



2018

ANNUAL SCHOOL REPORT

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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

2018 has been a great year in which the school has demonstrated growth in the various initiatives that have occurred over recent years. Initiatives in literacy and numeracy are now embedded into teacher practice and have become part of everyday teaching.

Our School Improvement Plan (SIP) clearly articulates our direction and has ensured we are focussed on achieving our goals. Teacher professional practice and development is linked with the SIP and aligns school and teacher goals. Teaching and Learning is our priority and our school implements strategies where teachers, students and families can reflect on pedagogy and the impact it is having. Regular collaboration through professional learning communities, targets students' progress through formative and summative assessment. Teachers are working more closely in teams and this is having a positive impact on student achievement.

The school continues to grow significantly and as such new learning spaces have been installed. All classrooms have had additional furniture purchased which is contemporary and reflects a flexible approach to student seating and grouping.

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, Disco, Entertainment Books and Pie Drives. Funds have been used to purchase sport equipment, library resources and art supplies.

P&F President 2018

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.

School Leaders 2018

SCHOOL FEATURES

History of the school

Originally the school was under the patronage 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.

Location/Drawing Area

The school draws on the local Kurri Kurri district including Abermain Gillieston Heights, Weston, Sawyers Gully and Stanford Methyr. The local area is growing rapidly and this is reflected in the growing student population.

Catholic Identity and Mission

Catholic Imagination and Spirituality

We at Holy Spirit Primary acknowledge the Awabakal people 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. Blessed 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 to an overall 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 very great extent indeed. This is exactly what the Sisters of St. Joseph did and what our school continues to do.

Family, Parish and Diocesan evangelising and catechesis

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

Each year the school assists the St. Vincent de Paul Society with the 'Giving Tree' at Christmas, assisting with presents and food items for the needy in the parish and providing other services where and when needed. The school has its own 'Mini-Vinnies' group and is active throughout the year promoting social justice issues.

Christian Discipleship

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 and with the wider school and parish community. They are encouraged to continue to develop attitudes of caring, loving and sharing themselves with others and a realisation of their stewardship for the whole environment and world they live in. This camp is particularly important in developing the student's self-esteem as they challenge themselves well outside of their comfort zones and it provides children who are not necessarily academic with an avenue in which they can lead and excel. 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 and citizenship.

Religious Education and Curriculum

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 REC 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.

Initiatives Promoting Respect and Responsibility

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 are Children's Mission and Caritas Australia. Each year Richard Cootes, the Diocesan Schools' Mission Coordinator, is invited to speak to the children concerning Children's Mission.

Through these activities students develop a sense of respect and responsibility.

Student Profile

Actual Enrolments 2018

Scholastic Year	Number of Students
Year 3	46
Year 4	41
Year 5	32
Year 6	24

Student Attendance

Percentage of student attendance by Year level and school average for 2018

Year 3	Year 4	Year 5	Year 6	School Average
91	91	93	93	91

Pastoral Care and Wellbeing

Student Welfare Policy

At Holy Spirit Kurri 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. The 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.

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

A focus of our School Improvement Plan (SIP) was to re-engage with our Josephite heritage. We wanted to strengthen our knowledge of Mary MacKillop and the legacy in which we now continue. Closely linked to this was to ensure that RE lessons were relevant and of a high quality.

Teaching practice continued to be an ongoing priority ensuring quality pedagogy based on data gained from PLCs. Through collaboration teachers are developing a greater consistency in practice as well as assessing students.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
The impact of learning in Mathematics was validated by regular professional learning community meetings where teachers meet regularly to discuss assessment tasks and comparisons across grades. This team approach brought a collective wisdom to lesson planning and assessment tasks. This ongoing collegial approach developed shared teacher responsibility for all student learning and extended teacher's professional judgement into other classrooms.	A key improvement for next year will be a school wide focus on the implementation of learning technology into daily classroom learning. Teachers will provide engaging learning sequences which will require students to collaborate and problem solve. Activities will also include open ended tasks and connect to real life situations.
Ten out of 14 students from the literacy intervention group progressed one level showing improvement in reading fluency and accuracy. Five students in the second intervention group progressed to the highest level in the programme. Improved fluency, a decrease in errors and improved comprehension were all evident. The intervention programme has proven to be beneficial in accuracy and fluency for all students and will be used in 2019 to ensure ongoing support to those who require it.	The second key improvement will be the introduction of contemporary learning space and furnishings. Classroom design will reflect a flexible layout where students can make choices around their learning. Teachers will plan learning that is more personalised and cater for student differences and interests.
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.	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. Teachers will be encouraged to attend system leadership professional development.

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. A number of students are competent musicians and singers. The school has been a strong supporter of the Diocesan Choir and our students represent us at many of the major Diocesan Events. This year the school held "Showcase 2018" where students perform a variety of dances. Every child in the school was involved. We ensure students are exposed to and involved in quality cultural experiences related to each of the key learning areas. 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.

Sporting achievements

Sport plays a significant role in family and community happenings. Pupils from Holy Spirit Primary School in 2018 were provided with many sporting opportunities and performed wonderfully. The pupils competed in competitions that ultimately allowed them to progress from local to diocesan, state and national championships. Boys and girls from our school competed in 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	81.00%	75.70%	4.80%	8.70%
	Writing	81.40%	71.70%	2.30%	10.00%
	Spelling	72.10%	69.60%	9.30%	12.50%
	Grammar	81.40%	73.10%	7.00%	11.30%
	Numeracy	76.20%	66.80%	7.10%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	62.50%	65.50%	9.40%	12.80%
	Writing	50.00%	43.70%	9.40%	23.40%
	Spelling	75.00%	63.90%	9.40%	13.50%
	Grammar	75.00%	64.40%	6.30%	14.30%
	Numeracy	62.50%	57.50%	9.40%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	10
II. Teachers at Highly Accomplished/Lead	

Workforce Composition

Number of Staff	
Total teaching staff	10
Total non-teaching staff	9
Grand total	19
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher Retention

100%

Staffing levels at Holy Spirit School Kurri Kurri have remained constant. New teachers and support staff have commenced due to the increase in students.

Professional Learning Undertaken

The major professional learning undertaken was to further develop staff understanding of the Josephite tradition and charism. This learning was held at Mary MacKillop House on St Joseph's day and laid a firm foundation re-energising staff to the school vision statement.

Staff undertook online learning to further their understanding of special needs students particularly those with Autism. This course was led by a Catholic Schools Office Education Officer. The course enabled staff to work collegially and in their own time.

Executive staff attended leadership development days focusing on leadership style and strategic planning. Leadership development will be ongoing as our young leaders continue to develop their skills.

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.

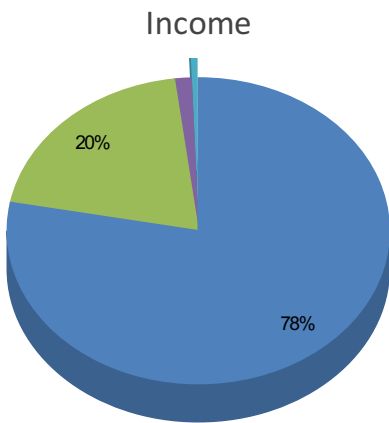
The student body is very willing to be of service to others and willing to assist in fundraising for charities. There is a strong sense of social justice and the need to support those in need.

Staff Satisfaction

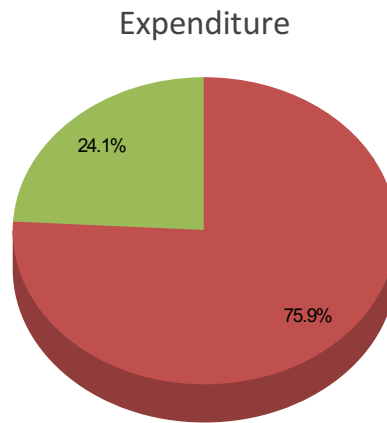
The staff at Holy Spirit School are very professional and supportive of all students. They are dedicated to enhancing the learning of each child. Staff satisfaction is high and is evidenced by the high attendance rate of staff and the willingness to go beyond their hours of work.

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 (78%)
- Government Capital Grants (0%)
- State Recurrent Grants (20%)
- Fees and Private Income (1.4%)
- Other Capital Income (0.6%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (75.9%)
- Non-Salary Expenses (24.1%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,574,073
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$404,415
Fees and Private Income ⁴	\$28,455
Other Capital Income ⁵	\$12,060
Total Income	\$2,023,512

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$165
Salaries and Related Expenses ⁷	\$1,495,791
Non-Salary Expenses ⁸	\$475,386
Total Expenditure	\$1,971,177

For the 2018 year the Holy Spirit Primary School received \$4,509 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 Primary School

KURRI KURRI

Phone: 4937 2165

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