



## Annual Reporting Data 2021

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 2021 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 surrounding areas for students from Pre-kindergarten to Year Six. The school has undergone a few building improvements with the BER grants earlier on and more recently refurbishments to classrooms.

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. Holy Spirit School is a small school with a big heart.

The vibrant staff, operating within a professional learning culture, are hardworking and committed to providing a high level of quality education and pastoral care for the children. There has over the years been a strong emphasis in literacy skills within the Brightpath program. Other specialist areas include Digital Technologies, Physical Education and Sports, Performing Arts, Italian, Music and Library. Holy Spirit has three guilds that students become part of and a well-established interschool sports program.

Holy Spirit has a well-established relationship with local Catholic Schools with opportunities for teachers to meet and network as well as offering extracurricular activities for the students.

The school has a tradition of working collaboratively with the parish priest in the sacramental programs that are parish based, family centered and school supported. Holy Spirit school has a close working relationship with the parish priest, sacramental coordinators and school staff.

Through the support of the parent community a very active Parents and Friends committee and invested School Advisory Council, 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. A communication guideline has been established to ensure clarity and clear communication between school administration, teachers, and parents. Holy Spirit School currently has a total of 215 students from pre-kindergarten to year six with a steady growth in applications over the last few years. The community hold the school in high regard and enjoy the educational benefits offered and the promotion of a real sense of community for all stakeholders.

## **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.

### **C**ommunity

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.

### **A**chievement

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

### **R**espect

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

### **E**xcellence

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	25
NUMBER OF MALE STAFF	2
NUMBER OF INDIGENOUS STAFF	0
NUMBER OF MALE TEACHERS	2
NUMBER OF FEMALE TEACHERS [INCLUDING JOB SHARING & SPECIALISTS]	12
NUMBER OF FEMALE NON TEACHERS	10
NUMBER OF MALE NON TEACHERS	1

### **STUDENT ATTENDANCE:**

The overall attendance rate of students from Pre-primary to Year 6 for the 2021 school year was **92.71%**. The attendance rate of individual classes for the 2021 school year is listed in the table below.

<b>YEAR</b>	<b>ATTENDANCE PERCENTAGE</b>
PP	91.47%
1	91.67%
2	93.29%
3	94.47%
4	93.91%
5	93.57%
6	94.59%

### **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 Admin Officer will contact parents for unexplained absences with an SMS message. Parents can also fill in an absentee form online from our school website.

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

### **NAPLAN INFORMATION: This is for the 2021 academic school year**

	<b>Holy Spirit</b>	<b>CEWA</b>	<b>State</b>	<b>National</b>
<b>Year 3</b>	471	418	411	421
<b>Year 5</b>	549	513	503	504

	<b>Reading</b>	<b>CEWA</b>	<b>Writing</b>	<b>CEWA</b>	<b>Numeracy</b>	<b>CEWA</b>	<b>Grammar</b>	<b>CEWA</b>	<b>Spelling</b>	<b>CEWA</b>
<b>Year 3</b>	481	435	422	399	491	395	470	437	471	418
<b>Year 5</b>	518	493	535	494	531	504	545	516	549	513

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

Holy Spirit has undertaken surveys in previous years which involved extensive feedback from parents, staff and students. This feedback has formed the basis for the development and ongoing implementation of the current Holy Spirit strategic directions and annual school priorities. Data from these sources indicates a high level of satisfaction with Holy Spirit School. In 2022, parents and students will have the opportunity to participate in surveys that link to the School Audit occurring later on in the year.

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

<b>SECONDARY COLLEGE</b>	<b>STUDENTS</b>
John XXIII College	3
Aranmore	1
Churchlands Grammar	2
St Hilda	1
Scotch College	1

## **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 2022 we will focus on the following:

### **Faith**

Review the CEWA Evangelisation Plan to continue to support students' faith through the delivery of appropriate programs and practices within the school.

Develop and maintain reflective practices such as mindfulness, prayer and gratitude in all that we do.

### **Curriculum**

Use best practice teaching strategies and consistencies in writing, whilst upskilling teachers in Brightpaths. This is a program that upskills teachers across schools in consistent grading and assessment of the genres of children's writing.

### **Education**

Implementation of Seesaw across all years.

Provide stimulating and engaging learning environments that are underpinned by high expectations and quality teaching practices to differentiate learning and adopt a growth mindset as a whole school.

### **ICT**

Develop a budget which will enable and enhance the infrastructure, refresh the school's staff devices and increase professional development of all teachers, enabling them to better support best practice in design and digital learning.

Ensure staff are supported and empowered to use technology to assist teaching objectives to improve students' outcomes.

## **Early Years**

Review, upgrade and maintain creative play areas

Early childhood teachers to conduct a NQS self-reflection audit