



# Holy Spirit School

## Ringwood North

2020

Annual Report to the School Community



# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Our School Vision .....3
- School Overview .....4
- Principal’s Report .....6
- School Education Board Report .....8
- Education in Faith .....9
- Learning & Teaching .....12
- Student Wellbeing .....17
- Child Safe Standards .....20
- Leadership & Management .....21
- School Community .....25

## Contact Details

ADDRESS	120 Oban Road Ringwood North VIC 3134
PRINCIPAL	Duncan Arendse
PARISH PRIEST	Fr Arsenio
SCHOOL BOARD CHAIR	Andrew Conway
TELEPHONE	03 9876 1103
EMAIL	principal@hsringwoodnth.catholic.edu.au
WEBSITE	www.hsringwoodnth.catholic.edu.au
E NUMBER	E1289

## Minimum Standards Attestation

I, Duncan Arendse, attest that Holy Spirit School is compliant with:

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

26/05/2021

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

## 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 2020, Holy Spirit Community School had a student population of approximately 430 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 remote learning 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 where possible due to CoVid restrictions via Zoom.

### Religious Education:

The Religious Education Program followed CEM directives. Since our 2011 involvement in AGQTP we use 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 Paralyurgy (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 recently 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 2021 will be 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 0.5FTE under the School Chaplaincy Program, to support students, families and staff.

## Principal's Report

Dear parents and friends

2020 saw Father Arsenio appointed as Parish Priest. It was a great relief to all in our community that this occurred albeit under the spectre of a CoVid induced lock down.

CoVid led to two periods of remote learning and some very fast learning on behalf of staff and parents. We were able to survey families after both periods and as a result continued to make improvements to our remote learning program. I continue to be grateful to parents and staff alike for the dedication displayed to ensure our students were offered the best possible teaching and learning.

The school leadership team (SLT) was instrumental in ensuring our school continued to run well despite the interruptions of eighty days of remote learning. The leadership exhibited was exemplary considering the uncharted waters that we entered. Ensuring the wellbeing of staff and families alike was no small feat and the constant communication was first-rate from the SLT to and for families and staff and also to each other.

Staff capacity building seemed to centre on how best to carry out remote learning. Many professional development occasions were dedicated to improving IT skills and improving online experiences for staff and students alike. Gathering appropriate work samples for reports was also a logistical challenge and I would like to commend the work of Kayla Flindt Peterson our teaching and learning leader in this matter.

Our P&F continued to meet online for the duration of the year. This communication under President, Sharon Wolff's guidance was greatly appreciated as a means of staying connected under difficult circumstances.

Andrew Conway took over as school board chair and led this group magnificently. Their focus was on providing advice as to Remote Learning and return to school after both lock-downs. The advice from the executive in particular was invaluable and appreciated. It meant that families needs were always first and foremost when dealing with the dilemmas CoVid presented us with.

These all added up to some of what I can only describe as an unprecedented school 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 in particular who announced her retirement in the course of the year. Her dedication to our school for more than twenty years is an example of selflessness. Thank you, Lauren.

If our school runs as smooth as silk it is because of the efforts of many 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



## School Education Board Report

The School Board of Holy Spirit Community School has continued to function throughout 2020 with regular meetings and a clear agenda and work plan. Critical focus has been applied to ensuring the wellbeing of our children and providing input to the various strategies the school has deployed. Regular feedback has been sought in a genuinely consultative way to deliver improvements to parent and family communication.

Whilst none of us would like to see a repeat of the challenges presented by remote learning, we have been focussed on capturing experiences from students, families and staff to ensure we are prepared in the event of further lock-downs.

Notwithstanding this, focus has been applied to supporting the wellbeing of children and encourage healthy social interactions and enhancing social skills. This includes supporting the development of support structures and enhancing the accessibility of counselling services for children.

Overall we wish to place on record our appreciation for the tremendous support provided to our children and the way in which families were consulted throughout 2020 leading into 2021 and beyond.

Prof Andrew Conway  
Chair

## Education in Faith

### Goals & Intended Outcomes

Goal: To strengthen our Catholic identity in the context of a contemporary world.

Focus: That teachers will create and deliver rich contemporary, challenging and relevant RE curriculum.

### Achievements

Holy Spirit commenced the year still without a Parish Priest appointed, with Fr Peter supporting when needed.

Fr Arsenio Tuazon was appointed as Parish Priest and commenced on April 1st 2021.

A school closure day in Term 2 was postponed and then postponed again in Term 3. The focus of the day was to look at our school data from the ECSIP surveys completed by parents, students and staff at Holy Spirit.

Online staff meetings were held on 25th March to plan units of work for the upcoming term. 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 has 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. A culture of working together has been an achievement, as many staff members have willingly worked together to plan the units of work to teach the RE curriculum using the Pedagogy of Encounter.

Opening School Mass celebrated.

Ash Wednesday Mass celebrated.

Three 3/4 class masses were held in the chapel, lots of parents in attendance as an invitation was sent out from students rather than only an invitation through email.

Reconciliation program started with Commitment Masses, Parent /Child Workshops, however the sacrament was delayed due to Covid 19 restrictions in place. Father met with students from 3/4 Level in preparation for Reconciliation.

Spirit Day was celebrated with prep to 2 at school and 3 to 6 at home on remote learning. Gifts sent to every family which had to be personally delivered to celebrate our birthday.

Prayer Liturgy held at 9am across the whole school on Google meets.

Feast of Assumption Liturgy with the whole school 15/8/2020. The grade 6 leaders recorded readings as no facilities to live stream mass.

All Saints Mass live-streamed into classrooms and to parents with Fr. Asenio and some 5/6 students.

St Vinnies Christmas Hampers - each class has a family to provide for.

## VALUE ADDED

### Sacramental Program:

The students in Year 3 prepared for the Sacrament of Reconciliation with this sacrament being cancelled the day before it was scheduled to occur.

The students in Year 4 prepared for the Sacrament of Eucharist to be ready when they were able to proceed with the sacrament in 2021.

The students in Year 6 prepared for the Sacrament of Confirmation and this went ahead at the last 4 Parish masses of the school year, with Fr Arsenio given the go ahead to proceed. Parents attended with their child, however no sponsor, instead a proxy sponsor stepped in to perform this task

### Fundraising:

Term 1 — Caritas fundraising

Term 4 — St Vinnies Christmas Appeal for Each class

### Liturgy:

Lent and Easter - To learn about and celebrate Holy Week, individual classes completed activities, however only one completed due to lock down of all students.

3 Class Masses were celebrated in Term 1 with Fr Peter

The whole school community gathered in some form for:

Beginning of the Year / Staff Commissioning Mass

Ash Wednesday Mass?

Holy Spirit Day - online. Prep to year 2 at school.

Year 3-6 online from home

Feast of the Assumption of Mary- online

All Saints/Souls- online

End of Year 2020 Mass- Online in classroom with minimal students in the Church

ANZAC day / Remembrance Day - online liturgies

Advent- online each day for the last 3 weeks of school

Grade 6 Graduation Mass- Parents were able to attend with their child

Staff End of Year Mass- all gathered together in Church

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.

Meditation occurred online each morning in each class to start the day.

## Learning & Teaching

### Goals & Intended Outcomes

#### Goal:

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

#### Intended Outcomes:

- 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. Each unit of learning embeds the cross-curricular priorities and the capabilities. 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 focusses 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. Each visual arts unit encompasses an artist study whose work is used as inspiration for teaching the skills and techniques for visual art learning.

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 (C.E.M.) conducted professional development sessions with our staff online, to assist us in unpacking using Success Criteria within the school setting. This remains a continued focus

which aligns with the work we are doing with Lyn Sharratt and her 14 Parameters of System and School Improvement.

An introduction to Lyn Sharratt's work on her 14 Parameters of System and School Improvement was introduced to the staff with a core team established who are leading the work. We unpacked the 14 Parameters, creating our own versions of the parameters that are referred to throughout meetings and are visible in the school. Data Walls and Case Management meetings were introduced and unpacked, with the assistance of Catholic Education Melbourne staff. This work will be continued into the new year.

Facilitated Planning was continued throughout the year, despite the unprecedented year that we faced. 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 teaching the core aspects of English and Mathematics across each year level to ensure that our students received the most critical 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. This planning aligned with weekly focusses and specific needs, whilst linking to the Victorian Curriculum. Facilitated Planning sessions continued and increased in frequency throughout our remote learning experience. This planning time proved to be a critical aspect to ensure the students at Holy Spirit received relevant and engaging instruction that enabled them to continue to learn in a remote setting.

### **Remote Learning**

Like all schools, Holy Spirit transitioned to an online learning environment where our staff used digital platforms to continue their teaching in a remote setting. The video conferencing platform of Google Meets was used on a daily basis, up to three or four times per day. Students were involved in whole-class online learning, as well as, focus group teaching within the areas of English and Mathematics. Digital platforms of Dojo Portfolios (P-2), Google Classroom (3/4) and Hapara (5/6) were used to collect and correct learning. Meaningful feedback was provided regularly to our students on their learning progress, both orally and in writing. This feedback was made explicit to our families and students at the beginning of each week.

Holy Spirit housed all learning on its own school Google Site, which became the place where students and parents could access learning and refer to tutorials, videos and articles each week. Library, Japanese, Performing Arts and Physical Education specialist classes continued to be taught online via Google Meets. This learning enabled students to participate in subjects other than the core subjects, as part of their online classroom environment.

Online Parent-Teacher Interviews were conducted throughout the year, updating our parent community on their child's learning progress; and a modified School Report was completed in both Semester One and Two.

Feedback about remote learning was gathered from our staff, students and parents on two occasions to assist in improving practice and ways of working moving forward.

## **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. Reading in an online environment became a focus, using digital reading platforms that could enable our staff to monitor and record student reading growth across the year. This focus enabled our students to participate in weekly focus groups when learning remotely and at school.

We introduced the Fountas and Pinnell Benchmark Assessment for our Prep-Year 2 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 focusses.

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.

Holy Spirit participated in a whole school professional development day with a focus on spelling. Multiple schools from the local area joined us, where we were led by Michelle Hutchison from SMART Spelling. SMART Spelling incorporates both the systematic teaching of spelling each week and personal words. Spelling became a focus throughout the year with spelling lessons consistently being taught on a daily basis, even whilst learning remotely. We continue to use SMART Spelling at Holy Spirit, monitoring the progress and training new members of our staff.

## **Professional Learning**

Ongoing growth for our staff is supported and nurtured at Holy Spirit Community School. Professional Development for staff consisted mainly of wellbeing, digital learning and teaching, and the work of Lyn Sharratt and her 14 Parameters for School Improvement. This professional development was critical in ensuring our staff were equipped with the necessary skills and knowledge to teach our students in both face-to-face and online classroom environments. Professional development will continue to be provided to staff, aligning with the school's priorities and needs of our students. 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 online to ensure our leadership team had the most up to date instruction and information provided by the Catholic Education Melbourne.

### STUDENT LEARNING OUTCOMES

Data continued to be an integral part of all that we do at Holy Spirit, ensuring our Assessment Schedule was modified to enable our classroom teaching staff to continue to collect data on their students. In both Mathematics and English, data was used to drive teaching. Formative and summative assessments are valued within Holy Spirit. PAT Maths, PAT Reading and SWST Spelling was administered twice throughout the year (February and October) 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 data gathering process continued throughout remote learning, flipping the way we gathered data to match the resources and our students' individual needs. Data was gathered in small group situations in English and Mathematics via Google Meet. Assessment indicators were given each week, for different subject areas to our parents and students. This enabled our classroom teachers to track the progress of our students even when not teaching face-to-face. Dedicated testing days were scheduled while learning remotely, with our students meeting one-on-one with our classroom teachers enabling them to gather reading and comprehension data to inform their teaching practice. Once students returned to school, assessment was completed and then used to monitor growth and progress, and also to ensure future teaching and learning was focussed and targeted to our students' specific needs.

The Professional Learning Teams (PLTs) had a focus on data and curriculum, to assist our 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.

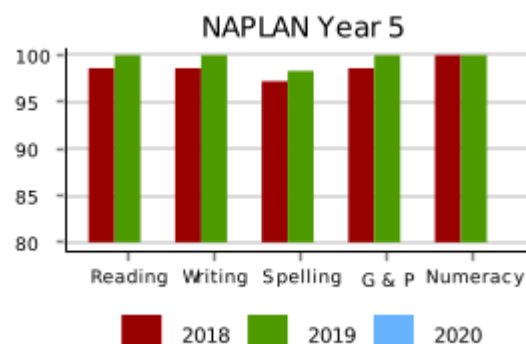
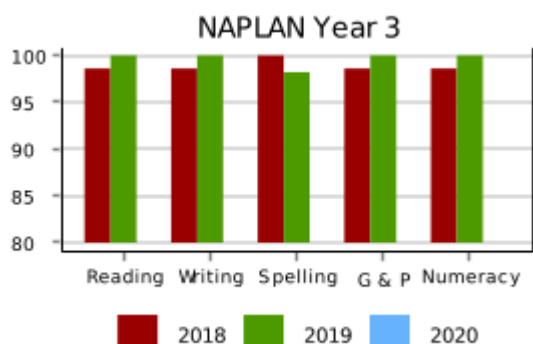


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.6	100.0	1.4		
YR 03 Numeracy	98.6	100.0	1.4		
YR 03 Reading	98.6	100.0	1.4		
YR 03 Spelling	100.0	98.2	-1.8		
YR 03 Writing	98.6	100.0	1.4		
YR 05 Grammar & Punctuation	98.6	100.0	1.4		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	98.6	100.0	1.4		
YR 05 Spelling	97.2	98.3	1.1		
YR 05 Writing	98.6	100.0	1.4		

\* 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

Goal: To develop students as self-managing and self-regulating learners who increasingly take responsibility for their holistic development and that of others.

Focus: That the practice of PBL and SEL is embedded across the whole school

### Achievements

In 2020, Student Wellbeing at Holy Spirit continued to focus on embedding a school wide approach to positive behaviour and social and emotional learning. Roland Wans from the CEM was assigned to our school as our Positive Behaviour coach and alongside our school wellbeing leaders and PBL team to establish a framework and action plan for our improvement.

From Prep to 6, we began implementing the evidence based and nationally recognised social and emotional learning curriculum, Respectful Relationships. This was taught by classroom teachers, on a fortnightly basis to compliment the fortnightly lessons of positive behaviour to ensure each week either a positive behaviour lesson or respectful relationship was conducted.

Our behaviour data collection practice improved by implementing staff carrying iPads onto the playground and documenting behaviour breaches inline with our behaviour flow chart and expectations. This improvement in data collection was complimented by the introduction of behaviour a SWIS database system. The SWIS database system allowed the school to track, filter and drill down to problem areas of our school and make decisions, based off data, to better support our student's safety and wellbeing on the playground.

For the first time, our school collected student based wellbeing data, through our PAT assessment system, similar to how we collect Literacy and Maths data. This data collection will continue twice annually and be analysed to create a Wellbeing curriculum scope and sequence for each semester targeting known student needs.

Adapting to the challenges of remote learning we were able to provide wellbeing remote learning with a library of wellbeing lessons, activities, videos and recommendations on our remote learning website. This extended into weekly explicit remote learning lessons where we began using resources from the Resilience Project. During remote learning we collected feedback on student and staff wellbeing that helped us monitor how both our students and staff were tracking during this challenging time. This data allowed us to make decisions to support both staff and students which included, screen free learning days, digital incursion to Disneyland and mental health focussed days to ensure the wellbeing of our community.

#### VALUE ADDED

- Implementation of Respectful Relationships curriculum
- Data collection on Student Wellbeing 3-6
- Improved and digitalised behaviour data collection process
- Implemented the use of SWIS behaviour database

- Began use of remote Resilience Project lessons
- Grade 6 camp still went ahead after lockdown
- Wellbeing remote learning website resources
- Remote wellbeing lessons
- Playground adjustments upon returning to school
- Implementation of referee for football games, upon returning to school
- Where's Wally walk to welcome families back to school
- Bubbles and music played upon returning to school
- Parent webinar provided on CyberSafety by Inform and Empower.

## STUDENT SATISFACTION

Students were surveyed after both periods of remote learning. This was to determine what our successes and opportunities to improve in both the remote learning environment and returning to school positively. There were a number of positives from students in particular the freedom, autonomy and independence that surrounded the remote learning environment however the loss of connection, collaboration and socialising with their peers had a clear impact and toll on their wellbeing.

Comments from the feedback included:

"I really appreciate the work my teacher is doing for us. This is hard for all of us, but she is doing a great job"

"I really miss my friends, seeing them on screen during remote learning or a video call is nice, but I just want to see them in person and play games and kick the footy with them"

"I love that I have the independence to complete my work as soon as I wake my pace and then have time to do what I want."

"I feel like I'm getting the same amount of work done as I do at school but in a shorter time as I don't have to wait for others to finish or share. I like this way of learning but I really miss recess and lunch times with my friends."

## STUDENT ATTENDANCE

Student attendance is taken twice a day, both in the morning and the afternoon through our digital student management system nForma. This is done by the classroom or specialist teachers whom ever has duty of care of that particular classroom. During remote learning we continued this way of collecting attendance by taking the class roll each morning during a morning meet. In the event of a student being away from the classroom Google Meet they were marked as morning absent. In the event of parent communication or a submission of a remote learning task they were then marked as in attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.1%
Y02	95.1%
Y03	94.8%
Y04	96.0%
Y05	94.9%
Y06	95.8%
Overall average attendance	95.1%

## Child Safe Standards

### Goals & 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.

These policies consider 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.

These policies apply to school staff, including school employees, volunteers, contractors and clergy.

School board members continued to be updated on procedures and staff also undertook on line mandatory reporting training.

### Achievements

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 is 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

Goal: 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 2020, the vision of further developing a model of a shared leadership team was continued and supported by the members of our team. The Leadership and Management in our school continued to expand by empowering classroom teachers to be involved in leading the Learning Collaborative project led by the C.E.M. and Lyn Sharratt. 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.

Our two deputy principals continued 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 Learning and Teaching 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 for School Improvement of Lyn Sharatt particularly around data walls, a common vision and establishing learning walks. Some of this work was able to continue to grow throughout remote learning, adapting how these factors look in an online environment.

Our school Leadership team continued to grow themselves professionally and develop and help build a school culture of trust by empowering others, having clear expectations for teaching and learning and accountability and modelling professional conversations and vulnerability, through making these the focus of how they wired through the year. These values were made visible and discussed throughout leadership meetings, ensuring they were placed at the forefront of their mind when working within this space.

Unfortunately, due to COVID-19 the staff, students and parents were unable to complete the CEMSIS survey to compare data from 2019 to 2020. Key actions outlined in the school's Annual Action Plan were carried forward with the plan to use CEMSIS data in 2021 as a comparison and to assist in setting goals for the future. This data will be used, as well as the data gathered from the school review that Holy Spirit will be undertaking in 2021.

Remote Learning was a big influence in the way that the leadership team functioned in 2020. The team were adaptive of the change and worked collaboratively to ensure that the staff, students and parents were equipped with the necessary knowledge that they needed to be successful whilst learning from home. The executive leadership team communicated regularly with our staff

to ensure that they knew they were supported and valued through the unprecedented times. These calls were also completed to each family, by each classroom teacher, through remote learning, enabling communication to grow, even though the community could not be together as one. Weekly videos were made available to our families, via our school Dojo, explaining upcoming online school events, as well as messages of hope and comfort from the school leaders. Extensive data was collected, through the use of Google Forms, to enable the leadership team to adapt the remote learning plan to suit the needs of the changing climate. The feedback that was gathered from the families was beneficial and reflective in the school's Annual Action Plan and Remote Learning Plan moving forward.

From a professional development perspective, the leadership team continued leadership development with leadership coach Mary Amohanga. The leadership team continued to lead areas of the school in Professional Learning Teams (P.L.T.s) in order to help promote positive change and growth in areas of Learning and Teaching and Wellbeing. Staff Wellbeing was a focus, in particular during the lockdown period, with wellbeing packages and time supporting our staff through the challenging and new remote environment. PLTs were adapted to an online space, aimed to assist our staff throughout the remote learning period. These sessions were focussed on upskilling our staff within the areas of digital learning and technology, as well as focussing on adapting our learning and teaching to an online space.

Despite Remote Learning, the Learning Collaborative team (TLC), consisting of our Principal, Maths and English leaders and two classroom teachers, began to unpack Lyn Sharratt's 14 Parameters with the staff, creating our own shared understanding of what these look like in Holy Spirit. Data Walls were investigated and tried in a remote setting, and an action plan was created for 2021.

Although the year was very different to any other, the leadership and management of the school continued to grow and develop throughout the year, leading to many positive and influencing factors in the way that the school operated.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

*Description of Professional Learning undertaken in 2020*

The disruptions of remote learning meant that the full complement of professional development was not undertaken for staff. Numerous planning days were expected prior to and at the end of both remote learning periods. With this in mind other PD days were not a priority for the community.

Staff were able to complete one day at the beginning of the year where they learnt to unpack the annual survey data (CEMSIS) and the SMART spelling program.

Online training was then centred on learning about the implementation of the 14 Parameters of effective schools and building capacity to deliver remote learning.

Number of teachers who participated in PL in 2020	1
Average expenditure per teacher for PL	\$0

**TEACHER SATISFACTION**

Staff were surveyed after both periods of remote learning. This was to ascertain what we did well, what we could improve and what help they required throughout. There were certainly aspects that were benefits or positives (online parent / teacher interviews and communication with parents) however the biggest drawback was lack of (physical) connection with peers and teams.

Comments included:

'Working and planning as a level team was essential. Having the support of leadership was also crucial. I appreciated the way each day was set out, with learning in the morning, time for corrections, feedback and the afternoons for planning.'

'Many thanks to Marianne (REL) for her input and encouragement in assisting us with planning.'

'Nearly everything was a learning curve for me during this lock down, but with the support and assistance of my level team and leadership I was able to navigate the digital platforms and media needed to conduct the lessons.'

The staff as a whole were happy to be back, on site, and face to face with their colleagues again.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	88.5%
--------------------------------	-------

**ALL STAFF RETENTION RATE**

Staff Retention Rate	87.1%
----------------------	-------



<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	12.1%
Graduate Certificate	9.1%
Bachelor Degree	81.8%
Advanced Diploma	30.3%
No Qualifications Listed	6.1%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	38.0
Teaching Staff (FTE)	28.4
Non-Teaching Staff (Headcount)	29.0
Non-Teaching Staff (FTE)	15.9
Indigenous Teaching Staff (Headcount)	0.0

# School Community

## Goals & Intended Outcomes

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

Focus: That staff have a shared understanding of what partnerships looks like at Holy Spirit

## Achievements

Given the interruptions of last year, school community was the hardest hit in terms of what was planned. The two periods of remote learning meant that the notion of a partnership was quickly altered. The new partnership meant that parents had good access to teachers and were able to better direct the learning from home thanks to the number of devices in the community.

After each period of remote learning staff and parents were surveyed to establish what was working well and what we could do better. online lessons between 9-1pm for example were added as a result. These lessons ensured that students and parents had better access to teachers and small teaching groups that better worked at point of need for students became the norm.

Regular consultation with school board executive members meant that a parent voice was present at all planning stages particularly when planning for students to return to school on all three occasions in the year. The fact that over half of our families responded to the second survey meant that we again updated our plan if we move to remote learning for a third occasion.

Consistency of communication using ClassDojo was a great improvement. Clarified expectations with staff for the year meant that more appropriate messages were going to parents at more regular intervals. It was the main means of communication with parents during remote learning and a good avenue to get weekly messages to families.

### PARENT SATISFACTION

As mentioned earlier parents were surveyed after both periods of remote learning. This was done to improve the teaching and learning that was undertaken in remote learning and to ascertain the best way to bring students back to school after both periods.

Over 130 responses were received for the second survey which amounted to nearly half of the families responding. They were very positive in saying that the children were supported in remote learning (average score 3.35 out of 4) and that we communicated well (average score 4.19 out of 5)

They were able to articulate what was working well (flexibility in completing lessons and live lessons) as well as providing feedback on the positives (feedback to students and parents, meetings with teachers as well as leadership personnel providing weekly video updates).

Comments included:

'The focus on well being has been the best part of return to school. Also the separate play times has made it much easier for the kids to find their comfort zone. One of my children's teachers called to chat about return to school and we discussed some ways to make them feel comfortable etc, that has helped enormously. The bubbles and Wally game also took the focus off their anxiety which was wonderful! '

'Clear comms from Duncan, Michelle and other prep teachers. The bubbles at the entrance were a lovely touch and the new play area has been great.'