



# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

**Holy Spirit School**  
RINGWOOD NORTH

2019

REGISTERED SCHOOL NUMBER: 1747



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## Contact Details

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E NUMBER	1289

## Minimum Standards Attestation

I, Duncan Arendse, attest that Holy Spirit Community 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 2019 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.

May 2020



## Our School Vision

“... the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control.” Galatians 5:22

Holy Spirit Community School seeks to develop the Fruits of the Spirit by ...

Developing a sense of belonging where **love** of and **respect** for oneself, family, community (local and global) and our Earth will be nurtured, a love of learning fostered and individual needs recognised in an inclusive environment.

Working towards a deep knowledge of our students so that through personal reflection, prayer, knowledge of scripture and the example we (staff and parent/s) aspire to set in the school and wider community, **faith** is demonstrated as relevant to their lives today.

Actively promoting a sense of **peace** through the advocacy of justice, compassion, equity and reconciliation where honesty and open communication will be valued.

Challenging and nurturing all individuals to **grow** through **balancing** their lives spiritually, intellectually, emotionally, academically and socially in a constantly changing world.

## School Overview

### **History:**

Holy Spirit Community School, situated in Ringwood North near the corner of Oban and Warrandyte Roads, opened its doors in February 1976. The buildings consisted of a two-room portable at the bottom of the Parish grounds. Permanent buildings were opened in August 1977. Quick population growth within the Parish and school ensured that student numbers remained strong. It was expected that enrolments would peak in the mid 1990s which they did, however, the school has enjoyed very strong enrolments since that time. Holy Spirit prides itself on the fact that we are a community school. One of the differences between ourselves and other schools is that we are all on first name basis. The community feel is very obvious to all who enter.

Prior to 2006 a number of major building programs were undertaken. In 2006/7, there was a refurbishment to the Administration Block and Library. In 2009, with funding from the Federal Government initiative 'Building the Education Revolution', a substantial Building Program was undertaken with the removal of four portable classrooms. These were replaced with the construction of a two storey building for our Grade 5/6 students and a languages room. Stage Two of the Building Program consisted of the construction of an additional Grade 1/2 classroom and refurbishment of the central area in the 1/2 Building. Stage Three included landscaping and pathways around the new Grade 5/6 Building.

During 2011, we created an open learning space between the three Prep classrooms. We renovated through repainting, re-carpeting and constructing an office for the teachers. Soundfield systems were installed in every classroom.

Another major project during 2011 was the total reconstruction of the carpark and surrounding grounds. In 2012 in line with Holy Spirit's daily practice of Christian meditation, a meditation garden was constructed. 2014 saw the redevelopment of our 'oval'. After much discussion, we replaced the natural grass with artificial turf. We also beautified a communal BBQ area within the school grounds.

### **Student Numbers:**

In 2019, Holy Spirit Community School had a student population of approximately 450 students. Our class structure was three Prep classes, five 1/2 classes, five 3/4 classes and five 5/6 classes.

### **Parental Involvement:**

Support by the parents in our community is extremely strong and highly appreciated. We had an active School Board that met twice per term. The Board is an advisory board to the Principal. The meetings were well structured with emphasis on the whole school review, parental voice in this and the implementation of our School Improvement Plan.

The work of The Parents and Friends Committee was outstanding, providing both resources to the school and social activities for the community. Usually there were up to 20 members in attendance at each meeting. They met monthly.

The Parish Pastoral Council is supportive of the school. This Council meets monthly.

A small group of parents ran our second hand uniform shop which supplies most uniform requirements at reasonable cost.

Two parents oversaw school banking for students on a weekly basis.

A high number of parents assisted with daily classroom help, special days, excursions and sporting activities. A small band of parishioners participated actively in the Literacy Program with student reading in the 1/2 Level several times per week.

**Religious Education:**

The Religious Education Program followed CEM directives. Since our 2011 involvement in AGQTP we developed an inquiry based approach. The Sacramental Program is Parish based with very strong school support. The students from each class attended one Wednesday morning Mass, one Paraliturg (P-2) and six whole school liturgies during the year. Christian meditation was held each morning for all classes.

**Curriculum:**

Teaching & Learning and Assessment & Reporting Policies remain reflective of the teaching philosophy at Holy Spirit Community School and the changes and challenges being introduced through the Victorian Curriculum, and our Annual Action Plan (AAP) and School Improvement Plan (SIP). An Integrated Inquiry approach to Curriculum continues to be a major strength. We follow a flexible Integrated Two Year Cycle. This enables levels to develop inquiry units that are interesting and applicable to their current cohort of students and/or current topical happenings in the world. The Integrated Inquiry curriculum is systematically audited against the Victorian Curriculum.

Holy Spirit accepted the invitation in 2015 to be involved in the School Wide Positive Behaviour Support initiative. This required the team of staff to attend regular professional learning to develop the program with staff, students and parents. This is a two-year commitment and 2016 was the second year. We have continued to roll out this initiative for the benefit of all students.

The school is very well resourced. We have a well-stocked Library. Mathematics and Literacy and PE resources are plentiful. We are fortunate to have the Multi-Media Room which is appropriately resourced and maintained. In addition, a number of computers and iPads are available in each classroom. We have purchased a number of Interactive TVs and Chrome Books were introduced in the Senior Level.

Specialist subjects taught are Physical Education, Performing Arts, Library and Languages (Japanese) from Foundation to Year 6.

**Extra Curricula:**

Extra curricula activities included Interschool Sport, Athletic & Swimming Carnivals and Grade Six Camp. The library was opened several lunch times per week to give students more options during lunch breaks. Choir and Instrumental Lessons were also offered. We held Garden Club on a regular basis, where a group of interested students tend a vegetable patch under the supervision of a staff member. A variety of incursions and excursions were held to enhance the curriculum content.

A School Counsellor was employed three days a fortnight under the School Chaplaincy Program, to support students, families and staff.

## Principal's Report

2019 saw Fr Jose move on after a little over seventeen months at our school in late August. No immediate replacement was found.

The school leadership team (SLT) also undertook two lots of feedback. The first early in the year helped set direction targeting psychological safety and the second was 360 degree feedback with Atkinson Consulting which was helpful in assessing how successful our goal setting was. Kayla Flindt Peterson joined the team and was a great addition, picking up the literacy and curriculum responsibilities.

Staff capacity was also a theme with targeted PD provided by Ron Ritchhart. His 'growth mindset' focus has been an ongoing target for teaching staff. The aim being that all teachers will eventually complete the course and three more staff completed this at the beginning of the year. Our learning support staff also had the opportunity to undertake a certificate four in education support which saw ten staff complete the course.

Our P&F continued to provide community building opportunities as well as providing fund raising for school facilities. This work under Sharon Wolff's guidance was greatly appreciated. Kylie Papadopoulos continued as school board chair and led this group magnificently. Their focus was on understanding the part the board play in school life (assisting with direction setting) and how best this can be provided (via the SIP and AAP).

The opportunities for staff to be involved in different aspects of school life were plentiful. A speech pathologist was employed to train staff to deliver social skills programs, others had the opportunity to form a team to deal with NCCD (Nationally Consistent Collection of Data) funding and decisions and the biannual Art Show was also conducted. This was an outstanding success based on the fact that for the first time the students were able to participate as well.

These all added up to some of what was yet again a busy and productive year. I would like to thank our staff, parents and students who make our school what it is. To serve as principal is a privilege and I have appreciated being able to work closely with Lauren Witnish and Melinda Buscema in particular. If our school runs as smooth as silk it is because of the efforts of these people along with Errin Begley, Melissa Barrett and Donna Gagnon who continue to run our administration to ensure that we meet all compliance requirements whilst making all feel welcome. I am most grateful.

Duncan Arendse

Principal



## Education in Faith

### Goals & Intended Outcomes

The 'Education in Faith' goal in our SIF is to strengthen our Catholic identity in the context of a contemporary world. The intended outcome is that teachers will create and deliver rich contemporary, challenging and relevant RE curriculum. This will be achieved through planning that makes connections to scripture, everyday life and the use of student voice.

### Achievements

In Term 2 a school closure day provided staff with opportunities for dialogue to strengthen their understanding and commitment to Catholic faith development of our students and to further develop their understanding of how to link the *Pedagogy of Encounter* with scripture. Staff investigated how to use thinking routines and rich assessment when planning units of work. Jacinta Bibby who was recently appointed the new Parish Pastoral Associate assisted with the planning of this day.

Staff have become more confident to plan units of work which incorporate thinking routines and have started to use a variety of scripture, and ways to explore the scripture with the students. The staff have a clearer understanding of the three areas of the RE curriculum and the Learning Descriptors within the five content areas. These have become part of the reporting process for Semester One and Two Student Reports.

Learning Walks were commenced during Term Three where students were asked to respond to five questions, to investigate and gather evidence as to whether the students understood what they were learning about and why.

The sudden departure of Father Jose in August left the Holy Spirit Community without a Parish Priest for the remainder of the year. With support from the parish, the school's liturgies and sacramental program continued with the assistance of other priests.

A culture of working together has been an achievement, as many staff have willingly worked together to plan the units of work to teach the RE curriculum.

### VALUE ADDED

#### **Sacramental Program:**

Semester One included the sacraments of Confirmation and Reconciliation, which included workshops, Reflection Day and Reconciliation for the Confirmation Candidates and workshops for the Reconciliation Candidates. The Confirmation ceremony was held at St Patrick's Cathedral on March 29th and Reconciliation was held at Holy Spirit Church on May 8th.

Semester Two included the Sacrament of First Eucharist, which included workshops and Reconciliation. The Eucharist ceremonies were held over four masses on the 24th and 25th of August.

#### **Fundraising:**

Term 1 - Caritas fundraising

Term 2/3 - St Vinnies Winter Appeal

Term 4 - St Vinnies Christmas Appeal

**Liturgy:**

Easter Walks - To learn about and celebrate Holy Week, individual classes completed an activity in the Church each day for a week with a different focus.

18 Class Masses were celebrated through the year

*The whole school community gathered for:*

Beginning of the Year / Staff Commissioning Mass

Ash Wednesday Mass

Holy Spirit Day

Feast of the Assumption of Mary

All Saints/Souls

End of Year 2019 Mass

ANZAC day / Remembrance Day

Opening of the Sensory Garden

Grade 6 Graduation Mass

Staff End of Year Mass

**Prayer and Meditation:**

The school day commences with whole school Meditation led by the Liturgy Leaders and the classroom teacher is responsible for daily prayer which follows.

Prayers are included in the newsletter which goes to the community each fortnight.

School Assembly commences with the Liturgy Leaders leading with the Holy Spirit School Prayer.

## Learning & Teaching

### Goals & Intended Outcomes

To build a collaborative and engaging learning environment that focuses on rigour, challenge and high expectations.

- That consistent practices and strategies for personalising student learning will lead to improved student outcomes (learning growth) in literacy and numeracy.
- That students will be more engaged and motivated learners.

### Achievements

In Learning & Teaching, the Assessment & Reporting Policies remain reflective of the teaching philosophy at Holy Spirit Community School.

An Inquiry Learning approach to teaching the curriculum continued to be developed within the school. Holy Spirit follows a Two Year Cycle, enabling year levels to develop units of learning that are interesting and relevant to their grade level expectations, including key events that are happening around the world. The Inquiry cycle uses the Victorian Curriculum to guide the learning and teaching each term.

Visible Thinking Routines continued to be established and embedded across each curriculum area in order to facilitate and nurture the thinking development of our students at Holy Spirit. These thinking routines were used in various contexts and for various purposes and learning was shared with staff across the school.

Our Visual Arts program continued to follow a two-year cycle that focuses on art skills that develop from Prep to Year 6. The program was systematically reviewed to ensure our students were receiving relevant instruction that linked to the Victoria Curriculum. We were able to celebrate our Visual Art learning through our bi-annual Art Show. This family event showcased the work of our students within the area of The Arts, including our students who are part of the instrumental program we have at Holy Spirit.

Learning Intentions have been successfully embedded throughout the school and it has become an expectation for them to be clearly displayed during lessons. Shared vocabulary and consistent language is also used across the school to describe the learning, assisting the transition between each grade level. Our students have gained in confidence when describing their learning and are beginning to highlight how they know they are successful. The use of Success Criteria is developing and is used more readily throughout the school. Members of Catholic Education Melbourne (CEM) conducted professional development sessions with our staff to assist us in unpacking using Learning Intentions and Success Criteria within the school.

An introduction to Lyn Sharratt's work on her 14 Parameters for learning and teaching was introduced to members of the Leadership Team. The concept of Learning Walks was unpacked and started to be completed by members of the leadership team, with the assistance of Catholic Education Melbourne staff. This work will be continued into the new year.

Our Prep Transition program included sessions with new Prep families, while the new Prep students were meeting their teachers, to provide an overview of our Maths and English curriculum, as well as other Learning and Teaching focuses we have at Holy Spirit. These

sessions allowed our new families to ask questions to learn more about Holy Spirit while their children participated in our Prep Transition sessions.

Classroom Helpers sessions were provided to parents who were able to assist within the classroom. Each parent was trained and provided with detailed instructions as to how to assist and keep children safe within each classroom. We flipped the training offered to ensure that the session was engaging for our parents to partake in. These sessions included learning students would complete in the classroom, questions and thinking routines to highlight thinking and questions parents may have had. Providing this style of training saw an increased number of parent helpers assist within our classrooms at Holy Spirit.

Facilitated Planning was continued throughout the year. The leaders within English, Mathematics and Education in Faith worked with staff to plan and implement a curriculum that was differentiated to suit the needs of the students within each year level. There was a focus on consistency across the year levels to ensure that our students received the most up-to-date teaching instruction that our staff could offer.

Time was regularly allocated throughout the year to enable the English & Mathematics Leaders to work and plan with each level. The staff and students became more comfortable with leaders being in classrooms to demonstrate lessons. These lessons were completed on a needs basis and were useful to staff who were new to Holy Spirit or developing in experience.

Portfolios were continued to be used to showcase learning that students completed across all areas of the curriculum. These portfolios were sent home to our families each term, including feedback and self-reflections completed by the teachers and students. Some of our specialist staff used digital portfolios, through Class Dojo, to highlight learning.

Professional Development of Learning Sprints was attended by our English and Maths Leaders, as well as, two classroom teachers. Learning Sprints were trialled in some classrooms and were followed up during Professional Learning Team sessions. It is aimed to continue to use learning sprints alongside our teaching in the classroom.

#### Mathematics

We have focussed on including more open ended investigations and consistently recording ways to differentiate in maths by including enabling and extending tasks in our maths planners. Maths Day was held as a celebration of Maths throughout the whole school and many students elected to take part in the UNSW Maths Competition.

The Maths Intervention program has continued to be a valuable part of the curriculum. Students have been targeted based on NAPLAN, PAT Maths, SINE testing and in class results. This individual and small group targeted program has benefited our students in building their confidence and capacity in Mathematics

#### English

In English, we have continued to deliver a diverse range of programs to cater for the needs of individuals and cohorts of students. The Levelled Literacy Intervention program (LLI), Reading Recovery and daily reading volunteers have assisted students who require extra support in the area of reading to assist in achieving growth within this area. Differentiated learning became a regular part of our planning within the area of English ensuring we catered for the diverse needs within the classroom.

We introduced the Fountas and Pinnell Benchmark Assessment for our Year 3-6 students focussing on reading accuracy and comprehension. We unpacked using the Fountas and Pinnell Continuum regularly, to assist with planning our small group and whole class focuses.

We focussed on improving teacher capacity by using rich questions within reading sessions to improve student's understanding of texts. We worked with members of Catholic Education Melbourne (CEM) to assist us in unpacking and facilitating this focus with our staff.

Students continued to participate in the Premiers' Reading Challenge with most of our school successfully participating in this initiative. We were able to showcase reading throughout this time and had 6 students complete it from Prep to Year 6.

There has been a significant focus on improving the assessment of the Writing program at Holy Spirit. Every classroom teacher participated in writing moderation sessions throughout the year in order to develop a comprehensive guide to moderation stages across the school. This guide is used as a basis of assessment in writing and is constantly adapted and changed to suit the growing needs within the school.

#### Data & Assessment

In both Mathematics and English, data is used to drive teaching. Formative and summative assessments are valued within Holy Spirit. PAT Maths, PAT Reading and PAT Spelling was administered twice throughout the year (February and August) and PAT Early Years Maths and Reading was completed by the Foundation and Year One Students, continuing our aim to gather and use consistent Mathematics and English data throughout the school to drive student progress.

The Professional Learning Teams (PLTs) had a focus on data to assist teachers to analyse and make informed decisions about the best ways to improve the learning and teaching outcomes, ensuring we targeted the students who required support and extension within the classroom environment.

### STUDENT LEARNING OUTCOMES

#### NAPLAN

In Year 3, both Literacy and Mathematics 2019 NAPLAN results were higher than in 2018. There was an improvement in Grammar and Punctuation, Numeracy, Reading and Writing from 2018 and to 2019. In Grammar and Punctuation, Numeracy, Reading and Writing, 100% of our students reached the minimum standard.

In Year 5 there was an improvement in our Grammar and Punctuation, Spelling, Reading and Writing. In Grammar and Punctuation, Writing and Reading, we increased the percentage of students who reached the minimum standards to 100%. In Mathematics, we maintained 100% of our students reaching the minimum standards.

The trend for the three year period (2017 - 2019) demonstrated high results in Year 3 in 2017 and 2019, but showed a small decline in 2018 which may be attributed to a lower cohort of students.

In the Year 5 level, in Spelling and Writing there is a consistent upward trend from 2017 to 2019. In Grammar and Punctuation and Reading we demonstrated high results in 2017 and 2019, but showed a small decline in 2018 which may be attributed to a lower cohort of students. In Mathematics there was a consistent trend of 100% of our students reaching the minimum standards.

## Student Wellbeing

### Goals & Intended Outcomes

From our School Improvement Plan our key goal for student wellbeing is that the practice of School Wide Positive Behaviour for Learning is embedded across the whole school

*The 2019 goals and actions outlined to achieve this were to:*

- establish explicit teaching of behaviour expectations matrix
- run a Positive Behaviour professional development curriculum day to identify areas of growth to improve PBL understanding.
- unpack the behaviour matrix linked to behaviour strategies to develop learning tasks
- Begin redefining staff our behaviour management process through the use of a revised behaviour flow chart.

### Achievements

In 2019, Student Wellbeing at Holy Spirit continued to focus on embedding a school wide approach to positive behaviour, called SWPBL which was renamed to be known in 2019 as PBL. Trevor Henry from the CEM was assigned to our school as our Positive Behaviour coach and alongside our school wellbeing leaders established a framework and action plan for our improvement.

Our first goal was to implement a PBL team. Our school had a team a few years ago and this year team was to pick up a lot of the great work the old team had created and take it further. The PBL team was made up of a diverse group of staff across the school from different roles. Caeleigh Osborne (P.E teacher and senior school leader), Kate Hopkins ( LSO), Britt Correia (5/6 teacher), Andrea Frixou (Prep teacher), Ben Lannen (1/2 teacher and Wellbeing leader) and Melinda Buscema (Deputy Principal, Learning Diversity leader and Wellbeing leader). The team arranged to meet regularly every fortnight as was later joined by two parent representatives, Tammy French and Leigh Toomey. To compliment both staff and parent representation in our PBL team, we introduced a new Grade 5 leadership position. This position was called STAR leader which had expectations around supporting the GOTCHA tickets collection, assembly STAR raffle and providing staff voice around STAR values and lessons.





The first item for our PBL team was to rebrand our positive behaviour STAR acronym. Our STAR acronym of our school behaviour values, underpins our entire school wide positive behaviour for learning program. We introduced new graphics, logos and colours to brighten up and re-engage our community. The STAR acronym was also with ClassDojo mascots to improve engagement and the GOTCHA point initiative.





On the playground, the GOTCHA ticket initiative was also improved to reinforce positive behaviour. GOTCHAs were given to students who followed the STAR values and were entered into the raffle draw to win a fortnight slurpee as reinforcement of their positive behaviour.

The STAR behaviour expectations matrix was rebranded with a staff voice which included clearer and more explicit statements for the students to understand.

	Classroom	Playground	Toilets	Online
 <p><b>Stay Safe</b> "I value everyone's safety"</p>	Use equipment correctly. Listen and follow the instructions. Ask for permission.	Use equipment correctly Walk on pathways. Wear my hat and sunscreen. Use the '3' tap rule instead of tackling.	Wash my hands. Go with a partner.	Use equipment correctly. Listen and follow the instructions. Search age specific material. Communicate with trusted people. Keep personal details private.
 <p><b>Try your Best</b> "I value perseverance with difficult tasks"</p>	Stay on task Persevere with new and difficult learning. Set challenging goals	Persevere with new and difficult games. Line up when the bell goes.	Keep toilets clean.	Stay on task Keep personal devices in bags during school hours.
 <p><b>Act Responsibly</b> "I value mature choices and leadership"</p>	Speak honestly. Keep my hands, feet and objects to myself. Ask for help when needed. Be a role model to your friends and buddies.	Speak honestly. Keep my hands, feet and objects to myself. Stay in eating areas until finished. Put rubbish in the bin. Play within school boundaries and designated areas.	Flush, wash, dry and goodbye. Be water and paper wise.	Speak honestly. Report any issues or damages to an adult. Use my own login and password.
 <p><b>Respect Others</b> "I value relationships and other people"</p>	Use positive language and manners. Include others. Track the speaker by listening and being still. Use appropriate noise level.	Use positive language and manners. Control my emotions and actions so they do not affect others. Include others. Share and take turns.	Allow space and privacy for everyone. Wait for my turn.	Use positive language and manners. Give constructive and positive feedback.

In Term 4, we implemented our school wide teaching of behaviour expectations every fortnight on a Friday. Each fortnight there was a focus on one of our STAR values, Stay Safe, Try Your best, Act Responsibly or Respect Others. This was explicitly taught in every classroom on one of these values in the school.



The behaviour flow chart, a clear process for teachers to follow when managing challenging behaviours began its redesign with staff voice. In 2020, this will be redefined and implemented across the school.

### Teacher Professional Learning:

A professional development day was held at the beginning of the year for the staff to help improve positive behaviour understanding and create learning goals for the staff. This allowed staff to reflect on areas of needs for PBL and look towards advancing their understanding.

Professional development was offered to a number of staff for the Berry Street Educational Model for trauma affected children and social and emotional management. This allowed for some staff to implement differentiated classroom environments and expectations for students with different wellbeing needs.

The PBL team was granted a number of coaching opportunities around the PBL implementation, this allowed for a teach the teacher model where the PBL team members were able to filter back this learning to teachers in their year levels and sphere of influence. There were a number of PBL professional staff meetings throughout the year that allowed the whole staff to come together and further their understanding on the school wide PBL initiative and expectations.

### VALUE ADDED

- Rebranding of STAR acronym (Stay Safe, Try Your Best, Act Responsibly, Respect Others) to re-engage the community with PBL.
- Introduction of a PBL STAR team to drive the implementation of PBL in the school.
- Fortnightly explicit STAR behaviour lessons taught
- Peaceful Kids programs for anxiety and mindfulness.
- Social Skills programs for social and emotional challenges.
- Seasons program for loss and grief support.
- Berry Street implementation programs to support students with trauma and managing emotions,
- School counselling sessions for students upon request,
- Differentiated classroom environments and expectations for students with different wellbeing needs. Weekly SRC meetings.
- Celebrating weekly students of the week.
- Termly learning on a eSmart CyberSafety focus for wellbeing online.
- Term 1 focuses on wellbeing learning.
- School buddy program.
- Grade 6 camp and Grade 5 leadership / wellbeing week.
- Fortnight reinforcement of positive behaviour with a slurpee raffle for gotcha winners.
- ClassDojo reinforcement of positive behaviour by points and feedback system.

### STUDENT SATISFACTION

TFI assessment on PBL implementation showed significant growth with improvement in all areas, in particular the Teams aspect. See below for the graph evidence of the assessment at the end of Semester One and Two. See below:

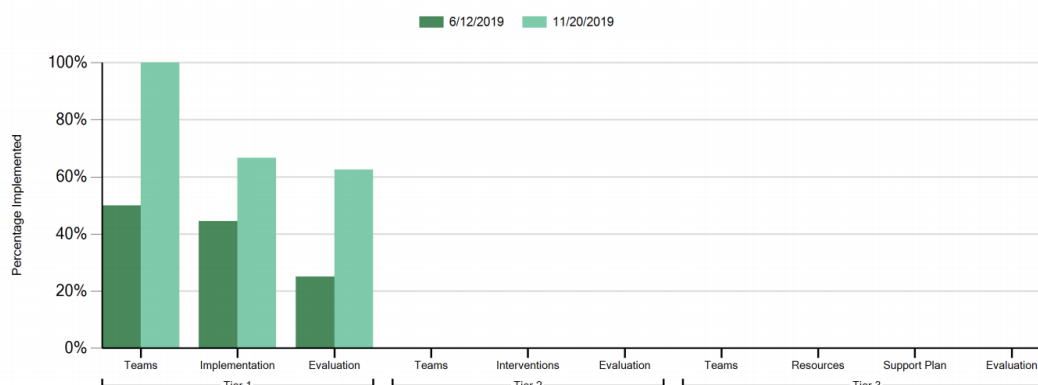


### Holy Spirit Community School, Ringwood Nth

Ringwood Nth, Victoria

#### School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Holy Spirit Community School, Ringwood Nth  
6/12/2019 - 11/20/2019



Date Completed	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
6/12/2019	50%	44%	25%	0%	0%	0%	0%	0%	0%	0%
11/20/2019	100%	67%	62%	0%	0%	0%	0%	0%	0%	0%

## STUDENT ATTENDANCE

Holy Spirit has a high rate of school attendance by students. We do not have an issue of non-attendeess. Please refer to Student Attendance Table.

Parents are contacted via SMS for any student absent without reason.

If a pattern of non-attendance presents the principal is alerted and contact is made with the parents. As can be seen from the table below, this is not common.

## Child Safe Standards

### Goals and Intended Outcomes

To demonstrate the strong commitment of St Holy Spirit Staff to the care, safety and wellbeing of all students, the school provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy considers relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

This policy applies to school staff, including school employees, volunteers, contractors and clergy.

### Achievements

The implementation of the following policies;

1. Child Safety
  2. Child Protection and Reporting
  3. Code of Conduct
- All staff have completed the online Mandatory Reporting Manual. This will be an annual expectation.
  - Consultation with the School Education Board regarding policy development, ratification and implementation steps.
  - Attendance of Principal and Student Wellbeing Leader at professional learning / briefings regarding Child Safety
  - Implementation of an updated sign in and out system to increase accountability for all visitors.
  - Child safety – Implementation of Risk Management practices

## Leadership & Management

### Goals & Intended Outcomes

To build a strong professional learning culture that is characterised by shared leadership, high expectations, teamwork, feedback and accountability that focuses on continuous improvement.

#### Focus:

Build positive relationships by focussing on teamwork, professionalism and openness

### Achievements

In 2019, the vision of further developing a model of a shared leadership team was supported by a variety of initiatives and changes in our team. The Leadership and Management in our school continued to expand by introducing two new leaders to middle leadership by including a junior and senior school leader whose roles were to be developed around supporting staff wellbeing and the achievement of goals in our annual action plan. The direction and professional learning of these leaders was led by the executive team who assisted them with developing clarity and responsibilities on an ongoing basis with regular meetings with the executive team.

For the first time two deputy principals were selected to share the responsibilities of staff administration and to empower the leadership skills and professional knowledge of others in following two distinct pathways which were Teaching and Learning and Student Wellbeing. Both deputies continued to develop their own capacity of what makes effective leaders by attending coaching sessions with Rob Brennan around building staff capacity in having difficult conversations, using the GROW model, House of Influence theory. Our deputy principals also received professional learning in the areas of Parent Engagement and the 14 parameters of Lyn Sharatt particularly in data walls, common vision and establishing learning walks.

Also our Leadership team of six members attended professional learning by participating in the Enhancing Leadership Team Capability Program which utilised data from the principal, selected staff and members of the leadership team to help recognise the leadership team's strengths, dialogue styles and areas for growth. From this data goals and actions were developed for the leadership team in line with values that were set with Karilyn Gumley (CEM – teaching and Learning) and Amanda Smith (CEM – Principal Consultant) earlier in the year. Actions were developed to help build a school culture of trust by empowering others, having clear expectations for teaching and learning and accountability, modelling professional conversations and vulnerability. New common format for our sphere team meetings was developed with shared dialogue and questions to help with clarity of expectations and purpose.

Our LSOs were also offered extra professional learning by being given the opportunity to complete their certificate IV in Education support.

The staff, students and parents were given the CEMSIS survey for the first time and included data from 64 parents which was an increase compared to the number of parents who participated last year.

#### Teacher Satisfaction:

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2019

**Teacher Professional Learning in 2019:**

Ongoing growth for our staff is supported and nurtured at Holy Spirit Community School. Staff attended Professional development courses throughout the year which consisted of and was not limited to: Visible Thinking, Learning Sprints and Personal & Social Capability sphere. Members of the leadership team provided ongoing development to staff through the weekly Professional Learning Team meetings that engaged in areas of the curriculum that were of need across the school. Network meetings were attended to ensure our leadership team had the most up to date instruction and information provided by the Catholic Education Melbourne, including an introduction to Lyn Sharratt's 14 Parameters for School Improvement.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	38
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 706.66

**TEACHER SATISFACTION**

Due to the change in the data collection tool for Catholic schools from 2018 Insight SRC and 2019 CEMSIS it is difficult to make direct comparisons of possible improvement or areas for growth. The Insight SRC data for Leadership and Management refers to role clarity, empowerment and supportive leadership. Effective leadership refers to the conditions that are created to support a vibrant, productive and professional community. This is a school culture that builds teacher capacity, and has a clear path and vision towards school improvement. Our scores were as below. The areas according to CEMSIS survey in 2019 that may be of measure are psychological safety and instructional leadership.

**Insight SRC data (2018)**

Leadership data

Role clarity 64

Empowerment 52

Supportive Leadership 56

**CEMSIS Staff Survey (2019)**

Domain 8 - *Psychological Safety*

To improve from HS 62% (2019) and CEM 63% (2019)

Domain 4 - *Instructional Leadership*

To improve from

HS 63% (2019)

CEM 56% (2019)

## School Community

### Goals & Intended Outcomes

To build strong and authentic partnerships with parents and the broader community in the holistic education of our children.

### Achievements

One of the areas of growth at our school in 2019 was that of 'Community.' It was highlighted as an area of growth in 2018 and as such was targeted throughout the year. Staff were able to set individual and level goals for improved engagement.

An engagement action team was formed and base line data gathered using the two CEM documents (Parent Engagement Action Tool)

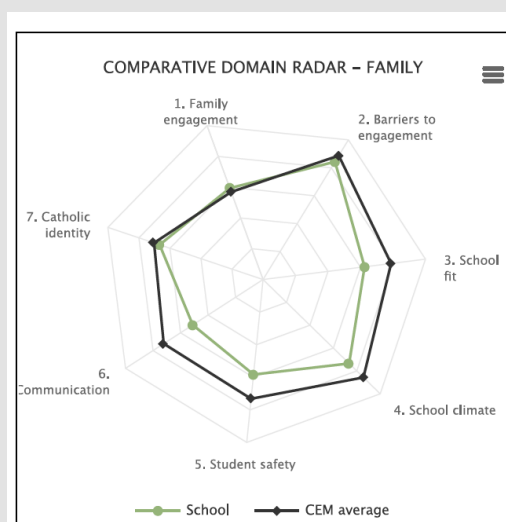
Consistency of communication using ClassDojo was a greatly improvement. Clarified expectations with staff for the year meant that more appropriate messages were going to parents at more regular intervals.

Tony Dalton a consultant, was utilised to provide training/mentoring for staff to continue his work from the previous year with the protocol and guidance to lead learning walks.

These learning walks were conducted over the course of the year giving parents the opportunity to see teaching and learning first hand.

### PARENT SATISFACTION

Family Engagement continued to improve according to our CEMSIS results. Other areas, whilst down compared to other schools are huge improvements considering our starting point.



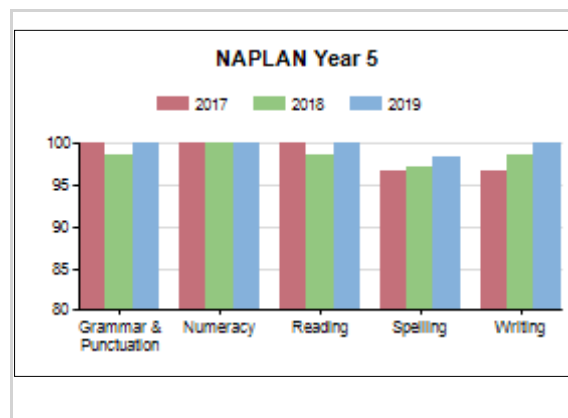
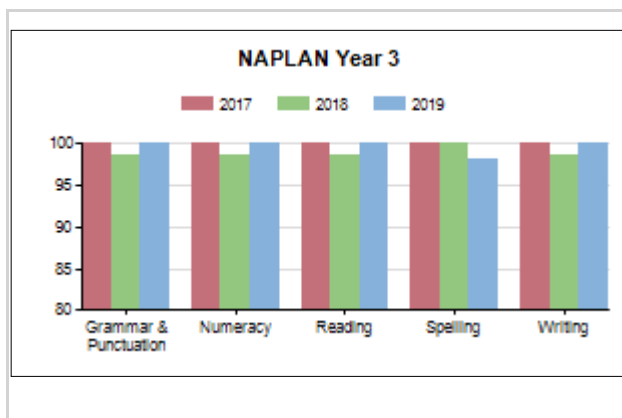
## School Performance Data Summary

E1289

Holy Spirit School, Ringwood North

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	98.6	-1.4	100.0	1.4
YR 03 Numeracy	100.0	98.7	-1.3	100.0	1.3
YR 03 Reading	100.0	98.6	-1.4	100.0	1.4
YR 03 Spelling	100.0	100.0	0.0	98.2	-1.8
YR 03 Writing	100.0	98.7	-1.3	100.0	1.3
YR 05 Grammar & Punctuation	100.0	98.6	-1.4	100.0	1.4
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	98.6	-1.4	100.0	1.4
YR 05 Spelling	96.6	97.2	0.6	98.3	1.1
YR 05 Writing	96.6	98.6	2.0	100.0	1.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.8
Y02	92.8
Y03	92.4
Y04	93.2
Y05	92.0
Y06	92.5
Overall average attendance	92.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.7%

ALLSTAFF RETENTION RATE
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Staff Retention Rate	82.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	6.1%
Graduate	15.2%
Graduate Certificate	6.1%
Bachelor Degree	81.8%
Advanced Diploma	36.4%
No Qualifications Listed	3.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	28.5
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	12.7
Indigenous Teaching Staff (Headcount)	0

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