

Holy Spirit 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.

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 was appointed to this parish and Fr Ireneusz Czech SDS now presides over the parish as Parish Priest.

2020 enrolments at Holy Spirit were 205. The classes comprised: Prep, two Year 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 this 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 is a significant priority in our school. Parent involvement is extensive and encouraged. The School Education Board works hard to support the Principal and Parish Priest in addressing the educational needs of the community.

The school's School Improvement and Annual Action Plans target 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 continues to be central to all we do at Holy Spirit and is a strength in the school. We work hard 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 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

2020 was a year to remember at Holy Spirit and in all schools. The challenges of Covid-19 were met with determination and positivity. As a school we continued to grow and nurture an even stronger sense of community and care for each other. Students were well supported by a staff that continues to strive to provide them with the best possible learning opportunities. Children embraced every opportunity to approach their learning in new ways throughout the year and enjoyed every opportunity to actually be onsite with their friends.

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. I commend every staff member for their ingenuity, their enthusiasm and their willingness to take on the challenge of Remote Learning and the provision of a curriculum that was inclusive, differentiated, enjoyable and accessible. We continue to be blessed to have such a committed approach to developing strong family partnerships, promoting quality education and such a high level of care for everyone in our community.

In 2020 we were once again very privileged to have the support of the wonderful parent community that we have at Holy Spirit. Parents continued to support every decision we had to make to keep everyone safe and involved in the life of the school. I thank each family for all they did and continue to do to ensure the great sense of community that we enjoy at Holy Spirit.

We are blessed with a great community of children at Holy Spirit and this was even more evident in 2020 in so many ways. The children from all levels embraced Remote Learning when they needed to and thrived in the opportunities to get back onsite and learn alongside their teachers and friends. Every day the children brought their sense of wonder, joy and life to our school through the work they submitted, their interactions in class and their enthusiasm for learning over *Zoom*. The children ensured that the fantastic spirit that makes us a great place to be was evident and vibrant. The children certainly did a great job with their learning, their opportunities to play and the way they shared their experiences with each other.

Throughout 2020 we continued to explore the school values that we profess. The children explored ways to bring to life the values of Safety, Respect and Learning within our community, even if it was often from a distance. The children were confidently able to speak strongly about the learning that they were engaged in, the sense of respect that they had for every individual and with confidence about the need for safety in our school and wider community given the challenges that Covid presented. We embrace the challenge that Jesus left us and that is *to be Spirit filled people and live this in all that we do*.

Our parish Priest, Fr. Ireneusz Czech SDS has continued to be a great support throughout the 2020 school year and we thank him for his ongoing work in supporting the faith journey of all in our community.

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

The 2020 School year provided many different and challenging opportunities for us to continue to work together in the area of Life and Faith.

We continued to focus on;

- Providing authentic learning opportunities in Religious Education
- Enhancing the prayer life of the school community
- Enhancing teaching and learning in the Religious Education curriculum as part of the overall curriculum
- Further developing the understanding of Social Justice within and outside our community

Our school theme for the year, **'Be the Reason Someone Smiles Today'**, provided us with a wonderful platform to connect with ourselves, others, our parish and the local community.

We continued developing within our community an attitude of 'doing good things for others'. We embraced the call for responsibility in how we treat others, the living world, the wider community and ourselves and used our Life and Faith units to unpack this concept. We continued exploring the concept of 'service to others' in many authentic ways:

- Religious Education lessons
- Staff and parent prayer
- Sacramental programs and retreat days
- Staff Professional Learning meetings
- Masses, assemblies
- Social justice activities and celebrations
- SEL connections

2020 proved to be a challenging year to be working hard on authentic parish and community links. Many of the best plans were put to rest by the restrictions that virtually shut down our churches and access to the broader community. Where we could, we did our best to interact and be a part of parish and community masses, but this was only on very limited occasions, mainly very early in the year. We were unfortunately denied the opportunities to continue our long history of involvement in weekend and weekday parish Eucharistic celebrations.

The parish and school continued to share newsletters and information. The Sacramental program was stalled as access to churches became impossible for our school community, as well as the general parish community. When we finally were allowed back in to churches we were able to celebrate as a school community, closed off from the parents and parish extended community.

This was difficult for a school with a long history of enjoying a strong relationship with the parish community. Sacraments were delayed to be celebrated when communities could once again gather in 2021. A decision was made to invite Year 7 students back to our community in 2021 to receive the Sacrament of Confirmation.

As a staff we continued, in a remote format, to investigate how to include our learning from the 'Horizons Of Hope' documents into our Life and Faith units of work for the children. We investigated this in light of the relatively recent documents within the Religious Education Curriculum.

Praying together has continued to be a major focus for us and as a staff we ensured that we could pray together with thought and consideration weekly at our remote meetings and at all meetings once we returned to school.

The Learning and Teaching team and Religious Education Leader planned together to ensure that the level planning for teachers incorporated the learning outcomes of 'To Know, Worship and Love', the Religious Education Curriculum frameworks and the Victorian Curriculum. We prioritised our professional learning in Religious Education and targeted specific professional learning for teachers of Religious Education. The priority for staff has been in creating Learning Intentions and Success Criteria, allowing students the opportunity to know how they can be successful in their learning.

It remained a strong commitment for our staff to make sure that the students and families know the value and importance of keeping our Catholic Identity alive and visible during the long periods of school closure. We are proud of the commitment of our community to keep the vision of Jesus alive through such a year, and believe it stands us in good stead as we move forward as one united community supporting the Life and Faith of every individual.

VALUE ADDED

- We attended religious celebration in many forms including live, on Zoom and individually throughout the year
- We learnt to pray and celebrate our faith in new and inclusive ways
- We ensured that Religious Education was a priority in our planning for Remote Learning
- We continued to have rich conversations around planning and implementing inclusive units of work within the broader curriculum
- Leaders worked closely with classroom teachers to ensure the development of relevant units of work to enhance students' capacity
- A strong sense of the value of prayer was embedded in the school at every opportunity

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

Learning and Teaching continued to be a major focus for 2020. It was important that innovative and creative thinking allowed students to be challenged and grow in their understandings, not just complete tasks. Holy Spirit planned for and expected students to both be involved and to show improvement in their learning. Teachers planned in their levels weekly to ensure that all students were supported and that they were on the same page with their student expectations. Professional Learning continued to be important and valued and staff attended programs remotely throughout the year.

Staff identified Spelling as an area that required improvement and further expertise to support their capacity to address student needs. As a result, Spelling became the focus for the Agile Leadership program that the Leadership Team participated in. The Agile Leadership Project was facilitated by Simon Breakespear and Ryan Dunn as part of Catholic Education Melbourne Northern Region's initiatives for school Improvement. This project focused on driving improvement in leadership capacity to support teachers in the area of Spelling. School-based professional learning for classroom teachers in Spelling began in Term 1 but could not be continued due to the impact of COVID-19 and school closures. Three staff members participated in 'Spelling in Context', a five week online program offered by Catholic Education Melbourne in Term 4 and facilitated by Misty Adoniou. It is planned to continue staff professional learning in Spelling in 2021.

In 2020 the Literacy Leader supported teachers to implement effective literacy education through both school-based learning opportunities and Remote Learning situations. In English, a number of intervention programs were put into place to support students who found aspects of literacy challenging. Year 3 students with phonological and reading accuracy challenges were supported through the ERIK program (Enhancing Reading Intervention Knowledge). A trained Learning Support Officer, under the supervision of the Literacy Leader, ran the program with small groups of Year 3 students. Pre and post testing indicates that those students made significant gains in their reading accuracy. Year 4 students needing additional support with comprehension were involved in the RIDER program (Read, Imagine, Describe, Evaluate, Read on) during the second half of 2020. Targeted Literacy Intervention continued to be available for students in Year 1 who were identified as needing additional support in developing their reading skills.

Planned professional learning in Mathematics continued to focus on teaching through the Mathematics proficiencies, with particular emphasis in 2020 on the proficiency of Understanding. Due to lockdowns in Melbourne, much of this work was postponed and will be continued in 2021. Staff members from the Junior School team attended *Exploring Mathematical Pedagogies*, a professional learning program organised by Catholic Education Melbourne. The school was

supported by extra funding that enabled the ongoing provision of a Numeracy Leader to support all levels.

Holy Spirit School continued its commitment to meeting specific student needs, both for extension and targeted intervention. In 2020, repeated lockdowns meant that our students could not take part in the Maths Challenge for Young Australians, run by the Australian Maths Trust (AMT), as they usually would. Instead, Holy Spirit ran its own version of the problem solving competition, with challenging problems sent home weekly. This challenge involved working on, and solving, a set of challenging problems over a period of four weeks. Twenty students from Years 4-6 voluntarily took part in this challenge.

Students with additional learning needs were supported in Mathematics through specific programs. GRIN (Getting Ready in Numeracy) is a support intervention for students who need additional input to help them access the classroom Mathematics program. In 2020 GRIN was implemented from Years 2-6 and supported the learning of 22 students. The program ran as planned only following the second lockdown. A modified version, targeting children at risk of falling further behind, was run remotely during our second lockdown period.

The staff continued to explore the area of Metacognition and Zones of Regulation as part of our Learning and Teaching plan. This learning was spaced throughout the year and both were identified to be priorities in 2021 when more consistent meetings could take place.

STUDENT LEARNING OUTCOMES

Year 3 and Year 5 English NAPLAN Results

There was no NAPLAN program in 2020.

PAT Testing in 2020

In November 2020 Holy Spirit moved to the online version of Progressive Achievement Tests (ACER) in both Mathematics and Reading. These tests provided the school with standardised test performance data in a year in which there was no NAPLAN.

The PAT Maths test results showed that, despite two prolonged periods of Remote Learning, students in five of the six levels assessed, achieved median scores above the tests' norming samples. The lowest quartile cohorts in all year levels scored significantly above the lowest quartile of the norming samples.

P-2 English Assessment Results

Our 2020 English data indicated that 96% of our Foundation students achieved the minimum standard or above for text level and 88% achieved the target standard or above. The data also shows that 42% of students were at or above the standard expected for the end of Year 1 and 15% were at or above the minimum standard expected for the end of Year 2.

In Year 1, 75% of students achieved the minimum standard or above for text level and 71% achieved above target standard for the end of Year 1. The data shows that 58% of students

were at the target standard for the end of Year 2. It is recognised that, due to COVID-19 limiting access to onsite support, a small cohort of Year 1 students will need further intervention as they move into Year 2.

In Year 2, 90% of students achieved the target standard for text level for the end of Year 2.

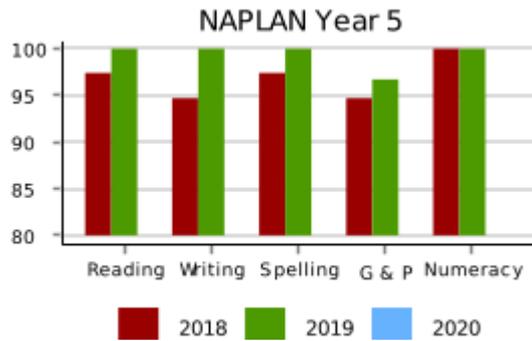
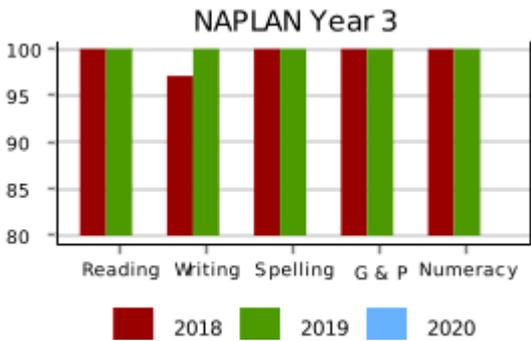
The overall results indicate that the majority of our students achieved the target standard or above in text levels.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	97.1	100.0	2.9		
YR 05 Grammar & Punctuation	94.7	96.7	2.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.4	100.0	2.6		
YR 05 Spelling	97.4	100.0	2.6		
YR 05 Writing	94.7	100.0	5.3		

* 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

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 and this was never more evident than in the 2020 school year. We promote our culture of wellbeing for all through the values of respect, safety and learning.

Promoting Positive Behaviour

The Positive Behaviour (WSPB) strategy continued to be a focus in Wellbeing for Holy Spirit School during the 2020 school year. We continued to strongly promote this strategy which is underpinned by three school values: *respect*, *safety* and *learning*. These values form the foundation to all that we do at Holy Spirit. We continued to work with the children in each class during the year to consolidate both understandings and practices so that there was consistency of both language and approach across the school. This learning formed an important part of the Remote Learning provided to the children.

New staff to the school and replacement teachers were inducted with the approach to WSPB to ensure consistency across the staff for all students. Our student counsellor was involved throughout the year including during the lock-down periods to support the implementation of this initiative. Students with additional needs are well catered for in this process. Staff meeting time continue to be allocated to continue the learning process for staff throughout the year. Most meetings were held remotely.

Bounce Back

Weekly lessons using the curriculum 'Bounce Back' were an important part of the ongoing learning during the year. 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. Staff meeting time was allocated to plan the term's work in Bounce Back, which was timetabled for once a fortnight and an important part of the Remote Learning program in every level. Aspects of Bounce Back were even more important for students as they struggled to manage the challenges of lockdown and Remote Learning.

Buddies

The *Buddies Program* continued throughout the year in a more limited way. This program continued to foster a great feeling of whole school support and encouraged positive relationships across levels. Students across levels were encouraged to remain in contact with their buddies through lockdown and this was a great support to many students, particularly as they returned to onsite schooling.

Student Leadership

The Wellbeing Leader continued to work with all members of the Student Leadership Team to discuss and address issues around the school. We introduced online wellbeing activities for all levels to support students through the year when they were not onsite. The activities were part of the planned curriculum across levels. Student Leaders introduced the 'Just Juniorz', initiative where they designed activities to encourage Junior School involvement in a range of activities at recess and lunchtime. Senior Leadership teams were rotated across the terms to ensure that all students gained experience with facilitating assemblies once we were back onsite.

Social Justice Team

The Student Social Justice Team continued to be priority for our students and school. The Social Justice Team was proactive in the promotion and facilitation of several awareness and fundraising campaigns between lockdowns. The organisations they supported included Caritas and the local St Vincent De Paul group. They were particularly strong at keeping the community informed of their work through newsletter items.

VALUE ADDED

Consistent implementation of Bounce Back included activities for students to do interactively and with their parents.

An Educational Psychologist/School Counsellor continued to be employed by the school for one day per week and she was able to support students and families who found the extended periods at home challenging.

Our School Psychologist ran staff meetings to introduce student self-regulation.

STUDENT SATISFACTION

Students were surveyed on their return to school in Term 3. The overwhelming response indicated that students much preferred being at school. They indicated that they relied heavily on the support of teachers and their classmates to make learning a better experience and more valuable. Students indicated that they received consistent and valuable support from their teachers during lock down and that they did enjoy the challenges that were given to them. Most

students said that they missed being present on site and certainly missed their friends. Many students did manage limited interactions with their peers electronically during their time away from school.

STUDENT ATTENDANCE

During normal school times, 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.

During Remote Learning student attendance was still recorded daily. All levels were required to find the most suitable way to ascertain attendance and record this through nForma. Some levels recorded attendance through Zoom meeting attendance or Google Classroom interaction with the teacher. Students not present were followed up by classroom teachers or specialist teachers. Any student who was consistently missing from classes was contacted by the level teacher, Principal or Deputy Principal to ascertain what further supports might need to be put in place. Parents were kept informed if students were not in attendance as expected.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.5%
Y02	96.8%
Y03	96.4%
Y04	98.0%
Y05	95.1%
Y06	97.5%
Overall average attendance	96.5%

Child Safe Standards

Goals & Intended Outcomes

Holy Spirit remains 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.'

The protection of children from abuse is embedded within our school culture. All members of our school community share the responsibility for the safety and wellbeing of every child in our school. There is an expectation that all members of our community will act as responsible carers for all of our children.

During 2020 we continued to focus on educating all members of community about the importance of child safety. We believe that there is a good understanding in our community of the rights of all children and there is agreement from all that we share the ownership of this responsibility.

Achievements

During 2020 our Child Safe Team continued to monitor changes and protocols required in this area. Staff were updated in staff meetings and our responsibilities were reinforced through these sessions. The parent community received updates through our school Newsletter. Our School Board meetings were suspended during lockdown. Staff were refreshed with the Reportable Conduct requirements that were introduced in all schools in 2019, and were very supportive of all the practices and protocols implemented in the school.

School Policies are continuing to be updated to reflect the requirements of Child Safety and these policies reflect the practices in place. Our school wellbeing team continues to work alongside our Child Safe Team to monitor changes and implementation of child safe practices at the school. All members of the staff ensure they are up to date with their knowledge and understanding of their responsibilities with Mandatory Reporting and all staff completed the online learning modules in this area. Staff were introduced to PROTECT and reminded to note protocols set in this area as a matter of importance.

The school has a firm policy in place and has implemented stringent checks to ensure that all parents are well aware of their responsibilities when attending school functions etc. All families have signed the school **Code of Conduct for Parents and Visitors** as well as the **Volunteer's Code of Conduct**. Reference checks put in place for parents attending camp were completed but the camps were not held due to Government Restrictions. All parents involved at the school have Working with Children Checks and reminders are sent to those with expiring WWCC's

Our Child Safe Team organises education sessions to support parents wanting to be involved in our classrooms. These sessions are compulsory for all volunteers in our rooms and are facilitated

by the Deputy Principal. Any parent applying to attend camp *MUST* attend a briefing with the Principal to remind them of their responsibilities under the Child Safe regulations.

Holy Spirit will continue to be vigilant in ensuring the safety of every child in our school through professional learning and stringent protocols.

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

Leadership structures and the function of planning teams has evolved during the 2020 school year. Some of the structures took some time to embed as the school juggled Remote Learning and restrictions on who could be onsite. The Learning and Teaching Team was established to ensure classroom teachers voice and shared vision across the school.

Planning teams continued to be a strength within our school. Level Planning Leaders continued to ensure the effectiveness of planning at the Junior, Middle and Senior Levels and were responsible for overseeing the planning that took place over Zoom meetings. Teachers continued to meet in level teams to plan for a full day fortnightly and two hours on the odd week from home; this worked well, albeit not as effective as being in one place. Structures for Remote Learning allowed for all planning sessions to happen, with Facilitators and Leaders available to join these meetings.

The Learning and Teaching Team worked to coordinate learning both onsite and remotely. The team took responsibility for ensuring that the curriculum was continuing to be followed for all students and that challenging learning opportunities were offered in all subject areas and areas of the curriculum.

Curriculum development and implementation is well documented at all levels.

During 2020, Leadership was represented consistently onsite at all times. Members of the Leadership Team were onsite every day and available to staff both remotely and to those supporting onsite students. Discussions were held at a Leadership level later in the year to once again make alterations to the Leadership structures of the school, based on a considerable turnover of staff moving into the 2021 school year.

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

Improvements to the learning environment continued, based on the school maintenance and improvement schedule, but some improvements were put on hold due to the lack of available trades as well as restrictions in place for schools. Our parent community continued to be active in both planning and implementing improvements to the learning environment at Holy Spirit.

Professional learning for all staff continued to be a priority. Learning Support Staff attended online Maths Professional Learning along with teachers.

New staff were inducted into the school through a process of meetings facilitated by the Principal and the Deputy Principal. Level Planning Leaders inducted new staff into normal planning protocols and requirements with the support of Leadership. New staff were appointed this year

through a thorough process of advertising, reference checking and interviews. This process is well documented at the school and adhered to closely.

Great efforts were made to market the school both to the local community and the local kindergartens and child care centres. The Principal visited all kindergartens. Only limited visits to Holy Spirit by kinders were possible during 2020 due to COVID-19 restrictions, but we look forward to continuing these visits as we move forward into 2021.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

As with every year, Professional Learning remained a priority at Holy Spirit for all staff members. All teachers were involved in Professional Learning programs across many curriculum areas to improve their expertise and therefore offer the best opportunities to the students.

During the 2020 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. Attendance at Professional Learning was limited throughout the year and consisted mainly of remote and Zoom meetings and presentations.

We continued to facilitate the Maths intervention approach, GRIN and ERIK (Enhancing Reading Intervention Knowledge). Further Learning Support Officers were trained to implement these programs with students. These approaches offered many students the extra support required for them to better access the Maths and Reading curriculum.

We continued valuable work in looking at Metacognition with a closure day facilitated by an external consultant, Helen Butler. These sessions were envisaged to continue throughout the year but could not due to restrictions in place. The staff continued to explore this area with remote support from Helen.

Professional development continued to be priority at Professional Learning Team meetings and Staff meetings that were held as often as was practical during lock down and weekly while we were onsite. Professional Learning Team Meetings concentrated predominantly on improvement in Numeracy and Literacy.

The school was transitioned to ICON at the very end of 2020. This transition required extensive Professional Learning by the Administration Officers in the school and the Principal. This was, and still remains, a very challenging time for all staff involved and I commend them for their commitment to the new learning that was required at a very unsuitable time of the year.

Staff members attended Professional Learning programs in the following areas, mostly remotely during 2020

- Finance Cluster meetings
- Literacy & Numeracy Leaders' network days
- Learning Support Officers' CEM professional learning day
- Principal/ Deputy Principal network days
- REL Professional Learning days
- NCCD network meetings and briefings

- ICON Training days

Number of teachers who participated in PL in 2020	17
Average expenditure per teacher for PL	\$2000

TEACHER SATISFACTION

Staff were amazing during the 2020 school year. The transition to Remote Learning and the support for students and each other was nothing short of phenomenal. Teachers acknowledged the challenges of this new and unprecedented way of working and embraced the challenges confidently. Staff continue to acknowledge the increasing requirements and workload on every member of the community.

Teachers continue to be confident in working with their teams and believe they are well supported in this area. Staff conversation acknowledged the support of their colleagues, particularly in 2020, and this was a very reassuring aspect of our school and staff community.

Staff are confident that the school climate is very positive and Leadership are responsive to their needs. Staff were grateful to all in leadership positions for their support over the year and this was publicly acknowledged on numerous occasions.

All staff were very satisfied with the success they had in ensuring that the school operated well throughout the year. There was a confidence in the fact that every child was well-supported in some very different circumstances.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.2%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.1%
Graduate	38.5%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	53.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	14.8
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	6.6
Indigenous Teaching Staff (Headcount)	0.0

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

School community partnerships were even more relied upon in 2020. These relationships are key to the goals that we set in our community. Our belief was strengthened by the support we gained from the community throughout all the challenges that COVID-19 provided.

Throughout the year we worked hard to ensure that the relationship we enjoy with our parish was maintained, although it was remote for much of the year. The relationship with our Parish Priest was maintained even through the months of closed churches and limited opportunities for interaction.

Parents continued to be very involved in as many aspects of school life at Holy Spirit as possible whenever the opportunity arose. Many parents were still able to take advantage of opportunities to be 'hands on' in classrooms, supporting the teachers and the children. Many parents were able to be part of our parent induction program before helping in the classrooms. Unfortunately school camps and excursions were not possible for most of the year and this is a normal avenue for parent involvement in our school.

Our Sports and Physical Education Program continued in a limited way early in the year to include involvement in the local and regional inter-school sports program. We enjoyed the limited opportunities and certainly missed the ongoing interaction with other schools and the broader community that this participation usually provides.

Our program of involvement with our local kindergartens was compromised during 2020 but we did do our best to stay constantly in contact throughout the year.

During 2020 we were able to welcome only a limited number of outside students into our school. We took advantage of the relaxed rules in Term 4 to welcome two trainee Learning Support Officers into our school. Work experience students were not permitted in 2020, however we look forward to their involvement again in 2021.

The Holy Spirit Parents' Association were very supportive but limited in their access to the school throughout the year. As usual, we were able to share planning times with parents to identify areas of need that could be supported into the future. Parents were able to support us early in the year with our St. Patrick's Day celebrations and Shrove Tuesday events.

The Social Justice Team at Holy Spirit continued to be instrumental in broadening the thinking of our school community. The team continued to expose our school community to local, national and international needs that we were able to support or learn about. In 2020, 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.

We look forward to re-introducing families to the normal avenues of involvement into 2021.

PARENT SATISFACTION

Parents responded positively to a survey conducted at the end of the period of Remote Learning. The feeling was overwhelmingly positive and they were very grateful to both teaching staff and Learning Support staff for their efforts throughout the year. Parents were quick to acknowledge the difficulties faced by the school and expressed their appreciation often in writing and in person.

The 2020 school year obviously provided challenges for our parent community as much as it did for the students and staff. Many parents expressed the fact that it was very difficult at home whilst trying to juggle Remote Learning for students and continue their own employment from home. Remote learning was particularly challenging for parents with young children, who obviously required constant support.

Parents were extremely grateful to these Junior teachers for the extent that they went to in supporting their children. The feedback we received from families was extremely positive and we thank them for working in partnership with us to enable the learning to continue.

Future Directions

At Holy Spirit we continue to strive for improvement in all that we do. Religious Education will remain a priority area of our curriculum for all members of our community, and we will continue to enhance our skills at developing our curriculum through Life and Faith units across the school. The parish demographic is continuing to change, so it will be even more important to work to maintain our Catholic Identity as schools move from being Parish Primary Schools to a more systemic MACS identity.

Trying to ensure that learning is achieved at a deep level is a priority for our students. We are striving to ensure that they investigate, question and discover rather than just accept what is in front of them. We will continue to support students in becoming more accountable and responsible for their own learning.

We will continue to target staff professional learning to ensure that we are constantly accessing the best opportunities for improvement across all areas of the school. Investigating Zones of Regulation will be a priority in 2021 as we help students not only own their learning but understand what they need to do to manage their thinking, behaviour and therefore best personal learning space.

Improvement in Literacy and Numeracy results for all students will continue to be an underlying goal for 2021. We will continue to develop strategies to best support students with particular learning needs or skills through more detailed and data based Personalised Learning Plans. Targeting high achieving students and challenging them to achieve even higher results will continue to be a priority into 2021.

Exploring how we can better explore parent voice and more ownership of what happens at the school will continue to be a focus into 2021.

We are firmly committed to constantly improving the learning environment for the students and staff at the school.

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 2021 as we utilise some of the valuable learnings from 2020.