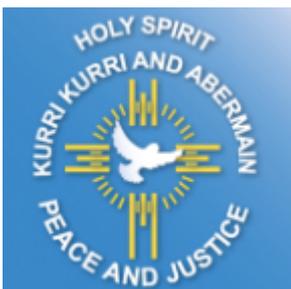


2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



Holy Spirit PS

Barton Street, KURRI KURRI 2327

Principal: Paul O'Heir

Web: <http://www.kurri.catholic.edu.au>



About this report

Holy Spirit PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

2019 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 groupings.

Parent Body Message

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.

There is a strong partnership between home and school. Parents are recognised as the first educators of their children with respectful relationships within our community.

The parent body meets monthly to encourage parents to engage in the life of the school. Meetings are conducted formally with an agenda and minutes taken. The parent body also has opportunities to socialise as well.

P&F President 2019

Student Body Message

Our school is very 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 2019

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.

Holy Spirit Primary School caters for students in years 3,4,5 and 6. Our infants cohort are on site at Holy Spirit Infants School Abermain. Upon finishing year 6 our students transition to year 7 at St Peter's Catholic High School Maitland.

Holy Spirit has strong ties with our local community. Every year we participate in Kurri Kurri Community Festival and the Nostalgia Festival whereby our students sing, drum or act out drama performances for the community.

Our stage 3 students attended Great Aussie Bush Camp for a 3 day excursion to promote the building of friendships.

Year 6 participated in the All Saints Regional Debating competition coming away with high commendations from the adjudicator.

In line with our PDHPE curriculum and with the assistance of the Sporting Schools grant, we were able to engage "Fit For Kids" to further develop the student's Lacrosse, Athletics and Touch Football skills. Term 3 saw the engagement of ZDA, a local dance academy where the students were taught professionally choreographed dances that culminated in a spectacular Showcase at the conclusion of that term.

We participate every year in University ICAS competitions. ICAS Assessments are designed to recognise academic excellence, students are assessed on their ability to apply classroom learning to new contexts using higher-order thinking and problem-solving skills. This is a voluntary option for our students.

After an application for the Diocesan Capital Works/Maintenance Program was made, we were successful in the refurbishment for a extended staff area and staff toilet facilities. Our student toilets were approved to be refurbished under funding from the CSO.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
78	86	7	164

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 90.60%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0.00	0.00	0.00	91.00	90.20	89.20	92.00

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	23
Number of full time teaching staff	8
Number of part time teaching staff	6
Number of non-teaching staff	9

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

2019 was a wonderful year of Professional Development for Holy Spirit Staff.

A specific goal for the school was for a significant drive for Professional Learning Communities to become embedded in the culture of our school community. The executive team participated in initial visits to St Mary's Catholic Primary School Toukley, who were (and continue to be) thoroughly immersed in the Professional Learning Community process and have been for a number of years. They offered advice and specific direction that allowed Holy Spirit Executive to set goals aligned with our School Improvement Plan to move the PLC process forward.

Throughout the year, all staff then periodically visited St Mary's to observe the PLC process in action and to participate in their Grade Meeting processes which in turn became adopted practice by Holy Spirit to enhance teacher programming.

2019 was the beginning of the Gifted Education journey for Holy Spirit. We were approved by the CSO to become a "GELS" school (Gifted, Enriched Learning School). This allowed for the appointment of a GEM (Gifted and Enriched Mentor) who facilitated whole school Cognitive Ability Testing on each students with very pleasing results. 2 of our stage 3 students were also accepted into the Virtual Academy! A cohort of identified gifted children participated in a Minecraft Education day, they had an excursion to Newcastle University where they met Maths "guru" Eddie Woo who guided them through a variety of higher order mathematical open ended tasks and challenges.

Our GEM also instigated stage 3 (voluntary) involvement in Children's University, run also by Newcastle University. 25 of our students were able to graduate and attend a graduation ceremony at the University!

Our Assistant Principal and GEM began their second year of the Executive Leadership Course.

Two of our younger teachers began the "Doorways" Spirituality course which focuses on staff faith formation as well as the explicit teaching of Religious Education.

A school wide Professional Practice and Development goals focused on upskilling staff Digital Technology implementation and thus the whole staff attended Digital Technology courses at East Maitland and through our MN Connect online courses.

Newer staff members attended literacy Professional Development in Sydney to become well versed in the Words Their Way spelling program and the Seven Steps for Writing Course also.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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 move, 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.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

Holy Spirit Primary school adheres to the curriculum syllabus documents as outlined by NESA and ACARA. Our Key Learning Areas are:

- Religious Education
- English
- Mathematics
- Science and Technology
- Human Society and its Environment (HSIE) - History and Geography
- Personal Development, Health and Physical Education (PDHPE)
- Creative Arts

Digital technologies are utilised across all KLA's where possible. 2019 saw the beginning of the BYOD program for stage 3. Students were given the option to purchase a laptop (in line with school and feeder high school specs)

LEARNING SUPPORT PROGRAMS

Holy Spirit Primary School has a Learning Support Teacher who works with our staff and students 5 days a fortnight. Staff are well versed at curriculum differentiation - modifications and extensions to teaching programs are implemented according to individual student needs. Our LST, classroom teachers and parents work together to implement Personalised Plans for funded students into teaching programs.

We offer the Corrective Reader intervention program to those students who require literacy intervention. We have had great success with all students who use the program achieving reading leveled success.

WHOLE SCHOOL APPROACHES TO STUDENT ACHIEVEMENT/SCHOOL PEDAGOGY

All staff are engaged in the Professional Practice and Development goal setting program. During this process that is facilitated by the Assistant Principal, staff outline the areas of teaching that they would like to further educate themselves on. 2019 saw all staff wanting to implement more and varied technology across the KLA's . Year 6 gained a set of SPHERO balls that allowed the students to become involved in coding and hands on, open ended learning experiences.

Our Assistant Principal also began the Grade Meeting/PLC process with all teachers. This meeting process was fortnightly and focused on the implementation of enhanced Literacy experiences for the students. This process is ongoing in 2020.

The Pedagogical Mentor process was adopted by the CSO and two teachers were appointed to this role, to be a mentor to staff, one in Literacy and one for Numeracy. These mentors will work closely with staff to implement new and varied learning sequences and assessment opportunities.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	54%	57%	15%	11%
	Reading	51%	53%	15%	11%
	Writing	53%	51%	8%	6%
	Spelling	46%	48%	15%	13%
	Numeracy	26%	40%	33%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	35%	34%	28%	17%
	Reading	30%	37%	26%	12%
	Writing	15%	17%	24%	19%
	Spelling	28%	34%	22%	14%
	Numeracy	20%	29%	22%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly 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. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. 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 CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

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

We have adopted the 5 Star Duty System. This is a whole school collective approach where students work together to be tolerant of each other and have enriched play experiences. At the end of a duty, the teachers who were on supervision give the student body a score out of 5 (the best being 5) as to whether playground behaviour was positive with happiness for all.

These scores are then collated and tracked. When 500 stars are reached the whole school has a "Rewards Day" (eg Out of Uniform, lunch time disco's etc).

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.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

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.

2019 NAPLAN results showed no regression in all facets of Literacy. Students showed great growth in Reading and Spelling. This is a direct result of the PLC process. Staff came together to share students samples of work, discuss where the areas for improvement were and implement this into their flexible teaching programs.

Another key improvement was developing leadership capacity. Key staff were encouraged to attend leadership courses and take on greater responsibility in managing the school. This focus renewed leadership formation and enhanced the capacity of school leaders.

In addition to this 2019 saw the introduction of contemporary learning spaces and furnishings. Classroom designs were adjusted to reflect a flexible layout where students can make choices around their learning. Teachers were able to plan learning that was more personalised and catered for student differences and interests.

Priority Key Improvements for Next Year

A key improvement for next year will be the continued 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.

Another key improvement will be the completion of a new "teacher hub" for our ever increasing staff to be able to be given comfortable space to meet, conduct PLC meetings, staff meetings, personalised Program meetings for students.

We will continue to upskill all staff in areas of leadership. The AP and GEM will continue their Executive Leadership Course and provide feedback of this course to all staff members. The new scheme teachers will continue with their Doorways professional development.

Our Pedgaogical Mentors will have worked closely with all staff to create a culture of high expectations, deep learning, enhanced well being and a sense of belonging for all students and staff.

They will have worked closely with their two "champion" teachers who will have volunteered themselves and identified and or chosen an area or strategy that this wish to improve upon and seek to achieve student improvement in their chosen area.

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parents are given opportunities throughout the year to provide feedback to the school in regards to areas that are going well, areas that may need improvement and suggestions of initiatives they might like to see introduced. The preferred method of engaging with our parents is face to face but also using Microsoft Forms as a survey portal. The feedback has been very positive with frequent comments about being a kind and welcoming community with excellent lines of communication (through COMPASS, Facebook and emails).

Parents were very happy to see our Gifted and Enriched program introduced. They were also pleased with the sporting opportunities that our students can participate in. A focus for 2020 will be the reintroduction of a representative Rugby League team to participate in varied tournaments throughout the year. Continued participation in all community events is again a welcomed and appreciated gesture by our parent body as Kurri Kurri has an excellent community spirit that we always endeavour to be a part of.

Student satisfaction

Holy Spirit is a great environment for us students because everyone loves coming to school to see our smiling teacher's faces and to learn. The teachers are really fair and always make sure that everyone has a go. We get to do heaps of fun things like lots of rep sports, going to the ASPIRE concert each year, going on excursions to Sydney, or Aussie Bush Camp or Canberra. We love learning coding and getting to use new technology like SPHERO balls.

We can choose to participate in various competitions for Maths, Science, Writing, Reading and Spelling through UNSW and the Newcastle Permanent Maths competition too.

We really loved seeing some of our friends graduate Children's University.

We have a really fun playground with lots of sport equipment to choose from. We have a field across the road that we can play touch footy and tips at. We love when the teachers have a go at sport with us too!

Teacher satisfaction

Staff are very happy and have a great collegial and collaborative team spirit. All staff at Holy Spirit work together for the benefit of the students. Staff feel supported in their roles and participate willingly in the many extra curricular community, cultural and sporting events for the benefits of the students. Visitors ALWAYS comment on the positive vibe around our school, be it the playground, classrooms or staff room. Frequent comments are made about the compassionate nature of our teachers and the support that everyone receives when asked to work at or visit Holy Spirit.

Financial Statement

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1699768
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$509739
Fees and Private Income ⁴	\$327103
Interest Subsidy Grants	\$3543
Other Capital Income ⁵	\$93453
Total Income	\$2633606

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$38625
Salaries and Related Expenses ⁷	\$1778046
Non-Salary Expenses ⁸	\$683301
Total Expenditure	\$2499972

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.

END OF 2019 REPORT