



## Annual Reporting Data 2019

The Australian Government accountability regulations require schools to report each year, information on school performance to their community. Some of the information included in this report has already been shared with the school community at events, meetings and through publications such as the school's newsletter and website.

### **CONTEXTUAL INFORMATION:**

Holy Spirit School, City Beach was established in 1964 by the Dominican Sisters. Today, Holy Spirit is a single stream, co-educational primary school catering for the families of Holy Spirit Parish and near by suburbs for students from Pre-Kindergarten to Year Six.

Holy Spirit has an excellent reputation for providing a welcoming, innovative and academically diverse environment for its students.

The Holy Spirit staff are committed to providing a high level of quality education and pastoral care for the children. The teaching programs aim to strengthen and enhance learning opportunities across all learning areas and are driven by data from a range of sources including parent and student feedback. Current resources and excellent facilities are a feature of the school environment. Technology continues to be reviewed to ensure that our students are fully supported in their learning and that communication within the school community utilises all the platforms available. A strong focus in the early years of learning remains a top priority at Holy Spirit School. Each child is challenged and supported according to their interest and needs.

Specialist areas include Digital Technology, Physical Education, Visual Art, Italian, Music and Library. A private music program is also run through the school, with many students receiving individual tutoring. Students are also offered the opportunity to take part in the school choir and Performing Arts Festival. Public speaking, school incursions and excursions all form part of the learning journey. The sports program is well developed, and the school is recognised for its success in the Inter-School Swimming, Athletics and Cross Country carnivals.

The school works collaboratively with the Parish Priest in the Sacramental Program that is Parish based, family centred and school supported and a close working relationship exists between the Parish and the school.

Through the support of the parent community, Parents and Friends' Association and the School Board, which has played a very active role, the school is a tribute to the hard work of parents and their commitment to the Catholic Education of their children.

Parental involvement within the school is encouraged along with open communication between parents and staff to enhance the sense of development of community.

## **VISION STATEMENT:**

Holy Spirit Catholic Primary School is committed to the pursuit of Christian truth and excellence. All members of the school community are encouraged to develop their potential and special qualities in an environment centred on Christ.

## **TEACHER QUALIFICATIONS:**

All teaching staff at Holy Spirit School meet the professional requirements to teach in Western Australian schools and are registered teachers according to the guidelines of the Teachers Registration Board of Western Australia (TRBWA).

The following information outlines the qualifications that the staff have:

- 14 x Bachelor of Education
- 1 x Bachelor of Education – Early Childhood
- 4 x Diploma of Teaching
- 1 x Bachelor of Music
- 1 x Bachelor of Arts in Education
- 1 x Masters of Education
- 5 x Graduate Certificate in Education (Early Childhood)
- 2 x Graduate Certificate in Education (Secondary)
- 1 x Bachelor of Science
- 1 x Diploma of Education IT

## **WORKFORCE COMPOSITION:**

NUMBER OF FEMALE STAFF	28
NUMBER OF MALE STAFF	2
NUMBER OF INDIGENOUS STAFF	0
NUMBER OF MALE TEACHERS	1
NUMBER OF FEMALE TEACHERS [INCLUDING JOB SHARING & SPECIALISTS]	14
NUMBER OF FEMALE NON TEACHERS	13
NUMBER OF MALE NON TEACHERS	1

## **STUDENT ATTENDANCE:**

The overall attendance rate of students from Pre-primary to Year 6 for the 2019 school year was 95.85%. The attendance rate of individual classes for the 2019 school year is listed in the table below.

<b>YEAR</b>	<b>ATTENDANCE PERCENTAGE</b>
PP	92.39%
1	93.23%
2	97.26%
3	95.14%
4	97.82%
5	97.73%
6	97.37%

## **NON-ATTENDANCE MANAGEMENT:**

All absentees are recorded in SEQTA by each class teacher twice daily. The front office and staff do daily checks of absentees and follow up if required.

Absences need to be explained in writing by the child's parent, which is recorded in the SEQTA Database and all notes are kept for future reference.

The classroom teacher will send home an Absentee Note Request Form to any child who doesn't bring in an absentee note. This is followed with a phone call if required and if still no response a member of the Leadership Team will follow the absence through.

Absentee Notes are collected each term to ensure correct procedures are followed.

### **NAPLAN INFORMATION 2019**

#### **2019 YEAR 3 MEAN SCORES**

<b><i>SUBJECT AREA</i></b>	<b><i>ALL AUSTRALIAN SCHOOLS</i></b>	<b><i>SIMILAR SCHOOLS</i></b>	<b><i>HOLY SPIRIT</i></b>
Reading	432	498	507
Writing	423	461	467
Spelling	473	419	496
Grammar & Punctuation	440	513	526
Numeracy	408	460	462

#### **2019 YEAR 5 MEAN SCORES**

<b><i>SUBJECT AREA</i></b>	<b><i>ALL AUSTRALIAN SCHOOLS</i></b>	<b><i>SIMILAR SCHOOLS</i></b>	<b><i>HOLY SPIRIT</i></b>
Reading	506	552	556
Writing	474	507	510
Spelling	501	535	533
Grammar & Punctuation	499	550	554
Numeracy	496	539	543

### **PARENT, STUDENT AND STAFF SATISFACTION:**

At the end of 2019, Holy Spirit, through Edith Cowan University, conducted school climate surveys to parents, students, teachers, and education assistants. The surveys were confidential and anonymous. The feedback has formed the basis for the development and ongoing implementation of the Holy Spirit Strategic Plan and annual school priorities.

### **CELEBRATE OUR SCHOOL'S STRENGTHS:**

<b>Parents said</b>	4.43	Staff support was the highest
	4.18	Satisfaction with child's progress
	4.65	Welcoming school
<b>Staff said</b>	4.11	Collective Efficacy is high
	4.46	Want to continue working at the school
<b>Students said</b>	4.65	Teacher support
	4.55	Reporting and seeking help
	4.24	Peer Connectedness

#### **How the scores relate:**

- **Relative strength: Mean of 4.0 or above**
- **Monitor: <4.0 and >3.0**
- **Potential Action: Mean of 3.0 or below**

## **SCHOOL DESTINATION FROM PRIMARY TO SECONDARY SCHOOL:**

<b>SECONDARY COLLEGE</b>	<b>FEMALE STUDENT</b>	<b>MALE STUDENT</b>
John XXIII	4	4
Iona	7	0
Newman	0	1
Trinity	0	3
Methodist Ladies	1	0
Hale	0	1
Carine	1	0

## **SCHOOL INCOME**

Information on this aspect can be found on the My School Website:  
[www.myschool.edu.au](http://www.myschool.edu.au)

## **SCHOOL IMPROVEMENT PLAN (SIP) GOALS:**

In 2019 we focused on the following;

### Faith

- Introduce the focus of respect and kindness to all (Golden Tickets and Kindness Tree at assemblies). The golden tickets and kindness tree leaf not only emphasise who we are as a school but continually reinforce the message of kindness and care to our students and community.

### Curriculum

- Introduce staff and years 3 to 6 students to office 365. Staff and students to become familiar with Teams and One note. This will allow an important home/school link in communication with staff and students utilising One Note and Teams to collaborate and communicate and to facilitate learning.
- Introduce Accelerated reading program and Staff to be in serviced. This program will continue in 2020.
- Introduce Bright paths in writing and Staff to be in serviced in preparation for 2020.

### Aboriginal Education

- Aboriginal Education Focus began with some professional development at the end of 2018 to make staff culturally aware, appoint a coordinator, and in 2019 to work through the various CEWA modules and develop a plan and improvement map. This will also continue into 2020.

### Early Years

- The focus through the year was around planning the outdoor learning experiences and promote 'Agency' and creative differentiation at an early age.

### ICT

- Continue to integrate Digital Technologies in the classroom processes and curriculum with a teacher designated as technologies coordinator. Coding club and maker space have featured this year with plans to expand across all years in 2020.
- Update our school website.

## Policies

- Develop a school code of conduct to comply with System Agreement with the Minister of Education stating all schools in the system will be required to adhere to a 'Code of Conduct' on child safety in accordance with the standard determined by the Minister under section 159 (1) of the Act.
- To review and develop a clear and comprehensive Behaviour Student Management Plan. To have input from staff, school psychologist, parents and students which will give all stake holders a clear understanding of the process and outcomes in this area and a plan to follow should any behaviour issues arises.