



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### Holy Spirit School

120 Oban Road, RINGWOOD NORTH 3134

Principal: Duncan Arendse

Web: [www.hsringwoodnth.catholic.edu.au](http://www.hsringwoodnth.catholic.edu.au)

Registration: 1747, E Number: E1289

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## Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 May 2024

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## About this report

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Holy Spirit School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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"... 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.

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## School Overview

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### 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 2023, Holy Spirit Community School had a student population of 410 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 15 members in attendance at each meeting. They met monthly.

The Religious Education Program followed MACS directives. The Sacramental Program is Parish based with very strong school support. The students from each class attended one Wednesday morning Mass, one Paraliturgy (P-2) and six whole school liturgies during the year.

Christian meditation was held each morning for all classes.

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 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 multi year commitment. 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. 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 across the school.

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

Extra Curricula:

Extra curricula activities included Interschool Sport, Athletic & Swimming Carnivals and Camp for years 3-6. 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.

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## Principal's Report

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Dear Parents, Students and Staff,

I am delighted to present to you our annual report for the academic year 2023. As we reflect on the achievements, challenges, and growth of our school community, it is with great pride and gratitude that I share the highlights of our journey together.

Academic Excellence:

This year, our students have exhibited exceptional academic prowess across all levels. From prep to year six, we have witnessed remarkable achievements in various subjects and extracurricular activities. Our commitment to fostering a culture of continuous learning has yielded commendable results, evident in the academic performance of our students. This was particularly evident in our Art Show.

Innovative Teaching and Learning:

Our staff members have consistently demonstrated dedication and creativity in their teaching approaches. Through innovative pedagogies guided by the work of Lynn Sharratt, they have engaged students in meaningful learning experiences that extend beyond the confines of traditional classrooms. Whether through inquiry-based learning, technology integration, or interdisciplinary initiatives, our teachers have empowered students to think critically, collaborate effectively, and embrace lifelong learning.

Community Engagement:

At the heart of our school ethos lies a strong sense of community and belonging. Throughout the year, we have actively fostered partnerships with parents, local organisations, and stakeholders to enrich the educational experience of our students. From parent-teacher conferences to volunteer initiatives and community service projects like the Men's Shelter, we have celebrated the spirit of collaboration and shared responsibility in nurturing the next generation of leaders and citizens.

Wellbeing and Support:

The health and wellbeing of our students remain paramount in our priorities. In addition to academic support, we have continued to invest in comprehensive wellness programs aimed at promoting physical, emotional, and mental health. Our staff headed up by Rachel Hamilton Smith, support staff, and wellness resources have been instrumental in providing a nurturing and inclusive environment where every student feels valued, supported, and empowered to thrive.

Looking Ahead:

As we look ahead to the future, we remain steadfast in our commitment to educational excellence, innovation, and community partnership. Together, we will continue to inspire, challenge, and empower our students to reach their fullest potential and make a positive impact in the world.

In closing, I extend my heartfelt gratitude to our dedicated staff, supportive parents, and enthusiastic students for their unwavering commitment to our school community. It is through our collective efforts and shared values that we have achieved success and growth this year.

Thank you for your continued trust and support as we embark on another exciting chapter in the journey of Holy Spirit School.

Yours sincerely

Duncan Arendse

Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Holy Spirit Community School is committed to a whole school improvement agenda with an emphasis on our learning culture, engagement, and Catholic Identity.

The 'Education in Faith' goal in our SIF is:

- 'To empower students to make meaningful connections between faith, life and context.'
- the The intended outcomes are:
- That students are empowered to make meaningful connections between faith, life and context.
  - That the Pedagogy of Encounter is evidenced in learning & teaching practices by all teaching staff across the school.

### Achievements

Holy Spirit commenced the year with our opening school mass and Ash Wednesday Mass. Both were well attended by families and members of the Parish.

Staff meetings were held in term one with a focus on Prayer and Christian meditation. At Holy Spirit we believe in starting our day with an invitation to God to be present in all that we do. Meditation begins with music and is led by both teachers and students.

We started 2023 with a visit from Andrew Chinn. Andrew Chinn's soul-stirring concert was a transformative experience for our school community, resonating with the depths of our spiritual journey and fostering a profound connection to our faith. As a renowned religious singer, Andrew Chinn's melodies and lyrics touched the hearts of students, staff and families, inspiring us to reflect on the core tenets of our beliefs. Through his uplifting music and heartfelt performances, Andrew Chinn imparted timeless messages of hope, love, and compassion, leaving a lasting impression on all who attended. His concert served as a powerful reminder of the unifying power of music in nourishing our souls and strengthening our bonds as a faith-based community.

Professional development with the staff regarding the implementation of the Pedagogy of Encounter. This was presented during staff meetings as well as a whole school closure where staff were stepped through the different aspects of the Pedagogy of Encounter. They have also used different scripture readings that make a connection to the current unit and have given student opportunities to think deeply about these text and make links with their own lives. 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 and use the Pedagogy of Encounter.

In Term 3, a Faith Formation day for the whole staff was held at the Catholic Leadership Centre in Melbourne. The overall statement of intent of this day was:

Spiritual and religious formation:

- To support staff spiritual and religious formation through prayer, connecting the personal experience of God with a focus on the school context, relationships and God's creation
- Centred on the theme of the Holy Spirit bringing refreshment, renewal, new life

This was a very successful day where staff members were able to reflect on their own faith and how this in turn impacts our Holy Spirit Community. Rose Marie Prosser facilitated the first half of the day. This work is intended to flow into the new year. The second part of the day was centred on a tour of the cathedral to enhance staff knowledge of the history and meaning behind this iconic building central to our faith.

Level Masses recommenced in second term with the 1/2 students preparing and participating in the Mass with family and parishioners. The 3/4 and 3/4 classes attended mass in term 3 and the Preps had their level mass in term 1 in conjunction with a parish mass.

Spirit Day was celebrated on May 26th. Commencing with a whole school Mass and then a day of celebration for the students including a sport incursion run by Kaboom Sports, games and a disco.

### **Sacramental Program:**

All sacramental programs were supported by rich learning units within the classrooms, parent works shops and a reflection day for our Confirmation candidates.

Reconciliation - 19/3/23 and 20/3/23. These ceremonies were during school time.

Eucharist - 9 parish masses finishing in July

Confirmation - Grade Six students - St Patrick's Cathedral - 8/5/22

### **Value Added**

Whole School Liturgies:

- Beginning of the Year / Staff Commissioning Mass
- Ash Wednesday Mass

- Holy Week liturgies presented by the students from different levels.
- Spirit Day
- Feast of the Assumption of Mary
- All Saints
- End of Year 2023 Mass
- ANZAC day and Remembrance Day liturgies
- Advent liturgies presented by the students from different levels
- Grade 6 Graduation Mass
- Staff End of Year liturgy

#### Fundraising

- Caritas - Fundraising during the season of Lent. Each level took on a different fundraising activity including Pancake Tuesday and a book sale.
- St Vinnies Christmas Hampers - Classes were allocated a family to collect for. Our school families were very generous with their donations

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal

To embed a learning culture that promotes engagement, learning and growth for all.

#### Intended Outcomes

- That student engagement in learning and voice increase
- That learning outcomes improve for all students
- That agreed data informed pedagogical practices are consistently implemented in classrooms

### Achievements

In Learning & Teaching, the Assessment & Reporting Policies remain reflective of the teaching philosophy at Holy Spirit Community School. Our achievements reflect our commitment to holistic education, nurturing students' spiritual, intellectual, and emotional growth in a supportive and inclusive learning community.

An Inquiry Learning approach to teaching the curriculum continued to be embedded and 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. We believe that inquiry-based learning empowers students to explore, question and discover, fostering a lifelong love for learning and critical thinking skills.

This year marked the inception of our ambitious endeavour to develop a comprehensive whole-school instructional teaching model. Our goal was to establish shared vocabulary and consistent language to articulate the learning experiences across all year levels, facilitating seamless transitions for both staff and students. Aligned with the esteemed work of Dr Lyn Sharratt and her acclaimed 14 Parameters of System and School Improvement, our journey embraced the principles of effective educational leadership and systemic enhancement. In particular, our focus on developing an Instructional Teaching Model for Reading, Writing, and Mathematics exemplified our commitment to elevating teaching standards and maximising student learning outcomes. Through collaborative efforts and dedicated engagement, our

staff delved into pedagogical best practices, incorporating evidence-based strategies and innovative approaches. While our initial steps have laid a strong foundation, the journey towards finalising our Instructional Teaching Model is an ongoing one.

As we embark on the new year, we remain steadfast in our dedication to refining and implementing this model, ensuring its seamless integration into our school's ethos and educational framework. This initiative underscores our unwavering commitment to continuous improvement and excellence in education, as we strive to provide our students with the highest quality learning experiences that will empower them for success in an ever-evolving world.

We warmly welcomed parents back to our school environment, extending invitations for involvement and support in classrooms in our Prep to Year 2 grades. Alongside this initiative, we organised informative Classroom Helper Workshops aimed at equipping parents with the knowledge and understanding needed to actively engage in their child's education. Through these collaborative efforts, we fostered a sense of partnership between home and school, ensuring that parents felt empowered to contribute positively to their child's learning journey.

This year, we expanded our implementation of Data Walls to comprehensively monitor student achievement and growth across Literacy, Mathematics, and Wellbeing domains. These visual representations provided valuable insights into individual and collective progress, enabling targeted interventions and personalised learning pathways. Embedded within facilitated planning sessions and after-school meetings, data analysis became an integral part of our pedagogical approach. Through collaborative reflection and analysis, educators identified students' next steps for learning, ensuring a responsive and student-centred approach to instruction. As we move forward, the ongoing utilisation of Data Walls remains a central focus, driving our commitment to data-informed decision-making and continuous improvement.

Throughout the year, facilitated planning sessions facilitated by leaders in English, Mathematics, and Education in Faith fostered a cohesive and differentiated curriculum tailored to meet the diverse needs of our students. With a strategic focus on teaching core aspects of English and Mathematics across all year levels, our staff ensured that students received the highest quality instruction aligned with their developmental stages and learning goals. Differentiation emerged as a core principle guiding our instructional practices, empowering educators to address individual learning styles, abilities, and interests effectively. As we look ahead, differentiation will remain a cornerstone of our approach, ensuring equitable access to education and maximising student engagement and achievement.

## **Mathematics**



Our commitment to fostering mathematical curiosity and problem-solving skills was reflected in the planning for open-ended investigations and differentiated tasks within our mathematics planners. These approaches catered to diverse learning needs, encouraging students to engage deeply with mathematical concepts and apply their knowledge in creative ways.

Building upon the successful implementation of Essential Assessment, we continued to leverage this powerful tool as a cornerstone of our comprehensive approach to assessing and monitoring student achievement and growth in Mathematics. Essential Assessment continued to provide invaluable insights into students' progress, offering a detailed understanding of their mathematical abilities and areas of growth.

The data generated from Essential Assessment served as a compass guiding our instructional practices, allowing us to make informed decisions tailored to meet the diverse needs of our students. By analysing individual and collective performance trends, our teachers were equipped to identify areas for targeted interventions and implement instructional adjustments that supported each student's unique learning journey.

Our commitment to student success was exemplified through the implementation of targeted interventions informed by Essential Assessment data. Whether through differentiated instruction, small-group support, or individualised learning pathways, we ensured that every student received the necessary support and resources to thrive in mathematics.

By utilising Essential Assessment to its fullest potential, we empowered students to take ownership of their learning and growth. Through ongoing feedback and goal-setting, students were encouraged to track their progress, celebrate achievements, and identify areas for further development, fostering a growth mindset and a sense of agency in their mathematical journey.

We embarked on a crucial journey of unpacking the Victorian Curriculum 2.0 in Mathematics, laying the foundation for its implementation in the next academic year. This essential preparatory phase ensures a comprehensive understanding of its components, facilitating seamless integration into our curriculum. By actively engaging with the framework, we're poised to enhance instructional practices and deliver enriching mathematical experiences aligned with the latest educational standards. Moreover, our efforts include discerning the core differences between Victorian Curriculum 1.0 and 2.0, ensuring a smooth transition and optimised learning outcomes for our students.

## **English**

In English, our commitment to student success is evident through the delivery of a diverse range of programs tailored to meet the needs of individual students and cohorts. Notably, our Reading Intervention program provided targeted support to Year 1 & 2 students requiring

additional assistance in reading, ensuring that every student has the opportunity to develop essential literacy skills.

The implementation of the Little Learners Love Literacy (LLLLL) synthetic phonics program has been instrumental in supporting students' phonological awareness and phonics skills for reading and spelling. Collaborating with qualified Speech Therapists and trained staff, we've provided specialised intervention to students identified through assessment or teacher observation, fostering their literacy development.

A significant focus has been placed on enhancing the assessment of our Writing program, with every classroom teacher engaging in moderation sessions throughout the year. This collective effort has culminated in the development of a comprehensive moderation guide, serving as the foundation for assessing writing proficiency across the school. Continuously adapted to meet evolving needs, this guide ensures consistency and accuracy in assessing student progress and informs targeted instructional practices.

At Holy Spirit, we remain dedicated to the systematic approach of SMART Spelling, monitoring student progress and providing ongoing training for staff members. This structured approach enables us to effectively address students' spelling needs and support their language development journey.

Our vibrant Book Fair and Book Week activities serve as catalysts for igniting students' passion for reading and literacy. These events create a buzz of excitement as students explore a diverse selection of books, inspiring them to discover new worlds and stories. By promoting a culture of reading, we nurture lifelong learners who value the power of words and imagination.

These initiatives underscore our commitment to excellence in English education, ensuring that every student receives the support and resources needed to thrive in literacy and communication skills.

### **Specialist Subjects**

We orchestrated a memorable Art Show, meticulously curated to showcase the diverse and vibrant visual artworks created by our students. From intricate paintings to captivating sculptures, the exhibition provided a platform for students to express their creativity and talent across various artistic mediums. Additionally, musical performances featuring students' talents further enriched the event, creating a multisensory experience that celebrated the breadth of artistic expression within our school community. The Art Show not only celebrated individual artistic achievements but also fostered a collective appreciation for both visual and musical arts, highlighting their integral role in our school's cultural fabric. Through this

showcase, students, parents, and staff were inspired to explore and embrace the power of artistic expression, fostering a deeper connection to the arts within our community.

The introduction of a STEM (Science, Technology, Engineering, and Mathematics) specialist program transformed our student learning by fostering critical thinking and problem-solving skills. Through hands-on projects and activities, students apply STEM principles to real-world challenges, developing a deeper understanding of complex concepts. STEM education promotes collaboration and teamwork, essential skills for success in the 21st century. By immersing students in STEM, we prepare them for the demands of a technology-driven world, empowering them to innovate and contribute meaningfully to society.

Weekly Physical Education lessons provided a foundation for students' physical health and wellness, complemented by whole-school athletics and cross-country events that kept students active and engaged in physical activity throughout the year. Beyond promoting physical wellbeing, these opportunities served as platforms for fostering important values such as teamwork and sportsmanship among students. By participating in these events, students not only improved their fitness levels but also developed essential life skills that will benefit them both on and off the field.

Weekly Performing Arts lessons provided students with opportunities to explore their creativity and express themselves through music, drama, and dance. These engaging lessons allowed students to develop their talents and confidence in performing arts, while also fostering teamwork and collaboration as they worked together on various projects and performances. Additionally, these lessons served as a platform for students to showcase their skills in school-wide events such as the talent show, held on the night of our art show, and our Christmas Carol performances, further enhancing their appreciation for the performing arts and contributing to a vibrant and dynamic school culture.

Unfortunately, due to challenges in finding a suitable teacher, we were unable to offer a Language Other Than English (LOTE) program during the 2023 academic year. While this presented a temporary setback, we remained committed to providing a well-rounded education for our students. We continued to explore avenues to reinstate our LOTE program in the future, recognising the value of language learning in promoting cultural understanding and global awareness among our students.

### **Professional Learning**

Ongoing growth for our staff is supported and nurtured at Holy Spirit Community School to ensure our staff are equipped with the necessary skills and knowledge to teach our students. Professional development is provided to staff, and aligns 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 a focus 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 our students who required support and extension, within the classroom environment.

In 2023, professional development was provided in the areas of:

- Wellbeing
- Positive Behaviour for Learning (PBL)
- Supporting students with additional needs
- Religious Education - scripture knowledge for learning and teaching in the classroom
- Differentiation in Mathematics education
- Data Walls and analysis
- Child Safety
- Assessments in the classroom
- Collaborative Inquiry Model (CIMs)

At Holy Spirit School, we embraced using the Collaborative Inquiry Model (CIM) as a cornerstone of our professional development approach. Through CIMs, each level team selects a specific goal per semester, centred around student data and needs. Regular fortnightly meetings provide dedicated time for teams to unpack student data, drawing insights to inform instructional practices and identify next steps for learning.

During these sessions, teams followed the CIM model to collaborate, research, refine, and question, fostering a culture of transparency and collective learning. By openly sharing successes, challenges, and strategies, teachers collaborate to refine their approaches and address student needs effectively. This collaborative process not only enhances individual teacher practice but also strengthens the collective capacity of the entire level team.

Feedback from staff shapes the direction of our collaborative inquiry, providing autonomy and support for teams to maximise their time and resources. By anchoring our professional development in collaborative inquiry, we ensure that our instructional practices remain responsive to the evolving needs of our students. This approach empowers educators to leverage data-driven insights, fostering a culture of continuous improvement and excellence in teaching and learning.

Hosting the Eastern Region Learning and Teaching Network provided an invaluable opportunity for Holy Spirit School to showcase our journey and share insights with educators from across the region. During the event, we presented our school's experiences, highlighting our successes, challenges, and key learnings. By sharing our journey, we aimed to inspire and collaborate with fellow educators, fostering a culture of collective learning and improvement within the region. Through our presentation, we emphasised our commitment to student-centred approaches, data-driven decision-making, and collaborative inquiry models. We shared how these strategies have positively impacted student learning outcomes and contributed to a thriving educational environment at Holy Spirit School. Overall, hosting the Eastern Region Learning and Teaching Network was a testament to our school's dedication to continuous improvement and our willingness to collaborate and share best practices with others. We are proud to have contributed to the professional development and collective growth of educators within our region.

### **School Camps**

At Holy Spirit School, we hold the belief that camps play a vital role in our students' learning journey, providing invaluable opportunities for self-discovery and interpersonal growth. In line with this philosophy, we recently reviewed our camping policy and expanded our camping program to include students from Years 3/4, in addition to the existing Year 5/6 annual camps.

In Term 4, Grade 3/4 students embarked on a two-night camp to Anglesea, where they immersed themselves in nature and engaged in various outdoor activities, fostering teamwork and resilience in a supportive environment. Meanwhile, our Grade 5/6 students ventured on a four-day, three-night excursion to our nation's capital, Canberra. During their time in Canberra, students delved into Australian history and culture, gaining valuable insights into our nation's heritage through immersive experiences and educational tours.

These camping experiences not only provided students with memorable adventures but also facilitated personal and social development, promoting empathy, cooperation, and a deeper understanding of themselves and others. We are proud to offer such enriching opportunities that contribute to the holistic growth and education of our students at Holy Spirit School.

### **Student Learning Outcomes**

At Holy Spirit School, our commitment to data-driven decision-making remained steadfast in 2023, with data continuing to play a central role in guiding our educational practices. We ensured that our Assessment Schedule was adapted to accommodate the collection of student data by our classroom teaching staff. In both Mathematics and English, data served as a cornerstone in informing and shaping our teaching strategies. We placed value on both

formative and summative assessments, recognising their importance in gauging student progress and identifying areas for growth.

Throughout the year, we administered a range of standardised assessments, including PAT Maths, PAT Reading, Essential Assessment for Mathematics, and SWST Spelling, conducted in February and October. Foundation and Year One students also completed PAT Early Years Maths and Reading assessments, aligning with our commitment to gathering consistent data across Mathematics and English to drive student progress effectively.

In addition to assessment practices, we introduced a comprehensive data plan aimed at streamlining our data collection and analysis processes. Furthermore, to enhance our English assessment practices, we implemented English Online interviews for students in Prep, Year 1, and Year 2. These interviews provided valuable insights into students' English proficiency levels and informed targeted instructional strategies to support their learning needs effectively. Through these initiatives, Holy Spirit School remains dedicated to leveraging data to optimise student learning outcomes and ensure educational excellence for all students.

## **Tutoring**

In 2023, Holy Spirit School continued to implement a targeted tutoring program to provide additional support for students identified as needing extra assistance, particularly, in mathematics and writing. This initiative involved three tutors working collaboratively with classroom teachers, each week, to support students across Year levels 1/2, 3/4, and 5/6. Together, they planned and implemented tailored interventions aimed at addressing students' individual learning needs. Additionally, classroom teachers offered supplementary support to students with identified needs. Building on the success of this program, Holy Spirit School is committed to continuing its tutoring initiative in 2024, ensuring that all students receive the support they need to thrive academically.

## **NAPLAN**

In 2023, Holy Spirit School completed NAPLAN online. To ensure a seamless transition, our dedicated staff underwent extensive training on the platform, equipping them with the skills and knowledge needed to facilitate successful online assessments. Additionally, students were provided with ample opportunities to practise and familiarise themselves with the platform prior to the tests in May, ensuring they felt confident and prepared on the day.

## **Student Learning Outcomes**

The introduction of new reporting procedures for NAPLAN in 2023 resulted in a change in how student results are reported. As a result, direct comparisons to previous years were not

possible due to differences in reporting methods and scales used to analyse student performance. While this change may limit the ability to compare results longitudinally, it provided an opportunity to evaluate student performance within the context of the new reporting framework and assess progress accordingly. We expect to be able to compare our NAPLAN results to previous year's results in 2024.

In 2023 all students were encouraged and supported to participate in NAPLAN and we had a 100% participation rate.

The NAPLAN results show that, at Year 3, our school mean for Reading, Writing, Spelling, Numeracy and Grammar & Punctuation surpassed the minimum standards. Similarly, in Year 5, our school mean for Reading, Writing, Numeracy and Grammar & Punctuation surpassed the minimum standards, whilst our Spelling result was on par with the state mean. We noted a gender disparity, with boys generally scoring lower, particularly in the area of Writing.

We are proud to say that we had many students outperform the expected standards in NAPLAN in 2023. In Year 3, 22 of our students scored 'Exceeding' in Reading, 5 in Writing, 9 in Spelling, 15 in Numeracy and 7 in Grammar & Punctuation. In Year 5, 22 of our students scored 'Exceeding' in Reading, 10 in Writing, 7 in Spelling, 6 in Numeracy and 7 in Grammar & Punctuation.

We acknowledge that some students did not meet minimum standards. In Year 3, 2 of our students scored 'Not at Standard' in Reading, 2 in Writing, 2 in Spelling and 2 in Numeracy. In Year 5, 1 of our students scored 'Not at Standard' in Reading and 2 in Spelling. We do note that we had a 100% participation rate, including all of our students with additional needs.

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.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	448	73%
	Year 5	517	82%
Numeracy	Year 3	440	84%
	Year 5	510	82%
Reading	Year 3	454	89%
	Year 5	526	89%
Spelling	Year 3	422	68%
	Year 5	493	76%
Writing	Year 3	441	91%
	Year 5	511	86%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



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## Student Wellbeing

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### Goals & Intended Outcomes

Goal: To embed a learning culture that promotes engagement, learning and growth for all.

Intended Outcome: That student engagement in learning and voice increases

### Achievements

In 2023, our school community continues to prioritise the wellbeing and mental health of our students. Building upon our efforts from the previous year, we continue our weekly social and emotional learning lessons to include cyber safety education. The Resilience Project program, centered on Gratitude, Empathy, and Mindfulness, complimented the Respectful Relationships curriculum which continues to be the cornerstone of our wellbeing curriculum.

To strengthen our behaviour management processes, we have embedded a reflection and accountability component, guided by empathy, to promote consistency in positive student behaviour support and respecting others. We aligned our behaviour and wellbeing values with our catholic school values, centering around the Jesus quote of "Love one another as I have loved you. Our Grade 5 STAR leaders continue to play a vital role in promoting wellbeing throughout the school. They lead weekly STAR news online calls, reinforcing our positive behaviour values and highlighting our weekly behaviour focuses. They also help generate interest in other wellbeing initiatives such as Gotcha raffles and gratitude activities.

In addition to these ongoing efforts, we have dedicated specific days to celebrate wellbeing within our school community. These include STAR Day, No Bullying Day, Harmony Day, eSmart Week, and a Day for Daniel Child Safety. Our wellbeing program continued to focus on our buddy program particularly between Grade 6 and Prep to help support social and emotional wellbeing. We introduced a new play space for our students called the 'Digging Pit' which has helped provided an extra variety play space for our students. Student voice played a big part in this as it did with revamping our student uniform to be gender diverse, non-weather dependant and more comfortable for our students and families. We were really proud at the result which included student and parent voice in making the decisions. Furthermore, we have expanded our recognition of family relationships by celebrating Mother's Day, Father's Day, and Grandparents Day. Student voice was significant in 2023, with a huge project undertaken to revamp our student uniform to include student voice, parent voice and staff voice. Student voice was also included in our review of composite grades transitioning to straight grades for 2024.

## Value Added

As a school, we have significantly added value to Student Wellbeing by prioritising staff training in the Berry Street Education Model, a comprehensive approach to supporting the social, emotional, and behavioural needs of students. By equipping our entire staff with the knowledge and tools provided by this model, we have fostered a more inclusive and supportive learning environment where every student can thrive. Additionally, we have introduced an empathy tool as a key component of our major behaviour intervention process. This tool not only enhances our ability to address challenging behaviours effectively but also reinforces empathy as a fundamental value within our school community. By integrating this tool into our intervention strategies, we are empowering students to understand and regulate their emotions while promoting a culture of understanding and compassion among all members of our school community.

- Held regular SRC meetings, to explore positive change with student voice in things such as student uniform reform and straight grade classes for 2024
- Taught Respectful Relationships curriculum
- Individualised Data collection on Student Wellbeing 1-6
- Improved and digitalised behaviour data collection process
- Continued the use of SWIS behaviour database
- Prep to 6 Wellbeing Planner
- 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.
- Celebrated initiatives such as Grandparents day, STAR day, No Bullying Day, Harmony Day and Day for Daniel on body safety.

## Student Satisfaction

Our wellbeing surveys for student feedback indicated areas of improvement and focus going forward are:

- Student voice
- Engagement in Learning in Grades 5 and 6
- Emotional regulation for Prep to 2

Areas of Growth have been in:

- Student anxiety
- social awareness

MACSIS Data:

- Showed Grades 4/5/6 females higher and more positive
- Student Safety marginally up and above MACSIS average.

**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. 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.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.8%
Y02	92.8%
Y03	91.5%
Y04	93.2%
Y05	92.2%
Y06	92.4%
Overall average attendance	92.3%

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## Leadership

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### Goals & Intended Outcomes

Goal: To ensure the school improvement agenda is shared and enacted by all members of the school community.

Intended Outcome: That professional learning is aligned with the school improvement agenda.

### Achievements

In 2023, the vision of further developing a model of a shared leadership team was continued and supported by the members of our team. Our 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 Dr.Simon Breakspear. This was also inspired by the work of Dr. 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.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<p>Once again staff participated in a number of different professional learning activities as a group as well as according to some individual needs.</p> <p>Whole staff work included learning about the 'Berry Street Educational Model' as well as how to implement this across our school.</p> <p>In alignment with our goal of improving student engagement we also worked on improving differentiation in the Maths Curriculum across all year levels.</p> <p>Staff also worked on their own faith formation with educationalist and scholar Dr Rose Marie Prosser. This work is intended to carry on into the next year as well, centering on gospel knowledge and improving student comprehension.</p> <p>Smaller groups worked with Kharlea our speech pathologist in learning about social language acquisition as well as the teaching of oral language.</p>	
Number of teachers who participated in PL in 2023	32
Average expenditure per teacher for PL	\$821.00

### Teacher Satisfaction

Staff again completed the MACSSIS survey where we were able to derive the following: Significant Improvements were identified in Student Safety, School Climate, Staff leadership relationships, Professional learning, Collaboration around an improvement strategy and Collective Efficacy. This was demonstrably higher than MACS schools average in these areas. It demonstrates the consistency of performance from the school's leaders and buy in from staff.

This same data collection also told us that we remained significantly higher than the MACS average for the following domains: Instructional leadership, School Leadership and Collaboration in teams.

Given that the turn over in staff was due solely to family leave or retirements we are well positioned to maintain continuity on the designated improvement strategies.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	6.5%
Graduate	10.9%
Graduate Certificate	6.5%
Bachelor Degree	52.2%
Advanced Diploma	17.4%
No Qualifications Listed	6.5%

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	40
Teaching Staff (FTE)	30.7
Non-Teaching Staff (Headcount)	32
Non-Teaching Staff (FTE)	22.4
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### School Community Goals & Intended Outcomes Goal

To ensure the school improvement agenda is shared and enacted by all members of the school community and parents feel actively engaged in the school community and its priorities.

- That there is greater clarity about the school improvement priorities for all members of the school community
- That families are actively engaged with how teachers teach and how children learn.
- That students gain a greater sense of connectedness to their community.
- That the school uses various communication platforms to regularly share the school's improvement priorities and targets with the school community.
- That the school seeks opportunities to invite the community to engage with the school in achieving its goals.

### Achievements

Some of the processes that have been implemented have been:

- 'Mum and Dads nights' to build connectedness
- Information nights for new families
- Parish Prep welcoming dinner
- Open classrooms whereby parents and friends are invited to join their child/dren to learn more about how they learn in Term 1
- Children's expos throughout the year to celebrate their learning and invite their parents to see their learning in the classrooms
- Grandparents and special friends morning to promote and foster connections to their family.
- Participation in the Eat it Up program, whereby students collected items to donate to the eat it up community group to provide much needed school lunches for others in the wider community.
- Annual donations to St Vinnies and hampers for advent
- The highly successful School Fete
- Parent information sessions regarding the transition to school for Prep students
- Class volunteering program
- Real life sessions for parents and students online
- Cinema night, Fathers' Day breakfast and graduation dinner
- The return of our Visual Arts show

- Class and school dojo to connect with families
- Regular feedback via newsletter, dojos and emails from the school
- Termly overviews of student learning shared with parents
- Information videos made for parents each year for classroom routines and information on teaching and learning for each level
- Parent teacher interviews
- School reports
- Portfolios
- Information on professional development of staff shared with parents via newsletter.
- Support from parents on school camps
- Support from parents on incursions and excursions
- Staff presetting to the school board on Key Learning Areas
- Newsletter items on wellbeing and learning
- Annual report and school improvements on the school website
- School Newsletter articles on celebrating learning in the classrooms

## Parent Satisfaction

Building strong relationships and fostering a sense of belonging are crucial elements for the success of Holy Spirit Community School. The success of Holy Spirit's community is attributed to the strong and meaningful relationships among all members of the school. This includes the relationships between students, staff, parents, and the broader community.

The school acknowledges its responsibility to ensure that students and the community feel a sense of belonging in a safe, inclusive, welcoming, respectful, and supportive environment.

The sense of belonging created at Holy Spirit fosters confidence in the learning environment. This confidence is essential for the overall growth and development of students, contributing to their academic and personal success.

The school staff actively engages in forming strong relationships with parents, recognizing the importance of collaboration between educators and families. This partnership aims to enhance relationships and improve the community's understanding of how students learn.

Holy Spirit Community School expresses gratitude for the partnerships with the Parish, P and F (Parents and Friends), and School Board. These partnerships play a significant role in supporting the school staff in further strengthening the community.

The focus on relationships and community support contributes to a holistic learning environment, where not only academic success but the full flourishing of students is prioritized.



Overall, the achievements outlined reflect a commitment to creating a nurturing and supportive community where everyone involved, from students to staff to parents, plays a crucial role in the success and well-being of Holy Spirit's educational environment.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.hsringwoodnth.catholic.edu.au](http://www.hsringwoodnth.catholic.edu.au)