

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



Holy Spirit Infant School

Church Street, ABERMAIN 2326

Principal: Diane Murphy

Web: <http://www.abermain.catholic.edu.au>

About this report

Holy Spirit Infant School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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

It is with pleasure that I present the Annual School Report for 2023 . As the only K-2 school in the Diocese of Maitland-Newcastle, Holy Spirit Infants School, Abermain proudly provides a holistic Catholic education for early learners in the Hunter Valley area. Our school's story is unique and we embrace this through strengthening our solid reputation for providing spiritual enrichment, quality teaching and learning, and cultural and sporting experiences within a safe, supportive and connected faith community. We foster a faith-filled Catholic learning culture where students can grow as confident, courageous and collaborative learners. We encourage curiosity and questioning through play-based learning and support students to develop social and emotional resilience, problem-solving skills and learning dispositions which utilise creative thinking. At Holy Spirit Infants School, we provide a solid foundation to enable all students in their early years to develop a strong sense of self and a confident student voice. We are called to draw inspiration and strength from the Gospel as we seek to actively witness the living presence of Jesus Christ throughout the community. We provide an environment in which students are encouraged to live out Gospel values, especially those of justice, respect, compassion and honesty. We provide opportunities for the children to celebrate feast days and significant liturgical events within our Parish setting and to foster a relationship through prayer, story and song with our loving God the Father, Jesus God the Son and The Holy Spirit. Our mission is to strive for excellence in Catholic education for the whole child as the early learner.

Parent Body Message

We acknowledge the generosity of parents and carers who volunteered to provide a variety of opportunities to engage in the school community events from term 2. Some parents assisted with the Easter raffle and Mother's Day events; the joint Athletics Carnival and School Cross Country; Father's day breakfast and paper plane challenge and various excursions and/or sport events. A highlight was our Family Bush Dance event where families of many generations came to enjoy a picnic tea, great music and a wonderful evening of dancing. The canteen is thriving due to parent and grandparent volunteers, which the community appreciated. Parents and families were able to join in Parish masses each term and a special welcome to Kinder mass. The school also joined the local community events such as the Anzac March; Nostalgia Festival and Year 2 competed in our first ever Oz Tag local competition day. All very well supported and attended by our parents and carers.

Parents are aware that they can make appointments to see their child's teacher and regularly comment that the school has a welcoming, caring and inclusive vibe that is supportive of both parents and children. The Seesaw app used to communicate with families was well received

and utilised effectively by teacher and parents in the educative partnership. Communication to parents and carers is via a fortnightly school newsletter and Compass alerts are sent directly to phones by the school, class teachers or the CSO. We initiated a Student Led Conference process for all students at the end of semester one which was very well attended with 98% of parents in attendance. Parents attended the P.E.G meetings held across both Holy Spirit Schools and engaged in the educational components and directed the focus of each meeting.

Student Body Message

As Holy Spirit is an Infants school, the school leaders are in Year Two and welcome the opportunity to develop and share leadership skills at this young age. The School Leadership team of six elected students have shown servant leadership across the school year through leading the awards assemblies and managing the sport equipment and sport shed; meeting with the Principal twice a term to share feedback and ideas about making Holy Spirit Infants an even better place. Many of the student leaders' ideas are implemented where possible.

Student voice is a valued feature of our school community. Some skills leaders have learnt include organisation, resilience, being quick to get things done, confidence, public speaking, setting an example and being a role model, having respect for others and leading by following our school rules.

The School Leaders said: "It's a great school!"; "It's a very nice community; you get a good education."; "Nobody's mean here and you make good friends."; "You can play and learn"; "You include others not exclude."; "You get to meet new friends and teachers."; "The teachers always help me."

School Features

Holy Spirit Infants caters for the early learner from Kinder to Year 2 with two streams of each grade. Our school is in the Vineyards Parish and our local church is St Francis Xavier Church adjacent to the school. Holy Spirit Infants School Abermain is located in the Cessnock City Council region, only a few kilometres from Weston and Kurri Kurri. The students who attend the school are drawn from Abermain, Weston, Sawyers Gully, Kurri Kurri, Pelaw Main, Heddon Greta, Cliffligh, Mulbring and Gillieston Heights. The students are encouraged to continue their Primary education at Holy Spirit Primary 3-6 at Kurri Kurri and then onto high school at All Saints Campus at Maitland. Holy Spirit Infants is located on land of the Awabakal and Wonnarua nations peoples. In June 1908 the Sisters of St Joseph travelled from Cessnock each day to operate a school in the Church hall. In 1935 classrooms were built. In 1966, the Abermain site became the Infants department, while the Primary children were educated at Kurri Kurri. The schools became known as St Joseph's Infants School, Abermain and St Joseph's Primary School, Kurri Kurri. In 1984, the first Lay Principal was appointed to St Joseph's, Abermain. In 1991, both schools became known as Holy Spirit Schools after the name of Kurri Kurri Church. In 2008 new school buildings and facilities were opened. In 2009 Holy Spirit received BER funding. In 2010 the canteen, refurbishment of the hall annex, entrance and the COLA were completed. In 2013 HSIA received the National Partnership Program funding. In 2014, 2015 and 2016 HSIA utilised funding from the State Action Plan. In 2019, due to expansion, Holy Spirit welcomed two demountable classrooms with a linking deck to the site. We have beautiful grounds with play equipment for Infants classes and excellent classroom and outdoor facilities. In 2023 we had six classes of early learners. Our school is a Successful Foundations School and we are committed to Play based learning for early learners. Parents are the primary educators of their children and are seen as partners with our school on enrolment. Parents are encouraged to be actively involved in the life of the school. Our school being K-2 enjoys a variety of excursions and several incursions. The students engaged in an effective basketball skills program, gymnastics program and a music and dance program culminating in the school family bush dance event. The administration building which was refurbished continues to welcome parents and ensure staff have excellent contemporary surroundings to work in. The outdoor covered learning area is a learning space is enjoyed daily by students. The school is well maintained and well resourced.

Student Profile

Student Enrolment

The School caters for students in Years K – 2. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
62	72	11	134

* 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 2023 was 91.47%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group		
Kindergarten	Year 1	Year 2
90.81	92.42	91.17

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 designated CSO officer 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 2023:

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

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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.

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 services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

The ongoing professional development of each staff member is highly valued and fostered. Professional learning can take many forms including whole school staff days, subject specific inservices, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. Professional Learning occurs weekly at the meeting time and is targeted to align with the School Improvement Plan. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

During 2023 staff were able to engage in PD with various Education Officers who facilitated targeted workshops/learning aligned to our 2023 School Improvement Plan with a focus on Faith Formation, Maths and Wellbeing. We engaged in the system led work with Dr Lyn Sharrat where colleagues visited our school for Learning Walks and Talks. We received valuable feedback which empowered all our teachers to continue the great work they do.

We engaged in the mathematics focus of the LIFT System wide PL with a focus on the researched based work of Peter Sullivan and began implementing launch, explore and summarise learning activities within each enquiry lesson. All teachers attended a PL Day together with Peter as a springboard for undertaking work in our school.

Our rich conversations about feedback and agreed practices about ways to provide K-2 students with feedback for growth and success continued as we unpacked the parameters for creating a collaborative school learning culture at Holy Spirit Infants. System wide Case Management Meetings and school based case management meetings and PLT's provided ongoing learning as the teachers grew in their knowledge and understanding of their own accountability and responsibility to all our students. Teachers attended PD supportive of their needs eg Early Career Teachers or needs within their roles eg GEM, PM, AP, REC and Principal as Lead learner provided by the diocese .

Our process is to share with all staff via a PD meeting afterwards. Our two kinder teachers presented data at the Successful Foundations PD day which enabled them to share the rich learning they gained from the project with peers.

Our Wellbeing Focus PL day was a powerful affirmation of the great work we are doing with Positive Behaviour for Learning at Holy Spirit Infants and affirmed the efforts of each staff member through the use of consistent language, a consistent message and a whole school approach to building social and emotional regulation skills in every grade.

Teachers also undertook a series of learning webinars in preparing liturgies online through Brisbane Liturgy. Teachers worked collectively and independently to establish key

understandings of all elements of the liturgical celebrations. This course was engaging and well presented PL which upskilled all.

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)

Holy Spirit Infants School is committed to proudly celebrating its Catholic identity, nurturing a genuine faith life in its students and staff and welcoming families on this journey into a relationship with God. Our day begins with whole school prayer at assemblies led by our students. The children embrace calm, daily prayer in the classroom before lunch, recess and at the end of the day. The school has organised liturgies where students, staff, parents, families and parishioners are invited to celebrate the presence and guidance of our loving God in our lives. In 2023 we continued Family Masses with the Parish where families were invited to come to worship with the local parish community and this has been very well received and supported by Fr James and is our ongoing goal of building strong partnerships. We recognise that each child is on their own spiritual journey and we encourage children to recognise the Fruits of the Spirit within themselves. Holy Spirit Infants School, Abermain are invited to participate in Parish life in a number of ways, such as participation at the Welcome to Kinder Mass, Sunday Masses and significant Church celebrations. Where possible we celebrate liturgies as our students are too young to receive the sacrament of Holy Communion. Parishioners comment that they love seeing the children and their families at mass.

Holy Spirit Infants follows the Diocesan K-12 RE Syllabus with Kindergarten and Year 1 teaching from a new Early Stage One and Stage One Diocesan syllabus focused on "An Encounter" experience with God. We celebrate elements of the Church's Liturgical Seasons

as well as cultural days, Harmony day and NAIDOC week. Holy Spirit Infants School lives out its Vision and Mission statements by providing an environment in which students are encouraged to live out Gospel values. We highlight the importance of growing the "Fruits of the Spirit" in each child and we recognise these important gifts daily in our positive affirmations and during fortnightly assemblies. This is a reflection of the Josephite charism of the school. Christian Discipleship, Social Justice and initiating compassion are significant aspects of our expression of our core beliefs and the life of Holy Spirit Infants School. We promote discipleship by giving students the opportunity to understand what helping others really means and by allowing them time to respond to God through prayer. The school has a strong social justice focus, participating in Diocesan sponsored activities and school based social justice initiatives. This year the students raised funds for Caritas, Catholic Missions, the Vinnies Winter appeal and Christmas appeal with food donations and the school community is very generous.

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.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Holy Spirit Infants School is a learning community committed to ensuring a whole school approach to quality learning and teaching. There was a high level of professional collaboration across all stages of learning, creating consistency in practice and understanding. The NESA syllabus documents form the basis of the courses of study devised and implemented by classroom teachers. This year there was a continued focus on student growth in mathematics and student wellbeing made explicit in the SIP. Our school engaged in the Leading Learning Collaborative, inspired by the work of Lyn Sharrat which guided our focus on gathering and analysing data for the purpose of explicit and targeted teaching to improve student outcomes. In 2023 we continued to embed the role of the knowledgeable other, that of the Principal as a leader of learning and a new Pedagogical Mentor. The PM worked alongside teachers to implement Learning Intentions and Success Criteria into their English, Maths and RE lessons. Teachers also implemented Bump It Up Walls as a strategy to improve student growth and establish student centred goals. Teachers grew in their understanding of the importance of the third teacher, the learning environment and its impact on student learning and growth. We initiated Student Led Conferences at the end of semester one and received positive feedback from parents, teachers and very proud students. Through rich dialogue about student learning and teacher practices, the data walls were modified for Writing, Number, Acadience, Social and emotional wellbeing as well as for tracking phonemic awareness. Teachers implemented explicit teaching of reading and comprehension as well as refining the gradual release of responsibility model using modelled, guided and independent teaching experiences daily. Literacy teaching and learning has been greatly supported through resources addressing synthetic phonics and the introduction of additional decodable and comprehension readers throughout the school. The whole school focus on explicit instruction using scope and sequence documents has also impacted improvements within the school and evident in Holy Spirit Kurri Kurri's NAPLAN data. Our focus on the elements of the Assessment Waterfall Chart has guided our effective practices in 2023. The teaching and learning of numeracy continue to be a priority for our school. All classrooms are equipped with 'hands-on' concrete materials to support and

enhance flexible thinking daily. Lessons begin with agreed practices such as a "Number Talk" K-2 and we sent several staff to the LIFT PL with Peter Sullivan to learn about Launch, Explore, Summarise learning tasks for effectively teaching mathematics. This is an ongoing focus for Holy Spirit Infants. Semester One and Two saw all teachers engaged in Professional Learning Team Meetings on a fortnightly basis and Case Management Meetings with positive outcomes for students and teachers. The growth in teachers was evidenced by the collaboration and contributions to these meetings. The Learning Support Teacher offers support for all learners across all Key Learning Areas. Adjustments are made in all programs by all teachers ensuring Quality Differentiated Practices. Holy Spirit Infants continue to use programs on iPads and to learn skills on laptops to enhance student engagement and support learning in the classroom. To enhance critical thinking and working technologically skills, students engaged in a range of Science Technology Engineering and Mathematics (STEM) activities.

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 the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). 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.

Initiatives promoting respect and responsibility

Values are intrinsic to our way of teaching and interacting with the families at Holy Spirit. Our school vision and mission specifically refers to the values of acceptance, respect, dignity and honesty. Holy Spirit school values diversity and inclusion of special learning needs. Social Justice issues are discussed regularly with the children and parents via class lessons, assemblies, prayer services and newsletter. To support the development of values we use the "The Fruits of the Spirit" as written in Galatians 5: 22-23. Students are awarded with specific 'Fruits of the Spirit' awards and these values are taught explicitly across the school. The PBL structure: I am safe, I am responsible, I am respectful and I am a learner, also complements the values of respect and responsibility accordingly. A Citizenship Award is presented at the end of Year Liturgy to a student from each class who has demonstrated exemplary values in showing care and kindness for others. Due to our unique nature as a K-2 school, Year 1 students are given the opportunity to participate in a leadership afternoon to prepare all students for leadership responsibilities the following year. The leadership afternoon encourages students to embrace leadership and to step up to the challenge of being a good, Christian role model. Opportunities for our Leadership Team of six Year 2 students are embedded in daily school life where they become role models for our Early Learners.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Key Improvements at Holy Spirit Infants School 2023 include:

Catholic Culture and Mission: In response to staff feedback data from 2022, several staff attended various system provided formation opportunities in 2023 and provided positive feedback. We implemented a variety of differentiated and engaging experiences and support aimed to nurture staff, student and family faith formation including initiatives linked to the Vineyards Parish. Our staff, students and families are engaged in creating our Catholic culture. Further implementation of the pedagogy of encounter through formation opportunities for our Year 1 teachers throughout 2023 and for Year 2 teachers in preparation for this new RE syllabus to be introduced in 2024. The collaborative approach enhanced the play based pedagogy evident at Holy Spirit Infants. We aligned the Vision and Mission of our School (Head, Heart and Hands concept) with our Staff Formation Framework which mirrors the system focus. Our school engaged in social justice initiatives to raise awareness of Mission through our Head, Hearts and Hands focus as we partnered with Caritas, St Vincent De Paul Appeals and Catholic Missions to raise not just awareness of others in need but to take action to help support them. Teachers engaged in targeted PL in RE through a Liturgy Course online through Brisbane Liturgy. This was very engaging learning for all.

Learning: The work of the embedded knowledgeable others in our school team was highly effective in 2023. Principal as leader of learning and our Pedagogical Mentor and Gifted Education Mentor worked alongside teachers to improve student outcomes through collaborative learning; embedding agreed practices in explicitly teaching phonics, phonemic awareness, reading and writing. The Executive Team lead learning through the Leading Learning Collaborative with clear established practices of effective PLT's, CMM's, Learning Intentions and Success Criteria for lessons in English and Maths; Bump It Up Walls for

writing and the use of the environment as the third teacher was a strategic and effective focus. Our Data walls enabled tracking student growth. Use of analysis of Acadience Data specifically focusing upon phonemic awareness, phonics and oral language skills for "where to next" for each student. Staff were guided using data to support effective differentiation, including Gifted Students, in a K-2 setting. Implementation of school wide strategies to raise cultural awareness, understanding and support the needs of ATSI students and EALD students. Teachers embedded aspects of the Assessment Waterfall Chart effectively into our school wide practice. There was the establishment of rigorous professional learning structures within collaborative teaching environments. Teachers taught from the mandated new English and Maths syllabus in 2023.

Wellbeing: Throughout 2023 our school continued to focus on effective Positive Behaviour for Learning as well as our Fruits of the Spirit focus. Each element is linked to supporting students to develop productive & supportive relationships and to enhance their understanding of catholic values through learning explicit skills necessary for life eg Love, Compassion; Self Control. The information is shared with all parents via the school newsletters and Compass app to enable families to link to their child's learning. The school actively implemented initiatives to support students and families through practical support such as completing forms for NDIS; connecting to support services in the local community and linking families to the Vineyards Parish through initiating Family Masses where the families are warmly welcomed. Holy Spirit Infants is committed to strengthening our school culture that is inclusive, welcoming and equitable.

Priority Key Improvements for Next Year

Catholic Culture and Mission:

Seek opportunities for collaboration for shared accountability of liturgical preparation.

Focus on staff formation through liturgy and prayer for staff, students and families.

Embed the pedagogy of encounter through teaching the new RE syllabus.

Learning:

Embed the strategies of launch, explore, summarise in Mathematics lessons and differentiate using higher order questioning skills and investigations

Wellbeing:

Our focus is to provide the school community with access to strategies and/or programs that enhance wellbeing so that they understand the value of their own wellness for life

Engage meaningfully with parents as partners in every child's learning journey

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 annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The parent body were given an opportunity to voice their opinion and satisfaction by participating in a "Tell Them from Me" survey sent out by the CSO in 2022 but not in 2023. The results from 2022 were very affirming of all aspects of the school as are the many conversations shared by parents and grandparents who are part of the school community. One focus across 2023 (in response to our 2022 survey data) was to ensure we communicate with parents the meaning of some of the elements of our school's Catholic Culture and Social Justice initiatives. This was achieved through explicit information for parents in our newsletters using the terminology of the survey to create greater understanding. Data reveals 93% of respondents understand the Faith Life of the school and 83% have a much greater understanding of the Catholic Culture. This was also achieved through invitations for parents to again be on site post pandemic. Parent survey responses affirmed the school is welcoming, safe and inclusive; provides strong support for students' positive behaviour and offers resolute Safeguarding information to keep parents fully informed. Emails, Seesaw, compass and regular contact via phone calls from teachers and exec staff were an ongoing priority in 2023. The school prides itself on clear and timely communication with the school community. Parents always have the opportunity to speak to the Principal in regard to any school matter and this avenue of feedback has been very effective and positive. We held four P.E.G. meetings with parents from both Abermain and Kurri Holy Spirit Schools where the educative component was driven by their shared interests and the needs of the parent community. The executive team shared sessions on teaching mathematics, teaching reading, an overview of the new RE syllabus for Early Stage One and Stage One. A complaints and grievances policy and brochure are also on display in the foyer and referred to in the newsletter as an avenue for any parent concerns. New parents cite the positive recommendations from relatives or friends as one of the main reasons they chose Holy Spirit Infants school for their child's Catholic education with 92% of respondents reporting the school was their school of choice due to its good reputation. The school is well resourced and well maintained. Holy Spirit Abermain is proudly educating generations of families in our area.

Student satisfaction

The voice of the child is very important at Holy Spirit Infants as we cater for our early learners K-2. Students have the opportunity to express their likes and dislikes and opinions within the classroom with their teachers and with the Principal. They enjoy coming and sharing a new idea or sharing feedback with the Principal as positive relationships are built with every student. We value students' concerns and listen to what they are saying. It is important to our staff that students feel valued and heard. Most issues are resolved easily and students are generally very happy with our school. Conflicts or behavioural issues are investigated and consequences are fair and just. Every student is taught explicitly the school's Positive Behaviours for Learning, consistently and utilising Restorative Justice practices is a key success of our school. Students say the best things about our school are the principal, teachers and staff who care about them and help them learn. They also report they like the Fruits of the Spirit, PBL and Principal awards, the playing fields, using laptops, iPads, robots, play equipment, the sandpit, the fairy garden, the canteen, special dress up days and excursions on a bus! There were no significant issues or areas to be addressed. The students express they most love being with their friends at school.

Teacher satisfaction

Our school is proud of our positive staff relationships. All staff have attributes and skills to share with one another and do so willingly. At Holy Spirit Infants School every person on staff is a valued member of our TEAM. Staff are given opportunities to bring up concerns either in a one to one discussion with the Principal or via a meeting forum for teachers and/or Support staff. Support staff also have an initial avenue for any concerns via their team leader our LST. Building collaborative practices built on trust underpins our school and all staff know they are valued and appreciated. Each person has a voice and the collaborative culture fosters opinions to be shared and openly discussed. Most issues are easily resolved by open communication and timely dialogue. The staff are generally very satisfied with the way the school runs and are happy to come to work each day. They value clear communication and this is undertaken via Compass staff alerts; emails; briefings and meetings. Staff collaborate well across classes and grades and are seen to be supportive of each other. The embedded knowledgeable others ie the Pedagogical Mentor and the Gifted Education Mentor are roles within the staff where together we learn and grow professionally, benefitting all staff and all students. Staff are committed to lifelong learning and to set professional goals for their practice and development and engage in receiving meaningful feedback. Professional Learning Team Meetings and Case Management Meetings are valued and embedded in our school culture. A shared sense of humour is a valued component of our work day as are celebratory gatherings in the new staff area.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$1,658,685
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$463,590
Fees and Private Income ⁴	\$375,445
Interest Subsidy Grants	\$5,619
Other Capital Income ⁵	\$110,604
Total Income	\$2,613,943

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$581
Salaries and Related Expenses ⁷	\$2,035,912
Non-Salary Expenses ⁸	\$581,634
Total Expenditure	\$2,618,127

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 2023 REPORT