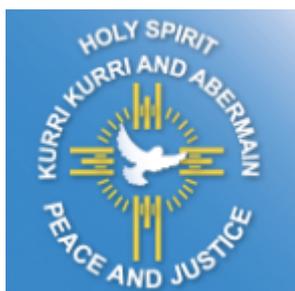


# 2019

## 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>



[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)

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## About this report

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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 CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. 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 School 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.

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## Message from key groups in our community

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### Principal's Message

It is with great pleasure that I present the 2020 Annual School Report. As the only K-2 school in the Diocese of Maitland-Newcastle, Holy Spirit Infants School, Abermain is proud to provide a holistic Catholic education for early learners in the Hunter Valley area. Our school's story is unique and we embrace this through building a 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 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 capabilities 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 acceptance, 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.

It is a privilege to have the Aspect classes for children with Autism Spectrum Disorder, on our site. They enrich our school community and teach the students the value of each person, foster acceptance, kindness and patience. The classes are administered by Aspect's Hunter School. The primary focus of the Aspect classes is to equip students with the skills to enable them to integrate into the wider community and to become as independent as is possible. In recognition of the special needs of students with ASD, the ratio of staff to students is very high. Aspect refers to its school program as a Comprehensive Educational Approach. The Grevillia and Jacaranda classes have a variety of students (up to 13 on site) and integrate with the students of Holy Spirit Infants School, some in the class room and others in the playground. Aspect students wear the Holy Spirit uniform and join in with incursions and special events. One student will transfer to Holy Spirit Infants School in 2020 into Kindergarten. The students in Aspect have all benefited from having spent time at HSIA and Aspect staff are welcomed and encouraged to join in staff activities. The Aspect community would like to take this opportunity to extend their thanks and appreciation to Holy Spirit Infants School.

## Parent Body Message

Congratulations to the P&F for their terrific efforts to provide support to the school and fund raise during 2019. The wonderful hard working group of parents and carers have provided a variety of opportunities to raise funds for the school including the Entertainment Book, Mother's day stall, Easter Raffle, Fathers Day breakfast amongst other things. The money raised will support the school to purchase much needed outdoor seating in 2020. The attendance at school functions by parents, carers and family members is outstanding and the positive feedback we receive is affirming to our students and our school community. Children are excited to see their parents and carers and grandparents helping in the canteen and helping with reading groups and excursions. We encourage parents, carers and parishioners to attend our liturgies and masses celebrated throughout the year. Parents and carers have been quite diligent acquiring their Working with Children Check credentials and have attended the volunteer induction offered here at Abermain. We will hold our AGM Term 1, 2020 we look forward to welcoming our new executive members to our P&F Committee and encourage parents to come along to our meetings. Communication to our parents and carers is via a fortnightly school newsletter and Compass alerts sent directly to phones by the school or the CSO.

## Student Body Message

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 Captains and Vice Captains are ably supported by two School Counsellors and have shown leadership across the school year through leading the awards assemblies by compering each assembly in the hall; Acknowledgement of Country; Welcoming new parents at the gate and helping them find their name tags for new students on Kindergarten transition days; 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 their 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. Additional responses from K-2 children indicated that they love coming to Holy Spirit. The children said: · I love leading the school in prayer. I love organising the sport shed. I love learning · I love playing soccer · I love playing with my friends. · I love being a buddy to the kindergarten students. Being a school leader is a very special role.

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## School Features

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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 in Church St Abermain, 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, 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 St Joseph's Lochinvar or 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 run 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.

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 reading groups; maths groups; canteen; P&F involvement; excursions and special events days such as Colour Run; Book Week dress up parade; Easter Hat parade; Coffee mornings as well as all Religious celebrations held in our school and with our Parish.

Our school being K-2 enjoys excursions and incursions. In 2019 our whole school visited The Australian Reptile Park and enjoyed visits from Musica Viva performers; Maths Incursion; Wandanna Aboriginal Education Troupe; Science Week scientists; Book Week special events; Environmental Troupes among other wonderful opportunities. We value our parent involvement in our school.



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## Student Profile

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### 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 2019: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 75    | 73   | 19     | 148            |

\* 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 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 2019 was 91.30%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |        |
|--------------------------------|--------|--------|
| Kindergarten                   | Year 1 | Year 2 |
| 91.20                          | 90.90  | 91.80  |

## 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 Regional Directors of Catholic Schools Office (CSO) or 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 24 |
| Number of full time teaching staff | 6  |
| Number of part time teaching staff | 5  |
| Number of non-teaching staff       | 13 |

### 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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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

During 2019 our whole school focus was to continue to develop high quality teaching of Religion; embed technology as a tool to improve differentiation in Maths; design and implement a range of assessment tasks and implement rich maths tasks school wide to improve student learning within mathematics. We worked collaboratively to provide a safe and supportive environment by having in place policies and procedures that provide for student welfare and establish a formalised WHS system. We were supported by our Education Officers across RE and Teaching and Learning and our WHS Business partners to achieve our goals. One of our most effective PD was guided visit and observations of targeted Kinder teachers in the context of other school settings to observe “play based pedagogy” within an English block and a Maths block. We then analysed our observations guided by EO and planned for 2020. Two executive staff attended the "Thinking and Learning" Conference; Principal attended the NSWCSF Conference; Two staff attended the Aboriginal Education Conference in the Hunter Valley. The executive team attended the two day training for "Transformative Leadership" hosted by the CSO. Other staff regularly attended PD offered by the CSO in relation to the 2019 SIP particularly in mathematics. In 2019 we had two early career teachers supported to become Proficient and one teacher studying a masters degree. Our two kinder teachers presented data at the Successful Foundations PD day and our GEM and Principal presented at the GEM sharing day to CSO leaders at the end of 2019.

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## Catholic Identity and Mission

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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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Holy Spirit Infants School is committed to celebrating its Catholic identity, nurturing a genuine faith development in its students and welcoming families on this journey. Our day begins with whole school prayer at assemblies. 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. These have included Catholic Schools Week, Grandparents Day, Father's Day, Mother's Day, Ash Wednesday, Pentecost, All Souls Day, Easter and beginning and end of Year liturgies.

Holy Spirit Infants also host special prayers for Advent, Lent, Saints, as well as humanitarian prayers for Remembrance Day, Harmony Day, and NAIDOC week. We recognise that each child is on their own spiritual journey and we encourage children to recognise the fruits of the spirit within themselves.

Building strong partnerships in the local and broader Parish community are ongoing. Liaison with the parish and the Parish Priest regarding school celebrations and attendance at Parish events occurs regularly. 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 Youth Masses and significant Church celebrations. Where possible we celebrate liturgies, prayers and reflections of the significant events within the Parish Church St Francis Xavier.

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. The Year 2 students form a Mini Vinnies group and assist with fundraising throughout the year. This year the students raised funds for Caritas, the Catholic Missions, the Vinnies Winter appeal, food donations to our farmers and beanies for brain cancer.

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## Curriculum, Learning and Teaching

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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 Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

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 literacy and mathematics made explicit in the SIP. 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.

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. An incursion 'World of Maths' was provided for all students to engage them in problem solving and mathematical thinking opportunities. Warm up and drills focussing on NAPLAN style questions promote and support mathematical thinking and problem solving. Teachers engaged in Professional Development with Sue Hutchens (EO) focussing on the Learning Progressions to collect and analyse data. This is an ongoing focus for Holy Spirit Infants.

MiniLit continues to be used as a learning support program and intervention strategy used in English. 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 iPads and 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, including coding of various robots integrated across teaching in many KLA's.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [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 at this link.

## 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 at this link.

## 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". Students are awarded with specific 'Fruits of the Spirit' awards and these values are taught consistently across the school. The PBL structure; I am safe, I am responsible, I am respectable also complements the values of respect and responsibility accordingly. A Citizenship Award is presented at the end of Year Mass and/or liturgy to a student from each class who has demonstrated exemplary values in caring 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 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.

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## School Improvement

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The School implements the systems 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 Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

Key improvements at Holy Spirit Infants School 2019 include:

- a restructuring of our school day to enable more opportunities for play and outdoor breaks for our early learners
- PP&D process implemented with lesson observations a key component and teacher goal setting effective tool for improvement of practice when supported in a trusting environment by colleagues
- a sound process for effective PLT's developed and implemented for ES1 and S1 teachers led by Principal with a focus on assessment and explicit teaching and targeted intervention within the key learning area of mathematics
- development of collaborative approach to planning, teaching and learning, assessment across grades and within stages
- Aboriginal Education perspectives permeate through the school- programs, art, symbols, liturgies, prayer, acknowledgment of country suitable for our school population
- Early Learning focus for 2020 launched with support of EO for Early Learning and planning in place for moving forward
- Teacher PD is communicated to parents via newsletter and student work samples where suited
- Maintain student wellbeing and safety- manage challenging behaviour with clear expectations and PBL embedded within the school.
- Current policies updated and reflect school practices and school received excellent commendation for our WHS Safe and Supportive Procedures

## Priority Key Improvements for Next Year

For 2020 our school improvement focus areas are:

- Establish new school Vision and Mission Statements through a process of guided formation, including reference to Catholic identity and the school's links to St Mary of the Cross.
- Embed principles of the Early Learning Policy and Procedures centred on appropriate pedagogies, spaces and resources.
- Catering to the learning needs of all our students within English specifically focusing upon phonemic awareness, phonics and oral language skills
- Using data to support effective differentiation, including Gifted Students, in a K-2 setting.
- Implementation of school wide strategies to raise cultural awareness and support the needs of ATSI students.
- Establishment of rigorous professional learning structures.
- Provide relevant and authentic ways to engage parents in faith and learning.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving 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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The parent body were given many opportunities to voice their opinion and satisfaction by participating in discussions at Coffee morning and P&F meetings and via emails. As a new principal I sought feedback also in informal conversations at morning drop offs and afternoon pick ups and did so frequently. The feedback indicated the parent body were very happy with the school direction and focus on early learning. A new website was developed and a new parent handbook in 2019 which received positive praise and caused both pride and delight! Support was also provided via the Pastoral Care worker, who had a visible presence in the school two days a week. Parents have been given the opportunity to speak to me in regard to any school matter and this avenue of feedback has been very effective and positive. Current parents valued the broad experiences their children have been provided. 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 gave other's recommendations from relatives or friends as one of the main reasons they chose Holy Spirit Infants school for their child along with enquiries via the new website which are always followed by a personal phone call.

### 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 or with the Principal. They enjoy coming and sharing a new idea or sharing feedback with me. We value students concerns and listen to what they are saying. 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. Utilising Restorative Justice is a key feature of our school.

Students say the best thing about our school are the playing fields, computers, iPads, the sandpit, the fairy garden, the boat, the truck, the lessons and... the teachers. There were no significant issues or areas to be addressed. The students express their delight in our playground equipment and their love for their friends.

## Teacher satisfaction

Teachers are given opportunities to bring up concerns either on a one to one discussion 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; meetings. Staff work together across classes and grades and are seen to be supportive of each other. A shared sense of humour is a valued component of our work day. Some staff have been at Holy Spirit Infants for a significant time and this would indicate a willingness to be a part of our work place.

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## Financial Statement

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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 2019 year is detailed below:

| <b>Recurrent and Capital Income 2019</b>   |                  |
|--|------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$1371196        |
| Government Capital Grants <sup>2</sup>     | \$0              |
| State Recurrent Grants <sup>3</sup>        | \$412899         |
| Fees and Private Income <sup>4</sup>       | \$282192         |
| Interest Subsidy Grants                    | \$6331           |
| Other Capital Income <sup>5</sup>          | \$60028          |
| <b>Total Income</b>                        | <b>\$2132646</b> |

| <b>Recurrent and Capital Expenditure 2019</b> |                  |
|---|------------------|
| Capital Expenditure <sup>6</sup>              | \$236169         |
| Salaries and Related Expenses <sup>7</sup>    | \$1561879        |
| Non-Salary Expenses <sup>8</sup>              | \$460893         |
| <b>Total Expenditure</b>                      | <b>\$2258941</b> |

### 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 2019 REPORT