



# Holy Spirit School

## Thornbury East

2022

Annual Report to the School Community



Registered School Number: 1516

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

05/04/2023

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

## Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

***'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. Under the new mission model for parishes Holy Spirit and St Anthony's is now partnered with St Mary's in Thornbury and St Joseph's in Northcote under the guidance of Fr Shabin, our Parish Priest, and Fr Dixon.

2022 enrolments at Holy Spirit were 162. The classes comprised: Prep, two Year 1/2 classes; three Year 3/4 classes and two 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 Advisory Council 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

The 2022 school year promised to be a little more settled after the disruptions of 2021, and it was great to have a little normality back in our school. As a school we set out to rebuild the relationships and family involvement that we had missed during the COVID years. Students were well supported by a staff that continues to strive to provide them with the best possible learning opportunities at all times. We congratulate the children for the way they embraced every opportunity to approach their learning in new ways throughout the year. They should be proud of the spirit of adventure and commitment that they brought to their learning.

I thank every member of the staff for their ongoing professionalism and willingness to give whatever is required to ensure the best outcomes for children and families at our school. I acknowledge and celebrate the achievements of every staff member and congratulate them for their continued ingenuity, their enthusiasm and their willingness to do whatever was needed to provide for the students. Our school is 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.

During 2022 we were able to rebuild the spirit of community that we missed over the past two years. We are blessed with a wonderful parent community at Holy Spirit. Parents were excited to be back in the school and able to interact with each other once more.

We are so fortunate to have the fantastic community of children who are part of this school and the quality of their commitment to their learning and to each other was so evident throughout 2022. The children embraced every opportunity to be back with their friends and onsite for their learning. They enthusiastically brought their sense of wonder, joy and life to our school through their work, their interactions in class and their enthusiasm for learning.

Our community continued to strive to live the values that we profess, the values of Safety, Learning and Respect and the children demonstrated ways to bring these values to life. They actively embraced the challenge that is our vision at Holy Spirit, 'Our school community should be one that Jesus would walk among today and recognise as His own'.

Our Parish Priest, Fr Shabin, and the assistant priest, Fr Dixon, continued to be a great support throughout the 2022 school year, and we thank them for their ongoing work in supporting the faith journey of all in our community.

During 2022 the school began working with a new School Improvement Plan, established after a comprehensive review of all curriculum, organisation and current practice in the school. The School Improvement Plan will guide the Annual Action Plans that ensure ongoing improvement in all areas of the school over the next 3 years.

## School Advisory Council Report

This year the School Advisory Council were able to meet face to face for all meetings. This was a lovely change from the last two years of meeting remotely and enabled us to have more practical discussions around what could be done in the school, including the reintroduction of events and parents back into the school. This helped to foster connections that were lost during the COVID lockdowns and brought hope for the year as we moved forward.

The Council undertook different discussions and achieved a number of outcomes including:

- a thorough review of all the Child Safe Standards provided by Melbourne Archdiocese Catholic Schools (MACS)
- how to improve communication throughout all areas of school community
- a review of school uniforms, leading to the introduction of a non-compulsory lightweight sports top next year
- the drafting of a document and introduction of a Parent Class Representative for the Junior levels for 2023
- reinstating 'Coffee with Rob' as a communication tool for parents
- brainstorming ideas for the 70th Anniversary of Holy Spirit in 2023
- school media promotion discussion
- COVID return to school protocols and procedures
- discussion of a survey of the Current Wellbeing needs of families, students and staff with a view to better supporting the needs of families
- a review of traffic issues at drop off and pick up
- recruitment of new members for the Council for 2023

We would like to sincerely thank Rob and Anne for all the time they commit to ensure, not only the smooth running of the school, but to create a supportive and safe environment for the entire school community. Their leadership and presence is strongly felt throughout the school. We would also like to acknowledge the time and commitment provided by other parents on the Council, Carminia Lapuz, Samantha Prince, Emma Madigan and Sue Sukkar. We would like to thank Fr Shabin and Fr Dixon for attending an early meeting to introduce themselves and offer guidance. With the uncertainty of school closures now hopefully behind us, next year we would like to focus on reinstating more practical and well-being based events such as working bees and information sessions to help to support the maintaining of the school and encourage more social and educational gatherings within our community.

2023 presents the Council with new opportunities for fresh ideas on how we can get back to the events we enjoyed pre COVID, including embracing the ability to connect and update families virtually.

We hope to see some new members bring enthusiasm and continue the great work of the Council moving forward.

Emma Maguire & Tamie McNiece

Co-Chairs



## Catholic Identity and Mission

### Goals & Intended Outcomes

To empower students in their learning

To improve teacher professional practice

- That teachers use evidence-informed practices to lead and develop students' learning capacity

### Achievements

The 2022 school year provided a fresh start after a year filled with challenges brought about by the global pandemic. A school review in 2021 enabled us to recognise our strengths and set new goals in order to further improve teacher practice and subsequently student engagement and understanding.

We continued to focus on:

- Providing authentic learning opportunities in Religious Education
- Recontextualising the teaching of Religious Education through a clearer understanding of the teaching of scripture in Life and Faith units with a further focus on Indigenous Spirituality
- Enhancing the prayer life of the school community
- Enhancing teaching and learning in the Religious Education curriculum as part of the overall curriculum
- Enhancing student engagement in the area of Faith
- Adapting the curriculum to ensure that effective provocations support students to question, explore and develop their understanding of ethical thinking in the area of Life and Faith

Further developing the understanding of Social Justice within and outside our community, we endeavoured to provide Faith lessons that incorporated the Catholic Social Teachings as well as the Global Goals, adopted by the United Nations in 2015. This was a universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity

Our school theme for the year, 'Be the author of your own learning story', provided us with a wonderful platform to continue to develop the students as agentic learners and empower them to set meaningful goals personally and for the betterment of their local and wider community.

Connections with themselves, each other and parish and local community were re-established, as students invited their families back into the school to share in their learning through the form of Life and Faith Expos.

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 through our actions 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

2022 saw an easing of restrictions related to the COVID-19 Pandemic, allowing us to gradually renew and continue authentic parish and community links. Early in the year the effects of COVID-19 were still evident with staff and student attendance limited at times due to COVID isolation protocols. We were unable to hold our annual 'Beginning of School Year Mass.' However, by the beginning of Term Two we were operating 'as normal'. The children once again were able to continue our long history of involvement in weekend and weekday parish Eucharistic celebrations.

### **Celebrations**

Our sacramental programs for Reconciliation, Eucharist and Confirmation were once again celebrated with family and friends free from the limitations and restrictions of the previous year. Other celebrations that have always brought us closer together as a community and strengthened our Parish bonds were also able to take place: Holy Spirit Day, The Liturgy of the Light, Poor Man's Mass and our Prep Welcome Mass.

### **Staff**

Our Religious Education Leaders joined with our two new Priests, Father Shabin and Father Dixon in forming a Parish REL Group. This group consisted of St Mary's, St Anthony's, St Joseph's and Holy Spirit. The purpose of the group was to build collegiality, provide a platform for sharing ideas about Sacraments and our Catholic traditions and to further foster community connections with our Parish schools.

Teachers continued 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 continued to investigate this in light of the documents within the Religious Education Curriculum. We had a particular focus on developing staff knowledge around the five content areas of the Faith Curriculum and how to expand these through Knowledge and Understanding, Reasoning and Responding and Personal and Communal Engagement. Towards the end of 2022, staff began to investigate the Pedagogy of Encounter. Our aim was to provide opportunities for our students to make connections with world issues and discuss these in light of our Catholic traditions.

The Learning and Teaching team and Religious Education Leaders continued to plan together to ensure that planning for teachers incorporated the learning outcomes of: To Know, Worship and Love; the Religious Education Curriculum frameworks and the Victorian Curriculum. We continued to evaluate and add to our two-year cycle of learning for Faith which we had begun in 2021. Teachers participated in Staff and Professional Learning Team Meetings which provided upskilling and continued opportunities to assist them with planning for their Faith units. Teachers were guided to unpack the content areas, matching them where possible with suitable To Know, Worship and Love units. We also continued to prioritise the creation of Learning Intentions and Success Criteria, allowing students the opportunity to know how they can be successful in their learning.

**Prayer**

Praying together continued to be a major focus for us and, as a staff, we ensured that we could pray together with thought and consideration weekly as our meetings resumed face to face in our shared staffroom or classrooms. A significant focus on daily prayer resumed, building staff and student knowledge of the liturgical calendar and its changing liturgical seasons and providing opportunities for contemplation and reflective prayer opportunities as well as active participation in scripture.

It has 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 after a year of interruption and Home Learning. We continued to focus on ensuring our Catholic identity was visible and alive in our school. The school foyer continued to be an area to celebrate this identity through a variety of visual representations reflecting the changing liturgical seasons and recognising the students who were preparing for each of the sacraments: Reconciliation, Eucharist and Confirmation.

**VALUE ADDED**

We enlisted the expertise of Eloise Myers (MACS) to support the ongoing professional development of teachers and develop leadership confidence in the area of Faith

Our *Carols Night* combined with *Art Exhibition* - this involved celebrating with many of our families, the parish and the wider community.

We celebrated a return to Sacramental Celebrations with the Parish due to eased restrictions related to COVID-19

We continued to have rich conversations around planning and implementing inclusive units of work within the broader curriculum

Religious Education Leaders continued to work 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

Our Religious Education Leaders met with the leaders of our three sister schools regularly

## Learning and Teaching

### Goals & Intended Outcomes

To empower students in their learning

- That students are self-regulated agents of their learning
- That learning outcomes in Numeracy, Spelling and Writing growth improve

### Achievements

Learning and Teaching continued to be a major focus for 2022. After the school review in 2021 and the establishment of the School Improvement Plan and Annual Action Plan, student agency was identified as a focus area for our students. This was developed through the personalising phase Life and Faith Inquiry and through the use of rubrics in Writing. As a staff we acknowledged that we needed to have a clear understanding of student agency ourselves and to have our own staff definition. We drew links between student agency, metacognition and Zones of Regulation to help students address their strengths and weaknesses, to set goals, to identify strategies they can use to regulate their emotions and to have greater control over or co-manage their learning.

In 2022 staff participated in meetings that explored the Department of Education and Training's 'Amplify' guide for teachers and leaders. The guide explains how to create conditions, employ practices and develop the behaviours, attitudes and learning environments that are conducive to student voice, agency and leadership. Staff shared back and discussed their understanding of student agency, student leadership and student voice. A School Representative Council was formed with two captains from each class for each term, as voted by their peers. The class representatives attended a fortnightly SRC meeting with a supporting teacher. Small projects were undertaken by the SRC such as designing and implementing new rosters for play behind the hall, the sandpit and the playground, and a survey around students' reading interests and requests for particular books to be included in our school library. A suggestion for the SRC in 2023 was for the students elected captains to be in that role for a semester, to allow greater opportunity to see through action projects before the next captains were appointed.

The other key learning foci in Learning and Teaching was around the use of rubrics to increase student involvement in their own learning. Rubrics were trialled in Writing and in some specialist areas such as Italian and Media. The use of rubrics will continue to be developed in 2023

It was recognised that there was a desire from staff to further develop their knowledge of useful resources to teach the skills and assess the Ethical Capability. A staff meeting was dedicated to exploring the Victorian Curriculum resource links, and opportunities were provided to challenge and discuss these concepts across learning levels. Examples of ethical dilemmas used with the Senior Students were shared, with the learning outcomes and students' engagement evaluated.

Staff had previously identified Spelling as an area that required improvement in student outcomes, as well as staff needing to further develop their expertise in the teaching of Spelling. As a result, Spelling formed part of our 2022 Annual Action Plan and was an ongoing focus for Professional Learning Team meetings with classroom teachers. A Spelling Scope and Sequence was developed in late 2021 and implemented in 2022 to guide classroom programs. Data collected throughout 2022 indicates that teachers were further developing their knowledge and understanding of Spelling, which was supporting the improvement in the learning and

teaching of Spelling. NAPLAN results in Spelling indicate significant increase in student outcomes from 2021 to 2022, validating the work done to improve the learning and teaching of Spelling.

Writing was another area identified as needing improvement, in particular extending the growth of more able students. As this only became a focus for professional learning late in 2022, it will continue to be a focus in 2023.

In English, a number of intervention programs were put into place to support students who found aspects of literacy challenging. Students in Foundation to Year 3 with language issues participated in various oral language intervention programs. Year 1 students who had not fully developed basic reading and writing skills and strategies had support through one to one intervention. In Years 2 and 3 students with phonological and reading accuracy challenges were supported through the ERIK program (Enhancing Reading Intervention Knowledge), run by trained Learning Support Officers. Pre and post testing indicated that students made significant gains in their reading accuracy following participation in ERIK. Year 3 and 4 students needing additional support with comprehension were involved in the RIDER program (Read, Imagine, Describe, Evaluate, Read on), run by trained Learning Support Officers. PAT Reading testing at the end of 2022 indicated improvement in comprehension for those students participating in RIDER.

Planned professional learning in Mathematics continued to focus on teaching through the Mathematics proficiencies, with particular emphasis in 2022 on the role of visual representations and harnessing children's thinking to improve Understanding. Developing students' conceptual understanding was linked with our teaching of the major Number areas of addition and subtraction, and multiplication and division. Throughout 2022 the Maths Leader and Foundation class teacher participated in a professional learning program, aimed at deepening knowledge and expertise in the teaching of Number concepts to young students. This program will continue throughout 2023 with the Year 1 and 2 teachers involved.

Holy Spirit School continued its commitment to meeting specific student needs, both for extension and targeted intervention. In 2022, twenty-five students from Years 4-6 took part in the Maths Challenge for Young Australians, run by the Australian Maths Trust (AMT). This challenge involved working on, and solving, a set of challenging problems over a period of four weeks.

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 2022 GRIN was implemented from Years 2-5 and supported the learning of eighteen students, at school with GRIN tutors.

## STUDENT LEARNING OUTCOMES

### Year 3 and Year 5 English NAPLAN Results

The 2022 NAPLAN results indicate that our Year 3 students, when compared to the State, achieved well above the State mean and median for Reading, for Writing and for Grammar and Punctuation and, for Spelling, above the State median and similar to the State mean. Compared to the State, our Year 5 students achieved well above the State mean and median for all areas of English: Reading, Writing, Spelling and Grammar and Punctuation. These

results support continuation of our data-driven, personalised approach to teaching and learning.

### **P-2 English Assessment Results**

Our 2022 data indicates that 100% of our Foundation students achieved the minimum standard or above for text level and 94% achieved the target standard or above. The data also shows that 53% of Foundation students were at or above the minimum standard expected for the end of Year 1 and 35% were at or above the minimum standard expected for the end of Year 2.

In 2022 90% of our Year 1 students achieved the minimum standard for text level and 84% achieved the target standard. The data also indicates that 74% of our Year 1 students were at or above the minimum standard for the end of Year 2.

### **Numeracy Results**

Median scores in NAPLAN 2022 were above the state median scores in both Year 3 and Year 5. There were no relative growth measures available in 2022 as NAPLAN testing did not take place in 2020.

### **PAT Testing in 2022**

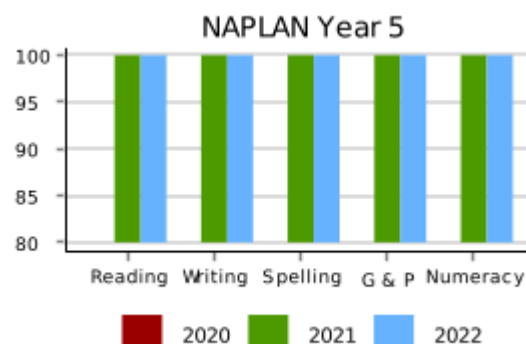
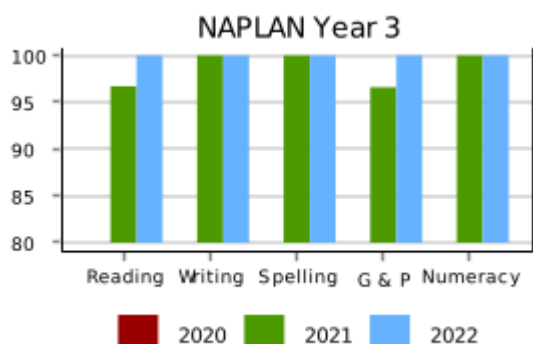
In November 2022 Holy Spirit administered the online version of Progressive Achievement Tests (ACER) in both Mathematics and Reading. These tests provided the school with standardised test performance data. The PAT Mathematics test results showed that students in five of the six levels assessed achieved median scores above the tests' norming samples. In PAT Reading all levels exceeded the mean and median scores of the norming group.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.6	-	100.0	3.4
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	96.7	-	100.0	3.3
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

\* 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 students in their learning

- That students are self regulated agents of their learning

### Achievements

Holy Spirit Primary School continues to provide a clear, consistent and coordinated approach to Wellbeing. The delivery of classroom programs (Bounce Back and the Zones of Regulation), lunchtime clubs, supporting documentation in the school newsletters and staff professional development opportunities ensured that everyone had a consistent understanding of the fundamental concepts and a shared common language.

The school and classroom environments are bright, friendly and safe. Staff worked hard to ensure that positive relationships were a priority with their students and that the students were encouraged to maintain a positive outlook in their dealings with each other. Parents and visitors were always warmly welcomed to the school when it was safe to do so.

First aid policies and procedures were constantly monitored throughout the year. All staff are practised and familiar with the processes and procedures for school evacuations, and all staff completed the e-learning module related to mandatory reporting and the disability standards.

Our ongoing commitment to our school psychologist/counsellor, Tracy Bentin, one day a week supported students and families. Her skills were crucial for many families and students post COVID lockdown and returning to school. She complemented the whole-school approach to Wellbeing by providing one-to-one counselling for students, support for parents, and classroom strategy support for teachers. Tracy also provided professional learning for all staff around resilience and classroom strategies through staff meetings.

Survey data indicated that students had a strong belief that teachers listened to them and understood their needs. They indicated that their teachers provided a stimulating learning environment. The curriculum highlighted the message for students to be cyber smart and cyber safety practices were taught as part of their Digital Technologies program.

The whole school continued to prioritise the 'Bounce Back' resilience program, Learning around 'Zones of Regulation' across the school and continual embedding of our school values of respect, safety and learning provided consistent and explicit teaching practices to support social and emotional learning.

Clearly documented processes overseen by our Learning Diversity Leader were in place for the referral of students with academic, behavioural, social or emotional needs. Processes were updated and embedded during the year to ensure the NCCD (Nationally Consistent Collection of Data) was collated and entered into the system. Program Support Group meetings were held regularly, and Personalised Learning Plans were developed and shared with families to support students who qualified for NCCD funding. Many other students had support programs in place and access to Learning Support Officers to ensure that their learning was optimised regardless of NCCD eligibility.



**VALUE ADDED**

A comprehensive Buddy program strengthened student relationships, building positive relationships with all children in the Junior and Senior levels. The Bounce Back program guided students to be resilient and to self-manage their social and emotional responses. Through Zones of Regulation, students were able to identify their feelings and use the appropriate language to describe their feelings.

A Student Representative Council (SRC) was introduced and implemented in 2022, with leaders nominated by their peers. SRC Meetings explored ideas to engage students and to give them a voice in some decision-making. Senior School leaders continued to have an integral role in the implementation of school wide events and assemblies.

Extracurricular activities during recess and lunch breaks supported students with differing needs. Senior students facilitated Lego groups, a chess club and sports activity programs, giving students a variety of activities to engage in outside.

The Library was opened during lunch breaks twice a week to offer a quiet space for students who preferred reading and board games.

**STUDENT SATISFACTION**

Student surveys were positive in 2022. Student/Teacher relationships remain very positive and children feel engaged in their learning. Student survey results were recorded at 75% positive for School Teacher Positive Relationships. Students have a positive learning disposition and their feelings of belonging to their school are strong and once again positive. Survey results were very positive in the area of Learning Disposition, students recorded 79% positive. Students indicated that they believe there are rigorous expectations for them with their learning. There is an overall positive response from the students across all areas of the survey.

**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 9.15am 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 Learning Diversity 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 Melbourne Archdiocese Catholic Schools 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.8%
Y02	89.0%
Y03	90.4%
Y04	89.0%
Y05	86.9%
Y06	88.5%
Overall average attendance	88.8%

## 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.

The care, safety and wellbeing of children and young people is at the heart of all we do at Holy Spirit and is central as a responsibility of each individual at the school.

Our school vision clearly reflects the importance of each individual at Holy Spirit. It articulates the mission that we strive to achieve;

***'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 and is the responsibility of every individual. There is an expectation that all members of our community will act as responsible carers for all of our children.

During 2022 we worked with our parent community through our School Advisory Council to further the understanding of Child Safe for all at Holy Spirit. We looked closely at the new Child Safe Standards and ensured that we were enacting what we profess. 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 2022 our Child Safe Team worked to ensure that the new standards were both understood by all members of our community and that our practices at school were in line with these standards. Staff meetings were used to update staff as to their responsibilities in this area and to ensure that our school was visibly implementing them at all times. The newsletter and *Skoolbag* updates kept the parent community informed about their responsibilities and the actions taken by the school to ensure the safety of all. The School Advisory Council committed a lot of time in discussion and review of the new standards and made recommendations to improve ways of ensuring that the standards were public, visible and easy to understand by all in the community. Staff were reminded through a staff meeting of their responsibility to adhere to Reportable Conduct requirements.

As a compliance requirement all school policies continued to be updated as required. Staff were advised of the updated Child Safe policies and made aware of relevant changes as they occurred throughout the year. Our school Well-being Team continued to work alongside our Child Safe Team to monitor changes and the implementation of Child Safe practices at the school.

All members of staff continued to ensure they were 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 reminded of the PROTECT documents and protocols and reminded to note protocols as a matter of importance. Professional learning in this area included teaching, learning support and administration staff.

Holy Spirit continues to ensure that parents are very aware of the protocols required to be involved in school activities. All volunteers have Working With Children checks and an up to

date register is kept of these. All families have signed the school Code of Conduct for Parents and Visitors, as well as the Volunteer's Code of Conduct.

Parents wishing to be involved in classrooms are required to participate in adult education sessions organised by the Child Safe Team. These programs ensure that all volunteers are well aware of their responsibilities and the rights of others in our community. These sessions are compulsory for all volunteers in our rooms and are facilitated by the Deputy Principal.

New staff were employed during the 2022 school year and Holy Spirit followed all protocols relating to reference checking and advertising to fill these positions.

The normal classroom curriculum included sessions that ensured that student voice and empowerment was addressed through inclusion in the '*Bounce Back*' program.

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

## Leadership

### Goals & Intended Outcomes

To build the leadership capability of the leadership team

- That leaders have the capacity to lead and manage effective change

### Achievements

Holy Spirit has a vibrant and enthusiastic Leadership Team that supports our Learning and Teaching Team and individual Curriculum and Level Leaders.

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. School and Curriculum Leaders were available to join planning sessions as required.

Curriculum development and implementation is well documented at all levels.

2022 saw the school adopt a new four-year School Improvement Plan. Our Leadership Team was tasked with developing and Implementing a whole School Professional Learning Plan, enabling individual Staff members to continue their own learning journeys. This was developed and introduced throughout the year.

Student Leaders were once again an important part of the leadership structure of our school. Senior students were entrusted with responsibility for many tasks throughout our school. Leadership Teams facilitated assembly, guided sustainability initiatives, and ensured that Social Justice issues were a priority for the school community. Student leadership positions ensured that children had opportunities to self direct, attend to issues that they saw as important to our school and our world. A Student Representative Council added another level of leadership to all levels across the school.

The School Leadership Team continued to liaise with the School Advisory Council and was supported by it throughout the year.

Where possible financially, improvements to the learning environment continued to be a focus. Our parent community continued to be active in both planning and implementing improvements to the learning environment at Holy Spirit.

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.

It has continued to be a priority to market the school within our local community and at our local kindergartens and child care centres. The Principal visited all kindergartens. Local kinders were rostered to visit our school regularly and this proved beneficial to both the kinder students and the Holy Spirit children who facilitated the programs with them.

Updating current policies and documents to reflect the new MACS requirements was a significant task undertaken by the Leadership Team through the year. This required ongoing communication with staff to ensure that policy matched action within the school.

The school functioned well financially during 2022, and we successfully administered two grants allocated to the school. The government shade program and an RSL flagpole grant both added

value to our school environment. Funding is very tight for our school, but tight budgets were well adhered to and funding was well-used to gain the maximum benefit to all at Holy Spirit whilst maintaining an adequate financial position.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

The staff at Holy Spirit values Professional Learning and it remained a priority during 2022. Teachers were involved in Professional Learning programs across the curriculum areas to improve their expertise and therefore their ability to offer the best opportunities to the students.

Individual staff members attended a wide variety of programs and the staff continued to work together to remain current with good educational practice.

Our school continued to facilitate the Maths intervention approach, GRIN, as well as the reading intervention programs ERIK (Enhancing Reading Intervention Knowledge) and RIDER (Read, Imagine, Describe, Evaluate, Repeat). Learning Support Officers were trained to implement these programs. The Learning Support Staff presented these programs very professionally and they achieved excellent results with their students.

In Learning and Teaching we continued valuable work in Metacognition and Zones of Regulation, embedding these approaches across the school. Our new School Improvement Plan identified student agency as a priority and this was a focus for us at Staff Professional Learning meetings.

The Junior school began involvement in the MACS Early Numeracy project and this involved our Numeracy Leader and Foundation teacher. This will expand through the Junior school in Years 1 and 2 in 2023.

Our Leadership Team was part of the Agile Leadership initiative with Simon Breakspear over the past 3 years. This program was a good support for us and gave us some excellent planning tools to assist with school improvement. Professional Learning Team meetings concentrated predominantly on improvement in Numeracy and Literacy.

Our whole staff embarked on a Professional Learning Program in Indigenous Spirituality and culture, facilitated by Leila Gurruwiwi from MACS. This proved to be a very valuable Professional Learning experience which we will continue in 2023.

Admin staff attended Professional Learning Programs to support their understanding of ICON and part of the other Professional Learning provided for staff.

Staff members attended Professional Learning in the following areas:

- Finance Cluster meetings
- Literacy and Numeracy Leaders' network days
- Learning Support Officers attended ERIK, RIDER and GRIN training
- Principal, Deputy Principal, Religious Education Leader and Student Wellbeing Leader Networks
- ICON training days and briefings

- NCCD network meetings and briefings
- MACS Early Numeracy Project
- Boys' Education
- Student support in behaviours for ADHD students

Number of teachers who participated in PL in 2022	16
Average expenditure per teacher for PL	\$2200

**TEACHER SATISFACTION**

We are privileged to have the staff that we have at Holy Spirit. Once again every member of the staff went well beyond their job descriptions to ensure that all the students in our school had the best learning opportunities and their families were well catered for.

Staff survey results were very strong in most areas of our MACSSIS surveys. Survey results were very positive in the area of collaboration and support in teams and the staff have a high level of satisfaction and confidence in working with their colleagues. The school climate is positive and there is a strong Collective Efficacy among staff.

Staff indicated that they were satisfied with the relationships that exist between leadership and themselves and that the school climate (79%) is very strong.

Staff were particularly positive in their belief that teamwork and support for each other is in a good place at the moment. Collaboration in teams (83%) and collective efficacy (90%) is particularly strong,

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.

We are now challenged to continue to improve in the areas of feedback, which has room for change. We were pleased with the improvement in teacher satisfaction in the area of Professional Learning which has moved from 41% to 61% over the twelve months.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	76.6%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	93.1%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	18.8%
Graduate	18.8%
Graduate Certificate	0.0%
Bachelor Degree	93.8%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	13.1
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	9.5
Indigenous Teaching Staff (Headcount)	0.0



## Community Engagement

### Goals & Intended Outcomes

To engage members of the school community with each other and the broader community

- That opportunities exist to connect the school community with the broader community
- That members of the Holy Spirit community connect with each other

### Achievements

During 2022 we embraced the opportunity to once again be back onsite and in a limited way, reintroduce parents into the normal activities in our school community. It was great to see families back engaging with each other and interacting with their children's teachers.

Over the previous years we had moved to many off site and remote activities and many of our meetings with parents were organised remotely. During 2022 we offered a combination of remote and face to face opportunities for families to engage with the community. We were limited in our ability to have parents in the classrooms in an ongoing manner, particularly early in the year, but we were able to hold many student work expos throughout this time to allow parents to engage with the students.

Parents were once again fantastic with the enthusiasm in which they chose to engage with the school. The close relationships that we have always enjoyed allowed us to again enjoy onsite Family Conferences, PSG meetings, tuckshop helpers and some social events throughout the year.

Parents were pleased that we were able to participate in school camps as normal during 2022, however we did not take any parents with us on camps as has been our normal practice pre COVID. We will consider this situation moving forward.

Once again we were able to engage with local schools through the inter-school sports program and the students really enjoyed this.

During 2022 we once again were able to offer many opportunities for our local kindergartens to visit and interact with our community. This opportunity was embraced by three local kinders and our Year 3 & 4 classes facilitated an engagement program with them when they visited.

The Holy Spirit Parents' Association was instrumental in ensuring that the school community had opportunities to interact. Parents enjoyed social events such as the Mother's Day Movie night and the students were able to have a disco, which was enjoyed by all. Parents were very supportive but limited in their physical access to the school, particularly early in the year. Parents were able to join us for our outdoor St. Patrick's Day celebrations and Shrove Tuesday Pancake events, and we saw them return later in the year to help us celebrate Christmas and our Carols Night.

It was fantastic to welcome our families back to our sacramental and liturgical celebrations during the year. Families were invited to all sacrament celebrations and were able to join us for our Prep Welcome Mass and Graduation.

During 2022 the Social Justice Team worked to support Caritas and, particularly, St Vincent De Paul and our local Asylum Seekers group. The role of the student Social Justice Team was to ensure that our school maintained a global perspective as well as keeping an eye on local and national issues.

## PARENT SATISFACTION

Parents responded positively to the 2022 MACSSIS survey. The feeling was positive and in most cases responses reflected results above the MACS average. Parents indicated that they were very grateful to both teaching staff and Learning Support staff for their efforts throughout the year as we established onsite learning once more.

School Climate (88%) was extremely positive and School Fit (84%) was a pleasing result for our community.

Parents were happy with the level of communication provided by the school throughout the year. It was not difficult to understand a drop in parent opinion in regard to opportunities for engagement, as we only began to be able to welcome families back in to our school during the year.

We are now positively building solid relationships with our parent community once more and feel confident that this will continue to be strong into the 2023 school year. We are privileged to have a keen and enthusiastic parent community that always support the things that we do at Holy Spirit.

## Future Directions

During the 2022 school year Holy Spirit embraced a new four-year School Improvement Plan resulting from our detailed review in 2021. Our Annual Action Plans over the coming years will reflect well the journey we have set ourselves for ongoing school improvement.

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. We have included Indigenous Spirituality as an important focus across the school and will continue to ensure that our understandings are reflected both visibly in our actions and environment, as well as through the student curriculum. We will continue to work with the MACS Indigenous Consultant throughout 2023 to facilitate this further learning.

We will continue our work on improving student agency and their ability to articulate their learning. Our focus will be on the use of student and teacher developed rubrics to help students more clearly understand and own their learning path.

Our planning teams will engage in cycles of inquiry in Life and Faith Education to build teachers' knowledge and confidence (Capacity) to plan for quality Religious Education that clearly relates to students lives and reality.

Our Junior teachers will engage in Year 2 of MACS Early Number and Algebra program to build teachers' knowledge and capacity.

Our third area of improvement is around improving leadership skills and practice. We are working on improved ways of supporting staff. 2023 will see our Leadership Team work with an external consultant to further improve our ability to provide quality leadership, expertise and structures across the school. We will be focusing on all levels of Leadership including the important area of Middle Leadership.

As a staff we will all be focusing on our Individual Professional Learning Plans and a new process of planning for this will be established through 2023.

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. Embedding our understandings of Zones of Regulation will continue to be a priority, as we help students not only own their learning but understand what they need to do to manage their thinking, behaviour and emotions that affect their learning.

Marketing and promoting Holy Spirit to the broader community will be a focus in 2023. Improvements to the physical environment will continue to be targeted moving forward to ensure the best possible outcomes and opportunities for all students at the school.

Engaging and working alongside our parent community will be an important part of our work in 2023 as we continue to re-engage families as partners in their children's learning and seek to involve them with their children at every opportunity.