

# 2022 ANNUAL REPORT

HOLY SPIRIT PRIMARY SCHOOL LAVINGTON



# 2022 Annual Report Holy Spirit School Lavington

## About this Report

Holy Spirit School, Lavington is registered by the NSW Education Standards Authority. Catholic Education Diocese of Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

Holy Spirit School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures 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 school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that Holy Spirit School, Lavington has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to Holy Spirit School newsletters and other forms of communication. Further information about Holy Spirit School may be obtained by contacting the school directly or by visiting the school's [website](#).

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

### Message from the Principal

It is with pleasure that I present the 2022 Annual Report for Holy Spirit School, Lavington. Holy Spirit School prides itself in being a Learning Community steeped in the Catholic tradition of Gospel Values. I would like to thank all the members of the Holy Spirit school and parish community for all their efforts and support for the school as we recovered from the impacts of the Covid-19 pandemic.

The 2022 school year commenced with limited COVID restrictions and a sense of hope that regular school routines would re-commence. Our school year started with Kinder parents being on-site to watch their children symbolically ring the bell to begin their formal school journey. Covid-19 restrictions did impact our ability to hold our beginning year traditions such as a Welcome BBQ and our tradition Swimming Carnival. As the Term One progressed restrictions eased and we began to return to what we used to call normal practices.

In May, with great excitement we launched our new Vision and Mission Statement at our school mass. After extensive work, including input from staff, students and parents the new Vision and Mission statements were created. Our aim was to create short, concise statements

## 2022 Annual Report Holy Spirit School Lavington

that will become living words in our community on a daily basis. Our new Vision and Mission Statements are now displayed at the entrance to the school.

The School Advisory Council, led by Ashleigh Robertson continued to support the school, teachers, students and the community. Fundraising opportunities and events increased this year. These funds funded the installation of the four filtered drinking water stations around the school.

After the disappointment of the school musical 'Tut Tut' being cancelled in 2021 our new Creative Arts teacher Mrs Emma Phanith wrote and choreographed 'The Sleep Over' which was performed in Term 4 of 2022. 'The SleepOver' featured all students from Kinder to Year 6. It was a resounding success which will be remembered for years to come. Camps, excursions, school and representative sports recommenced much to the excitement of the student body.

In August we were randomly selected by NESA for a curriculum and compliance audit. NESA focussed on Creative Arts for curriculum and Child Safety for compliance. This was a fantastic opportunity to review our practices to ensure we are meeting the needs of our students and greater community.

In reflection 2022 was a great year of celebration. A sense of celebrating, where our community has been able to come together once again to share in the life of our school community. Staff and students appreciated having parents and carers at assemblies, attending liturgies and school functions. Families are an integral part of our community and all value having them actively engaged.

I am incredibly grateful to all who contributed in any way to the life of Holy Spirit School during 2022. Your input and your effort for our community is valued immensely.

Matt Kean  
Principal

### **Message from the Parent Body**

We began 2022 with enthusiasm and looked forward to transitioning to a more normal school environment (living with covid), allowing us to make steps towards our goal of building our sense of community and increasing engagement from parents and families. Matt Kean, Cheryl Brigden and Father Murphy remained as the Ex-officio members, and we welcomed three new elected members at the AGM on 6<sup>th</sup> March 2022, Patrick Westwood, Jessica Tomich and Emily Harding. Three previously elected members of the school advisory council continued their term -Kate Besford, Somer Irving (Secretary) and Ashleigh Robertson (Chair).

In the 2022 school year we conducted 10 face to face meetings from March through to December, with the October meeting taking place via Zoom with a specific fundraising focus for the upcoming Trivia night. We had a high rate of attendance at the meetings overall. We aimed to regularly update and communicate with the school community and we did this via

## 2022 Annual Report Holy Spirit School Lavington

updates in the newsletter (once per term) and the parent's facebook page. We had positive feedback about our communication which had been lacking in previous years, and had regular feedback and suggestions from the school community to bring to our monthly meetings. In order to streamline the communication and allow for a central point of feedback, we requested a specific school council email address which we hope will be up and running for 2023.

Our major fundraising goal for 2022 was to continue to work towards our 20k target for the water stations that were operational in Term 3. They were much needed for our school and replaced the ageing bubblers. We raised \$11000 towards our goal over 2022 with the following events.-

- Mothers Day flowers
- Father's day sock stalls
- Pie Drive
- Trivia night (which was also our main parent/family engagement event)

Advocacy from the School Advisory Council led to the reconstruction of Mutsch Street including new kerb and gutter construction and drainage. Although the work took much longer than expected with weather delays it greatly enhanced the front entrance to our school and will assist in maintaining safe drop off and pick up areas in the wet winter months. Safety was added as an agenda item for our regular meetings in the second half of 2022.

At the start of 2022 the council discussed setting up two sub-committees to focus on grant applications and fundraising. We were not successful in setting up these committees, however we were successful in our fundraising efforts throughout the year utilising our current members. Our attempt to set up a fundraising meeting (in Term 2) outside of the new school council did not attract any parents or families. Grant applications and a fundraising subcommittee will be raised again for discussion at the start of 2023 to ensure we are in the running for all opportunities that may benefit our school, and to further engage more of the school community in our planned events. We may even try Zoom meetings at a later time slot to see if we can engage other parents.

We began discussions about a school fair in 2022 which has been proposed as our major engagement event to take place in 2024, and will require a lot of collaboration and support from many members of our community. We hope to bring this idea to fruition.

We acknowledged the difficulties faced by our teaching staff with staff shortages impacting for a large proportion of the year, and thanked them for another successful year of learning. We look forward to working with the Holy Spirit Community for another successful year in 2023.

Yours sincerely,

Ashleigh Robertson

**School Advisory Council Chairperson 2022**

## 2022 Annual Report Holy Spirit School Lavington

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

Holy Spirit Primary School offers a wide range of different learning opportunities for all students. The learning spaces allow students to work independently or collaboratively. Students leave here as problem solvers and with skills that will help them to learn in different settings. Learning devices such as ipads, chromebooks, microbits and spheres offer different ways to learn.

The school offers their students many opportunities to participate in sporting activities. School-based carnivals with the opportunity to go to higher levels at deanery and diocesan levels, as well as local gala days, are just two ways students are given more opportunities. There are also opportunities to participate in Creative Arts, Music and Drama. Last year, K-6 were all involved in the School Production "The Sleepover". It was successful and all students had the chance to be on stage.

Years 3-6 get to experience an overnight excursion. Year 3 students had their first camp away from home at Valley Homestead in Myrtleford. Last year, Year 4 also went to Valley Homestead in Myrtleford. Year 5 travelled to Borambola for two nights and three days. The teachers organised a Year 6 overnighter where students camped on the school oval. To finish their Primary School experience, Year 6 students got to go to Canberra for two nights.

Holy Spirit follows three expectations: Respect for self, others and property. This school is an incredibly kind and caring community. We have the Positive Behaviour for Learning (PBL) Framework for rewarding students for living up to these three expectations. Year 6 are offered student leadership roles. This includes school and house captains, where the students vote for the upcoming Year 6 students who they think will be a good leader. The four house colours are McRae, O'Connell, Esler and Dwyer. These houses are named after important people in Holy Spirit Primary School's history. Another great leadership program is the buddy system where Kindergarten and Year 5 work together and the same students work together in Year 1 and Year 6. Holy Spirit Primary School teaches students many different subjects. These subjects include Maths, English, Health, History, Geography, Science, Art, Sport, Creative Arts and Religion. These subjects are taught in many different ways. These different teaching styles keep us engaged.

The teachers always support our learning when things get challenging, but they also support our wellbeing, helping us to communicate well with each other and encouraging us to join in on some fun and creative challenges that were set for us.

Overall, Holy Spirit is a brilliant school. We always learn many new things and feel we will be very well prepared for high school and life. Any student that comes here will achieve to the best of their abilities.

### **Year 6 Leaders 2022**

## 2022 Annual Report Holy Spirit School Lavington

### **Section 2: School Features/Context**

Holy Spirit School is located on the northern edge of the City of Albury and is one of three Catholic primary schools in the city, functioning in a partnership with Xavier High School.

From somewhat humble beginnings in 1970, with 50 children enrolled and three teachers, the school has steadily grown to its present number of 323 students and some 37 staff members. The school is extremely well resourced.

The school aims to provide a broad based education and caring learning environment that will enable all children to realise their full potential in all aspects of their development. Learning Spaces and teaching philosophies are based on world class research as to how children learn best. All children are created with talents and are special individuals and the work of the school community is to develop and foster these talents.

The school is recognised for the family-friendly atmosphere that is promoted through parental involvement in all areas of the school. This includes the School Council, helping with reading in the Learning Spaces, attending a whole school BBQ to welcome new families, helping with the school fundraising including Bingo on Wednesday nights and attending weekly assemblies on Fridays.

Staff strive for powerful teaching and powerful learning for all students. This is achieved when teachers create a climate that promotes inquiry and creative exploration of ideas, where learners are encouraged to have-a-go and take risks and where they are supported to engage in deep and powerful learning.

In living out the vision of the school, Holy Spirit School strives to provide lifelong learners with the strategies and skills that instil confidence, equip them to journey towards their future and positively contribute to a changing world. The school continually evolves to ensure it is a Learning Centred School.

# 2022 Annual Report Holy Spirit School Lavington

## Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2022:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Indigenous</b>	<b>Total</b>
149	174	56	14	323

\*Language background other than English

### 1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese of Wagga Wagga website or by contacting the Catholic Education Diocese of Wagga Wagga or by contacting the school directly. See CEDWW policy [HERE](#).

### 2. Student Attendance and Retention Rates

<b>Year</b>	<b>Attendance %</b>
Kinder	91%
Year 1	92%
Year 2	91%
Year 3	91%
Year 4	91%
Year 5	89%
Year 6	89%

The average student attendance rate for 2022 was 91%.

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

## 2022 Annual Report Holy Spirit School Lavington

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.

**Holy Spirit School's** 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 well being 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 the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.



# 2022 Annual Report Holy Spirit School Lavington

## Section 4: Staffing Profile

There are a total of 26 teachers and 11 support staff at Holy Spirit School. This includes 21 full-time and 16 part-time teachers.

### Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	1
Proficient	25

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 Education Diocese of Wagga Wagga.

### 2022 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Grow Your Mind Wellbeing Program
- 6 Agreed Practices
- Teacher Wellbeing; Emotional Regulation

## 2022 Annual Report Holy Spirit School Lavington

- Explicit Direct Instruction
- Reading Instruction- Lyn Stone
- RISE online compliance modules
- Catholic Mission with Jane Plum
- Spirituality Day with Sr Anne Hagan
- Writing Moderation
- Data Tracking and Data Walls
- Professional Goal Setting: MyPaD Platform
- Dibels Reading Data
- Religious Education - Mary MacKillop Colloquium (1 attendee)
- Religious Education with Dr Paul Chigwidden from CEDWW
- Positive Schools Conference (4 attendees)
- Sounds-Write Course (8 participants)
- PBL (Positive Behaviours for Learning)
- Differentiation
- CPR
- Open-Plan Challenging Tasks
- Targeted Maths Focus
- National Collection of Data - Moderation session
- Analysis and Case Study Meetings

### Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Holy Spirit School follows the Wagga Wagga Diocesan Religious Education curriculum, **Sharing Our Story. Year 2 and Year 4 have been part of a trial of the Lighthouse Project.**

#### Catholic Heritage

Holy Spirit School is a community in which:

- Jesus is our prime focus enabling us to be active members of a faith-filled community.
- Children are prepared in a collaborative, cooperative and supportive environment, for the changing world, through the promotion of a comprehensive quality curriculum.
- The dignity of each person is upheld and respected and where the ideas of compassion and justice are allowed to flourish.
- Parents, the parish and teachers work towards the total development of the child in a safe, cooperative and collaborative learning community.

The school's Religious Education Syllabus is 'Sharing Our Story'. Resources were improved and developed in the area of assessment in line with the syllabus. The teaching of Religious Education occurs daily in all classrooms, with all children learning about their Catholic faith and covering the strands of God, Jesus, Church, Sacraments, Scripture, Christian Life and Prayer. Shared Praxis Approach is incorporated into programming.

#### Liturgical Life of the School

We celebrate Catholic heritage through masses, liturgies, sacraments and special feast days. We acknowledge St Patrick's Day due to our founding priest, Fr Patrick O'Connell, being Irish. We celebrate Holy Spirit Day at Pentecost.

Confirmation was celebrated on 25th June. First Communion was celebrated on 11th September. First reconciliation was celebrated in November with a choice between two sessions. Father Murphy teaches six First Communion and Confirmation lessons to the students in the weeks prior to the sacrament. Class teachers supplement the sacramental unit with extra lessons in class.

The school participates in weekend parish masses by supplying readers at one Saturday Night Vigil Mass per month. Staff and students are encouraged to attend these masses to foster the school/ parish relationship.

Staff come together for prayer each Monday morning, and teachers are rostered on to lead us. We pray before each staff meeting.

#### Staff and Student Faith Formation

The Religious Education Coordinator provides support to staff and students in preparation for RE lessons, feast days, sacramental preparation, lighthouse project, resources and school liturgies. A Google Drive folder is shared for resources. Staff members are encouraged to undertake study to gain accreditation, especially for those teachers who need to study to

## 2022 Annual Report Holy Spirit School Lavington

upgrade accreditation levels. In 2022, we had two teachers undertaking further study to gain Accreditation D for Work, Teach, Lead (WTL).

Staff members are encouraged to take part in the spiritual dimension of school and parish life. Sr Anne Hagan facilitated our Spirituality Day around Prayer to help those teachers new to RE to gain a better understanding.

Religious Education is a vital part of the curriculum at Holy Spirit School and all classes participate daily in the Diocesan Religious Education Program 'Sharing Our Story'. Year 2 and Year 4 have been immersed in the Lighthouse Project and the feedback regarding use of resources and booklets have been positive. Understanding Faith is provided by the CEDWW. The students engage in rich learning activities using the Know, Worship and Love textbooks and website.

### **Social Justice**

Holy Spirit School supports the work of Caritas and Catholic Mission through the study of their work. In Term 1, money is raised for Project Compassion. In 2022, \$1 691.15 was raised for Caritas. Fundraising for Catholic Mission occurs during the Mission Month of October, with a special focus on the annual Mission Day. Approximately \$1,500.00 was raised for Mission Day. Holy Spirit School supports the St Vincent de Paul Christmas Appeal. Year 6 leaders help to organise and facilitate special fundraising activities such as selling, spiders and icy poles.

In 2022, Jane Plum came to speak to our Year 6 students about Catholic Social Teaching and with a Catholic Missions lens. She delved into the deeper understanding of leadership, advocacy and why we need to stand up for those who can't help themselves. During Mission week, our school captain spoke as an advocate at our Parish Mass.

The REC also invited Jane to work with our staff at an RE meeting on the same subject, so that teachers have a better understanding on why we fundraise and why we want our students to be involved.

The Year 6 teaching team requested that Jane come to our school during our Year 6 Leadership days held early in Term 1, 2023, so that our new student leaders are exposed to the same ideals and information regarding fundraising and advocacy. This is something we will include each year from now on.

### **Professional Learning in Catholic Life and Mission**

Connections is a diocesan program offered to the staff each year. Teachers take the opportunity when they feel they need the professional learning or the well-being timeout. In 2021, one teacher attended this program.

Professional Learning in Religious Education consisted of 2 meetings on the Lighthouse Project, one session on How we Understand the Mass part 2 with Paul Chigwidden, and Catholic Mission with Jane Plum.

## 2022 Annual Report Holy Spirit School Lavington

### Section 6: Curriculum

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 (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

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The school provides the opportunity for students to participate in a wide range of activities that enhance their educational experience. These include participation in the ICAS tests through the University of NSW, Maths Olympiad (3–6) and an after school maths program, Mad About Maths K–2 and 3–6. In Year 1, students have access to Reading Recovery, a dedicated 20 week program, with one on one tutoring to help students who have not yet mastered vital skills in literacy and runs concurrently with the Extending Mathematical Understanding (EMU) Intervention program. The EMU Intervention program involves small groups of no more than three Year 1 students having daily targeted numeracy instruction for 10–20 weeks. The school provides individual/ small group support to students through the provision of targeted tutorials and feedback sessions.

A Maths Focus Teacher (MFT) was appointed in 2020 working across Years 3–6, three days a week. In 2022 the MFT continued to work with teachers and build upon the work completed in the year before. The MFT facilitates a Mathematics intervention program called EMU with students from Years 3–6. This program is similar to the Year 1 EMU program (small group of three students for 10–20 weeks of instruction). When restrictions permitted, 'Mad About Maths' sessions were run after school to enrich the learning of the students in a fun and exciting way.

2021 saw the introduction of the Literacy Intervention Teacher (LIT) initiative from the CEDWW to focus on Writing from Kinder to Year 2. In 2022 we were able to build upon the work begun in the previous year. For the second consecutive year, our in house data and staffing allowed for the engagement of a Year 3–6 specialist to work alongside the LIT.

During Years 5 and 6, students requiring assistance are supported in their learning through the Quicksmart Literacy and Numeracy Program.

MiniLit and MacqLit programs were implemented for students from Kinder (Term 4) to Year 6 with a total of 56 students receiving intensive literacy intervention at either a Tier 2 or 3 level.

## 2022 Annual Report Holy Spirit School Lavington

Holy Spirit School offers students access to speech pathology, occupational therapy and psychology through the Royal Far West Telecare for Kids program. This is utilised by linking specialist professionals through online video consultations at schools. Telecare for Kids provides assessment and therapy for children and capacity building sessions for teachers, parents and carers.

The school provides students who are learning English as an additional language or dialect (EALD) support to develop their proficiency in Standard Australian English (SAE) through small groups or one to one intervention. A highlight for this year was recognition from Catholic Schools NSW for the exponential growth of the school's EALD compared to all other primary schools in NSW.

Each year level accessed a support teacher or teacher's assistant from 9–11 am daily in order to assist students with additional learning needs or small group instruction.

Holy Spirit School's Music Program offers singing (including choral), dance and drama. The Instrumental Program includes learning an instrument in small groups by private tuition. The school partakes in stage productions, excursions to performances, Kids On Keyboard and hosting visiting performers in-school.

The school prides itself on delivering to students, programs that meet their individual learning needs and goals through differentiated and/ or adjusted lessons.

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

#### NAPLAN 2022 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2022, all CEDWW schools completed NAPLAN Online.

#### Summary of Means

	Number of Students	School Mean	State Mean
<b>Year 3</b>			
<b>Numeracy</b>	43	398.8	406.9
<b>Reading</b>	43	416.1	444.7
<b>Writing</b>	43	432.4	432.7

## 2022 Annual Report Holy Spirit School Lavington

<b>G&amp;P</b>	43	427.9	444.3
<b>Spelling</b>	43	429.4	429.4
<b>Year 5</b>			
<b>Numeracy</b>	38	479.1	495.6
<b>Reading</b>	38	498.5	513.2
<b>Writing</b>	38	482.5	492.0
<b>G&amp;P</b>	38	485.8	506.1
<b>Spelling</b>	38	496.1	512.9

### Section 8: Pastoral Care and Well Being

Information here about your school's procedures and programs

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

The wellbeing of all students at Holy Spirit School continues to be a priority. The Chaplaincy Program continued this year. This person worked directly with students to help them deal with and overcome issues that arose. The chaplain is a member of the school's Wellbeing Committee and joins the Principal, Assistant Principal, REC, Centacare Practitioner and Inclusion and Diversity Learning Teacher (IDLTL) in weekly meetings to discuss referrals from staff and parents. Students access professional counselling services provided by Centacare through the Wellbeing Committee.

Referrals made and incidents reported through the Compass Wellbeing Committee Referral form, Behaviour Management Coaching and General Observations form are discussed and actioned at the Wellbeing meeting.

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 programs, Reading Recovery and Extending Mathematical Understanding, intervention was provided for Year 1 students and a dedicated teacher worked with students for whom English is an additional dialect or language. All classrooms provided differentiated learning at the appropriate stage of development for students, regardless of the physical grade they were in. Learning was supported through the use of individual teacher conferences, targeted tutorials and additional support teachers in each

## 2022 Annual Report Holy Spirit School Lavington

stage, daily from 9am to 11am. Teachers assistants support students in class and through the Royal Far West Telecare program for occupational therapy or speech therapy. In Year 5 and 6, students who are working below stage in reading have the opportunity to be part of the Quick Smart reading program.

MiniLit and MacqLit programs were implemented for students from Year 1 to Year 6. This year saw the continued development of a school wide longitudinal data tracking system that triangulated all sources of data including NAPLAN, PAT, Reading Levels, Dibels (Reading) and MAI to ensure all students were reaching their full potential.

### **Discipline Policy**

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Pastoral Care is a way of life at Holy Spirit School. It is about creating a positive school climate through living out the Gospel. Pastoral Care is achieved through establishing positive relationships and the recognition of each person's sense of worth, belonging and overall well-being. It is a whole school commitment and approach to quality relationships. It provides strategies that promote inclusiveness and collaborative problem solving, while maintaining the respect and dignity of all parties concerned.

Holy Spirit School is committed to being proactive in promoting positive behaviours through actively participating in the targeted program 'Positive Behaviours for Learning' (PBL). This program enhances learning outcomes for students in a positive, safe and supportive learning environment. The PBL framework rewards students for upholding the school's three expectations of 'Respect Self', 'Respect Others' and 'Respect Property'. A structured PBL flowchart outlines the process of managing negative behaviours where students will partake in 'Coaching Conversations' with the Principal/ leadership team. These sessions foster a sense of self responsibility and self discipline for students and help staff identify patterns of problem behaviour, monitor student progress and inform decisions that strengthen the learning environment.

### **Anti Bullying Policy**

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).



## 2022 Annual Report Holy Spirit School Lavington

The Holy Spirit School community strives to create a safe and secure environment for students, free from all forms of bullying which strike at the very basis of Christian Values. Therefore, the Holy Spirit School community does not tolerate bullying in any form.

Bullying affects everyone, not only the bullies and their targets, it 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 and culture of the school. It can prevent students from attaining excellence in many aspects of their lives.

A whole-school approach to anti-bullying is underpinned by Holy Spirit School's Three Expectations: Respect Self, Respect Others and Respect Property.

Accordingly, Holy Spirit School takes positive steps to reduce bullying and strives:

- 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 maintain a transparent and accountable process to deal with incidences of bullying.

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

The school promotes a number of initiatives to help promote respect and responsibility. Included in this is the Buddy Program and the Positive Behaviour for Learning (PBL) Framework. Students are explicitly taught the school's three expectations of RESPECT: Self, Others and Property with the PBL Matrix which endorses Respect and Responsibility.

The Buddy programme begins with Year 5 students working with Kinder students and this continues into Year 6 working with Year 1 students. The students developing relationships are valued in that positive relationships assist students in recognising the essential elements of relationships. Students engage in activities that provide opportunities to learn about resilience and values. The Anti-bullying messages are very sound and effective.

Year 6 children are provided with the opportunity to participate in one of four leadership teams:

- Assemblies - Assisting with running each week's assembly.
- Sports – Assisting at sporting carnivals and facilitating lunchtime sporting competitions
- Liturgy – Students help in the preparation and implementation of school liturgies
- Fundraising – Nomination of and fundraising for a local charity.

## 2022 Annual Report Holy Spirit School Lavington

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

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

Catholic Education Diocese of Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

### **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 Catholic Education Diocese, 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 CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2022.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy [HERE](#)

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

## 2022 Annual Report Holy Spirit School Lavington

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 Education Diocese of Wagga Wagga Annual Improvement Plan.

### [2022 Annual Improvement Plan](#)

#### **2022 AIP Evaluation**

##### **Priority Area 1 – Curriculum & Pedagogy Focus**

Holy Spirit School staff maintained a variety of data collections across the school to improve student learning.

The FMT (Focus Maths Teacher) continued the great work that had been done over the past four years to further consolidate pedagogical approaches to Maths.

We continued to make significant inroads with the teaching and learning of Writing across the school ably lead by our LIT (Literacy Focus Teacher) and Year 3-6 specialist.

Our intended goal of embedding our 6 Agreed Practices became quite difficult due to lack of time and staffing. In reflection we should have narrowed our focus to 2 of these practices. Having said that we still embedded some pedagogical practices with the PL we delivered.

##### **Priority Area 2 – Catholic Culture and Ethos**

We successfully completed and launched our new Vision and Mission statements to the school community at the Holy Spirit Day Mass in June. This now proudly sits on the wall in our School Office. In our Spirituality Day in Term 4 facilitated by Sr Anne Hagan we explored what these statements meant for our school.

The Lighthouse Project was embedded successfully in Years 2 and 4. The teachers and students found these learning experiences very purposeful. We were looking forward to continuing the growth of the project into other year levels in 2023, but we will wait for further guidance from CEDWW with the implementation of the new Religious Education syllabus.

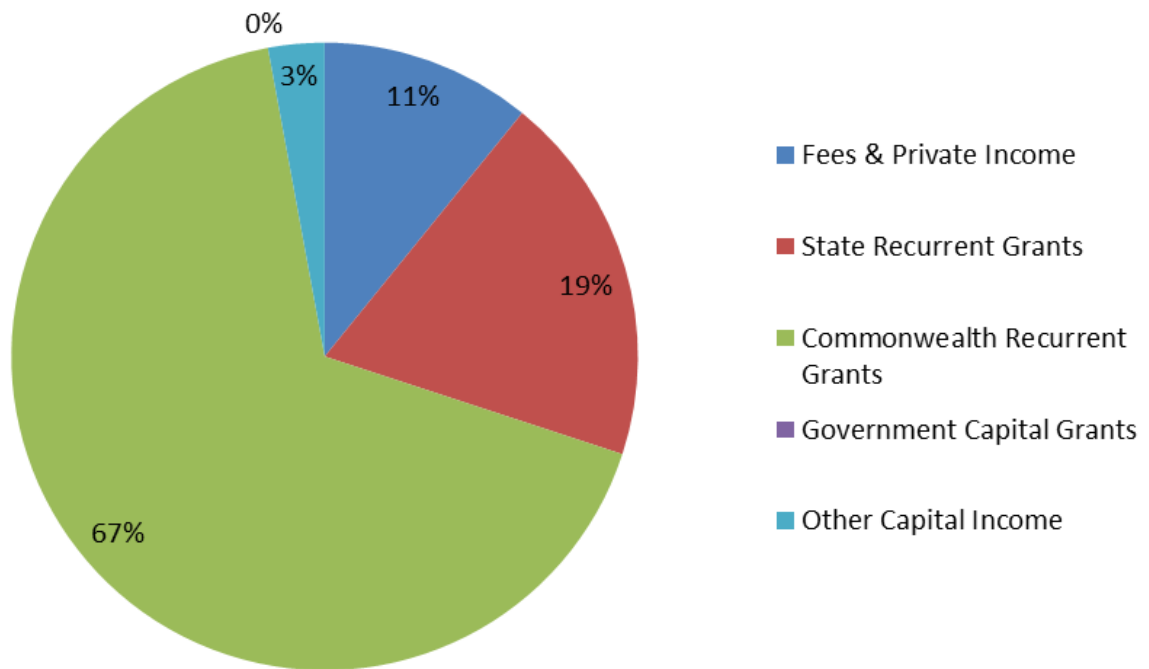
### **Priority Key Improvements for 2023**

#### [2023 Annual Improvement Plan](#)

### **Financial Report**

## 2022 Annual Report Holy Spirit School Lavington

### School Income



### School Expenses

