



Annual Reporting Data 2020

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. This information pertains to the 2020 calendar year.

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. A strong emphasis is placed on student wellbeing and the students at Holy Spirit are happy and feel connected to the school and their peers.

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 annual surveys. Current resources and excellent facilities are a feature of the school environment. Staff are currently working on a new Information Technology Plan to support students more fully. 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, Italian, Music and Library. A private music program is also run through the school, with many students receiving individual tutoring. Students from Year 4 onwards are also offered the opportunity to take part in the school choir and performing arts festival. 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 Advisory Council 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 special qualities in an environment centred on Christ.

CORE VALUES:

As a community centred on the example of Christ, the following core values (CARE) underpin our approach.

Community

We value every member of our school community and we are to working together to reach our shared goals through our shared goals through mutual support, encouragement and celebration of our Catholic faith.

Achievement

We are committed to learning at every level to achieve our personal best.

Respect

We have personal and collective responsibility to each other and to the school's success.

Excellence

We promote excellence in all that we do.

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 | 27 |
| 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 2020 school year was 95.85%. The attendance rate of individual classes for the 2020 school year is listed in the table below.

| YEAR | ATTENDANCE PERCENTAGE |
|-------------|------------------------------|
| 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: The 2020 Naplan Data is not available due to Covid-19

PARENT, STUDENT AND STAFF SATISFACTION:

In July of 2020, Holy Spirit conducted a survey to parents, students, teachers and education assistants. The surveys were confidential and anonymous. To achieve this there were four separate survey questions for each group. The feedback has formed the basis for the development and ongoing implementation of the Holy Spirit Strategic Plan and annual school priorities.

Strengths:

- Staff Support.
- Welcoming School.
- Peer Connectedness.
- Strong support for all school functions and P&F initiatives.

Areas to improve:

- Students learning to resolve conflicts.
- Improving in providing activities that are varied to suit the abilities of different students designed to challenge in accordance with differentiating the curriculum.
- Communication and feedback to parents on how children are improving academically and what learning is taking place in the classroom.

SCHOOL DESTINATION FROM PRIMARY TO SECONDARY SCHOOL:

| SECONDARY COLLEGE | STUDENTS |
|--------------------------|-----------------|
| John XXIII | 6 |
| Newman | 1 |
| Churchlands | 2 |
| MLC | 1 |
| St Andrews | 1 |

SCHOOL INCOME

Information on this aspect can be found on the My School Website:

www.myschool.edu.au

SCHOOL IMPROVEMENT PLAN (SIP) GOALS:

In 2020 we focused on the following

Faith

- Implement the new Religious Education units of work
- To send out the parent letter at the beginning of each Religious Education unit of work.

Curriculum

- For all teaching staff to engage with and be able to upload students' work on the Brightpath software program
- Using Teams as an effective way to communicate

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.
- Implement One Land, One Story resource

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.