



Catholic  
Schools Office  
DIOCESE OF MAITLAND-NEWCASTLE

# ANNUAL SCHOOL REPORT

# 2015

SERVICE † LEADERSHIP † JUSTICE  
*Together in Christ*



## Holy Spirit Infants School, ABERMAIN

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## About the Annual School Report

Holy Spirit Infants School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

2015 was an outstanding year for year for Holy Spirit Infants. The school grew with the introduction of a second Kindergarten class and the employment of an additional teacher. I believe this growth can be attributed to the outstanding and dedicated staff we have at the school. The team at Holy Spirit provides a targeted approach to student learning in an environment that values and encourages family and community involvement. The whole community was delighted when Mrs Leah Shakespeare LSA, was awarded with the Monsignor Coolahan Support Staff Award for excellence. Mrs Shakespeare has touched so many of the students' lives with her kindness, professional approach and support. We are all very proud of Mrs Shakespeare and thank her for her thoughtfulness and dedication.

During 2015 Holy Spirit Infants were fortunate to be part of the State Action Plan. The focus areas for development included the focus on instructional leadership in Years K-2; differentiated learning and tiered interventions in K-2; developing writing skills, teaching numeracy and mathematics and increased attention on performance of AITSL, students and boys literacy. The Lead Teacher Mrs Katherine Blake was again appointed, providing a continuity of knowledge and understanding to support the schools School Improvement focus.

During 2015 the students of Holy Spirit Infants participated in a wide range of teaching and learning experiences and extra curricula activities. We provided opportunities for the children to celebrate feast days and significant liturgical events. Our school combined with the primary school to host Catholic School Week, Grandparent's Day and Mother's Day, the Christmas Celebration Night and the primary invited us to join them for the Opening School Mass, Father's Day, Book week, Naidoc and Reconciliation Day, Indigenous Literacy Day, athletics carnival and our end of year Mass. We held our first Science Week celebrations which culminated in an exciting Science day. The students were delighted to celebrate Literacy and Numeracy Week with a successful Dad's&Kids Pirate night, where dad's, granddads and father figures celebrated literacy with a variety of fun activities including pirate treasure hunt using QR codes and walking the plank. In term 3 the school held the annual Public Speaking competition and hosted 4 gifted & enrichment sessions for The All Saints Cluster in gymnastics, music, mathematics and writing. The Active After School Activities Government initiative continued in 2015. We delivered Basketball, Soccer, softball and touch. The classes attended a variety of excursions including The Jet Fighter Centre, The Newcastle Art Museum and Library, a live performance at the CIVIC theatre, the Maitland Art Gallery and a visit to the Cessnock Zoo.

2015 has been a wonderful year and I am humbled to work in partnership with the staff, parish, students and the families of Holy Spirit. Be gentle on yourselves and your children.

### Parent Body

Congratulations to the P&F body for their outstanding efforts to raise funds and provide support to the school. During 2015 this wonderful hard working group have provided a variety of opportunities to raise funds including Mother's day stall, Father's day stall, Easter Raffle, Grandparent's day raffle and Christmas Raffle and stall, selling raffles at Kurri Kurri bowling club, running a stall at the Kurri festival and discos. The money raised has supported the school to purchase IT and other essential resources. The P&F were delighted to be able to donate \$2000 to Holy Spirit Abermain to assist with this.

### Student Body

As Holy Spirit is an Infants school the school leaders are in Year Two and welcome the opportunity to develop leadership skills at this young age.

Some of their reflections include; I like:

- Going with the Principal to other places to represent our school.
- Leading the assembly and talking in the microphone.
- Welcome new parents and helping them at Kindergarten days.
- Helping people.
- Doing the sports shed.

· Some skills we have learnt: organisation, resilience, being quick to get things done, confidence, public speaking, setting an example and being a role model, having respect for others and our school rules.

Additional responses from K-2 children indicated that they love coming to Holy Spirit. The children said

- I love leading the school in the morning.
- I love learning
- I loved the science day
- I love playing soccer
- I love the pirate literacy night
- I love playing with my friends.
- I love being a buddy to the kindergarten students

It is truly a privilege to have the Aspect classes for children with Autism Spectrum Disorder, on our site. They enrich the school community and teach the students the value of each person, foster tolerance, kindness and patience. The classes were established by Aspect in collaboration with the Catholic Schools Office in response to a parent-driven campaign to obtain educational services in the Hunter for their children with an autism spectrum disorder (ASD).

The classes are administered by Aspect's Hunter School. The primary focus of the Aspect classes is to equip students with the skills to enable them to integrate into the wider community and to become as independent as is possible. In recognition of the special needs of students with ASDs, the ratio of staff to students is very high. Aspect refers to its school program as a Comprehensive Educational Approach. Every student has an individual program developed in consultation with families, after careful assessment of their strengths and needs in all environments. The schools' curriculum is based on the core competencies of autism including social, communication, sensory and behavioural needs, which are integrated into the NSW Board of Studies mainstream curriculum – the Key Learning Areas (KLAs). The school uses a multi disciplinary team approach, working collaboratively with families.

The Rainbow and Glitter classes have a variety of students and, integrating with the students of Holy Spirit Infants School, some in the class room setting and others in the playground. After age 8 the students move on to a range of settings; some go to special schools, support classes, mainstream schools and a few transition to Holy Spirit Infants School itself. They have all benefited from having spent time at HSIS.

The Aspect community would like to take this opportunity to extend their thanks and appreciation to Holy Spirit Infants School.

## SCHOOL FEATURES

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### History of the school

The Awabakal people settled here 40,000 years ago. In June 1908 the Sisters of St Joseph travelled from Cessnock each day to run a school in the church hall. In 1935 classrooms were built. In 1966, the Abermain site became the Infants department, while the Primary children were educated at Kurri Kurri. The schools became known as St Joseph's Infants School, Abermain and St Joseph's Primary School, Kurri Kurri. In 1984 the first Lay Principal was appointed to St Joseph's, Abermain. In 1991, both schools became known as Holy Spirit after the Kurri Kurri Parish. In 2008 new school buildings and facilities were opened.

In 2010 solar panels were installed using the Government grant and the school paid to connect them to the grid. In 2009 Holy Spirit received Government National P21 and BER funding. In 2010 the canteen refurbishment of the hall annex, entrance and the COLA were complete. As a new school was built in 2007 Holy Spirit Infants used only a portion of their allocated funds, giving \$500 000 to other schools with more significant needs.

In 2013 HSIA received the National Partnership Program funding. In 2014 & 2015 HSIA received the Stat Action Plan.

### Location/Drawing Area

Holy Spirit Infants School Abermain is located in the Cessnock City Council region, only a few kilometre from Weston and Kurri Kurri. The students who attend the school draw from Abermain, Weston, Kurri, Pelaw Main, Heddon Greta and Gillieston Heights. The students move to Year 3 at Holy Spirit Kurri and then onto high school at St Joseph's Lochinvar or St Peter's Maitland and then onto the senior school campus St Mary's Maitland.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

Holy Spirit Infants School is committed to celebrating its Catholic identity, nurturing a genuine faith development in its students and welcoming families on this journey. Our day begins and ends with whole school prayer at assemblies. Each class Meditates daily and the children embrace this as a calm and tranquil form of prayer. The school has organised prayers and liturgies to celebrate the presence and guidance of our loving God in our lives. These have included Catholic Schools Week, Grandparents Day and Mother's Day. We have celebrated liturgies with our families for Ash Wednesday, Pentecost, All Souls Day, Easter and Catholic Education week. We acknowledge Holy Days through prayer and liturgy. We have special prayers for Advent, Lent, saints, as well as humanitarian prayers for Remembrance Day, Harmony Day, and NAIDOC week. We recognise that each child is on their own spiritual journey and we encourage children to recognise the fruits of the spirit within themselves. Holy Spirit Infants and Primary join together for the beginning and end of year Mass and other significant events.

### Family, Parish and Diocesan evangelising and catechesis

Holy Spirit Infants School, Abermain is involved in Parish life in a number of ways, such as participation at regular Sunday Youth Masses, Family Masses and significant church celebrations. Where possible we celebrate liturgies, prayers and reflections of the significant events in the Parish Church. Parishioners and parents are always invited. The school has a strong social justice focus participating in Diocesan sponsored activities including Catholic Mission and Caritas. The Mini -Vinnies group raise funds for Diocesan and school based social justice initiatives. Joint parish/school initiatives are on-going. Liaison with the parish and the Parish Priest regarding school celebrations and attendance at Parish events occurs regularly. Many staff members are part of a Parish Liturgy Team. The Infants School joins with Holy Spirit Primary for special Liturgies several times a year. The celebrations alternate between Kurri Kurri and Abermain. The REC's and Principals liaise about these celebrations to involve students from both schools.

### Christian Discipleship

Social Justice initiating compassion is a significant aspect of our expression of our core beliefs. During Mission month, students watched Caritas DVD's in class and prayed for those needing our support. We raised money to send to Caritas. Mini-Vinnies has organised two fundraising events throughout the year. We promote discipleship by allowing children time to respond to God through prayer and other experiences.

### Religious Education and Curriculum

The Diocesan K - 12 Religion Syllabus and Religious Education Resource Units for Early Stage 1 and Stage 2 are implemented in the classrooms. Each class has a structured Religious Education lesson daily to provide relevant teaching and learning activities in the Life Experiences, Content, Internalisation and Expression aspects of the Diocesan Resource Units. This year we have implemented newly written units which have a strong focus on contemporary, creative and engaging content. Many staff members are studying their Masters in Religious Education or Leadership to provide them with a contemporary understanding of theology and faith development. Staff prayer occurs twice each week and new resources have been provided. The staff participated in the Lenten and Advent program and invited parents to attend. The R.E.C. assists the classroom teachers to introduce new teaching strategies, purchasing new resources and the preparation of class and whole school Masses and Liturgies.

### Initiatives Promoting Respect and Responsibility

Values are intrinsic to our way of teaching and interacting with the families at Holy Spirit. Our school vision statement specifically refers to the values of acceptance, respect, dignity and honesty. Holy Spirit school values diversity and inclusion of special learning needs. Money raised from special events organised during Lent go towards Project Compassion. Social Justice Issues are discussed regularly with the children and parents via class lessons, assemblies, prayer services and newsletter. Each year, the school conducts an appeal for the St Vincent de Paul Society. This is run by the Year 2 Mini Vinnies group and coordinated by the Pastoral Care Worker. To support the development of values we use school name and the "The Fruits of the Spirit". Each week students are selected to receive awards based on the fruits of the Spirit. Other activities that promote values are the "You Can Do It" program which is taught in every class. This program

teaches the values of Getting Along, Resilience, Confidence, Persistence and Organisation. A Citizenship Award is presented at the end of Year Mass to a student from each class who has demonstrated exemplary values in caring for others.

## Student Profile

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Actual Enrolments 2015

Scholastic Year	Number of Students
K	37
Year 1	31
Year 2	31

## Student Attendance

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	School Average
96	94	94	95

## Pastoral Care and Wellbeing

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### Student Welfare Policy

Student wellbeing is very important at Holy Spirit. Children are offered a place in the Seasons for Growth group if they have experienced grief or loss. A school psychologist is available for parents and students who need assistance. A Pastoral Care worker position was created in October 2008. Roger Whitney, former principal in the Diocese was appointed as the PCW in 2011 and part of his role is to assist families and children in need. He is available each Monday and Tuesday morning before school without appointment and during the day, with appointment as he regularly works with small groups on values, social skills and talking and listening programs. Roger also provides support and education for students by using The Resilience Doughnut Program and Cool and Friendly programs. During 2014 the anxiety program called "Get Lost Mr Scary" was facilitated by the psychologist and Mr Whitney. See Pastoral Care Policy on our website for more details.

### Discipline Policy

No change has been made. See Pastoral Care Policy on our website for more details. This is further supported by the Catholic Schools Office Pastoral Care Policy 2002 (p13) particularly where suspension and expulsion are concerned, to ensure that procedural fairness is demonstrated.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Holy Spirit Infants School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Our Pastoral Care worker, Roger Whitney provides support for students by using an Anti-Bullying program.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

# School Improvement

## School Improvement Plan

The 2015 School Improvement Plan has three main areas of focus. The first area looks at Catholic identity and ways to *develop the staff and student spirituality*. The second area of focus lies in Quality Learning and Teaching in response to implementation of the State Action Plan. The identified priorities have built on previous knowledge gained ensuring evidence based best practice pedagogy and practices are employed and valued. The priorities include a *Proactive approach to raising student levels of achievement; improved student achievement in Literacy and Numeracy and Contemporary and high quality teaching and learning*. The third area is empowered leadership with priorities in *developing Principals as leaders of Learning and Building Leadership capacity of executive*.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>The first area looks at Catholic identity and ways to <i>develop the staff and student spirituality</i>. This was achieved by deepening their understanding of the 'fruits of the spirit' and links with their lives and the school charism and mission.</p> <ul style="list-style-type: none"> <li>▪ Implementing a sequential program of the Fruits of the Spirit that can be used annually.</li> <li>▪ Deepening the understanding of the meditation program in the school.</li> <li>▪ Comprehensive and successful Spirituality Formation Retreat day for all staff.</li> <li>▪ Building a stronger relationship with the parish as evidence by the school achievement of Monsignor Coolahan Community Award.</li> </ul>	<p>The 2016 Key Priorities for Catholic Identity have been identified as:</p> <ol style="list-style-type: none"> <li>1. Developing dynamic harmonious relationships between Holy Spirit School and Holy Spirit's Parish by building stronger connections between the parish and school community.</li> <li>2. Cohesive and integrated approach to staff spiritual and theological formation by focusing on building improved engagement in the role of staff in the Catholic School and church life.</li> <li>3. High quality deliver of contemporary and relevant Religion curriculum by building improved pedagogical practices when teaching religion.</li> </ol>

<p>The key priorities include a <i>Proactive approach to raising student levels of achievement; improved student achievement in Literacy and Numeracy and Contemporary and high quality teaching and learning</i>. This was achieved by</p> <ul style="list-style-type: none"> <li>■ The use of the DEC continuum of Literacy and Numeracy to track student learning by data analysis, 3 tiered learning and differentiated grouping and targeted teaching.</li> <li>■ Intervention strategies across the K-2 using the 3 Tiered approach to learning to provide timely targeted intervention.</li> <li>■ Collaborative Practices that involve the PLC &amp; PLT model to create smart goals and evaluate student achievement. Teachers able to formulate SMART goals.</li> <li>■ Systematic phonemic awareness in kinder and identified year 1 students by implementing the SRA Phonemic awareness program.</li> <li>■ Improving student writing strategies with a focus on the use of graphic organisers and on spelling skills.</li> <li>■ Improved pedagogy of literacy and numeracy teaching by using data to support differentiation and planning. Evident in the use of Pat Maths and Comprehension test results and The Primary Spelling inventory Test results and Reading Running records results.</li> </ul>	<p>The 2016 Key Priorities for quality Teaching and quality learning have been identified as:</p> <ol style="list-style-type: none"> <li>1. Expand and enhance the focus on instructional leadership in Years K-2 by implementing <ul style="list-style-type: none"> <li>■ Proactive approach to raising student levels of achievement by 10%</li> </ul> </li> <li>2. Enhance the focus on diagnostic assessment in Years K-2 by focusing on <ul style="list-style-type: none"> <li>■ Consolidation of reading strategies, comprehension &amp; reading skill development</li> <li>■ Deepen knowledge of teaching spelling skills</li> <li>■ Mathematics skills mastery</li> <li>■ Deepening knowledge of writing skills</li> </ul> </li> <li>3. Focus on improved performance of ATSI students by <ul style="list-style-type: none"> <li>■ ATSI student engagement in learning and school life</li> </ul> </li> <li>4. Further strengthening partnerships between home, school and community by <ul style="list-style-type: none"> <li>■ Improving student outcomes and readiness for school by implementing a school playgroup and involvement in the Kurri Transition to school program.</li> </ul> </li> <li>5. Increased teacher capacity to deliver high quality teaching and learning by focusing on <ul style="list-style-type: none"> <li>■ Implementation History and Geography syllabus</li> <li>■ Implementation of Professional Practice and Development</li> </ul> </li> <li>6. Increased teacher delivery of contemporary pedagogical and ICT to support high quality teaching and learning by <ul style="list-style-type: none"> <li>■ Increase IT to support contemporary pedagogy</li> <li>■ Exploring the inquiry model.</li> </ul> </li> </ol>
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<p>The third area is empowered leadership with priorities in <i>developing Principals as leaders of Learning and Building Leadership capacity of executive. This was achieved by</i></p> <ul style="list-style-type: none"> <li>■ Principal adopting a Triangulated approach to school improvement.</li> <li>■ Principal review studies completed in UK on school improvement to stay abreast of best practise in this area.</li> <li>■ Initiate individual meetings to discuss programming and ways to improve targeted areas</li> <li>■ Plan systematic, timely and structured PD to support school improvement and improve student achievement.</li> <li>■ Principal to ensure data is used to drive learning using the PLC model.</li> <li>■ Principal is relentless in focussing on supporting the needs of teacher to have the skills to improve student achievement and school improvement</li> <li>■ Provide external PD opportunities for Executive in leadership</li> <li>■ Provide PD opportunities for Executive to up skill knowledge</li> <li>■ Provide PD and professional reading to create conversation around Robinson, Eddy and Hattie</li> </ul>	<p>The 2016 Key Priorities for Empowered leadership have been identified as:</p> <ol style="list-style-type: none"> <li>1. Increase capacity of Principal as a leader of learning by focusing on <ul style="list-style-type: none"> <li>■ Improving student achievements by supporting the delivery of quality teaching at the school.</li> <li>■ Improving student achievement by exploring best practice and research base strategies to address the needs of the school.</li> </ul> </li> <li>2. A school focus on leadership that builds capacity by <ul style="list-style-type: none"> <li>■ Identifying and explore programs and structures aimed at providing opportunities for newly appointed and aspiring school executive</li> </ul> </li> <li>3. Ensuring quality and accountability of Board of Studies requirements by <ul style="list-style-type: none"> <li>■ Implementing COSI requirements for English and Maths</li> <li>■ Implement COSI requirements for Compliance, maintenance and WHS</li> </ul> </li> <li>4. Promote and support mechanisms that encourage positive wellbeing and mental health by <ul style="list-style-type: none"> <li>■ Implement KIDS matter framework to school and community</li> </ul> </li> </ol>
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## Academic Achievements

2015 has been a very successful year for the students of Holy Spirit. Year 2 students were tested in numeracy and literacy with the ACER PAT Maths and Comprehension Tests which provided valuable information for the teachers. The students were then retested in Term 4 and all students made significant growth in the final test. The teachers at the school used standardised testing to track student performance in literacy and all students were tracked on the Literacy and Numeracy Continuum which provided the teachers valuable information to track student learning. Students also participated in the All Saints Cluster Gifted and enrichment day in writing, numeracy, art, gymnastics, science and music. The students also performed well in the Annual Public Speaking competition with two students being selected to represent at the Diocesan Public Speaking Competition. Success was also achieved at the Abermain eisteddfod where the choir was placed second in their section.

## Cultural achievements

In 2015 the students participated in:

- 'African Drumming' and 'The Ship o' fools'

- Aboriginal art techniques at the 'Aboriginal Lunch club.'
- 'Grandparents' Day, Mother's Day, Father's Day celebrations, Richard Cootes and Christmas carols evening
- 'Science Day' and the 'Pirate Night' for Literacy and numeracy week.
- Assemblies twice a year
- Visiting Book Week performance, pet and sustainability programs
- A local Newcastle author visit
- Newcastle Writers festival workshops
- Public Speaking Competition and the Regional and Diocesan Competitions
- The Abermain Eisteddfod and Senior citizens week
- The Kurri festival and The Anzac Day march.
- Cessnock Zoo and the Maitland Art gallery excursions.
- Excursion to the Jet Fighter Centre, the museum and travelled by train and bus. Kindergarten visited the Oakdale farm.
- Science week, Literacy week, National Simultaneous Reading Day and Fruit & Vegetable week.
- A book parade and Gifted and Enrichment day
- Celebration of Naidoc Week; Harmony Day and Reconciliation Week.
- Aboriginal Book swap and Caritas activities.

### Sporting achievements

A small number of students participated in the formal Annual school swimming carnival and two students competed at the regional swimming carnival at Maitland. All students participated in the annual Athletics carnival and 5 students went on to compete at the All Saints Cluster Athletics Carnival. The Active After Schools program is run across all 4 terms, the sports offered included soccer, athletics, touch, softball and basketball. All students participated in the annual gymnastics program.

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	0
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	8

### Workforce Composition

Number of Staff	
Total teaching staff	8
Total non-teaching staff	1
Grand total	7
Percentage of teachers who are indigenous	0

### Teacher Attendance

95%

### Teacher Retention

100%

### Professional Learning Undertaken

During 2015 the staff at Holy Spirit Infants Abermain has been provided with a variety of opportunities to receive Professional Development. This include professional development in weekly staff meetings, professional development organised by the school based on the needs of the students where Guest speakers were employed and external Professional development provided by CSO and other external providers.

Staff Meeting Professional Development Include:

English Syllabus- scope & sequence

Phonics scope and sequence across the grades

Spelling: Assessments & using data for grouping; how to use word sorts; Using Words their Way strategies; Agreed practices across the grades

Phonemic awareness- SRA program

Developing writing strategies

Use the DEC continuum to group kinder students to accelerate progression

Evaluating and updating the English policy

Learning goal boards used in classroom for English and Maths.

Reading Skill development as a tool for reading

Data analysis -Using cluster skills to move students along the continuum.

Data analysis -Guiding teaching based on literacy & numeracy continuum

NAPLAN analysis

Using data to Tier students

Introducing more complex vocabulary

Collaborative writing, Visual prompts & Graphic organisers

CPR & emergency care

Science Syllabus

External Providers and CSO Professional Development:

Writing Strategies, Alison Davies

Comprehension and Writing Strategies, Alison Davies

Co- coaching course, Growth Coaching International

Leadership Development Level 1 – Michael Elphick

Professional Learning Communities, Marzano Institute, Hawker Brownlow

Thinking and Learning Conference-Hawker Brownlow

Response to Intervention- Hawker Brownlow

Maths Champion- CSO

Australian Catholic Schools Principal Conference, Dubbo

21st Century Pedagogy integrating IT, CSO

REC, Principal, Lead Teacher and Learning Support development days, CSO

Developing Spirituality CSO

Intra –Diocesan Visit -Principals Trip Learning Framework CSO

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

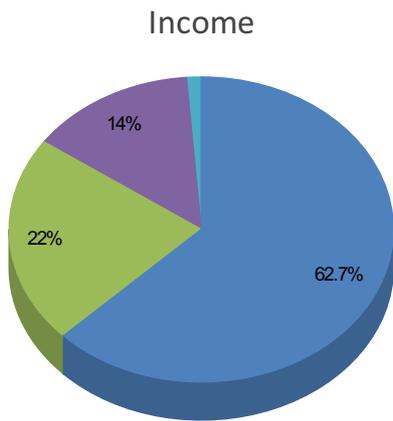
The parent body were given many opportunities to voice their opinion and satisfaction by participating in surveys. These indicated the parent body were happy with the school direction and focus on learning. Support was also provided for the Pastoral Care worker, where 90 % of parents voiced satisfaction with this program. Parents have been given the opportunity to speak to me in regard to any school matter and this avenue of feedback has been very effective and positive. Current parents valued the broad experiences their children have been provided, citing the many ways they have been involved. They voiced satisfaction of the curriculum we offer as well as the small size of the school, the reasons they continue to send their children. New parents gave other's recommendations as one of the main reasons they chose the school. When I field enrolment enquiries I always ask why the parent wishes to send their child to our school. Most often it is because of the recommendation of a friend or relative. We also have many enquiries from families of children with special needs because of our schools reputation.

### Student Satisfaction

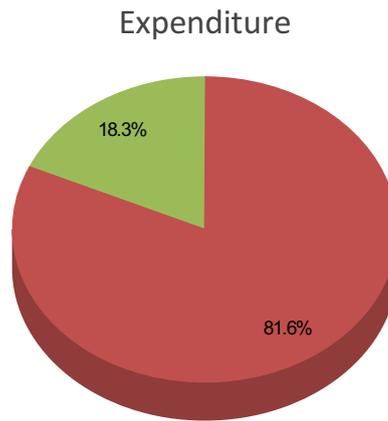
Students have the opportunity to talk about their likes and dislikes in the classroom with their teachers or with me personally. We value students concerns and listen to what they are saying. Most issues are resolved easily and students are generally happy with our school. Students say the best thing about our school are the computers, iPads, the sandpit and the resources used in lessons. There were no significant issues or areas to be addressed.

### Staff Satisfaction

Teachers are given opportunity to bring up concerns with me personally and at staff meetings. I encourage all staff to have a voice in the direction, focus and running of the school and I honour a team approach with collaboration being an important priority. Most issues are easily resolved and the staff are generally very satisfied with the way the school runs and are happy to come to work each day. There were no significant issues or areas to be addressed.



- Commonwealth Recurrent Grants (62.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (22%)
- Fees and Private Income (14%)
- Other Capital Income (1.2%)



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (81.6%)
- Non-Salary Expenses (18.3%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$847,450
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$297,622
Fees and Private Income <sup>4</sup>	\$189,441
Other Capital Income <sup>5</sup>	\$16,770
<b>Total Income</b>	<b>\$1,364,601</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$983
Salaries and Related Expenses <sup>7</sup>	\$1,054,658
Non-Salary Expenses <sup>8</sup>	\$236,126
<b>Total Expenditure</b>	<b>\$1,291,767</b>

For the 2015 year the Holy Spirit Infants School received \$13,318 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mrs Marie Butel-Simoes**

**Holy Spirit Infants School**

**ABERMAIN**

**Phone: 4930 4361**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>