

ANNUAL SCHOOL REPORT

2017

SERVICE. LEADERSHIP. JUSTICE.

Together in Christ



Holy Spirit Primary School, KURRI KURRI

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About the Annual School Report

Holy Spirit Primary School is registered by NESA 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 2017 and gives information about 2018 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

Principal's Message

It is with much pleasure that I present the 2017 Annual Report for Holy Spirit School Kurri Kurri. The school year has been exciting and rewarding with a focus on building community and ensuring the school continues to be seen as a vital contributor of the local area. The school aims to instil values of compassion, forgiveness, peace and justice. These values and being of service are integral to receiving a well rounded education providing students practical ways to reach out to others in a Christ like way.

We have a strong Catholic identity and there is a positive and warm school atmosphere. A strong sense of community exists where school and home work closely to ensure the best possible outcomes can be achieved.

Excellent Teaching and Learning is always a high priority and the implementation of contemporary pedagogy is crucial to the ongoing progress of students. Our classrooms are well resourced with technology and teachers are conversant with and implement strategies that challenge and extend students. Teachers develop programmes that focus on the needs of students as individuals providing adjustments and differentiation as required.

Teachers are encouraged and supported to develop themselves professionally through targeted goal setting and professional learning. The quality of the classroom teacher is paramount to student performance and the school will continue to drive staff development that focuses on improving student outcomes.

Inclusiveness is a real strength of our school.

Paul O'Heir

(Principal)

Parent Body

The P&F are a hardworking body and are committed to helping the school community financially and socially. A number of fundraising efforts occur throughout the year including Easter Chocolate Raffle, School Disco, Entertainment Books and Pie Drives. Funds have been used to purchase sport equipment, library resources and art supplies.

The generosity of our canteen volunteers must be acknowledged too. Our school benefits from the convenience of the canteen three days a week but also financially. The canteen raises funds which goes back into the school to provide resources for students.

Student Body

Our school is welcoming and friendly. There is a sense of respect and kindness throughout the school. Students are active in parish and local community activities and enjoy representing the school. The school is a safe and happy environment where students are encouraged to do their best.

Our school leaders consist of School Captain, School vice Captain and each House Team has a sport captain for carnivals and other sporting events throughout the year. All leaders share in various roles of leadership and they take great pride in carrying out their duties.

SCHOOL FEATURES

History of the school

The school began in 1908 and originally was under the patronage of St. Joseph and led by the Sisters of St Joseph. In 1991, the name of the school was changed to Holy Spirit Primary bringing it in line with the Parish name. It still celebrates and lives its Josephite heritage. The school community treasures its history and the contribution made by the Sisters of St Joseph and the many families of the past who gave so much to maintain the school.

Over the past few years there have been new additions to the school as well as renovations. The school site is made up of well equipped classrooms and library. There are attractive gardens, playground equipment, artwork games and a field for sport and games.

Location/Drawing Area

The school draws on the local Kurri Kurri district including Abermain, Gillieston Heights, Weston, Sawyers Gully, Stanford Methyr and Pelaw Main. Our Infants classes are located at Abermain. Both sites work co-operatively together to ensure consistency from K-6.

Catholic Identity and Mission

Catholic Imagination and Spirituality

We at Holy Spirit Primary acknowledge the Awabakal Tribe as the Traditional Owners of Kurri Kurri and thus the Traditional Owners of the land on which the school is built.

The Sisters of St Joseph founded the school in 1908. Saint Mary MacKillop, the founder of the Order had as her philosophy and driving motive, the education of poor children. At the same time because of her faith, she believed that Religious Education was as important, if not more so, as secular education. Her goal was to provide both to as many children as possible. Her energy, organisational skills and spirituality meant that she was able to achieve this goal to a great extent indeed. This is exactly what the Sisters of St. Joseph did and what our school continues to do to - emulate these skills just like St Mary Mackillop.

Family, Parish and Diocesan evangelising and catechesis

A very strong emphasis has been placed on collaboration, inclusiveness and participation. The children are encouraged to be involved in parish and community events.

The school is fortunate to have a Pastoral Care Worker working with the Religious Education Co-ordinator. A strong partnership has developed with the Sacramental Team, Parish and School. This ensures a positive and productive involvement of parents and children in the Sacramental Program and the overall religious development of each child.

Regularly, the whole school comes together to celebrate Mass. Classes assist with preparing Masses and leading the wider school and parish community. The school appreciates the assistance and guidance from our Parish Priest. Pentecost is our annual feast day and celebrations are held with the parish to mark this important church parish and school celebration.

Each year the school assists the St. Vincent de Paul Society with the Winter Appeal and Christmas Appeal with food, clothing and gifts. The school has its own 'Mini-Vinnies' group and is active throughout the year promoting social justice issues, fundraising and visiting the local aged care home.

Christian Discipleship

The school implements the Diocesan K-12 Religion Syllabus. Each class has structured lessons that continue to develop the knowledge and understanding of our Catholic Faith. The Religious Education Co-ordinator assists the classroom teachers in introducing new teaching strategies, purchasing new resources and the preparation of class and whole school Masses and Liturgies. The school implements diocesan initiatives and has provided support to the diocese in areas of programming and teacher support.

The school gives witness to the faith publicly through the involvement of the annual Combined Church Service at the Nostalgia Festival as well as participation the local Kurri Kurri Festival. Our school is well recognised for its contribution to the parish and wider community.

Religious Education and Curriculum

The central dimension of Holy Spirit School is the focus on Religious Education and the development of spirituality. Our curriculum is based on the diocesan syllabus and lessons are taught daily. However it is the lived experienced that students receive through strong caring relationships between peers and staff that foster a true Catholic environment.

Students are involved in regular Masses, liturgies and prayer throughout the year. Opportunities to reflect and give thanks are provided so that children develop a greater appreciation of life so that they live life with hope and gratitude.

Holy Spirit Primary School recognises the challenges of contemporary society and the need to be relevant in a secular world. Our school is committed to the challenge to infuse all aspects of curriculum with an enlightened Catholic view.

Initiatives Promoting Respect and Responsibility

The teachers are very aware of the diverse range of needs within our community and therefore recognise the importance of education and social justice. Being of service to others is a core belief and promoted daily.

The school community raises money for various charities throughout the year. Some of the fundraisers include ice cream/jelly days and out of uniform days.

The main charities that the school supports include Children's Mission and Caritas Australia. When available Richard Cootes, the Diocesan Schools' Mission Coordinator, is invited to speak to the children concerning Children's Mission.

Positive Behaviour for Learning which is the foundation of the school student management system highlights the need for respect and responsibility along with being safe and a learner.

Student Profile

Actual Enrolments 2017

Scholastic Year	Number of Students
Year 3	31
Year 4	30
Year 5	26
Year 6	24

Student Attendance

Percentage of student attendance by Year level and school average for 2017

Year 3	Year 4	Year 5	Year 6	School Average
94	94	96	96	95

Pastoral Care and Wellbeing

Student Welfare Policy

Our policy is aimed at reducing/eliminating unacceptable behaviours, particularly bullying. At Holy Spirit Primary we believe in providing an education based on Gospel Values which enable our children and where each child comes to know and appreciate one's self-worth.

Our school rules are promoted through Positive Behaviour for Learning. The rules are I am Safe I am Responsible I am Respectful and I am a Learner. By "catching" students doing the right thing a positive tone is achieved through affirmation.

Collaboration with families is critical when dealing with behavioural issues. Building strong relationships with all stakeholders is valued at Holy Spirit School to ensure that quality relationships are formed and sustained. Through such effort an emphasis on respect for self and others is reinforced.

Discipline Policy

At Holy Spirit Primary School discipline is seen from the perspective of pupil welfare and self-discipline. It aims to develop a responsible and inner-directed person who is capable of choosing freely the better model of behaviour.

Parents are informed and requested to come for an interview when frequent unacceptable behaviour occurs or when a child exhibits a need for some special guidance, direction or support. Together at school and home we strive to work out a common strategy to improve the behaviour or support the child and or the family.

Our school rules are based on Positive Behaviour for Learning and Restorative Justice practices are implemented.

Our rules include: I am safe - I am respectful - I am responsible - I am a learner

Children who are new to our school are provided with a Buddy who has the responsibility of ensuring that a new student settles into our school environment quickly and happily. This system works well for those Year 2 pupils who come to Kurri Kurri from Abermain for Year 3.

Safety of students, staff and volunteers is managed by the implementation of Work Health & Safety. Evacuation procedures and lock downs are practised throughout the year.

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 Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

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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 key area of improvement for 2017 was to continue to build teacher capacity in Literacy and Numeracy and to focus on the moral purpose of education and how that is deeply connected to our Catholic Vision. Ongoing collaboration of teachers led to a greater focus on student engagement with specific attention to learning outcomes. Year 3 students were also targeted for Reading and an intervention programme was implemented. Reading fluency and comprehension improved along with a decrease in decoding errors. This was a systematic and consistent intervention specific to the needs of the cohort.

The integration of technology is critical and throughout 2017 classes have taken on the challenge to implement greater use of technology. Through purposeful activities technology is recognised as a valuable tool to be used on a daily basis.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>#1 Key Improvement for 2017 has been a focus on Catholic identity and deepening commitment to Catholic Education. The nature and purpose of Catholic Education is at the centre of what we do.</p> <p>Curriculum commitment has been achieved through the professional growth of teachers through Professional Learning Communities and the creation of team with an ongoing Numeracy focus. Teams have led to greater collaboration between colleagues and a sharing of knowledge and skills. This approach has ensured a balance approach has been implemented as well as using a wide range of teaching resources to enhance the content. Learning sequences have been more engaging as teachers contribute to the planning and assessment of students across grades.</p> <p>A primary component for Mathematics was to track students using the Numeracy Continuum. Using teacher assessment tasks and professional on balance judgement student growth was monitored and tracked. Intervention was targeted at Year 4 and Year 5. With the additional support of a Lead Teacher, the classroom teacher was provided with additional knowledge, shared strategies, revised content and was able to extend more able students.</p>	<p>Key Improvement #1 for 2018</p> <p>The first priority will be the faith formation of staff and to provide ongoing experiences to nurture their spirituality. A commitment to the Catholic Schools Office Vision statement will be critical as well as valuing staff contribution as active participants in catholic education.</p> <p>High quality teaching of Religious Education will be achieved through systematic planning and supporting the Religious Educator to promote meaningful and creative lessons.</p>

<p>#2 Key Improvement for 2017 Key Improvement for 2017 was using evidenced based approaches to lift the performance of all students. Closer ties with our Infants school was fostered and meetings held to develop a greater understanding of expectations across all grades.</p> <p>Literacy was central to school improvement as it is at the core of student learning. Identified students improved as a result of targeted intervention and personalised content. Through the implementation of a Intervention Reading programme students at risk were supported and demonstrated an overall improvement.</p>	<p>Key Improvement #2 for 2017</p> <p>The second key improvement will focus on academic performance. Using evidenced based approaches student performance will be lifted. Students requiring intervention will be targeted and supported with appropriate programmes. Gifted education will also be introduced to support teachers in developing a better understanding.</p> <p>Teacher quality will be enhanced through a culture of collaboration. Through regular team meetings teachers will plan and assess together to reinforce a whole school approach.</p>
<p>#3 Key Improvement for 2017 was to focus on the quality of teaching and reviewing pedagogy in light of changing demands and expectations of the future. Teaching was reviewed using the National School Improvement Tool as well as the Quality Teaching Framework which teachers used to code lessons. This provided feedback, fostered trust and built teamwork.</p> <p>A greater use of technology was achieved by relocating computers so each class had 4 computers. The integration of technology is seen as a priority. With additional hardware including robotic technology student's have had meaningful opportunities for problem solving and collaboration.</p>	<p>Key Improvement #3 for 2017</p> <p>The third key improvement will be developing leadership capacity. Key staff will be encouraged to attend leadership courses and take on greater responsibility in managing the school. This focus will renew leadership formation and enhance the capacity of school leaders.</p>

Academic Achievements

Holy Spirit Primary School provides quality educational opportunities for students of the school across each of the seven KLAs. Excellence immersed in catholic tradition, faith and values is the key to our academic endeavours.

Pupils have competed in a host of competitions at local, diocesan, state and national levels and have performed very well indeed. These competitions were in Literacy, Numeracy, Information Technology, Debating, Drama, Music and Creative Arts. The school participates in the 'Premier's Reading Challenge' and other activities to broaden their opportunities to learn more and broaden their skill base. Children are encouraged to use their many talents and to experience accolades for doing their best.

The individual is expected to give of her/his best and is acknowledged accordingly. Acknowledgement of the individual is an inclusive process involving students, parents, school and the broader community.

Cultural achievements

Cultural experiences are greatly valued at Holy Spirit School Kurri Kurri. The school has been a strong supporter of the ASPIRE production and our students represent us at many of the major Diocesan Events. This year the school held "Showcase 2017." Students performed in dance, poetry and singing. Every child in the school was involved. We ensure students are exposed to and involved in quality cultural experiences related to each of the KLA's. Incursions are a feature of our school life. Children are encouraged to enjoy and experience the many and varied cultural experiences of members of our parish and the wider community and are also actively involved in local history and tradition. Each alternate year, Year 5 and 6 students participate in the Aussie Bush Camp. During this camp the students reflect upon building community, trust and communication with their peers. Students attend a Canberra excursion visiting the major attractions of the nation's capital. This is a highly valued experience which is an integral component of the curriculum. Students develop a greater sense of democracy, citizenship and the importance of living an authentic life.

Sporting achievements

Sport plays a significant role in family and community happenings. Pupils from Holy Spirit Primary School in 2017 were provided with many sporting opportunities and performed wonderfully. The pupils competed in competitions that ultimately allow them to progress from local to diocesan, state and national championships. Boys and girls from our school competed in or were eligible for Cricket, Tennis, Softball, Netball, Soccer, Rugby League, Rugby Union, Athletics, Cross Country, Swimming, Dancing and numerous other activities. Our students achieved remarkable success particularly in Athletics, Swimming and Cross Country. All appreciated the support, dedication, encouragement and participation of our school community in these activities.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	66.67%	73.90%	13.33%	10.00%
	Writing	73.33%	74.40%	6.67%	7.50%
	Spelling	73.33%	68.80%	20.00%	13.10%
	Grammar	76.67%	75.00%	10.00%	10.50%
	Numeracy	73.33%	67.10%	16.67%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	70.83%	63.00%	8.33%	14.60%
	Writing	45.83%	47.90%	8.33%	19.40%
	Spelling	66.67%	63.00%	16.67%	14.10%
	Grammar	62.50%	59.90%	20.83%	17.50%
	Numeracy	70.83%	57.60%	0.00%	14.60%

Staffing Profile

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).	9
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

Workforce Composition

Number of Staff	
Total teaching staff	9
Total non-teaching staff	6
Grand total	15
Percentage of teachers who are indigenous	0

Teacher Attendance

98%

Teacher Retention

Teacher retention was 100%.

Professional Learning Undertaken

The staff have participated in the following Professional Learning:

- * Writing Workshops
- * NAPLAN Analysis
- * Gifted Education
- * Contemporary Pedagogy and Technology
- * Implementing professional learning teams

Parent, Student and Teacher Satisfaction

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 school is well recognised for its contribution to the parish and community. Parents are welcome and feel that they can contribute to the life of the school. The Parents and Friends Association of Holy Spirit school is keen to be involved in school life and operate an effective parent body for fundraising and for social gatherings.

Parents recognise the following school strengths:

- a strong catholic culture
- a genuine partnership between home and school
- a warm welcoming environment
- a pastoral care program which fosters the development of quality relationships
- effective day to day management
- close links between Infants and Primary schools
- committed professional staff
- involvement of parish priest

The students, parents and staff are very proud of their school and work together to bring about the best for all. All stakeholders enjoy a harmonious relationship and address issues constructively and professionally when they arise.

Student Satisfaction

Student feedback is positive and indicates a high level of satisfaction. Students appreciate the care and effort of teachers and the variety of learning experiences they have. Students also value the many and varied sporting and cultural opportunities that are made available to them.

Students are proud of their school and take pride in the school grounds and the manner in which they wear their uniform. There is a sense of respect and feeling honoured in being part of the school community. They are welcoming to visitors and enjoy showing them their school.

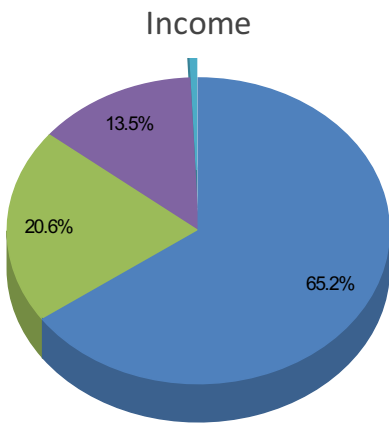
The student body is very willing to be of service to others and willing to assist in fundraising for charities. There is a strong sense of social justice and the need to support those in need.

Staff Satisfaction

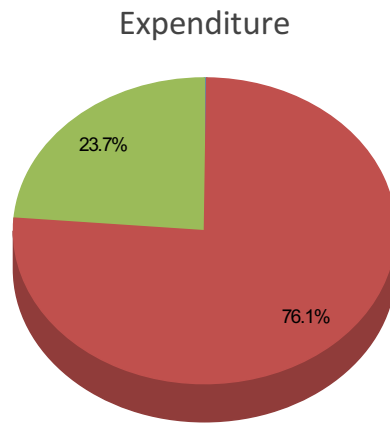
The staff at Holy Spirit School are very professional and supportive of all students. They are dedicated to enhancing the learning of each child. Staff satisfaction is high and is evidenced by the high attendance rate of staff and the willingness to go beyond their hours of work.

Holy Spirit School staff values its strong Catholic identity and is committed to the moral purpose of Catholic Education. Staff recognise parents as the first educators and work collaboratively with families to bring about the best outcomes for students.

Staff work well as a team and support each other in the implementation of the curriculum. A harmonious relationship exists amongst all staff which promotes collegiality and a sense of wellbeing. A positive tone is reflected in daily interaction between staff where all are recognised as professionals and respected for talents and expertise.



- Commonwealth Recurrent Grants (65.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.6%)
- Fees and Private Income (13.5%)
- Other Capital Income (0.7%)



- Capital Expenditure (0.2%)
- Salaries and Related Expenses (76.1%)
- Non-Salary Expenses (23.7%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,083,456
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$342,701
Fees and Private Income ⁴	\$224,520
Other Capital Income ⁵	\$12,043
Total Income	\$1,667,577

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$3,009
Salaries and Related Expenses ⁷	\$1,181,884
Non-Salary Expenses ⁸	\$367,732
Total Expenditure	\$1,552,625

For the 2017 year the Holy Spirit Primary School received \$4,857 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

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, The Parents 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:

Holy Spirit Primary School

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