



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Holy Spirit School

120 Oban Road, RINGWOOD NORTH 3134

Principal: Duncan Arendse

Web: www.hsringwoodnth.catholic.edu.au

Registration: 1747, E Number: E1289

Principal's Attestation

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 27 May 2025

About this report

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](#).

Governing Authority Report

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

Vision and Mission

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

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

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

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

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

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

School Overview

History:

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

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

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

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

Student Numbers:

In 2024, Holy Spirit Community School had a student population of 408 students. Our class structure was three Prep classes, 2x Year 1, 3x Year 2, 2x Year 3, 3x Year 4, 2x year 5, 3x year 6.

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 0.4 FTE under the School Chaplaincy Program, to support students, families and staff.

Principal's Report

As we reflect on the year, it is with great pride that I share the many accomplishments and growth we've experienced as a school community. A key focus for us has been the implementation of the Science of Learning, a research-backed approach that has reshaped our teaching and learning environment. Central to this has been the adoption of an instructional model based on the I Do, We Do, You Do framework. This model has empowered both students and teachers, providing clear steps for learning that foster collaboration and independent thinking.

Our commitment to staff development has been unwavering, and we were fortunate to work with experts like Rose Marie Prosser in Religious Education and psychologist Maria Ruberto in professional development. These partnerships have helped our staff enhance their practice and, in turn, benefit our students. In addition to academic growth, we've placed a strong emphasis on staff retention and support, recognizing the invaluable role our educators play in shaping the future of our students.

This year also saw the return of our expansive camp program for Years 3–6, providing students with enriching experiences beyond the classroom. From outdoor challenges to team-building activities, these camps were an extension of our values, promoting resilience, collaboration, and personal growth.

Thank you to all of our families for your continued support and partnership. Together, we are creating a dynamic and nurturing environment where our students thrive.

Duncan Arendse

Principal

Catholic Identity and Mission

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 intended outcomes are:

- That students are empowered to make meaningful connections between faith, life and context.
- That Pedagogy of Encounter is evident in learning & teaching practices by all teaching staff across the school.

Achievements

Professional Learning and Staff Formation

Staff participated in enriching professional learning led by Dr. Rose Marie Prosser, aimed at deepening scriptural understanding and making it personally and educationally relevant. Two key sessions explored the Pentecost narrative and the literary structure of parables, fostering greater confidence in delivering scripture-based learning.

Using the Pedagogy of Encounter, staff collaboratively created inquiry-based RE units. These integrated diverse texts, thinking routines, and creative approaches, aligned with the three key dimensions of Religious Education:

Knowledge and Understanding

Reasoning and Responding

Personal and Community Engagement

A strong culture of professional dialogue was evident, especially in planning around theological themes and the liturgical calendar.

Sacramental Program

With support from the Parish Sacramental Coordinator and Religious Education Leader, students and families participated in engaging and meaningful preparation for Reconciliation, Eucharist, and Confirmation. The Confirmation celebration at St. Patrick's Cathedral was a significant spiritual milestone and a highlight of the school year.

Liturgical Life

The school community gathered for major liturgical celebrations, including the Opening School Mass, Ash Wednesday, Spirit Day, the Feast of the Assumption, and the End-of-Year Mass.

During Holy Week, students re-enacted key events of the Passion, with Grade 5 students leading a powerful recontextualised Stations of the Cross. Year-level Masses further enriched the liturgical experience.

Prayer and Christian Meditation

Daily Christian meditation, led by student Sustainability Leaders, promoted spiritual stillness and reflection. Teachers nurtured reverent classroom prayer practices and created sacred spaces that supported students' spiritual growth.

Outreach and Social Justice

Students actively supported Project Compassion during Lent and participated in activities fostering empathy and global awareness. The school community responded generously to Winter and Christmas Hamper appeals for the St. Vincent de Paul Society, demonstrating strong Gospel-based commitment to serving others.

Value Added

- Strengthened teacher capacity in delivering engaging and theologically rich RE content through targeted professional learning.
- Embedded the Pedagogy of Encounter across RE curriculum planning, resulting in more meaningful and student-centred learning experiences.
- Enhanced family engagement and faith formation through well-attended Sacramental workshops.
- Deepened students' spiritual understanding and participation through a vibrant and inclusive liturgical calendar.
- Fostered leadership and spiritual growth among students through roles in prayer, meditation, and liturgical involvement.
- Promoted a lived expression of Catholic social teaching through high levels of community involvement in social justice initiatives.
- Supported a collaborative professional culture focused on faith, learning, and service.

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 Mass and celebration

Feast of the Assumption of Mary

All Saints · End of Year 2024 Mass
ANZAC day and Remembrance Day liturgies
Jesse tree prayer presented by classes during Advent
Grade 6 Graduation Mass ·
Staff End of Year liturgy

Learning and Teaching

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

At Holy Spirit Community School, our Assessment and Reporting Policies remain closely aligned with our teaching philosophy, reflecting our commitment to holistic education. We aim to nurture students' spiritual, intellectual, and emotional growth within a supportive and inclusive learning environment.

An Inquiry Learning approach continues to be embedded and developed across the school. Working within a Two-Year Cycle, each year level plans inquiries that are engaging, developmentally appropriate, and responsive to both curriculum expectations and significant local or global events. Each unit integrates the cross-curricular priorities and general capabilities from the Victorian Curriculum, ensuring depth and relevance. We believe that inquiry-based learning empowers students to explore, question, and make meaning of the world around them - fostering curiosity, critical thinking, and a lifelong love of learning.

One of the biggest changes at Holy Spirit School in 2024 was transitioning from composite classes to straight-grade levels. This shift brought about a significant change in our teaching and learning structures, requiring us to rethink how we design and deliver curriculum for each year level. The change to straight grades enabled a more targeted approach to teaching, aligning curriculum and assessment more closely with the needs of each year level while maintaining our commitment to differentiated learning. Staff worked collaboratively to ensure a smooth transition, focusing on providing the right support for all students.

A significant part of the transition from composite to straight-grade classes at Holy Spirit School in 2024 was the emphasis on gathering and incorporating both parent and teacher voice. We sought feedback from parents and teachers to ensure the changes aligned with

the needs and expectations of the school community. Parent voice was gathered through surveys and informal discussions, allowing us to understand their perspectives on the changes and how they perceived their child's learning experience. Teacher voice played an equally important role, with staff providing input through collaborative planning sessions, reflective meetings, and ongoing dialogue. This feedback process helped us identify strengths, challenges, and areas for further development.

Based on the valuable insights collected, we created a future-focused plan that ensures the ongoing success of the straight-grade structure. This plan includes strategies for improving communication with parents, enhancing professional learning for staff, and fostering a collaborative approach to curriculum delivery. By continuing to listen to both parent and teacher perspectives, we remain committed to refining our approach and ensuring the best possible outcomes for our students.

In 2024, we focused on embedding our Instructional Teaching Model for Reading, Writing, and Mathematics into our planning documentation. This supported the development of shared vocabulary and consistent language across all year levels, enabling smooth transitions for students and fostering collaborative, coherent practice among staff. This initiative reflects our commitment to improving teaching and learning outcomes through clarity, alignment, and high expectations.

Staff also engaged in professional learning centred on the MACS Vision for Instruction. Through whole-school collaboration, we unpacked the key components of the vision and identified future directions for instructional practice. These discussions helped solidify a shared understanding of effective teaching and laid the foundation for continued growth aligned with system priorities and our school's unique context.

Together, these efforts represent our ongoing dedication to educational excellence and to equipping our students with the skills, dispositions, and confidence needed to thrive in an ever-evolving world.

We also warmly welcomed parents back into the school environment, encouraging active involvement in classrooms from Prep to Year 3. We offered informative Classroom Helper Workshops to equip parents with the knowledge and understanding needed to meaningfully support their child's education. These initiatives strengthened the partnership between home and school, fostering a shared commitment to student success.

This year, we expanded our implementation of Data Walls to comprehensively monitor student achievement and growth across the Literacy, Mathematics, and Wellbeing domains. These visual tools provided valuable insights into both individual and cohort progress, enabling targeted interventions and personalised learning pathways. Data analysis became embedded in our facilitated planning sessions and after-school meetings, forming an integral part of our pedagogical approach.

In addition to school-based data, we also unpacked and analysed NAPLAN data to identify patterns, track cohort trends, and inform whole-school priorities. This supported teachers in making informed decisions about instructional focus areas - particularly in Reading and Numeracy - and guided the development of targeted teaching strategies. Through collaborative reflection, educators used these insights to identify students' next steps for learning, ensuring a responsive and student-centred approach to instruction. Moving forward, the continued use of Data Walls - alongside national assessment data - remains a key focus, driving our commitment to evidence-informed decision-making and continuous improvement.

Throughout the year, facilitated planning sessions, led by curriculum leaders in English, Mathematics, and Education in Faith, supported the development of a cohesive and differentiated curriculum tailored to meet the diverse needs of our students. With a strategic focus on core aspects of English and Mathematics, staff ensured instruction was aligned with developmental stages and learning goals across all year levels. Differentiation remained a guiding principle in our instructional practices, empowering teachers to effectively respond to individual learning styles, abilities, and interests. As we look ahead, differentiation will continue to be a cornerstone of our approach, ensuring equitable access to education and maximising engagement and achievement for all learners.

Mathematics

Our commitment to fostering mathematical curiosity and problem-solving skills remained central to our teaching and learning approach. Planning continued to prioritise open-ended investigations and differentiated tasks within our mathematics planners. These strategies supported a range of learning needs, encouraging students to engage meaningfully with mathematical concepts and apply their knowledge in creative and authentic ways.

Building upon our continued use of Essential Assessment, we leveraged this platform as a cornerstone of our assessment practices. It provided detailed insights into student progress and supported the identification of targeted teaching strategies. The data informed instruction at both the individual and cohort levels, allowing teachers to tailor learning experiences and implement interventions to support all learners on their mathematical journey.

In 2024, we further unpacked the Victorian Curriculum 2.0 for Mathematics, deepening our understanding of its structure, content, and key shifts from the previous version. This work supported the ongoing alignment of our teaching with updated curriculum expectations. In conjunction, we revised our assessment and reporting documentation to reflect the updated standards, ensuring clarity, consistency, and accuracy in our reporting practices.

We also began to integrate OCHRE resources into our planning to guide and enhance unit development. These tools supported staff in designing learning sequences that reflect best practice and provide engaging, curriculum-aligned learning experiences for all students.

Differentiation continued to be a strong focus across all year levels. Teachers planned with the goal of maximising engagement and ensuring that every student had access to appropriate levels of challenge and support. Whether through scaffolded tasks, enrichment opportunities, small-group work, or personalised goals, we remained committed to meeting students at their point of need and promoting growth for all.

English

In English, our commitment to student success is evident through the delivery of a comprehensive and responsive program tailored to the needs of both individual students and whole cohorts. A highlight of this approach was our Reading Intervention program, which provided targeted support to Year 1 and 2 students requiring additional assistance. This ensured that all learners were given the opportunity to develop essential literacy skills during the foundational years of schooling.

The continued implementation of the Little Learners Love Literacy (LLLL) synthetic phonics program played a pivotal role in supporting students' phonological awareness and phonics skills for reading. Working in collaboration with our qualified Speech Pathologist and trained staff, we delivered specialised intervention to students identified through data analysis and teacher observations, further strengthening our capacity to support early literacy development.

In Years 3 to 6, we introduced OCHRE Novel Studies as part of the MACS Pilot Program. These novel studies were carefully selected and structured to deepen students' engagement with rich literature, support the development of comprehension strategies, and extend their ability to think critically and respond thoughtfully to texts. This initiative enhanced reading instruction and aligned with our broader goal of fostering deep and meaningful engagement with literature.

A strong focus was placed on refining the assessment of writing. Every classroom teacher participated in writing moderation sessions throughout the year, which led to the development of a whole-school Writing Moderation Guide. This guide supports consistency, accuracy, and shared expectations across year levels. It is a living document that continues to evolve in response to feedback and student learning needs.

We maintained our systematic approach to SMART Spelling, using it to track student progress and inform instruction. Ongoing professional learning ensured staff were confident in delivering the program with fidelity, supporting students' spelling and broader language development.

Our commitment to cultivating a love of reading was evident through our participation in the Premiers' Reading Challenge and the excitement generated by our annual Book Fair and Book Week celebrations. These initiatives provided valuable opportunities for students to

immerse themselves in literature, discover new authors and genres, and celebrate the joy of reading within our school community.

These collective efforts in English demonstrate our school-wide commitment to building strong literacy foundations, supporting all learners to become confident, capable communicators, and enthusiastic, lifelong readers.

Specialist Subjects

Weekly Physical Education lessons continued to provide a strong foundation for students' physical health and wellbeing. These lessons were complemented by whole-school Athletics and Cross-Country events that encouraged active participation and fostered school spirit. Beyond promoting physical fitness, these opportunities allowed students to develop teamwork, perseverance, and sportsmanship - skills that extend beyond the sporting field into all areas of life.

Our Performing Arts program offered students rich opportunities to explore music, drama, and dance through engaging weekly lessons. These sessions nurtured creativity, collaboration, and self-confidence as students worked on various performances and artistic projects. A key highlight of the year was our whole school Production, *Before They Were Idols*, which was held over two nights at the Besen Centre in sold-out shows. Students across all year levels showcased their talents in a professionally staged performance that celebrated their unique abilities and brought our community together. The production was an exceptional experience for both performers and audiences, and students had the unique opportunity to run backstage, witness the inner workings of a professional production, and watch the truly spectacular performances unfold. Additional events, such as our annual Christmas Carols, further allowed students to share their learning and artistic flair with the wider school community, enhancing the cultural vibrancy of our school and strengthening the bonds within our community.

In 2024, we proudly introduced L.O.T.E. (Italian), led by a highly experienced and dedicated teacher. Students embraced the opportunity to explore a new language and culture, developing foundational communication skills while gaining a deeper appreciation for cultural diversity. The introduction of Italian broadened our specialist offerings and aligned with our commitment to providing a rich, inclusive curriculum that supports the development of global citizens.

Our Weekly Visual Arts lessons provided students with the opportunity to explore and express their creativity through a wide range of mediums and techniques. Throughout the year, students worked on individual and collaborative art projects, developing their fine motor skills, creativity, and artistic confidence. The program encouraged students to experiment with different materials, including painting, drawing, sculpture, and digital arts, fostering a deeper appreciation for the artistic process. The Visual Arts program was integral in

promoting creativity, self-expression, and critical thinking. It provided a platform for students to explore their ideas and emotions, while also enhancing their understanding of art history, cultural perspectives, and the role of visual expression in the world.

Together, our specialist programs contributed to the holistic growth of our students, nurturing physical health, creative expression, cultural understanding, and confidence in diverse domains of learning.

Professional Learning

At Holy Spirit Community School, ongoing growth for our staff is supported and nurtured to ensure they are equipped with the necessary skills and knowledge to teach our students effectively. Professional development is aligned with the school's priorities and the evolving needs of our students. Members of the leadership team provide ongoing support through weekly Staff Meetings, which engage with various areas of the curriculum that are a focus across the school. These meetings have a strong emphasis on data and curriculum, assisting teachers in analyzing and making informed decisions about how to improve learning outcomes, ensuring that we target students who require support or extension within the classroom environment.

In 2024, professional development opportunities were provided in the following areas:

- Berry Street Education
- Maria Ruberto - Salutogenics Psychology (Personal Wellbeing and Neuroscience of Resilience)
- 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
- MACS Vision for Instruction
- Science of Learning
- Collaborative Inquiry Model (CIMs)

A significant component of our professional development in 2024 was the session delivered by Maria Ruberto on Salutogenics Psychology, with a focus on personal wellbeing and the neuroscience of resilience. Maria's expertise helped staff better understand the crucial relationship between wellbeing and resilience, particularly in the context of our teaching roles. Her sessions provided practical tools for fostering a positive mental health framework for both staff and students. Maria highlighted the importance of building resilience through

positive psychology, focusing on strength-based approaches and the neuroscience behind how we respond to stress and adversity. Staff learned strategies to help students manage challenges more effectively, fostering emotional intelligence and a growth mindset.

In addition, Maria's insights into the neuroscience of resilience offered valuable perspectives on how our brain processes stress and how educators can create environments that support neuroplasticity - the brain's ability to adapt and grow. Staff gained a deeper understanding of how resilience is built and how to integrate these practices into both personal wellbeing and classroom management. These teachings helped shape a holistic approach to supporting students' mental health, ensuring they are not only academically successful but also emotionally resilient and well-equipped to handle life's challenges.

School Camps

At Holy Spirit School, we believe that camps play a vital role in our students' learning journey, offering invaluable opportunities for self-discovery and interpersonal growth. In line with this philosophy, we recently reviewed our camping policy and expanded our program to include students from Years 3-6.

Our Year 3 and 4 students took part in the Zoo Snooze program, where they had the unique opportunity to spend a night at the zoo. This experience allowed students to engage with animals, learn about wildlife conservation, and develop an appreciation for the natural world.

For our Year 5 and 6 students, we offered two distinct camping experiences. Year 5 students embarked on an Adventure Camp at Anglesea, where they participated in a variety of outdoor activities designed to build teamwork, resilience, and problem-solving skills. Year 6 students attended a Surfing Camp at Anglesea, where they learned the skills of surfing and enjoyed the coastal environment, fostering personal growth, confidence, and an appreciation for the natural world.

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 2024, 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. Additionally, our Speech Pathologist conducted ToPALL (Test of Phonological Awareness and Literacy) assessments on our Prep and Year 1 students, further supporting the identification of early literacy needs and guiding targeted interventions.

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 continued 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 2024, 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 one tutor who worked collaboratively with classroom teachers each week to support students in Years 5 and 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

The introduction of new reporting procedures for NAPLAN in 2023 resulted in a shift in how student results are communicated. Due to differences in reporting methods and the scaling used to analyse student achievement, direct comparisons to previous years are not possible at this stage. While this change limits longitudinal comparison, it presents an opportunity to

evaluate student performance within the new framework. We anticipate that meaningful year-on-year comparisons will be available from 2025 onwards.

In 2024, all students were encouraged and supported to participate in NAPLAN, resulting in a 100% participation rate, including students with additional learning needs. This is a testament to our inclusive practices and commitment to student engagement.

The 2024 NAPLAN results show strong performance across both tested year levels. In Year 3, our school mean for Reading, Writing, Spelling, Numeracy, and Grammar & Punctuation exceeded the minimum standards. Similarly, in Year 5, the school mean for Reading, Writing, and Grammar & Punctuation also surpassed the minimum standards, with Numeracy and Spelling aligning closely with the state mean. A gender disparity was observed, with Year 5 boys generally performing lower in Spelling, Numeracy, and Grammar & Punctuation.

We are proud to share that a number of students achieved results in the 'Exceeding' category. In Year 3, 19 students exceeded in Reading, 9 in Writing, 12 in Spelling, 8 in Numeracy, and 5 in Grammar & Punctuation. In Year 5, 10 students exceeded in Reading, 5 in Writing, 8 in Spelling, 7 in Numeracy, and 10 in Grammar & Punctuation.

We also acknowledge that some students did not meet the minimum standard. In Year 3, this included 4 students in Reading, 1 in Writing, 3 in Spelling, 3 in Numeracy, and 10 in Grammar & Punctuation. In Year 5, 3 students did not meet the standard in Reading, 1 in Writing, 3 in Spelling, 2 in Numeracy, and 5 in Grammar & Punctuation.

At Holy Spirit School, students at risk are identified through a combination of school-based assessments, parent communication, and external specialist reports. Individual goals and targets are set in consultation with parents, with appropriate adjustments made to learning programs. Student progress is reviewed regularly to ensure targeted support and ongoing growth.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	411	66%
	Year 5	510	73%
Numeracy	Year 3	427	83%
	Year 5	497	78%
Reading	Year 3	427	75%
	Year 5	511	86%
Spelling	Year 3	411	66%
	Year 5	486	67%
Writing	Year 3	436	91%
	Year 5	498	87%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

Student Wellbeing

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 2024, our school community continued to place student wellbeing and mental health at the heart of everything we do. Building on the strong foundations of previous years, our weekly Social and Emotional Learning (SEL) lessons remained central, with continued inclusion of cyber safety education to support students in an increasingly digital world. The Resilience Project, with its focus on Gratitude, Empathy, and Mindfulness, continued to complement the Respectful Relationships curriculum, which remains the cornerstone of our wellbeing program.

Our behaviour management processes grew stronger this year through a continued emphasis on consistency, empathy, and accountability. We further embedded a reflection and restorative practice component, aligned with our Catholic values and guided by the words of Jesus: "Love one another as I have loved you." This approach has continued to promote positive behaviour and respectful relationships across our school.

Our Grade 5 STAR leaders maintained their vital role in promoting wellbeing across the school. They led weekly STAR News online calls, reinforced our shared behaviour values, and supported initiatives such as Gotcha raffles and gratitude activities that helped strengthen our positive school culture.

We celebrated several key wellbeing-focused days, including STAR Day, No Bullying Day, Harmony Day, eSmart Week, and Day for Daniel (Child Safety), which all highlighted the importance of connection, kindness, and safety within our community. The Prep–Grade 6

buddy program continued to thrive, providing critical social and emotional support for our youngest students.

Student voice continued to be a strong focus in 2024. Following on from the success of the student-led uniform revamp in 2023, this year we saw further student input into the development of play spaces and wellbeing initiatives. The "Digging Pit" remained a popular and inclusive play area, and additional equipment and resources were introduced based on student feedback.

A significant development this year was the successful implementation of the Howie Games Education Program. This targeted initiative supported students with anxiety, emotional regulation challenges, and difficulties with social connection. The program was highly engaging and effective, helping students to grow in confidence, build resilience, and feel more connected to school life.

Another major milestone in 2024 was our staff's participation in a full-day professional learning session focused on the Berry Street Education Model. This training deepened our collective understanding of trauma-informed teaching and strengthened our focus on building safe, positive, and supportive relationships with every student. Elements of the Berry Street model have now been embedded in classroom practice and our whole-school wellbeing framework.

We continued to celebrate the important role of families through well-attended events for Mother's Day, Father's Day, and Grandparents Day, all of which further supported our strong school-home partnerships.

Overall, 2024 has been a year of meaningful growth, strengthened by student voice, inclusive practices, and a deepened commitment to building a safe, connected, and supportive school environment for all.

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 evidence based social and emotional lessons from Prep to 6. These included Respectful Relationships curriculum, The Resience Project and Howie Games Education program.
- Individualised Data collection on Student Wellbeing 1-6
- Provided 1 on 1 support for transitioning to school
- 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 referees for recess and lunch games
- 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:

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

Areas of Growth have been in:

- Student Anxiety
- Social Awareness
- Student Voice

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 reengage with school as soon as possible. This includes assistance from the school counsellor, Learning Diversity leader, Wellbeing 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	94.3
Y02	92.0
Y03	92.1
Y04	92.1
Y05	92.1
Y06	92.1
Overall average attendance	92.4

Leadership

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

This year, the leadership team has focused on building strong partnerships, fostering a collaborative environment, and ensuring that every decision is guided by the best interests of our students, staff, and wider school community. A cornerstone of our work has been the close collaboration with the School Advisory Council and the Parents and Friends Association (P&F). Together, we have been able to set strategic priorities that reflect the aspirations of our school community while maintaining a strong focus on educational excellence.

We have also placed a strong emphasis on the professional growth of our staff, with dedicated leadership from our Numeracy and Literacy Leaders. Through targeted coaching and support, our teachers have been empowered to enhance their teaching practice, with a particular focus on improving outcomes for all students. These initiatives have not only strengthened our curriculum delivery but also helped create a culture of continuous improvement across the school.

An important aspect of this year's leadership work was consulting with staff about the implementation of the Enterprise Bargaining Agreement. This collaborative process has helped ensure that our policies and practices align with the needs of our educators while supporting the delivery of quality education. We are also committed to creating a school culture that listens and adapts, which is why we used the results from staff surveys to set

meaningful targets for the year ahead. These targets will guide our efforts to further enhance staff well-being, support professional development, and ensure we continue to provide the best possible learning environment for our students.

Looking ahead, we remain committed to fostering a supportive, inclusive, and forward-thinking environment where all members of our school community can thrive.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
RE faith formation with Rose Marie Prosser Whole staff resilience training with Maria Ruborto SLIP modules for non teaching staff Berry St Educational model training for all staff Maths Curriculum 2.0 training Planning Release for teaching staff to work with T+L leader.	
Number of teachers who participated in PL in 2024	34
Average expenditure per teacher for PL	\$1055.78

Teacher Satisfaction

Non-Teaching

Improvement in Catholic Identity & Support for teams

Teaching

Catholic Identity has improved
Leadership areas continue to increase
Generally improved overall each year

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	4
Graduate Certificate	2
Bachelor Degree	28
Advanced Diploma	10
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	34.1
Non-Teaching Staff (Headcount)	36
Non-Teaching Staff (FTE)	19.23
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- 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.

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 prioritised.

Achievements

Some of the processes that have been implemented have been:

- Mum and Dad's 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, father's day breakfast and graduation dinner
- The highly successful school concert
- 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 presenting 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
- STAR awards celebrated and shared at our assemblies weekly
- School masses and our commitment to participating and celebrating with our families in the Parish Sacramental programs.

Parent Satisfaction

From our MACSSIS data in 2023 our Family engagement survey results were above the MACSSIS average.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.hsringwoodnth.catholic.edu.au