

ANNUAL SCHOOL REPORT

2017

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 NESAs 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 great pleasure that I present the 2017 Annual School Report. Holy Spirit Infants School Abermain offers a well-rounded and all-inclusive education for our students – through nurturing and providing for their spiritual, academic, social and emotional needs. The primary purpose of Holy Spirit Infants School is to support the members of the parish community in providing a faith formation for their children. Holy Spirit offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural, technological and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school. We provided opportunities for the children to celebrate feast days and significant liturgical events. Our school, combined with our sister primary school, hosted the Opening and Closing School Masses, Grandparent's Day, Father's Day, Mother's Day, Book Week and end of year carols evening. Holy Spirit Infants and Holy Spirit Primary Kurri was proudly awarded the Monsignor Coolahan Community Partnership Award in 2016 in recognition of our wonderful achievements and we continued to build upon our partnership and our opportunities to collaborate in 2017.

Holy Spirit Infants celebrated Catholic Schools Week with a special Open Day and Liturgy, our newly built classroom was blessed involving the current Year 2 children and teacher, Harmony Day, Naidoc and Reconciliation Day, Indigenous Literacy Day, Literacy and Numeracy Week, Christmas Craft Day and the Athletics Carnival. The students were delighted to participate in the Abermain Eisteddfod. The school held the annual Public Speaking competition and our whole school Spelling Bee. The students enjoyed tasting a variety of vegetables in Fruit and Veggie week, the highlight being the amazing selection of foods available from our canteen.

Holy Spirit continued in 2017 to further develop Literacy and Numeracy building on our professional development offered as a State Action Plan in 2016.

Our Sporting Schools grant subsidised our swimming program and we also delivered a gymnastics program with Primarily Active as our coach. The classes attended excursions to Tocal Homestead, Oakvale and our end of year Christmas movie. The students enjoyed incursions from Pet Safety, an author visit, the Fire Brigade and a live performance focusing on student well-being.

2017 has been a wonderful year and I am humbled to work in partnership with the staff, parish, students and the families of Holy Spirit. 2017 has been my first year as Principal at Holy Spirit and I look forward to working in partnership with the parish, parents, staff and children in 2018. Thank you for embracing me into your community of Abermain and Kurri Kurri.

God Bless

Charlene Reid

Parent Body

Congratulations to the P&F body for their outstanding efforts to raise funds and provide support to the school. During 2017 this wonderful hard working group of parents and carers have provided a variety of opportunities to raise funds including Chocolate Drive, Cake Drive, Entertainment Book, 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 resources including robotics. The P&F were delighted to be able to donate \$2000 to Holy Spirit Abermain to assist with this. The P&F also contributed to our school LifePak CR Plus Defibrillator.

The attendance at school functions by parents, carers and family members is outstanding and the positive feedback we receive is affirming to our students and our school community. Children are excited to see their parents and carers helping in the canteen, helping with reading groups and being involved in our interest group afternoon and disco evenings. We encourage parents to attend our monthly parish masses here at Abermain on a Friday morning with their children and all liturgies celebrated throughout the year.

Parents and carers have been quite diligent acquiring their Working with Children Check credentials and

have attended the volunteer induction offered here at Abermain.

We also offered parents and carers a Spirituality Formation morning in our hall facilitated by a Religious and Spirituality team. This session was known as Walking The Way. We had the opportunity to listen to other peoples stories and share our own personal and professional journeys with our children and how we can continue on their journey throughout their Catholic schooling. We look forward to our follow up session in the future.

Student Body

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.
- Acknowledging Welcome to Country
- 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 prayer.
- I love organising the sport shed
- I love learning
- I loved the spelling bee
- I love playing soccer
- 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 ASD, 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 HSIA.

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

SCHOOL FEATURES

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 and 2016 HSIA received the State Action Plan.

Location/Drawing Area

Holy Spirit Infants School Abermain is located in the Cessnock City Council region, only a few kilometres from Weston and Kurri Kurri. The students who attend the school draw from Abermain, Weston, Kurri, Pelaw Main, Heddon Greta, Mulbring 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

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, Father's 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, Friday morning Mass, 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. The Infants School joins with Holy Spirit Primary for special Liturgies several times a year. The celebrations alternate between Kurri Kurri and Abermain. These celebrations involve students from both schools. Holy Spirit Infants School highlights the importance of growing the "Fruits of the Spirit" in each child and we recognise these important gifts. This is a reflection of the charism of the school.

Christian Discipleship

Social Justice initiating compassion is a significant aspect of our expression of our core beliefs and the life of Holy Spirit Infants School. During Mission month, students watch Caritas DVD's in class and pray for those needing our support. We raise money to send to Caritas and Catholic Mission. 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. Our leaders attend various Masses across the diocese throughout the year including the Launch of Mission Month Mass.

Religious Education and Curriculum

Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Diocesan K - 12 Religion Syllabus and Religious Education Resource Units for Early Stage 1 and Stage 1 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. We continue to implement newly written units which have a strong focus on contemporary, creative and engaging content.

Many staff members are studying their Masters in Religious Education, Theology 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 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”. Other activities that promote values are The Growth Mindset and Bounce Back programs. 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

Actual Enrolments 2017

| Scholastic Year | Number of Students |
|-----------------|--------------------|
| K | 43 |
| Year 1 | 37 |
| Year 2 | 39 |

Student Attendance

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

| K | Year 1 | Year 2 | School Average |
|----|--------|--------|----------------|
| 93 | 93 | 94 | 93 |

Pastoral Care and Wellbeing

Student Welfare Policy

The staff at Holy Spirit Infants School Abermain are committed to supporting and enhancing the wellbeing of students, and all within its school community. The Wellbeing and Pastoral Care Procedures, written in 2017, outline the duty of care staff have to support and enhance the wellbeing of our students.

A Positive Behaviour for Learning (PBL) Matrix was developed in 2017 to meet the needs of the school community. Students receive GOTCHAS, certificates and rewards when they demonstrate these positive behaviours.

Personalised Plans for individual students were developed for students with special behaviour needs. Selected students are invited to participate in social skills groups, to assist in the development of their social and emotional skills.

School staff took part in Child Protection Training in accordance with current legislation as necessary. Volunteers were required to complete a Working With Children Check and provide the appropriate documentation to the school, prior to volunteering for school activities.

Discipline Policy

Corporal punishment is prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The Wellbeing and Pastoral Care Procedures, written in 2017, outline the duty of care staff have to support and enhance the wellbeing of our students. Staff use 1-2-3 Magic in both the school and classroom contexts as a positive, clear and consistent approach to managing student behaviour.

Our staff aim for overall whole school consistency using the appropriate PBL language. We have high expectations and children show respect and understanding when dealing with consequences whether the consequence is a positive reward or a negative one. Parents are always kept informed of any situation and we work in partnership with one another.

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.

The Catholic Schools Office Maitland-Newcastle established an Anti-Bullying Policy, reviewed in 2015, implemented by our school. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy.

A Personal Development, Health and Physical Education (PDHPE) Scope and Sequence has been developed by our school for each stage to include cyber safety and skills for countering harassment, aggression, violence and bullying as well as promoting personal safety and protective behaviours. Components from Bounce Back K-2 were incorporated into PDHPE Units of Work to explicitly teach social and emotional skills such as listening, negotiation, sharing and empathic responding to combat bullying.

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 2017 School Improvement Plan had three main areas of focus. The first area looks at Catholic Formation and Mission and ways to *develop the staff and student spirituality*. The second area of focus lies in Quality Learning, the school focused on developing writing skills and numeracy skills. 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 2017 Key Priorities for Catholic Formation and Mission:</p> <ol style="list-style-type: none"> 1. Staff identify a range of rich and sustainable spiritual formation opportunities which affirm staff contribution to the Catholic mission of the church as valued participants in Catholic Education. 2. A targeted and succinct program of improvement that affirms and promotes the critical role that quality religious education has in Holy Spirit. 3. Encourage and assist staff to participate in new PD program and initiatives that will assist in their formation and encourage them to be active contributors to the mission of the church. 4. Focussing on parent spiritual formation. 5. Developing a more active role in the Parish for children, parents and staff. | <p>In 2018 Key Priorities for Catholic Formation and Mission have been identified as:</p> <ol style="list-style-type: none"> 1. Faith formation for staff and parents - Implement programs and initiatives that will assist in the formation of staff to be active contributors to the mission of the Church. 2. Quality teaching of Religion - Provide high quality teaching of Religion focussing on teacher professional development and resources. Developing an awareness of the Catholic Improvement Tool to evaluate areas of strengths and weaknesses. 3. Faith formation of students - Develop a strong and positive Catholic identity evident in the ethos and culture of our school. |

| | |
|---|---|
| <p>The 2017 Key Priorities for Learning and Teaching:</p> <p>Academic Performance</p> <p>1. The use of Evidence-based approaches to lift the performance of all students by</p> <ul style="list-style-type: none"> ▪ Consolidation of writing strategies, comprehension, vocabulary & reading skill development ▪ Deepen knowledge of teaching spelling skills ▪ Mathematics skills mastery ▪ Deepen knowledge of assess <p>2.Focus on improved performance of gifted students</p> <ul style="list-style-type: none"> ▪ Deepen teacher knowledge of Gifted Students needs and how to best support them. <p>3.Developing a school approach to the needs of early learners that complies with system practices.</p> <ul style="list-style-type: none"> ▪ Continue to focus on improving student outcomes and readiness for school by implementing a school 'playgroup' and involvement in the Kurri Transition to school program. ▪ Make adjustments to classrooms/playgrounds to reflect contemporary learning. <p>4. Focus on developing a Culture of collaborative learning</p> <ul style="list-style-type: none"> ▪ Improve PLC model that uses data. <p>5.High quality and contemporary pedagogical practice that engages students in learning.</p> <ul style="list-style-type: none"> ▪ Use research and best practice models to sustain present practice ▪ Implement the inquiry model into rooms ▪ Review learning spaces to reflect contemporary learning | <p>In 2018 Key Priorities for Learning and Teaching have been identified as:</p> <ol style="list-style-type: none"> 1. Academic Performance - Utilise evident-based approaches to lift the performance of all students including the education of gifted students and accommodating for the needs of the early learner. 2. Enhanced Teacher Quality - Develop further the culture of collaborative learning with emphasis on Literacy, Mathematics, Technology and Well being. 3. Utilise the National Improvement Tool to identify areas of strengths and weaknesses in anticipation for our External Review in 2018. |
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| | |
|---|--|
| <p>The 2017 Key Priorities for Leadership:</p> <ol style="list-style-type: none"> 1. Renewed leadership opportunities to enhance the capacity of school executive <ul style="list-style-type: none"> ▪ Improving student achievements by supporting the delivery of quality teaching at the school. ▪ Improving student achievement by exploring best practice and research base strategies to address the needs of the school. 2. Teacher and Leader accreditation process in school <ul style="list-style-type: none"> ▪ Develop strategies of engagement with the standards ▪ Implement profile to achieve accreditation. 3. Encourage Community and Parent engagement. <ul style="list-style-type: none"> ▪ Support, develop and maintain pre-enrolment processes (commenced in 2016) that reflects Early Years Framework and learning styles. ▪ Parents invited to attend parent spiritual formation session "Walking the Way" 4. Ensuring quality and accountability of NESA requirements by <ul style="list-style-type: none"> ▪ Implementing COSI and Governance requirements 5. Promote and support mechanisms that encourage positive wellbeing and mental health by <ul style="list-style-type: none"> ▪ Implement KIDS matter level 2 framework to school and community ▪ Develop our school Positive Behaviour for Learning matrix and implement over time. ▪ Implement Bounceback resource into our curriculum. | <p>In 2018 Key Priorities for Leadership have been identified as:</p> <ol style="list-style-type: none"> 1. Leaders Capacity - renewed leadership formation opportunities that enhance the capacity of school leaders. 2. Accreditation of Staff - teacher and leader accreditation process in school with emphasis on the NSW Standards for Teachers. 3. Approach to maintain Principal wellbeing. |
|---|--|

Academic Achievements

2017 has been a very successful year for the students of Holy Spirit. All students were assessed in numeracy and literacy with the ACER PAT Maths and Comprehension Tests which provided valuable information for the teachers. The students were then re-tested 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. The students excellent reading level growth has caused the school to purchase a large amount of high level readers and chapter books.

The students performed well in the Annual Public Speaking competition and students participated in our whole school spelling bee. Our choir also achieved great commendations at the Abermain Eisteddfod where the choir performed their songs to a panel of judges.

Numerous children in Year 2 participated in the ICAS assessments - one child was awarded a High Distinction in Spelling. Most children performed well receiving Credits and Participation awards.

Our children are meeting many learning outcomes from our key learning areas using their coding skills. Our Kindergarten children are learning the basics of coding and can use their Beebots effectively to solve many problems. We purchased Dash and Dot Robots for each class to utilise within their curriculum. The children are immersed in technology and are able to work in collaboration with their peers to problem solve.

Cultural achievements

In 2017 the students participated in:

- History excursion to Tocal.
- 'Grandparents' Day, Mother's Day, Father's Day celebrations and Christmas carols evening
- Literacy and numeracy week.
- Play based learning in our outdoor learning areas
- Assemblies twice a year for each class
- Visiting Book Week performance, pet and sustainability programs
- An author visit
- An author video conference
- Newcastle Writers festival workshops
- Public Speaking Competition and the Regional and Diocesan Competitions
- Spelling Bee
- The Abermain Eisteddfod and Senior citizens week
- The Anzac Day march
- School Disco
- Whole school Christmas movie - Glendale Theatre
- Incursions from Rural fire brigade
- Science 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.
- Caritas and mission activities.

Sporting achievements

A small number of students participated in the Annual school swimming carnival and 2 students competed at the regional swimming carnival at Maitland. All students participated in the annual Athletics carnival and 6 students went on to compete at the All Saints Cluster Athletics Carnival.

Some children participated in the Cross Country trials at Booth Park.

Our grant from Sporting Schools was put toward our Primarily Active gymnastics program. The remaining terms was spent on swimming for Year 2, Year 1 and Kindergarten.

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). | 8 |
| 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 | 8 |
| Total non-teaching staff | 8 |
| Grand total | 16 |
| Percentage of teachers who are indigenous | 1 |

Teacher Attendance

88%

Teacher Retention

100% of staff have retained their position at the school. One temporary teacher left to take up a permanent position at a neighbouring school thus another temporary teacher was employed at the school. One staff member took maternity leave during the year and returned in Term 4 to part time roll.

Professional Learning Undertaken

During 2017 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:

Reading Difficulties and Dyslexia online training course

Sharon Hall - IT instruction on video conference use

Sharon Sawyer - Dibels

Sharon Sawyer - Cued Articulation

Brad Fuller - Religious Education

Diabetes training

Assessment-formative, summative and of learning

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

Use the DEC continuum to group kinder students to accelerate progression

Evaluating and updating the PDH and Well Being policy

Learning goal boards used in classroom for Writing ,English and Maths.

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 organise

Geography and History Syllabus

ICT and the use of IPADS, coding and robotics

External Providers and CSO Professional Development:

Making Literacy Visible - Dylan Williams

Seven Steps to Writing

Principals State conference

CPR and Emergency care

School Improvement Conference- AIS

REC, Principal, Assistant Principal and Learning Support development days, CSO

Developing Spirituality CSO

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 parent body were given many opportunities to voice their opinion and satisfaction by participating in surveys and discussions at P&F meetings . 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 70 % 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 outstanding reputation. An OOSH may be onsite in 2018.

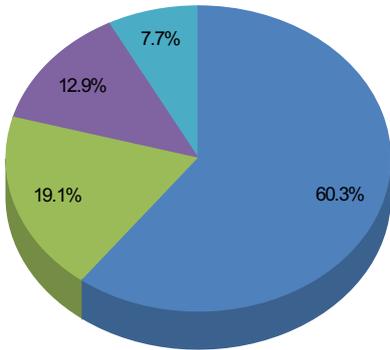
Student Satisfaction

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 playing fields, basketball in the morning, computers, iPads, the sandpit and the resources used in lessons. There were no significant issues or areas to be addressed. The students express their delight in our playground equipment consisting of a boat, outdoor climbing equipment, a bus and the opportunities to explore in our outdoor learning area.

Staff Satisfaction

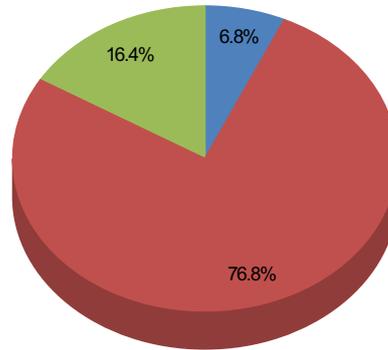
Teachers are given opportunities to bring up concerns with me personally and at staff meetings. I encourage and expect all staff to have a voice in the direction, focus and running of the school and I honour a team approach with collaboration being an important priority. Most issues are easily resolved 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. Following a major incident at school this year, our staff have formed strong bonds and they feel valued and a sense of being in community with each other.

Income



- Commonwealth Recurrent Grants (60.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.1%)
- Fees and Private Income (12.9%)
- Other Capital Income (7.7%)

Expenditure



- Capital Expenditure (6.8%)
- Salaries and Related Expenses (76.8%)
- Non-Salary Expenses (16.4%)

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 | \$1,178,302 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$372,360 |
| Fees and Private Income ⁴ | \$252,986 |
| Other Capital Income ⁵ | \$150,640 |
| Total Income | \$1,962,526 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$122,265 |
| Salaries and Related Expenses ⁷ | \$1,385,317 |
| Non-Salary Expenses ⁸ | \$295,193 |
| Total Expenditure | \$1,802,775 |

For the 2017 year the Holy Spirit Infants School received \$8,238 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, NESAs, 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 Infants School

ABERMAIN

Phone: 4930 4361

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