

2024

Annual School Report

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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 Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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

The 2024 school year began with a commitment to maintain a focus on high expectations for students and to forge greater community partnership. The school has a sound reputation within the local community, and this continues with clear strategic goals that focus on academic achievement and development of the whole child.

Throughout the year various enhancements have been made to facilities including landscaping and gardens, drainage works and classroom refurbishments. Works will continue into 2025 where classroom connectivity will be improved with glass sliding doors.

Parent Body Message

Our Parent Engagement Group (PEG) struggled this year to gain traction and attendance remained low. Remote access was provided with a slight increase in attendance however like many school communities attracting parents to meetings is very challenging. However parents continue to support the school by attending special events and gatherings.

Student Body Message

Our school is welcoming and friendly where students are made to feel safe and supported. Our school community takes pride in student achievement and celebrates growth across all aspects of the curriculum. Students are involved in local community events and take pride in representing the school.

School Features

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. It still celebrates and lives its Josephite heritage. The school community treasures its history and the contribution made by the Sisters of St Joseph.

The school draws on the local Kurri Kurri district including Abermain, Gillieston Heights, Weston, Sawyers Gully and Stanford Merthyr. 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 to St Peter's Catholic High School Maitland.

Holy Spirit School 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.

School camps and interschool competitions and activities are an important aspect of school life together with co-curricular programs and other school events. Our annual dance concert was a particular highlight which brought the school community together.

Each year we participate 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. Students are invited to participate in the Children's University Program. Students complete a series of tasks and at the completion of the year, graduate from the University of Newcastle.

Each alternate year, Year 5 and 6 students participate in the Great Aussie Bush Camp. During this camp, the students reflect upon building community, trust and communication with their peers and wider school and parish community. This camp is particularly important in developing students' self-esteem as they challenge themselves outside their comfort zone. Students attend a Canberra excursion, visiting 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.

Student Profile

Student Enrolment

The School caters for students in Years 3 – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
84	85	19	169

* 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 [Enrolment 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 2024 was 88.69%. 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	89.23	88.39	90.20	86.92

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 Professional Officer for School Enrolment 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 2024:

Total number of staff	22
Number of full time teaching staff	9
Number of part time teaching staff	6
Number of non-teaching staff	7

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

We at Holy Spirit Primary school acknowledge the Awabakal and Wonnarua 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. Saint Mary MacKillop, the founder of the order had as her philosophy and driving motive, the education of poor children. At the same time, because of her faith she believed that religious education was as important to an overall education. Her goal was to provide both forms of education 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. This is exactly what the Sisters of St Joseph did and what our school continues to do.

The school is fortunate to have a pastoral care worker, working with the Religious Education Coordinator. A strong partnership has developed with the sacramental team, parish and school. This ensures a productive and positive 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 St Vincent de Paul Society at Christmas with presents and food items for the needy in the parish and providing other services as required. The school has its own Minnie Vinnies group and is active throughout the year promoting social justice issues.

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

LEARNING SUPPORT PROGRAMS

Holy Spirit Primary School has a learning support teacher who works with our staff and students eight days a fortnight. Staff are well versed in curriculum differentiation, modifications and extensions to teaching programs. Programs are implemented with adjustments to cater for individual student needs. Our learning support teacher, classroom teacher and parents work together to implement personalized plans for funded students in accordance with the Nationally Consistent Collection of Data. We offer literacy and numeracy intervention programs to those students requiring additional support.

WHOLE SCHOOL APPROACHES TO PEDAGOGY

The assistant principal/pedagogical mentor regularly conducts professional learning team meetings with teachers in stage groups. During these meetings the focus is on implementing best practice across the curriculum, utilising the 14 parameters as outlined by Lyn Sharrat in her work, Clarity.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Holy Spirit PS for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	46%	54%
	Reading	60%	66%
	Writing	88%	77%
	Spelling	46%	61%
	Numeracy	62%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	71%	65%
	Reading	76%	71%
	Writing	84%	67%
	Spelling	71%	68%
	Numeracy	68%	68%

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. 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 regarding areas that are going well, areas that may need improvement and suggestions for initiatives they might like to see introduced. The preferred method of engaging with parents is face to face but also using Microsoft forms as a survey tool. The Tell Them From Me Survey provides wide ranging feedback and assists with ongoing future planning.

Parents are very happy to see our Gifted Education Program continue. They were also pleased with the sporting opportunities and the pathways to higher level competition.

Student satisfaction

The Tell Them From Me Survey provides essential feedback for the school. Student feedback is positive and indicates a high level of satisfaction. Students appreciate the care and efforts of teachers and the variety of learning experiences that they have. Students also value the many and varied sporting and cultural opportunities that are made available to them.

Students are proud of the school and take pride in the school grounds and 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 fund raising. There is a strong sense of social justice and to support others.

Teacher 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 achieve 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 staff which promotes collegiality and a sense of well-being. A positive tone is reflected in daily interaction between staff where all are recognised as professionals and respected for their talents and their expertise.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$2,506,938
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$680,859
Fees and Private Income ⁴	\$498,827
Interest Subsidy Grants	\$1,574
Other Capital Income ⁵	\$150,454
Total Income	\$3,838,652

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$730,501
Salaries and Related Expenses ⁷	\$2,846,856
Non-Salary Expenses ⁸	\$1,152,039
Total Expenditure	\$4,729,396

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 2024 REPORT