1 The School

1.1 The School

OUR VISION
We believe that Holy Spirit School
- Is founded on the person of Jesus Christ and gospel values will be reflected in daily relationships and activities.
- Will work in partnership with the parish, wider church community, parents and the local community.
- Is a place where the dignity of each person within the school community will be respected.
- Will challenge each child to develop to their full potential, Spiritually, Emotionally, Socially, Academically and Physically.

OUR MISSION

1. In acknowledging our belief that "Our School is founded on the person of Jesus Christ"
   We will promote
   - a hospitable, friendly school environment.
   - an atmosphere of prayer
   - an understanding and practice of gospel values
   - a knowledge and understanding of the traditions of the Catholic Church.

2. In acknowledging our belief that "Our School will work in partnership with the parish, wider church community, parents and the Local community"
   We will

PARISH
- Encourage children to become active members of the parish community.
- Develop sacramental programs in consultation with the Parish Priest and his assistant.
- Support missions and other charities.
- Prepare and take part in celebrations organised by our local Church and the wider Church.
PARENTS
• Welcome parents in the school at all times.
• Involve parents in the activities and planning in the school.

LOCAL COMMUNITY
• Become involved in local community activities when occasions arise.

3. In acknowledging our belief that "The dignity of each person within the school community will be respected".
We will
• Promote respect, tolerance and support for each other.
• Cater for individual needs for all students and maintain specific programs for children with special needs.
• Review and update a discipline policy, which promotes self-discipline and responsibility.
• Ensure that the school is a safe place to be.
• Encourage support of civic activities and groups.
• Promote by example the self-esteem of all within the school community.
• Acknowledge the personal faith contribution of the school community both past and present.

4. In acknowledging our belief that "Each child regardless of background or circumstances will be challenged to develop to their full potential, Spiritually, Emotionally, Socially, Academically and Physically.
We will
• Foster a love of God and others through their relationship with the whole school community.
• Provide a quality education; develop an inquiring mind, a desire for knowledge and a search for truth.
• Provide opportunities for professional and personal development of staff.
• Encourage a sense of responsibility and self-acceptance in all members of the school community.
• Help children to develop fitness and co-ordination and to foster desirable attitudes towards health and cleanliness.

1.2 Religious Education
Our core purpose is the teaching of the faith and this year our diocese has for its Religious Education a new Curriculum entitled “Sharing Our Story”. At a Staff Development Day, scope and sequence plans were developed for all stages.
Our sacramental programs for First Reconciliation, First Communion and Confirmation remain similar to previous years. Our Religious Education Coordinator, Joanne Davies has worked closely with staff, Priests and other R.E.C.’s to assist in the implementation of this new program.
Mission Day was once again a popular day for children and staff. Usually, money raised is sent to the Pontifical Mission Society at McAlroy House Wagga. This year we decided to support the Mercy Hospital Building Appeal. Our School Council matched the amount raised by pupils, dollar for dollar. An amount of $1000 was presented at an assembly to one of the Sisters in charge of the Mercy Hospital. Next year funds raised on Mission Day will be sent to the Pontifical Mission Society. The Wagga Diocese is one of the most generous donors to the Missionary Appeal.
1.3 The Arts
Our students are very fortunate in that they have a weekly Music lesson with Mrs Judy Foley. Her programme is certainly developing the musical skills of the children, as well as their appreciation of music in general. The School Council has increased the budget in this KLA and this has meant that children have a broader capacity to extend their musical experiences.
This year we had a “Talent Day” where children who participated in the Albury Eisteddfod repeated their performance in front of their peers. This was really appreciated by children and staff alike. A special feature was a surprise visit from “Dolly Pardon”.
Children from all classes supplied works of art for the annual children’s art display in the hall. In the future, we plan to extend the opening times for the art display so that more parents are able to attend the display. Teachers keep examples of children’s work so that the display is a true guide as to what has been happening in Art in 2005.

Our school also received an award from the Albury Show Society for being the most successful Primary School exhibitor in 2005 We received the same award in 2004.

1.4 Sport
The development of skills, a love of participation and teamwork continue to be the basis of our sports program. Structured programs are in operation at all stage levels. Children of all levels of ability and interest are catered for. The Infants conduct a program aimed at developing gross motor skills as well as ball skills. The intensive swimming program in term four has proven to be a valuable one. The primary swimming program takes place in term one with assistance from Austswim instructors.
All stages take part in the gymnastics, cross-country and athletics training.

1.5 General and Specific School Initiatives
A very successful Kinder Orientation was conducted on November 16th with almost 50 children attending. Parents met in the Library and were addressed by a number of speakers about life at our school and what to look for in the future.
Leadership teams continued to be an important means of encouraging responsibility and leadership skills amongst our Year 6 children. Teams were Task Force, Media, Fund Raising, Sport, and Environment. There was universal support for the continuation of this initiative.
Year 6 children were also trained as Peer Support leaders and the program was conducted along similar lines to last year.
Plans were made for the construction of a “Sensory Garden” that was to be maintained by members of the Environmental task force. Albury City Council donated a worm farm that was to be incorporated in the garden. At this stage, not a great deal has happened with the garden. Hopefully, more will happen next year.

1.6 School Policies
The following policies are available at the school: Enrolment Policy, Discipline Policy, Complaints and Grievances Resolution Policy, Student Welfare Policy. These policies have been printed and are available in hard copy from the school office on request.
The Diocese of Wagga Wagga has established polices which are implemented by all schools in the Diocese. The full text of these policies can be found at:
http://cso.wagga.catholic.edu.au/policies.htm
The implementation of these policies is supported by the Catholic Schools Office.
2 Information on Key School Programs

2.1 Educational and Management Practice Evaluation – School Culture
In accordance with our Enrolment Policy, priority for enrolment is given to Catholic children and the peers of presently enrolled children. Children from non-Catholic families are accepted for enrolment if they are prepared to accept and support the religious aims of the school. In light of this, and being aware of our present population, it is important that the school be seen as Catholic, celebrate as Catholics, and worship as Catholics. By doing this, we can be true Disciples of Christ in our community i.e. Live our faith.

Our school culture is reflected in our Vision and Mission statement. It is seen and heard in the way we treat each other, and how we treat the marginalised. Plans are being made to revisit our Vision and Mission statement in 2006 as part of our School Renewal Framework.

Need to insert active link to all the policies to which you refer

2.2 Curriculum Focus
Our School Renewal Framework components are; Vision and Mission, Policies, Curricula and Programs, Leadership Administration and Organisation, Professional Development and Facilities and Resource Management. Our curricula focus areas for 2005 were Maths and Creative Arts. This involved working with new curricula and developing our own Scope and Sequence plans. Work continued with "Sharing Our Story".

A Curriculum Audit was conducted in the KLA of Creative Arts. These are conducted by external diocesan personnel. The Catholic Schools Office has embarked on a process of System Monitoring. A cycle of review has been established where all Key Learning Areas are reviewed. The review cycle is in step with cycle of curriculum development that has been set after consultation i.e. there is development of a particular KLA, followed, in time, by a School Review of that KLA.

When a school is up for review, a CSO Team Leader visits a school at a pre arranged date along with two teachers from other schools who have been trained in the review process. The reviewers study the school policy under review, along with teacher programs, daybooks, assessment records and samples of children’s work. A report of recommendation and commendation is presented at the end of the review. The school uses this report for future planning in that KLA.

2.3 Programs to Support Learning
Staff was introduced to My Internet and Castnet. Children from years 2-6 were given email addresses. Protocols were established to ensure that children were aware of their new privileges and responsibilities.

Reading Recovery continued to be an important program in our school, catering for less skilled readers in Year One. Mr Moore was our Reading Recovery teacher in 2005 and will continue in the same capacity in 2006.

Our L.A.P. (Learning Assistance Programme) was successful once again, due to the support given by parents and teachers.
2.4 Equity Programs
Aboriginal Education is treated in the area of Human Society and Its Environment (H.S.I.E.) annually, as are the studies of our Asian neighbours. Aspects of Multiculturalism begin in Stage 2 when students study the theme “People And Their Beliefs”. In Stage 3, there is a specific study of China; its values, identities and culture. This year children visited a local Chinese restaurant as a concluding activity in this unit. It is important that Multiculturalism is included as many of our students have little contact with people from other cultural backgrounds.

Multiculturalism

2.5 Programs to Support Students
The Family Life Programs for children and parents in years 4 and 6 was once again conducted in term 3. Attendance and appraisals of the night indicate that there is a real need for this program and its content, and that it should be continued.
Each year, all children visit the Life Education Unit. The School Council covers the cost in an effort to ensure that all children have access to this valuable life skills program.
The Learning Assistance Programme (L.A.P.) is designed to assist those children who are identified as having poor self-esteem or may be missing a role model at home. It is not counselling, rather, a time for sharing and caring. L.A.P. is run in the second half of the year.
Mr Goss, Mr Moore, Mr Michael and Mrs Hickey are now trained as “Seasons For Growth” companions-presenters. “Seasons” is an Australian educational programme developed to guide children through the processes of grief and provide them with skills and strategies to manage grief. It is not a counselling or therapy based programme. Courses are conducted in school time when there is sufficient numbers to run the programme.
The School Liaison and Family Support Service provide a trained Centacare Counsellor to work in our school one day per week. Children are referred for a variety of issues: Emotional upset, Grief and Loss, Behaviour Management, Self Esteem, Bullying, Social Skills and Anger Management to name a few. Our Counsellor is Miss Paige Stewart.
Many of our Students With Disabilities receive Government and Diocesan assistance that allows us to support their learning with the use of an Independent Educational Programme and the use of a Teacher Assistant working with the child and teacher in the classroom.
This year we have 13 children receiving funding. Children who have special needs but fail to receive funding are catered for by a modified classroom program. Use is made of Mrs Sharon Millsome, our Deanery Learning and Teaching Officer. Our school Special Needs Co Coordinator is Mrs Marie Louise McGregor who does a wonderful job in assisting staff, children and parents.
The Peer Support Programme is run annually and is an important aspect of our Pastoral Care Programme.

2.6 Student Achievement
All children in years three and five sat for the Basic Skills Test (B.S.T.) and the Primary Writing Assessment (P.W.A.) Every parent of this group of children was given detailed results as to their child’s performance in each test. The school was also given the same results. These results were then analysed by all staff. Any areas of strength or concern were highlighted. Overall, the results were very pleasing and indicated that effective learning and teaching was observable and measurable at our school.

A number of children displayed skills that allowed them to represent the school and diocese at MacKillop level. Two boys made the A.F.L. team, and one in Athletics. We wish them well in their future endeavours.
2.7 Staff Achievement
Regular staff meetings aimed at their professional development has professionally enhanced staff. Staff has attended all available in services provided by the Catholic Schools Office.

3 School Renewal

3.1 Progress of the School Renewal Framework
As stated earlier, it is a Diocesan requirement that schools work toward planned development of schools via the School Renewal Framework. Our school has a balanced plan that has refocussed our efforts in all areas. Nominate the focus and strategy. Provide links to the school web or policy link

4 School Overview

4.1 School Enrolment and Attendance Profile
The August census indicated that our enrolment was 321. This figure determines our staffing allocation for 2006. Education is compulsory and the accuracy of marking the Attendance Roll is important. Rolls are collected at the end of every term and inspected by the Assistant Principal. All documents relating to student enrolment are kept for 7 years after the student leaves school or the last entry in the roll.

4.2 Structure of Classes
In 2005 we were able to have two streams in the Infants (Early Stage 1, Stage 1). Stage 2 consisted of two Year 3 classes, a 3-4 composite and a Year 4. Stage 3 was also two stream.

4.3 Staffing
All teachers at our school have the tertiary qualifications necessary to teach in Catholic schools in our diocese. As well as teaching qualifications, many have other qualifications that have enhanced their quality of teaching. Teaching standards in the school are a reflection of the qualifications of the staff. The majority of staff has university qualifications and all are qualified to teach Religious Education in schools. All teachers are to attend professional development courses as a requirement of their employment. At our school, teachers are encouraged to attend in services that they are interested in, or courses that have some relationship with our School Renewal Framework.
The School Council has set aside funds to help cover the costs of professional development.

4.4 Parent Involvement and Participation
Our School Council is an active one and is led by Luch Lo Bartolo. Attendance at meetings has been excellent. New initiatives will be trialled in 2005 to increase the level of social activity at school for parents and staff. There seems to be an emphasis on fund raising at the expense of positive community building.
Fund raising was again well organised thanks to the ladies on the Fund Raising Committee. The control of Bingo in the hall now lies with the school. Profit in our first year was approximately $21000. This new source of revenue has allowed the School Council to plan more widely in our priorities for the future. The school is very appreciative of the parent and staff volunteers who are on the Bingo roster.
The fete, trailer raffle and school photos still remain as important fundraisers.

4.5 Community Use of School Facilities
Our school is fortunate in having excellent facilities to enhance quality learning and teaching. In the past, school facilities have been used by Commonwealth Government departments for training days and occasionally by parents of the school who have sought permission to use school facilities. (Eg. “Kids On Keyboards.”) School sporting grounds and courts are used by parents to train our children for weekend competitions. The school does not actively promote the use of school facilities to the general public.

4.6 Financial Statement Summary
This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.

The total income and expense of the school, that is included in the above, is shown below.
4.7 About This Report
This is the first report of this type that has been prepared for the Catholic Schools Office Wagga Wagga and for families of Holy Spirit School. In the main it has been written by the Principal, Mr Malcolm Scott. In future years it is planned to include members of staff, School Council and various committees in the preparation of the annual report.
In term 2 2006 the school website will be upgraded to include a term calendar, weekly newsletter, information on enrolments and a class home page. It is also planned to have links to policies that will be of interest to parents such as Discipline, Uniform, Pastoral Care and Homework.
You will need to check the whole document for accuracy of info. An independent reader may help.