



Holy Spirit School

Ringwood North

2021

Annual Report to the School Community



Registered School Number: 1747

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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 2021 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 Schools.

01/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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 parents) 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 though 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.

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.

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 2021, Holy Spirit Community School had a student population of 434 students. Our class structure was three Prep classes, five 1/2 classes, five 3/4 classes and five 5/6 classes.

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. 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 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 was the second year. We have continued to roll out this initiative for the benefit of all students.

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

Principal's Report

Dear parents and friends

It was with great pleasure Judy Smith and Rachel Hamilton Smith were announced as co deputies and Kate Ryan as our Administration Officer at our school at the beginning of 2021.

2021 saw us return to far too many Covid induced lock-downs. Covid led to four periods of remote learning. We were able to survey families after the first two periods and as a result continued to make improvements to our remote learning program. The feedback from the last two was outstanding given all students had their own device and the capacity to be online more often.

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 many days of remote learning. The leadership exhibited was exemplary. Ensuring the well-being 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. Gathering appropriate work samples for reports was also a logistical challenge and I would like to commend the work of Kayla Flindt Petersen 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 continued as school board chair and led this group magnificently. Their focus was on providing advice as to Remote Learning and return to school after all 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.

I would like to thank our staff, parents and students who make our school what it is. To serve as principal is a privilege.

If our school runs as smooth as silk it is because of the efforts of many people along with Kate Ryan, 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.

Parish Priest's Report

Here in Holy Spirit School, the children learn what the Church believes and teaches, and what it means to belong to a Christian community. Each parish community is the heart of the church. They learn what belonging offers. Holy Spirit School provides students with exposure to a rich Christian community which gives young people an important basis for their future lives in the Church. We aim to create an atmosphere where children can grow in richness, fullness and integrity. We believe this can be achieved in the knowledge of God's love for everyone and by an increasing awareness and response to His presence in our lives. We prepare them to become loving and participating members of our parish.

The past year we have seen varying lock downs in the shadow of the pandemic. Through the resilience of the school staff and with God's grace, the children were able to receive their First Reconciliation, First Holy Communion and the sacrament of Confirmation conferred. If patience is a saintly virtue, these children are worthy of canonisation. It is our privilege to share our children's journey in faith. It is the hope we flourish and discover the incomparable joy of knowing Christ. God bless you and your family.

Best Wishes

Fr Arsenio

School Advisory Council Report

Over the past 12 months, the ongoing resilience that has been displayed by the children, families, teachers, and school leadership has been nothing short of extraordinary. We use that word advisedly because all of us hope that what we have experienced in the last two years is not normalised. The speed with which Holy Spirit transitioned to online learning again was nothing short of exceptional.

The challenge of lockdowns, watching case numbers, managing cancelled events, changing restrictions and the myriad of media reports was confronting for grown adults; whilst our children had to process this mass uncertainty. As we acknowledge the efforts of the teachers and school, we must also pay tribute to parents and families as true partners with the school. The engagement with parents and families insured true partnership to support the ongoing education and wellbeing of our children.

On behalf of the parents and families, I would like to thank Holy Spirit for the way in which the school came together to continue the curriculum and put wellbeing first. We are all very thankful that the leadership team have provided clear direction amidst this uncertain time. To Duncan as principal, thank you for your leadership and for the way you have engaged with families. The School Advisory Council has worked to support the decision making of the principal through monthly meetings and weekly (at times almost daily) interactions to ensure the parent voice was heard and acted upon.

We are optimistic about 2022 and we give thanks that there are so many committed people within the school who have given so much with the objective of supporting our children.

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

The School Closure Day on Education in Faith was held on 30th April 2021. Paul Fumei and Lisa Heffernan worked with staff to unpack data from the ECSI surveys. We explored where we were as a staff and how this impacted our goal to strengthen our Catholic Identity.

In PLT and RE meetings in Term 2, 3 and 4, staff applied the Pedagogy of Encounter to ensure and increase rich and relevant RE curriculum to all students. Staff have become more confident when planning units of work which incorporate thinking routines and have continued 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. 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.

One of our biggest achievements for 2021 was that a high number of students received the sacraments that had been postponed from 2020 due to the Pandemic. Although workshops were not able to be held in person, they were held online with parents attending with their child. The Sacrament of Eucharist was a great success. The students in Year 4 and 5 received the Sacrament of Eucharist in two masses over consecutive nights that were held outdoors with family able to attend. Grade 5 was on Wednesday 17th November and Grade 4 was held on Thursday 18th November.

Holy Spirit celebrated many liturgies during the year, commencing with the combined Opening School Mass, Ash Wednesday Mass and Staff Commissioning Masses. This mass was held outdoors on the oval, with

An ANZAC Day ceremony was held during the School Assembly.

Only two class masses were held during the year, with the remaining 16 class masses being cancelled.

The End of Year Mass was held on the oval on Friday, December 10th with students, teachers and parents in attendance.

Year 6 Graduation Mass was held on December 14th in the Church. Year 6 teachers, parents and Year 6 students attended.

A staff mass was held in the Church on Thursday 16th December.

Prayer and Meditation continued to be a focus in every classroom, with the students on a Google meet during lock down times. Slideshows were made available for each class to participate in the special events of the week, such as Holy Week, NAIDOC week, The Feast of the Assumption, Year of St. Joseph, Advent and Christmas.

Fund-raising consisted of a Family Christmas Hamper, where each class donated goods to St. Vinnies. The response was amazing as families were extremely generous to the families in need in our community.

VALUE ADDED

Staff PLT and School closure

- School Closure Day on Education in Faith 30th April with a focus on looking at Holy Spirits ECSI data.
- PLTs & Meetings: RE - unpacking Education in Faith curriculum and using Pedagogy of Encounter when planning for Term 2, 3 & 4.

Sacramental Program:

- All workshops for the Sacraments of Reconciliation and Confirmation were held online with parent and student attending. The Year 4 students were provided with a home task to complete instead of a workshop.
- The Sacrament of Reconciliation was completed in Term 1 in class groups with the year 3/4 students together.
- The students in Year 6 received the Sacrament of Confirmation on May 21st at St. Patrick's Cathedral, East Melbourne.
- The students in Year 4 and 5 received the Sacrament of Eucharist in two masses over consecutive nights that were held outdoors with family able to attend. Grade 5 was on Wednesday 17th Nov and Grade 4 was held on Thursday 18th November. Parents were allowed to attend.

Fund-raising:

- Term 1 - Caritas fund-raising went ahead, however no activities to increase donations were able to proceed.
- Term 4 - St Vinnies Christmas Appeal. Each class was assigned a family to collect goods for.

Liturgy:

- Opening school mass, Ash Wednesday Mass and Staff Commissioning Masses combined (17th February) and was held outdoors on the oval.

- ANZAC Day ceremony held during Assembly
- Two 5/6 classes celebrated a class mass in the Church. 28th April and 5th May.
- End of Year Mass was held on the oval on Friday, December 10th
- Graduation Mass was held on December 14th in the Church. Parents and Year 6 students.
- Staff mass was held in the Church on Thursday 16th December.

Prayer and Meditation:

- A meditation and prayer slideshow was made available for each class to complete each morning which focussed on Holy Week and Easter.
- A meditation and prayer slideshow was made available for each class to complete each morning which focussed on NAIDOC Week.
- A meditation and prayer slideshow was made available for each class to complete each morning which focussed on the environment. E.g World Ocean Day
- A meditation and prayer slideshow was made available for each class to complete each morning which focussed on Mary MacKillop and then the Assumption of Mary.
- A meditation and prayer slideshow was made available for each class to complete each morning which focussed on Science Week.
- A meditation and prayer slideshow was made available for each class to complete each morning which focussed on Father's Day and the Year of St. Joseph.
- A meditation and prayer slideshow was made available for each class to complete each morning which focussed on Kindness Challenge and Esmart.
- A Meditation prayer slideshow for Advent and Christmas made for whole school to participate.

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 inquiries of learning that are interesting and relevant to their year 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 Critical and Creative Thinking development of our students at Holy Spirit. These thinking routines were used in various contexts and for various purposes and learning and new insights were shared with our staff across the school.

Our Visual Arts program evolved throughout the year, becoming a specialist subject, taught weekly in the school's art room. Visual Art continued to follow the established two-year cycle, focussing on developing art skills 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 year level. Our students gained confidence when describing their learning and are now highlighting how they know they are successful. The use of Success Criteria developed this year and is used more readily throughout the school. 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.

Data Walls were trialled and used to monitor student achievement and growth throughout the year. Data analysis sessions were embedded in facilitated planning sessions where teachers analysed data to find their student's next step for learning. 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. Differentiation will continue to be a core focus for the school moving forward.

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 continued to receive 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. Student wellbeing continued to be a focus throughout our periods of learning from home, with regular check-ins completed, via Google Form, and explicit learning planned for, targeting student needs from the data collected. Transitioning our students between school and home became a core focus during the lock down periods, to ensure that the transition process was as smooth as possible.

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/Visual Arts, 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.

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.

Moving forward, Holy Spirit will be engaging with the use of Essential Assessment to assess and monitor student achievement and growth in Mathematics from Prep - Year 6.

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) and Reading Recovery 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.

A synthetic phonics program of Little Learners Love Literacy (LLLL) was introduced, as an intervention, for students who required support in phonemic awareness and phonics for spelling and reading. These students were identified through assessment or by teaching staff at Holy Spirit. Students participated in this program with a qualified Speech Therapist, fortnightly, in a small group or individually. These sessions continued throughout each lock down.

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.

We continue to use the systematic approach of SMART Spelling at Holy Spirit, monitoring student 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, Education in Faith, 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 (PLTs) that engaged in areas of the curriculum that were of need across the school. 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. Network meetings were attended online to ensure our leadership team had the most up-to-date instruction and information provided by Melbourne Archdiocese Catholic Schools.

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.

STUDENT LEARNING OUTCOMES

The NAPLAN results show that, at Year 3, 100% of our students had reached or surpassed the minimum standard in all areas. Whilst the results were similar or better than the state results, Reading and Grammar & Punctuation were particular areas of strength for our top students. The results in Spelling, Writing and Numeracy were also similar or better for most students, there is scope to extend the top performing students.

At Year 5, our students' results had similar or better results than state for students in the middle and the lower end of the cohort; however, there was again scope to extend the top performing students in all areas. The results also show that 100% of our students reached or surpassed the minimum standard in Writing, with 98% in the other areas (Reading, Spelling, Grammar & Punctuation & Numeracy).

Considering growth from Year 3 in 2019 to Year 5 in 2021, broadly our students made a similar rate of growth across the years when compared to the state, in Reading, Writing and Spelling, although the rate of growth for the higher and lower performing results was not as steep. In Grammar & Punctuation and Numeracy, our students did grow as much. We wonder what impact the periods of remote learning had on some of our students and their performance on the NAPLAN tests.

In 2021 have been focusing on improving the use of data to improve the identification of areas of student need. A wide range of data is used by teachers and progress is monitored. We have a range of programs in place to improve student outcomes. In 2020, tutoring, a synthetic phonics program (guided by speech therapists), Reading Recovery, Numeracy Intervention were all implemented.

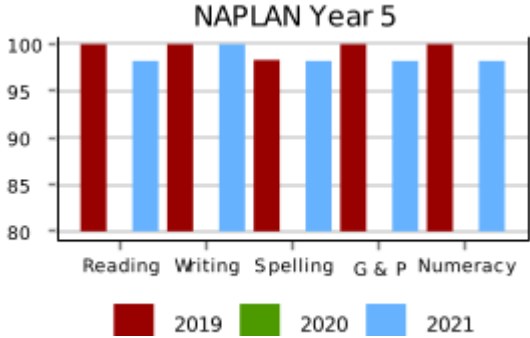
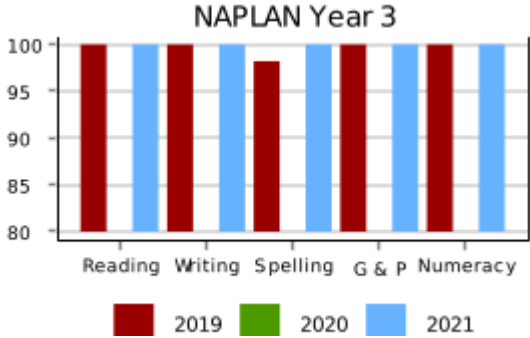
Students at risk are identified through school based assessments, parent notifications and external specialists' reports. Goals and targets are set and documented, in consultations with parents. Adjustments are made to the learning program and progress is reviewed regularly.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	98.2	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	98.2	-
YR 05 Numeracy	100.0	-	-	98.2	-
YR 05 Reading	100.0	-	-	98.2	-
YR 05 Spelling	98.3	-	-	98.2	-
YR 05 Writing	100.0	-	-	100.0	-

* 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

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 2021, 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 MACS continued to support the school as our Positive Behaviour coach. The Wellbeing team continued to establish a framework and action plan for our improvement in the area of wellbeing and student engagement for all.

From Prep to 6, we continued implementing the evidence based and nationally recognised social and emotional learning curriculum, Respectful Relationships. In addition to this program, we launched the school wide Resilience Project program in all classrooms. A need was identified to build resilience in our students and build on our work in gratitude, empathy and mindfulness.

We continued our behaviour data collection practice by documenting behaviour breaches inline with our behaviour flow chart and expectations. This data collection informs us to make positive and accurate decisions in building up our students' decision-making, emotional regulation and behaviour.

In 2021, we compared and analysed our Social and Emotional data using the PAT Wellbeing program. This provided us with a clear direction of need for our students in terms of wellbeing and engagement. This allowed us to highlight specific student needs, in particular, students seeking help and managing their emotions. This allowed us to set a course for 2022 to focus on these areas of need, with specific lessons around help seeking and emotional management. In our school review this data was of particular interest and enabled school improvement decisions, in particular, student engagement. We highlighted opportunities for greater student voice, which saw us begin our school wide weekly student led STAR news video stream for the purpose of setting a weekly wellbeing and behaviour focus and reteaching of expectations.

Additionally, to this formal data collection, we implemented a daily check in online form for students to check in and answer some simple questions about their wellbeing. This data was automatically sent to class teachers who were able to support any data that was of concern.

Our Wellbeing teaching and learning continued to include at home digital lessons to cater for remote learning, including both our Resilience Project, Respectful Relationships and Cyber Safety.

A focus was made around staff wellbeing, with some specific PD around practice around self-care and staff fulfilment. We continued to monitor staff and student energy levels and mental health and provided unplugged wellbeing days for staff and students to recharge and practise self-care during the challenging lockdown periods.

We also engaged with a speech therapist who worked with selected students for a term weekly from grade 1-4 to develop specific social skills. This will be continued in the same format for the 2022 school year.

Our data also enabled us to identify a need for intervention with our 5/6 girls, and they also attended fortnightly sessions around social skills especially for girls.

We also were able to increase our school counsellors hours this year to continue to support students on a needs basis.

Professional development continued this year with cyber safety for our whole learning community, including PD for staff, students and parents.

VALUE ADDED

1. Implementation of Respectful Relationships curriculum
2. Data collection on Student Wellbeing 1-6 utilised for teaching and learning
3. Implemented the use of SWIS behaviour database
4. Continued use of remote Resilience Project lessons
5. Inaugural Grade 5/6 camp went ahead after lockdown
6. Wellbeing remote learning website resources
7. Playground adjustments upon returning to school
8. Implementation of referee for football games, upon returning to school
9. Parent webinar provided on CyberSafety

STUDENT SATISFACTION

Our students completed the MACSIS survey.

Year 4 data quite positive for remote learning year

Student Safety across the school has improved

Opportunities for wins exist in Student Engagement / Belonging

Student Engagement has the biggest neutral response, which suggests this needs to be a big focus for Students (particularly in differentiation)

We also need to explore opportunities to engage parents in learning to generate learning discussions at home.

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. This was then monitored by our Administration Officer Kate Ryan who then sent an SMS to any parent for unexplained absences by 9:30am.

Upon return to on-site learning student rolls were marked at 9:30am and again at 2pm each day by the class teacher. Unexplained absences were again followed up by Kate Ryan.

School non-attendance is managed on a case by case basis where students and their families are supported in a variety of ways to help them re-engage with school as soon as possible. This includes assistance from the school counsellor, Learning Diversity leader and Principal. In rare instances continued non attendance is referred to the Regional Learning Consultant at MACS for further assistance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.6%
Y02	94.7%
Y03	94.9%
Y04	93.8%
Y05	94.4%
Y06	93.4%
Overall average attendance	94.5%

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, Compliance Officer and Student Well-being 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 2021, the vision of further developing a model of a shared leadership team was continued and supported by the members of our team. Our leadership team welcomed two new deputies who continued to share the administration and empower leadership skills and professional knowledge of others. Both deputies, whilst working together to improve student outcomes, also worked alongside staff, supporting them through two distinct but connected pathways; contemporary Teaching and Learning practices along with Learning Diversity and Well-being.

As part of our learning and teaching direction, the Leadership and Management in our school continued to expand by empowering classroom teachers to be involved in leading The Learning Collaborative project which was led by the C.E.M. and Lyn Sharratt.

In the sphere of Well-being, the Leadership Team looked at how to continue to support our students in their social-emotional learning and well-being. The Resilience Project and our work in Respectful Relationships shaped the direction in which the school went to ensure that we were embracing the whole child. Our work with cyber safety also was integral, as we yet again embraced Remote Learning.

With Remote Learning being a major part of the school year, the leadership team looked at feedback collected from the previous year from staff and parents to ensure we delivered a program that was supportive and engaging for all our students. This enabled us to deliver a program that could replicate the school day as much as possible by delivering live lessons and small group focused teaching groups. The team were again adaptable to 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 this time.

Our school review process throughout the year enabled us, as a Leadership Team, to drill down to what our priorities would be.

As part of the review process, the staff and Leadership Team worked together to ensure that data informed the future direction of our school and this was informed by CEMIS data. Three priorities for 2021 onwards were identified, to strengthen our Catholic identity within our school, enhance our learning culture and engagement for all and a whole school commitment to improvement.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Despite the various Covid related lock-downs we were still able to hold several school closure days that were related to staff development.

A day on 'Education in Faith' was held early in the year. It had a focus on looking at Holy Spirits' data from the ESCI surveys. The staff worked with Paul Fumei from MACS.

Levelled Literacy Intervention started to support student in synthetic phonics (Cheeky Monkey) A number of staff received training in the delivery of this.

A second speech therapy company (Therapy Lab) completed sessions for 1/2 and 3/4 students to further assist and enable them in social situations and learn social skills

Several staff agreed to lead The Learning Collaborative initiative under the guidance of Lynn Sharratt. This project is aimed at whole school practise and will continue over the next review cycle.

Well-being development was a major focus given the continued return to and from remote learning. The staff undertook work with The Resilience Project to implement a consistent whole school approach to this key strategy.

First aid and school review preparation rounded out the remaining whole staff targeted areas for the year.

Number of teachers who participated in PL in 2021	29
Average expenditure per teacher for PL	\$893

TEACHER SATISFACTION

Staff were able to participate once again in the MACSIS process.

Overall, the staff data was much improved from the 2019 results. The results certainly bore witness to the change in senior leadership and renewed emphasis on professional behaviour, The highest results were noted in the 1st Level Comparison (spider web) for Psychological Safety, Collaboration in Teams and School Leadership

The survey also helped us to identify ways that we could still improve the way that our staff work together and the opportunities that may need to be afforded. Staff professional learning and feedback still need clarifying to identify what, when and with whom it is done. Catholic Identity continues to be an area requiring attention to improvement. This will be a renewed focus in 2022.

Staff perceptions of Student safety also offer opportunities for improvement. Given the continual shift from remote learning back to school, issues did arise. Again, given a consistent return to school full time in 2022 this is again an area of focus.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	14.7%
Graduate Certificate	11.8%
Bachelor Degree	79.4%
Advanced Diploma	26.5%
No Qualifications Listed	11.8%

STAFF COMPOSITION

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	41.0
Teaching Staff (FTE)	28.4
Non-Teaching Staff (Headcount)	32.0
Non-Teaching Staff (FTE)	26.9
Indigenous Teaching Staff (Headcount)	0.0

School Community

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.

INTENDED OUTCOMES

- That students will be more confident in their learning.
- That student behaviour will improve.

Achievements

Continued periods of remote learning meant that parents were not allowed on site for most of the year. We continued to survey parents after the first lock down (referred to as RL 4.0.) This enabled us to further refine the remote learning delivery whereby students were online most days from 9-1pm.

After each period of Remote Learning a majority of parents indicated either verbally or via their teachers that managing student well-being should be our priority. We also surveyed with an emphasis on how we would do this.

Parental Engagement data was also shared with the board in the second half of 2021. The key takeaways were to reform the Parent Engagement Team as well as to review our initial data to work out the starting points for the team.

We also formed the Community Digital norms committee to collect data from the community on challenges within digital space and created recommended norms within the community for these challenges.

PARENT SATISFACTION

Given the previous high standards and expectations that had been set around parent engagement it was not a surprise to see our MACSIS data drop given the return to remote learning.

Families were not permitted on site and the need for vaccinations caused some barriers to any possible improvement.

Further examination of the data revealed:

Despite lower family engagement results, our school was still above MACS average result, This is due to our excellent starting point and certainly gives us the opportunity to get back to where we were previously.

Barriers to engagement also scored similarly lower however the school is still positioned above the MACS average. The parents in years 4 and 5 were the lowest results which will be examined further in the following year.

Interestingly the results for School fit improved but are still under MACS average.

The restrictions caused by the repeated lock-downs and subsequent limits on parents attending school meant that Approachability, engagement opportunities, welcoming families and a sense of belonging were also rated lower. They all present as areas of opportunity to grow and be prioritised for action.

Catholic Identity was the big fall in results and will have a renewed focus on staff capacity initially in 2022.