



# Holy Spirit Primary School

## 2016 Annual Report

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## **About this Report**

**Holy Spirit Primary School** is registered by the NSW Education Standards Authority. The Catholic Schools Office, Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about **Holy Spirit Primary School's** performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, **Holy Spirit Primary School** community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors **Holy Spirit Primary School** has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority, Teaching and Educational Standards, NSW requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to school's newsletters and other forms of communication. Further information about **Holy Spirit Primary School** may be obtained by contacting the **School** or by visiting the **school's** website.



## **Section 1: Message from Key Groups in Our School Community**

### **Message from the Principal**

It has been a privilege for me to lead such a dynamic and exciting learning community this year. It is clear that the students, parents and staff have adopted and adapted 21<sup>st</sup> Century learning to the everyday practices in education.

The results that the children are able to produce show the school is moving in the right direction with all the key indicators showing improvement across all Stages. The feedback that we are receiving from the children confirms that they are positive about their learning and enjoying the experience and more importantly they are having success in their learning.

During the year the school has participated in wide variety of activities that have ranged from dancing in the Albury Eisteddfod, fundraising for local charities and Catholic Mission Australia, performance by Iron and Clay, (a youth Christen Revival Band), First Reconciliation, First Eucharist, excursions to various locations, including Melbourne for Stage 3 and Wonga Wetlands for Kindergarten.

In terms of building the new storage shed on the oval has been completed and is now fully operational. The major building project to relocate the office is now scheduled to commence early 2017 and be completed mid-2017.

Our school continues to enjoy a strong relationship with Holy Spirit Parish and we work closely with our Parish Priest Father Murphy and the Assistant Priests, Father Lee and Father Heffernan. During the school terms we regularly attend Mass, Reconciliation and Benediction. Father Murphy has also worked with the First Communion students to help them to prepare for Sacrament of Eucharist. The school also participates once a month in the Parish Vigil Mass supplying readers and students for the Offertory Procession.

## **CHAIRPERSON REPORT 2016**

The 2016 year has been another fabulous year for Holy Spirit with a new Acting Principal Rob Unsworth joining the Holy Spirit School community.

Other schools continue to visit Holy Spirit to inspect the open learning environment.

A visit to China for children of Holy Spirit School is occurring in early December 2016, the children will attend a school and see firsthand what school life is like in another country. They will also see other magnificent places that China has to offer.

The Mother's Day and Father's Day stalls were both a great success and again wonderful contributions were made by the families of Holy Spirit children. Thank you to all the volunteers



who continue to donate their time in assisting with bingo each week. All of these fundraisers raise monies that go back into the school to purchase much needed equipment and supplies.

A new shed that has been built has been an invaluable asset, storing sporting/play equipment and other miscellaneous items which has freed up other rooms in the school. One of the rooms near the kindergarten room has been converted into an arts room.

The school has also purchased a substantial amount of new furniture which has been placed in the Stage 2 and Stage 3 rooms.

The refurbishment and location of the administrative section of the school did not commence in 2016, however it is anticipated that it will be finalized sometime in 2017.

The School Council would like to thank Rob Unsworth for all of his hard work and dedication to Holy Spirit School over the past 12 months. We wish Rob all the best.

Tanya O'Halloran

### **Message from the Student Body**

Stage 3 students were asked to reflect on their year at school:

... enjoyed making new friends and working with fantastic teachers. Throughout the year we had fun opportunities and experiences, including Melbourne Excursion, Iron & Clay Christen Rock Band and sport gala days.

... really liked the online bullying survey, because it allowed anyone with problems to let someone know, without having to share it out loud.

... enjoyed the opportunity to go to the Bishop's farewell mass and meet the Bishop and to have my photo taken with him.

This was an amazing year for me in the way things were set out, the subjects, learning spaces, the inquiry time and teachers were there to help me achieve my learning goal.

The A3 singing programme was a highlight for me, it was really fun and a good experience

... enjoyed the Peer Support Programme and the Spirit Time training that prepared us to be group leaders.

... liked how we did fundraising to help those in need.



## Section 2 : School Features/Context

The School is a co-education facility educating children from Kindergarten to Year 6. The school is regarded as one of the leading exponents of Contemporary Learning in regional Australia. This year we have hosted visits from local, intrastate and interstate school to come and experience our learning centres. The school has four learning spaces that are reflective of learning in the C21st for the 358 students that we have.

## Section 3 : Student Profile

The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Indigenous	Total
170	188	31	11	358

\*Language background other than English

## Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)† **Could the links be checked and made active to current documents** which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office.



## Student Attendance and Retention Rates

Year	Attendance %
Kinder	94
Year 1	92
Year 2	94
Year 3	92
Year 4	93
Year 5	92
Year 6	93

The average student attendance rate for 2016 was 93%.

Regular attendance at school is essential if students are to maximise their potential. **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;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School's strategies have failed to restore regular attendance.



## Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

## Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	26
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2016:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
26	6	32



\*This number includes x Fulltime teachers and x part-time teachers

Percentage of staff who are indigenous	0
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### 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 service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga. This year all the staff have been involved in variety of professional development courses including, CPR training, Anita Chinn Numeracy Training, Spirituality Day and Mental First Aid for Children and Introduction to the Geography syllabus.

Staff individually have been involved in activities that have significantly improved professionalism and student outcomes. Included in this has been ongoing Reading Recovery Training, we have also had teachers training in the administration of the Best Start Assessment, two staff attend the Queensland Education Leaders Institute, Middle Leaders Course and one attend Executive Leadership Course. One of the highlights of the year has been the impact of music in the school which has been greatly assisted by the training in teaching of singing through the A3 Music Programme.

Many of the staff have taken the opportunity to participate in a Diocesan initiative for reflection and deepening of their faith during a two day live in course, Connections. The principal also participated in a two day live-in retreat held at Tocumwal, NSW. During the year a number of staff attend the Religious Education Coordinators Days as companion learners to help them understand the Diocese's development and promotion of Religious Education in schools.

As part of our desire to be at the leading edge of Contemporary Learning, staff have taken the opportunity to visit schools both intra and interstate seeking new ideas and skills





## Section 5: Catholic Life and Religious Education

The school follows the Wagga Wagga Diocesan Religious Education Curriculum, *Sharing Our Story*.

The school takes an active part in the life of the Parish, supporting our Parish Priest, Fr Murphy, and our Assistant Priests, Fr Lee and Fr Heffernan. This year the Year 2 children prepared for and received the Sacrament of Reconciliation and our Year 3 students prepared for and received the Sacrament of Eucharist. This was a wonderful opportunity for the parents to become more deeply involved in the spiritual life of their children.

Prayer plays an important role in the daily life of the school. We commence and conclude each school week with our school prayer. Each Learning Space has its own prayer table, as does the staffroom. In the early part of 2017 with the construction of the new Administration Building, plans are in hand to construct an outdoor prayer space.

Our Religious Education Coordinator works closely with the Parish Priest in relation to our school masses, which we celebrate 2 or 3 times per term. During the term the children also have the opportunity to participate in Reconciliation and Benediction.

The school participates in the Parish Masses, by supplying Readers and Offertory people at one Saturday Night Vigil Mass per month.

During the year the children participate in many activities that promote the missionary work of the church. This year these have included fund raising days for Catholic Mission, St Vincent DePaul, and Yellow Day for brain injury children.

The staff participated in activities to promote the Year of Mercy. On our Spirituality Day we took the opportunity to deliver, on behalf of Meals and Wheels, meals to the community of Albury and also to visit with and entertain the residents of Mercy Place in Albury. Aligned to this were two staff meetings reflecting on the Year of Mercy and the experiences that we had.

### Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



## Section 6: Curriculum

The School follows the NSW Education Standards Authority syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

The school provides the opportunity for the children to participate in a wide range of activities that enhance the education experience for them at Holy Spirit School. Included in these is the opportunity to participate in University of NSW Tests for Maths, Science, Computing, Spelling and Reading. Children also have the opportunity to be supported in their learning through the provision of assistance in Stage 3 Numeracy and Literacy through Quicksmart Literacy and Numeracy. In Stage 1 children have access to Reading Recovery, a dedicated 20 week programme, with one on one tutoring to help children who have not mastered reading. The school also provides individual support to students through the provision of Targeted Tutorials and Feedback sessions.

The school prides itself on delivering to our students, programmes that meet their individual learning needs and goals through differentiated lessons.



## Section 7: Student Performance in State- Wide Tests and Examinations

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 percentage 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: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	32.6	25.6	25.6	37.2	19.7	11.6	11.0
Band 5	30.2	30.2	18.6	27.9	18.6	23.3	23.3
Band 4	14.0	27.9	20.9	4.7	30.2	18.6	20.9
Band 3	11.6	11.6	20.9	30.2	27.9	32.6	30.2
Band 2	9.3	2.3	14.0	0.0	7.0	11.6	9.3
Band 1	2.3	2.3	0.0	0.0	2.3	2.3	4.7
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	7.7	2.0	7.8	5.9	5.8	3.8	7.7
Band 7	25.0	7.8	5.9	17.6	9.6	15.4	15.4
Band 6	28.8	35.3	35.3	19.6	30.8	32.7	25.0
Band 5	17.3	37.3	33.3	33.3	36.5	32.7	30.8
Band 4	19.2	13.7	11.8	17.6	15.4	13.5	15.4
Band 3	1.9	3.9	5.9	5.9	1.9	1.9	5.8



## **Section 8: Pastoral Care and Well Being**

### **Well Being**

The well-being of all students at Holy Spirit continues to be a priority. This year we have secured the funding to employ a trained Chaplain. This person has been able to work in school directly with children to help them deal with and overcome issues that arise. The Chaplain is also a member of the School's Well-being Committee and joins the Principal, REC, Centacare Counsellor and Special Needs Coordinator in a weekly meeting to discuss referrals from staff and parents. The funding for this programme has been secured for 2017.

Students have access through the Well-being Committee to refer students for professional counselling services provided by Centacare.

### **Academic Care**

The school is very aware of its responsibility to provide support for those students who find schooling a struggle as well as those who need to be challenged.

In terms of support programmes we provide Reading Recovery for Year 1 students, we have a dedicated teacher to work specifically with students who have English as an Additional Dialect or Language. In all classrooms we have differentiated learning to provide lessons at the appropriate stage of development for all students regardless of the physical grade they are in. We also support learning through the use of individual teacher conferences and target tutorials. Inquiry or Discovery Time in all Stages is an opportunity for students to explore, research and learn about a topic of particular interest to them.

### **Discipline Policy**

At Holy Spirit School, we believe Pastoral Care is a way of life. It is about creating a positive school climate through living out the Gospel. We believe Pastoral Care is achieved through established relationships and the recognition of each person's sense of worth, belonging and overall well-being. Our Behaviour Management policy is inspired by the philosophy of 'Restorative Justice'. It is a whole school commitment and approach to quality relationships. It provides us with strategies that promote inclusiveness and collaborative problem solving, while maintaining the respect and dignity of all parties concerned. At no time and under any circumstances, 'Corporal Punishment' is not acceptable or tolerated at our school.

### **Anti Bullying Policy**

We, the Community of Holy Spirit School, strive to create a safe and secure environment for students, free of all forms of bullying which strikes at the very basis of our Christian values. Accordingly, the community of Holy Spirit Primary School does not tolerate bullying of any child by another child or group.

Bullying affects everyone, not only the bullies and their targets. It also affects those who witness the intimidation, humiliation, abuse and the distress of the target child. It may affect the families of those involved, the relationships within a class and even disrupt the dynamics of the school. It can prevent students from attaining excellence in many aspects of their lives.



Therefore, a whole-of-school approach to bullying is adopted. We insist that natural justice and due process be extended to both the victim and the bully.

Accordingly we strive:

- To provide a stable, safe and ordered environment within which students learn effectively and behave responsibly;
- To ensure positive relationships are created and maintained within the school community;
- To encourage students to develop self-discipline by accepting responsibility for their own behaviour;
- To ensure that students value the worth and personal dignity of themselves and others;
- To foster in students a feeling of pride and belonging towards Holy Spirit School and the wider community;
- To develop a whole-school approach to the management of disruptive behaviour;
- To have a transparent and accountable process to deal with incidences of bullying.

### **Initiatives Promoting Respect and Responsibility**

The school promotes a number of programmes to help promote respect and responsibility. Included in this is the Peer Support Programme. This programme is run internally by our staff, takes our Stage 3 children for two days of leadership training to then deliver this programme over 8 sessions to groups of students from kindergarten to Year 4. Topics covered include team building, resilience and dealing with bullying.

The Year 6 children also have the opportunity to participate in one of four leadership teams:

Media: - Responsible for the digital records of events at the school, and preparing reports and articles for the newsletter and Facebook page.

Sports:- Assisting at Sporting Carnivals and lunchtime sporting competitions.

Making Jesus Real, MJR:- Assist with School Liturgies and Masses, Promotion of MJR across the school.

Fundraising:- Nomination of and fund raising for local charity and for Catholic Missions

These teams are all supported by staff members from the school.

### **Complaints and Grievances Resolution Policy**

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

### **Workplace Health and Safety**

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to



school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

### **Section 9: School Review and Improvement**

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. The **School** engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.



## 2016 Annual Improvement Plan for Holy Spirit School Lavington

<b>Strategic Priority Area</b>	<b>Improvement Targets</b> What do you want to improve	<b>Key improvement Strategies</b> How are you going to improve? What actions are required to progress the improvement target?	<b>Evidence of Improvement</b> How can you demonstrate that an action is complete? What is the evidence or indicators of improvement?
<b>Catholic Identity &amp; Religious Education</b>	PROJECT - BASED Raise the Catholic visual identity of the school.	<ul style="list-style-type: none"> <li>As part of our Commonwealth 'Block Grant' funding, include in the design of a refurbished Administration/Staff area a highly visible 'Grotto' space.                           Planned to commence Nov/Dec 2016 - Carry forward into 2017 Plan.</li> <li>Strengthen our Catholic/Christian culture with the introduction of a School Chaplain.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor how often the "Space" is utilized and enjoyed by; Students, Staff – parents</li> <li>Improving MJR across school, monitoring the 'need' within</li> </ul>



		<p>Commenced Term 1 2016.</p>	<p>school and broader School Community.</p> <p>Some improvement noted as a decrease in the respondents reporting Bullying via the Survey.</p> <p>In 2017 working with SANA &amp; SPA to present Resilience Project to all students, PD for staff and Parent Meeting.</p>
<p>Pastoral Care &amp; Wellbeing</p>	<p>MAINTENANCE – BASED Wellbeing Committee to have 2-3 new members – Principal, Counsellor and possibly Chaplain</p> <ul style="list-style-type: none"> <li>• Important to have ‘smooth transition’</li> <li>• To improve the feedback time back to Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ a School Chaplain <b>Commenced Term 1 2016.</b></li> <li>• LST an REC to oversee transition period</li> </ul> <p>Transition completed with members of the Committee - Principal/REC/Counselor/Chaplain/Special Needs Coordinator. Chaplain in training also joined mid year.</p> <ul style="list-style-type: none"> <li>• Commit to a 2 week ‘turnaround’ period from when Teachers submit a referral form to when ‘action taken’ feedback is given.</li> </ul> <p>Turn around time moving towards our turnaround goal.</p>	<ul style="list-style-type: none"> <li>• PMI from staff – after Term 1 and 2 (initially).</li> </ul> <p>Not completed.</p> <ul style="list-style-type: none"> <li>• Keep track of referral dates and ‘action’ taken dates.</li> <li>• Ask teachers if ‘turnaround’ time is good enough?</li> </ul>
<p>Student Learning &amp; Pedagogy</p>	<ul style="list-style-type: none"> <li>• Numeracy focus across whole school                         <ul style="list-style-type: none"> <li>• to raise the NAPL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue with Pre &amp; Post Testing <b>Ongoing</b></li> <li>• Continue with focused ‘tutorials’ on areas in Numeracy. <b>Completed and ongoing.</b></li> <li>• To ‘strengthen’ Stage 2 teaching team (to include a Stage 3 and Stage 1 teacher from 2015). <b>Completed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor NAPLAN results</li> </ul> <p>(Year by Year Cohorts, and growth from</p>





	<p>AN result s (in partic ular Year 5).</p> <p>* to raise the NAPLAN result in Year 5 Spelling.</p>	<ul style="list-style-type: none"> <li>Professional Learning opportunities made available to Staff (in particular Stage 2) <b>Completed</b></li> <li>Ensure two programs introduced in Early Stage 1 &amp; Stage 1 continue into Stage 2 – namely Oxford Words and Sound Waves. <b>Completed</b></li> </ul>	<p>Year 3 to Year 5)</p> <ul style="list-style-type: none"> <li>ACER testing</li> <li>Pre &amp; Post testing (Hattie 0.4 'Effect Size')</li> </ul>
<p><b>Strategic Leadership &amp; Partnerships</b></p>	<p>PROJECT – BASED</p> <ul style="list-style-type: none"> <li>Effectiveness of the Leadership team to work in collaboration as a team... to work Contemporarily.</li> </ul>	<ul style="list-style-type: none"> <li>Design/Construct a 'Contemporary' Front Office/Administration area (to model 'best' practise as a leadership team) <b>Planned to commence Nov/Dec 2016 - Carry forward into 2017 Plan.</b></li> <li>Employ services of 'Contemporary' Architect. <b>Completed.</b></li> </ul>	<ul style="list-style-type: none"> <li>Improvement/ Openness in communication</li> <li>Improvement in Collegiality/Collaboration</li> <li>Increase in work 'output'</li> <li>Modelling 'shared' Leadership</li> </ul>

## 2017 Annual Improvement Plan for: Holy Spirit Lavington

### Priority Key Improvements for 2017

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
<b>Catholic Life &amp; Mission</b>	<ul style="list-style-type: none"> <li>• Raise the Catholic visual identity of the school.</li> <li>• Continue to develop the call of Missionary Discipleship amongst Staff</li> </ul>		<ul style="list-style-type: none"> <li>• As part of our Commonwealth 'Block Grant' funding, include in the design of a refurbished Administration/Staff area a highly visible 'Grotto' space.</li> <li>• Catholic Life Team PD for REC and Staff</li> </ul>	<p>2017</p> <p>2017</p>	<ul style="list-style-type: none"> <li>• REC</li> <li>• Principal</li> <li>• CSO</li> </ul> <ul style="list-style-type: none"> <li>• Principal</li> <li>• REC</li> <li>• CSO</li> <li>• Catholic Life Team</li> </ul>	CSO	<ul style="list-style-type: none"> <li>• Monitor usage of the 'Space'</li> <li>• Staff committed involvement in missionary activities</li> </ul>
<b>Pastoral Care &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>• To improve the mental health of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in referrals to Well-Being Committee</li> <li>• Improvement in negative interactions among students</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience Project</li> </ul>	2017	<ul style="list-style-type: none"> <li>• Principal</li> </ul>		<ul style="list-style-type: none"> <li>• Decrease in referrals to Well-Being Committee</li> <li>• Improvement in negative interactions among students</li> </ul>

## 2017 Annual Improvement Plan for: Holy Spirit Lavington

<b>Student Learning &amp; Pedagogy</b>	<ul style="list-style-type: none"> <li>• To maintain the growth of all students in Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that students continue to achieve Effect Size of <math>\geq 0.4</math></li> </ul>	<ul style="list-style-type: none"> <li>• Document Data Collection School Plan and Timetable. Discussion with all staff and feedback.</li> <li>• Data collected to be forwarded to Principal for analysis and graphing and then results to be communicated collectively and individually to staff and school community.</li> <li>• Ensure data is used throughout the whole school to identify gaps in student learning, to monitor improvement over time and growth across the whole school.</li> <li>• Targeting Maths Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• S1 2017</li> <li>• Data to be reported/ collected Termly or at the end of a unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team led by AP</li> <li>• Principal</li> <li>• TMT Coord.</li> </ul>	<ul style="list-style-type: none"> <li>• Data Wall</li> <li>• Effect Size formula</li> <li>• ACER Pat Testing</li> <li>• SENA</li> <li>• PM Reading Levels</li> <li>• Ob Survey</li> <li>• Best Start</li> <li>• K -2 Diocesan Tracking Tool</li> <li>• NAPLAN</li> <li>• Pre and Post Test results.</li> <li>• Time allocation – to upskill staff</li> </ul>	<ul style="list-style-type: none"> <li>• Data Collection School Plan</li> <li>• Document and Timetable created.</li> <li>• Establishment of permanent Numeracy(K-2 2017)/Writing &amp; Reading (K--6)Data Walls.</li> </ul>
<b>Strategic Leadership &amp; Partnerships</b>	<ul style="list-style-type: none"> <li>• Building the Leadership Team</li> </ul>		<ul style="list-style-type: none"> <li>• Establishing 'norms'</li> <li>• Identification of strengths and weaknesses</li> <li>• Role descriptions</li> <li>• Embed collaboration through working as a team (weekly leadership meetings)</li> </ul>	Term 1 2017	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• REC</li> </ul>		<ul style="list-style-type: none"> <li>• Modelling 'shared' leadership</li> <li>• Increase in work 'output'</li> <li>• Collegiality</li> <li>• Collaboration</li> <li>• Openness in communication</li> </ul>



## Section 10: Parent, Student and Teacher Satisfaction

The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction the community has with our school. Holy Spirit's School Council comprises parent representatives, Parish Priest and the Principal. They meet monthly to provide advice to the Principal on matters of policy relating to the well-being and direction of the School and support the organisation of the school through promotion, fundraising and budgeting.

The school utilizes digital technology to communicate with the parents, included in this is the school's Facebook Page, Team App and the School's Web Page, we have received very positive feedback from parents about these. We have a wonderful degree of parental involvement at Holy Spirit in many capacities which is very supportive and encouraging. Staff meet twice a week for both professional development opportunities as well as housekeeping needs. This time allows for collaboration, planning and working together as a team. Self-assessment and student surveys are carried out in various forms over the year to determine students' interactions, perceptions, understandings and needs.



## Financial Report

