



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 15 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 2025, Holy Spirit Community School had a student population of 407 students. Our class structure was three Prep classes, 3x Year 1, 2x Year 2, 3x Year 3, 2x Year 4, 2x year 5, 2x 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 continued growth and achievements of our school community. A significant milestone for Holy Spirit in 2025 has been the completion of our School Review process. This has resulted in the development of a clear and purposeful School Improvement Framework and Annual Action Plan, providing strong direction for our ongoing work and ensuring alignment across all areas of the school.

A key focus throughout the year has been strengthening both staff capacity and student wellbeing. Our staff engaged in a range of professional learning opportunities, including joint professional development with Sacred Heart, Croydon, where we worked alongside Maria Ruberto in the Reset to Regulate program. This work has further enhanced our understanding of student regulation and wellbeing, supporting the creation of calm, responsive and supportive learning environments. Additional professional learning included continued staff faith formation and training in the third component of the Berry Street Education Model, further embedding a consistent and trauma-informed approach across the school.

2025 has also been marked by the celebration of the Jubilee Year, themed Pilgrims of Hope. This provided a meaningful opportunity for reflection and renewal within our community. We were proud to have two staff members participate in pilgrimages alongside other MACS schools, bringing back rich experiences to share with our students and staff. This was further recognised through the creation of a school mural, symbolising our collective journey and commitment to hope.

Our camp program once again proved to be a highlight for our students, offering rich and memorable experiences beyond the classroom. From the Year 3 Zoo Snooze, to the Year 4 Anglesea activity camp, Year 5 surf camp, and the Year 6 Canberra trip, these opportunities fostered independence, resilience, and strong connections among our students.

Our Religious Education program continued to be a central part of school life, highlighted by a beautiful Confirmation ceremony held at St Patrick's Cathedral. This was a significant and memorable occasion for our students and families, reflecting the strong partnership between school and parish and the importance of faith formation within our community.

Thank you to our staff, students and families for their ongoing commitment and support. Together, we continue to build a strong, connected and faith-filled community where all are supported to grow and thrive.

Duncan Arendse

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

The Education in Faith goal in our Annual Action Plan (AAP) is to improve student knowledge and understanding of Catholic scripture and traditions in Religious Education lessons.

- The intended outcome is If we plan opportunities for dialogue in Religious Education lessons, then students will deepen their knowledge of Catholic scripture and traditions and make meaningful connections.
- This is achieved through professional development for teachers, use of the Teacher Dialogue Tool, and explicitly planning for dialogue in RE lessons.

Achievements

Professional Learning and Staff Formation

Staff participated in enriching professional learning led by Rev. Dr. Elio Capra SDB entitled 'How to make the work of God alive and active in the classroom and in the liturgy. This engaging day had 3 main foci:

- Understand the importance and purpose of scripture in the life of the Church
- Investigate ways we can make scripture alive and active in our lives and in the lives of our students and their families
- Design creative ways of making scripture and active

Staff continued to use the Pedagogy of Encounter to collaboratively create 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. Workshops were presented to both students and parents in preparation for the important faith journey milestones. A meaningful reflection day for the Confirmation candidates was held at the Cardinal Knox Centre which was led by Holy Spirit staff. 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.

Classes planned for and attended parish masses, weekly, in the chapel.

During Holy Week, students re-enacted key events of the Holy week for our school community.

Prayer and Christian Meditation

Daily Christian meditation, led by student Sustainability Leaders, promoted spiritual stillness and reflection. Daily prayer was planned for across the school, making connections to the Sunday gospel readings and events in the liturgical calendar.

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

Value Added

- Strengthened teacher capacity in using scripture in the classroom.

- 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.
A student-led pilgrimage was observed on our feast day coinciding with the Jubilee year.
 - 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 2025 Mass

ANZAC day and Remembrance Day liturgies

Grade 6 Graduation Mass ·

Staff End of Year liturgy

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

In 2025, Holy Spirit Community School identified key priorities to strengthen student learning outcomes and enhance instructional practice across the school. These goals were grounded in our commitment to evidence-based teaching and a responsive, data-informed approach to learning.

Goals

- To improve student achievement in Mathematics, particularly in Number in Years 3 and 4.
- To improve student achievement in English in particular in the area of Grammar & Punctuation in Years 5 and 6.
- To improve student achievement in Writing in particular in the area of Vocabulary in Years 3 - 6.
- To improve instructional delivery of Daily Reviews and how to incorporate Full Participation Tactics.

Key Improvement Strategies

- If we implement daily review and an explicit instruction approach to the teaching of Number, then student fluency and understanding of numbers will improve.
- If we implement an explicit instruction approach to the teaching of Grammar and Punctuation, then students will be able to identify and use grammatical features in texts.
- If we implement targeted strategies to explicitly teach vocabulary development, then students will expand their vocabulary and effectively apply it in their writing.
- If leaders develop routines and structures for providing instructional feedback about daily review and full participation tactics, then teachers will receive frequent and useful feedback to improve practice.

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.

Throughout the year, staff engaged in professional learning and collaborative planning to support the implementation of explicit teaching practices across English and Mathematics. A key focus was building consistency in the use of Daily Review as a classroom routine, aimed at improving student retention, fluency, and confidence - particularly in Mathematics. While this practice has been successfully introduced in many classrooms, implementation has varied, highlighting the need for continued refinement and support to ensure consistency across all year levels.

In Mathematics, there was a clear emphasis on strengthening Number knowledge and fluency in Years 3 and 4. Teachers utilised assessment data, including Essential Assessment, to identify student needs and target instruction. While growth was evident for many students, particularly in foundational skills, we recognise that this remains an ongoing area of focus to ensure all students achieve expected outcomes.

In English, staff worked alongside school leaders to unpack the Victorian Curriculum English 2.0, with a focus on understanding key changes and refining our teaching programs to ensure alignment with the updated curriculum. This process supported greater consistency in planning, assessment and the use of explicit instruction across year levels, particularly in the area of Grammar and Punctuation in Years 5 and 6.

In Years 3-6, teachers also utilised OCHRE resources to support teaching and learning, with students engaging in rich novel studies that promoted deep comprehension, critical thinking and meaningful discussion of texts.

In the early years, our Prep to Year 2 students continued to build strong foundations in literacy through the implementation of the Little Learners Love Literacy program. This structured, synthetic phonics approach supported students to embed their phonics knowledge and develop confidence in early reading and writing.

While students demonstrated increased awareness of grammatical features, the consistent application of these skills in writing continues to be an area for further development.

Vocabulary development in writing was also prioritised across Years 3 to 6. Teachers implemented targeted strategies to explicitly teach and model vocabulary, supporting students to expand their word choices and enhance the quality of their writing. While there

has been positive movement in student engagement and awareness of vocabulary, embedding this consistently across all classrooms remains a work in progress.

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.

A significant focus for leadership was strengthening instructional practice through feedback. Structures were established to support classroom observations and provide targeted feedback on Daily Review and Full Participation Tactics. While this has begun to build a culture of reflective practice, further work is required to ensure feedback is frequent, consistent and leads to sustained improvement in teaching practice.

This year, we strengthened our Data Wall practice to monitor student achievement and growth across the Literacy, Mathematics and Wellbeing domains. These visual tools provided clear insights into both individual and cohort progress, enabling targeted interventions and more personalised learning pathways. Data analysis became embedded in facilitated planning sessions and after-school meetings, forming a key component of our pedagogical approach.

In addition to school-based data, we analysed NAPLAN results to identify patterns, track cohort trends, and inform whole-school priorities. This supported teachers to make 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 determine students' next steps, ensuring a responsive and student-centred approach to teaching. Moving forward, the continued use of Data Walls, alongside national assessment data, will remain a priority, strengthening 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 responsive curriculum. With a strategic focus on key aspects of English and Mathematics, staff ensured instruction was aligned with developmental stages and learning goals across all year levels. Differentiation remained central to our practice, enabling teachers to effectively respond to the diverse needs, abilities, and interests of students. As we look ahead, this focus will continue to support equitable access to learning and maximise engagement and achievement for all students.

Although not all goals were fully achieved, the work undertaken in 2025 has laid a strong foundation for continued improvement. We have developed greater clarity around effective instructional practices and identified the next steps required to strengthen consistency across the school.

In 2025, Holy Spirit Community School undertook a comprehensive School Review, which highlighted many strengths across our learning community. A key highlight was the clarity and consistency of our Instructional Model, providing a strong foundation for high-quality teaching and learning across all year levels. The review also affirmed the effectiveness of our whole-school approach to wellbeing and behaviour, particularly our processes for gathering, analysing and tracking data to inform targeted support for students. These affirmations provide us with confidence in our direction, while also guiding our next steps for continued improvement.

Moving forward, we will:

- Continue to embed explicit instruction practices across all learning areas
- Strengthen the consistent use of Daily Review and Full Participation Tactics in every classroom
- Maintain a strong focus on data-informed teaching, particularly in Mathematics and Writing
- Strengthen our extension pedagogies for capable learners, particularly in Years 4 to 6
- Enhance instructional coaching and feedback processes to support teacher growth and improve student outcomes

Our commitment remains steadfast: to provide high-quality teaching and learning experiences that support every student to achieve growth and success.

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 participated in a range of performances and artistic experiences. A highlight of the year was our annual Christmas Carols celebration,

where students shared their musical talents with the wider school community in a joyful and faith-filled event.

In L.O.T.E. (Italian), students continued to build their knowledge of language and culture, developing foundational communication skills while deepening their appreciation for cultural diversity. The inclusion of Italian remains an important part of our commitment to providing a rich, inclusive curriculum that supports the development of global citizens.

Weekly Visual Arts lessons continued to provide students with opportunities to explore and express their creativity through a wide range of mediums and techniques. Students engaged in both individual and collaborative projects, developing fine motor skills, confidence and an appreciation for the artistic process. The program encouraged experimentation with materials such as painting, drawing, sculpture and digital arts, while also building students' understanding of art history and cultural perspectives.

In addition, our Holy Spirit Art Show provided a valuable opportunity for students to showcase their learning in the Arts. Students proudly exhibited their Visual Arts work, demonstrating creativity, skill development and artistic expression across a range of mediums. The event also featured performances from our instrumental music students, further celebrating the diverse talents within our school and strengthening our sense of community.

Together, our specialist programs contributed to the holistic growth of our students, nurturing physical health, creative expression, cultural understanding, and confidence across a range of learning areas.

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 learning 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 analysing 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 2025, professional learning opportunities were provided in the following areas:

- Berry Street Education
- Maria Ruberto – Salutogenics Psychology (Personal Wellbeing and Resilience Education)

- 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
- Science of Learning
- Collaborative Inquiry Model (CIMs)

A significant component of our professional learning in 2025 was the continued implementation of the Berry Street Education Model, supported by a session delivered by Maria Ruberto on Salutogenics Psychology, with a focus on personal wellbeing and resilience education. This work strengthened staff understanding of the relationship between wellbeing, trauma-informed practice and resilience, and complemented our Berry Street approach to supporting student regulation and engagement.

Maria provided staff with a practical resilience toolkit to support both students and staff in managing stress, building emotional regulation and fostering a growth mindset. Her insights into the neuroscience of resilience further enhanced understanding of how the brain responds to stress and how learning environments can promote neuroplasticity - the brain's ability to adapt and grow.

Together, these professional learning experiences reinforced a consistent, strength-based approach to student wellbeing across the school.

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 and refined our camping program to ensure it provides meaningful, developmentally appropriate experiences for students from Years 3-6.

Our Year 3 students participated in a Discovery Camp at Sovereign Hill, where they explored Australia's Gold Rush history through immersive, hands-on learning experiences.

For our Year 4 and 5 students, we offered two distinct camping experiences. Year 4 students embarked on an Adventure Camp at Anglesea, participating in a variety of outdoor activities designed to build teamwork, resilience and problem-solving skills. Year 5 students attended a Surfing Camp at Anglesea, where they developed surfing skills and engaged with the coastal environment, fostering personal growth, confidence and an appreciation for the natural world.

Our Year 6 students travelled to Canberra, where they engaged in rich civic and historical learning experiences connected to Australia's capital, Parliament House and key national institutions. This experience strengthened their understanding of Australia's democratic system and national identity.

These camping experiences not only provided students with memorable and engaging opportunities but also supported personal and social development, promoting empathy, cooperation, resilience 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-informed decision-making remained a key focus in 2025, with data continuing to play a central role in guiding teaching and learning practices. Our Assessment Schedule was implemented and refined to ensure the timely and consistent collection of student data by classroom teachers. In both Mathematics and English, data was used as a cornerstone to inform and adjust teaching strategies. We continued to value both formative and summative assessments, recognising their importance in monitoring student progress and identifying areas for growth.

Throughout the year, a range of standardised assessments were administered, including PAT Maths, PAT Reading, Essential Assessment for Mathematics, SWST Spelling and DIBELS (Dynamic Indicators of Basic Early Literacy Skills), conducted across Prep to Year 6. DIBELS was introduced to provide a consistent, research-based measure of early literacy development, including phonemic awareness, fluency and reading accuracy, supporting timely identification of students requiring additional support. Foundation and Year 1 students also completed PAT Early Years Maths and Reading assessments, strengthening data collection across the early years. In addition, our Speech Pathologist conducted ToPALL (Test of Phonological Awareness and Literacy) assessments with Prep and Year 1 students, further supporting early identification of literacy needs and targeted intervention.

To further strengthen our data practices, a comprehensive data plan was implemented to streamline collection, analysis and the instructional use of assessment information. In English, we also continued English Online Interviews for students in Prep, Year 1 and Year 2, providing valuable insights into students' literacy development and informing targeted teaching approaches. In Semester Two, we completed the Phonics Screener with our Year 1 students to identify any gaps in learning and ensure timely, targeted support was provided to strengthen foundational literacy skills.

Through these processes, Holy Spirit School remains committed to using high-quality data to inform teaching practice, optimise student learning outcomes and ensure continuous improvement for all learners.

Tutoring

In 2025, Holy Spirit School continued to implement a targeted tutoring program to provide additional support for students identified as requiring further assistance, particularly in Writing. This initiative involved a tutor working collaboratively with classroom teachers each week to deliver tailored interventions for students in Years 5 and 6. These sessions were designed to address individual learning needs and strengthen student outcomes.

Classroom teachers also provided additional targeted support to students requiring intervention. The tutoring program has remained an important strategy in ensuring all students are supported to achieve success, and we are committed to its ongoing implementation to further enhance student learning outcomes.

NAPLAN

Overall, our 2025 NAPLAN results demonstrate strong student achievement across both Year 3 and Year 5, with a significant proportion of students achieving in the Strong and Exceeding proficiency bands across Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy.

In Year 3, most students achieved in the Strong category across domains. Reading results were particularly strong, with girls and boys performing above both state and national averages. Developing readers remain on par with state expectations, indicating effective early literacy support.

In Writing, results were more tightly clustered, with fewer students exceeding; however, performance remains above state and national means. Spelling outcomes were a notable strength, with almost three-quarters of girls and 83% of the cohort achieving Strong or Exceeding. In Numeracy, students performed well above state and national benchmarks, with boys showing particular strength in this area. Grammar and Punctuation results were also strong, with boys outperforming girls and overall achievement above state and national means.

Our Year 5 results indicate continued strong achievement, with 78% of students achieving in the Strong or Exceeding bands across domains. Reading results were above state and national averages for girls, while boys performed slightly lower in comparison to state benchmarks.

In Writing, performance was closer to state averages overall, with paragraphing identified as a relative area for development. Girls demonstrated significantly stronger outcomes, with

34.6% achieving in the Exceeding band. Spelling results were strong, with over half of students (52%) in the Strong category and cohort performance above national benchmarks.

In Grammar and Punctuation, girls again performed above state and national averages, while boys were slightly lower but still demonstrating solid achievement. Numeracy results were consistent with state performance and above national averages, with boys slightly below state but still showing strength in the lower bands.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	426	68%	419	67%
	Year 5	517	77%	514	75%
Numeracy	Year 3	423	77%	425	80%
	Year 5	514	86%	506	82%
Reading	Year 3	428	84%	428	80%
	Year 5	526	93%	519	89%
Spelling	Year 3	411	61%	411	64%
	Year 5	508	77%	497	72%
Writing	Year 3	437	91%	437	91%
	Year 5	516	88%	507	88%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

Goals & Intended Outcomes

In 2025, Holy Spirit Community School identified key priorities to strengthen student wellbeing across the school.

Intended Outcomes

- That student engagement in learning and voice increase, particularly in the senior school

Achievements

In 2025, student wellbeing and mental health continued to remain at the centre of school life, shaping both our daily practices and long-term priorities. Building upon the strong foundations established in previous years, weekly Social and Emotional Learning (SEL) lessons continued to play a vital role in supporting students' emotional development, resilience, and interpersonal skills. Cyber safety education also remained a key focus, equipping students with the knowledge and strategies needed to navigate an increasingly connected digital environment safely and responsibly. The Body Bright program, with its focus on positive self-esteem, body image, confidence, and respectful relationships, continued to complement the Respectful Relationships curriculum, which remains an integral component of our whole-school wellbeing approach.

Throughout 2025, our behaviour management practices continued to evolve through a strong emphasis on consistency, restorative conversations, empathy, and personal responsibility. Reflection processes and restorative practices were further strengthened across the school, closely aligned with our Catholic values and inspired by Jesus' message to "Love one another as I have loved you." This approach continued to foster respectful relationships, strengthen student accountability, and promote a positive and inclusive learning environment.

Our Grade 5 STAR Leaders once again played a significant role in promoting student wellbeing and strengthening school culture. Through weekly STAR News online broadcasts, leadership of wellbeing initiatives, Gotcha raffles, and gratitude-focused activities, students actively modelled and reinforced our shared expectations and values across the school community.

The school community enthusiastically celebrated a range of wellbeing and community-focused events throughout the year, including STAR Day, No Bullying Day, Harmony Day, eSmart Week, and Day for Daniel (Child Safety Day). These important events highlighted themes of inclusion, belonging, kindness, and safety, while continuing to strengthen connections across our community. The Prep–Grade 6 Buddy Program also remained a valued and successful initiative, supporting younger students socially and emotionally as they transitioned through school life.

Student voice continued to be a powerful driver of improvement and innovation in 2025. Students were actively involved in contributing ideas and feedback relating to play spaces, wellbeing initiatives, and student engagement opportunities. The highly successful “Digging Pit” continued to provide an inclusive and engaging play option for students, while additional resources and equipment were introduced in response to student feedback and identified needs.

Staff professional learning remained a strong priority throughout 2025 as we continued to build upon our work with the Berry Street Education Model. This year, there was a particular focus on strengthening student relationships, connection to self, and engagement in learning through trauma-informed and relationship-based practices. Staff continued to deepen their understanding of strategies that support emotional regulation, student voice, positive classroom environments, and learner engagement, further embedding Berry Street approaches into everyday classroom practice and our whole-school wellbeing framework.

In addition, staff participated in professional learning focused on mental health and wellbeing for both students and staff. This learning, led by evidence-informed presenter Maria Ruberto, provided practical strategies and valuable insights to support wellbeing, emotional health, resilience, and positive relationships across the school community. The professional development further strengthened our collective commitment to fostering a safe, supportive, and connected environment where both students and staff can thrive.

We also continued to celebrate and strengthen the important partnership between school and home through well-supported community events including Mother’s Day, Father’s Day, and Grandparents Day celebrations. These occasions provided valuable opportunities to foster connection, celebrate families, and strengthen community engagement.

Overall, 2025 has been a year of continued growth, collaboration, and innovation in student wellbeing. Through strong student voice, inclusive practices, targeted wellbeing initiatives, and a deep commitment to nurturing positive relationships, our school has continued to build a safe, connected, and supportive environment where every student can thrive.

Value Added

In 2025, our school continued to strengthen and enhance student wellbeing through a proactive, evidence-informed, and relationship-based approach. A strong focus remained on staff professional learning, with continued development in the Berry Street Education Model to further support student engagement, emotional regulation, positive relationships, and connection to learning. Staff also participated in professional learning focused on mental health and wellbeing for both students and staff, led by evidence-informed presenter Maria Ruberto. This learning further strengthened our whole-school capacity to create safe, inclusive, and supportive learning environments where every student feels known, valued, and connected.

Student voice remained a key priority throughout the year, with regular Student Representative Council (SRC) meetings providing opportunities for students to contribute to school improvement initiatives and positive change across the community. Evidence-based social and emotional learning programs continued to be taught from Prep to Grade 6, including the Respectful Relationships curriculum, the Body Bright program, and the Howie Games Education Program, all of which supported students in developing resilience, confidence, emotional awareness, and healthy relationships.

Targeted wellbeing supports also continued to grow in 2025. Individualised wellbeing data collection from Grades 1–6 assisted staff in identifying student needs and implementing appropriate supports and interventions. Personalised transition support was provided for students beginning school, helping to ensure a positive and successful start to their learning journey. Our behaviour management and tracking systems were further strengthened through improved and digitalised behaviour data collection processes, alongside the continued use of the SWIS behaviour database to inform decision-making and support positive behaviour outcomes across the school.

Whole-school wellbeing structures remained an important part of daily school life, including the continued implementation of the Prep to Grade 6 Wellbeing Planner and a range of playground initiatives designed to promote inclusion, engagement, and positive social interactions. Student referees continued to support recess and lunch games, while welcoming routines such as music and bubbles at the beginning of the school day helped foster a calm, positive, and connected atmosphere across the school.

Partnerships with families also remained a valued component of our wellbeing approach. Parents were provided with opportunities to engage in learning through initiatives such as a Cyber Safety webinar presented by Inform and Empower. Throughout the year, the school community also came together to celebrate important wellbeing and community events including Grandparents Day, STAR Day, No Bullying Day, Harmony Day, and Day for Daniel, all of which reinforced the importance of kindness, inclusion, respect, and personal safety.

Overall, 2025 has reflected our continued commitment to nurturing the wellbeing of every student through strong relationships, student voice, evidence-based practice, and a connected school community.

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
- Emotional regulation when playing games on the Oval

Areas of Growth have been in:

- Student Anxiety
- Social Awareness

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	94.25
Y02	91.95
Y03	92.1
Y04	92.06
Y05	92.1
Y06	92.08
Overall average attendance	92.42

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.

Aspiring leaders continue to be supported at our school. The current POL structure allows for a Junior and Senior school leader and 0.2 has been alloted to support a second LD leader. All three positions continue to be filled be staff looking to grow their skill sets.

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 2025	
RE faith formation	
Whole staff resilience training with Maria Ruberto	
SLIP modules for non teaching staff	
Berry St Educational model training for all staff	
Maths Curriculum 2.0 training	
Review coordination day.	
Planning Release for teaching staff to work with T+L leader.	
Number of teachers who participated in PL in 2025	33
Average expenditure per teacher for PL	\$968.00

Teacher Satisfaction

All staff according to the 2025 MACSIS:

Scores have increased across the board from 2024.

Highest scores were 82%

"How effectively do school leaders communicate important information to staff? "

"How knowledgeable are your school leaders about what is going on in the school? "

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	4
Graduate Certificate	3
Bachelor Degree	26
Advanced Diploma	9
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	32.6
Non-Teaching Staff (Headcount)	32
Non-Teaching Staff (FTE)	17.77
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

School Community and Engagement

Building a Connected and Engaged Community

At Holy Spirit Community School, building strong relationships and fostering a deep sense of belonging remain central to our mission. In 2025, our continued focus on connection has strengthened the partnerships between students, staff, families, and the wider community.

We are committed to ensuring that every member of our community feels welcomed, valued, and supported within a safe and inclusive environment. This sense of belonging underpins student confidence and wellbeing, creating the foundation for both academic success and personal growth.

Our staff prioritise authentic partnerships with families, recognising that collaboration between home and school enhances student learning outcomes. By working together, we continue to deepen community understanding of how students learn and how best to support them.

We are grateful for the ongoing support of our Parish, Parents and Friends Association (P&F), and School Advisory Board. These partnerships enrich our school culture and play a vital role in strengthening community engagement and connection.

Through this collective effort, we continue to nurture a holistic learning environment where every student is supported to flourish.

Achievements

Key Initiatives and Community Engagement in 2025

Throughout 2025, a wide range of initiatives and opportunities have supported connection, engagement, and shared learning across our community:

- Parent connection events such as “Mum and Dad’s Nights”
- Information sessions and transition programs for new and prospective families
- Parish-supported events, including the Prep Welcome Dinner
- Open classroom experiences, inviting families into learning spaces
- Student expos showcasing learning across the year
- Grandparents and Special Friends Day celebrations
- Participation in social justice initiatives, including the Eat It Up program

- Ongoing support of St Vincent de Paul through Advent hampers and donations
Community-building events such as the School Fete and Art Show
- Family events including cinema nights, Father's Day breakfast, and Graduation Dinner
- Classroom volunteering opportunities for parents and carers

Communication and Learning Partnerships

Effective communication continues to be a priority in strengthening our partnership with families. In 2025, we have utilised a variety of platforms and strategies to ensure transparency and connection, including:

- Regular updates via newsletters, emails, and Class Dojo
- Termly curriculum overviews outlining student learning
- Parent information videos to support understanding of classroom practices
- Parent-teacher interviews, student reports, and learning portfolios
- Sharing staff professional learning through newsletters
- Opportunities for parent involvement in camps, excursions, and incursions
- Staff presentations to the School Advisory Board on key learning areas
- Newsletter features highlighting wellbeing and classroom learning
- Weekly assemblies celebrating student achievement through STAR Awards
- Publication of the Annual Report and school improvement updates on the school website

Faith and Community Connection

Our strong connection with the Parish remains central to our identity. In 2025, we have continued to celebrate our faith through school Masses and active participation in Sacramental programs, strengthening the spiritual life of our community and deepening family engagement.

The progress achieved throughout 2025 reflects a strong and ongoing commitment to community, connection, and collaboration. By fostering meaningful relationships and maintaining open communication, Holy Spirit Community School continues to create a supportive and inclusive environment where all members of the community play an active role in student success and wellbeing.

Parent Satisfaction

From our MACSSIS data in 2025 our Family engagement survey results were above the MACSIS 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