2006

Annual Report

Holy Spirit School Lavington

CONTACT DETAILS:
PRINCIPAL: Malcolm Scott
ADDRESS: Mutsch Street
          Lavington
PHONE: 60251122
FAX: 60401878
EMAIL: info@hs.wagga.catholic.edu.au
Introduction

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. The School

The School

Religious Education
Our core purpose is the teaching of the faith and this year our diocese has for its Religious Education a 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, and lattermost Marie Brosolo have worked closely with staff, Priests and other R.E.C’s to assist in the implementation of this program.

Mission Day was once again a popular day with over $700 being raised for the Missions. 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.

Children from all classes supplied works of art for the annual children’s art display in the hall. This year we extended the opening times for the art display so that more parents were 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 2006.

Our school also received an award from the Albury Show Society for being a successful Primary School exhibitor in 2006 we received the same award in 2005.

A great deal of time and effort was put into this year’s whole school production of “Danger Kids”. All staff was involved in the teaching of songs and many assisted with props and costumes. Special thanks must go to Ms Josephine McCarthy, Mr Simon Goss and Mrs Judy Foley who were instrumental in developing the theme and the talents of the actors.
Aboriginal dancers visited our school again this year. Children used indigenous instruments and listened attentively to stories of the dreaming.

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.

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.

The school was successful in obtaining a Federal Government Community Water Grant for $39000. Plans are to harvest rainwater on the Primary building and use this water for toilet flushing and irrigation of a planned native garden. This project should save 500 000 litres of water per year.

The school also received $46000 in another Federal Government initiative called “Investing in Our Schools.” Money was spent on shade sails, aluminium seating, air conditioning, musical instruments, carpeting and laptop computers. This grant was well received by the school community.

1.6 School Policies
The following policies are available at the school: Enrolment Policy, Discipline Policy, Complaints and Grievances Resolution Policy, Student Welfare Policy.

The school acknowledges that at times a dispute may arise between a staff member and another party. To ensure that all parties concerned are treated justly and to maintain professional and legal responsibilities, our school adopts and uses the procedures developed by the Catholic Schools Office. Procedures for Harassment are also adopted by the school.

The objective of these procedures is to provide a process for a speedy resolution when a dispute occurs.

The aim of the Discipline Policy is to have standardised guidelines across the school regarding expectations of behaviour and the responses to children who fail to live up to these expectations.

It is hoped that by the end of 2007, these policies will be accessible on our website. Diocesan policies mentioned in this report can be found at www.cso.wagga.catholic.edu.au
2. Information on Key School Programs

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 focus areas for 2006 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.

Programs to Support Learning

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

Reading Recovery continues to be an important program in our school, catering for less skilled readers in Year One. Mr Moore was our Reading Recovery teacher in 2006. Our teacher in training in 2007 will be Mr. Sandral.

Our L.A.P. (Learning Assistance Programme) was successful once again, due to the support given by parents and teachers.

In term one; Mrs Konecnik was trained to be our new Language Class teacher. In terms two and three, 5 children formed this special group and had daily instruction with her. Overall, the project was very successful and will be continued in 2007.

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.

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 Cathy Paxton.
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 5 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 Milsome, 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. Year 6 children were trained by Ms Brassil, Mrs Davies and Mr Scott.

**Respect and Responsibility**

In an effort to give support to the Federal Government incentive to promote greater respect and responsibility for all in our school community all classes have a poster on Values for Australian Schools on display. Larger posters are on permanent display in the library.

The National Safe Schools Framework poster is on display in the Meeting Room. Both posters are used by staff as discussion starters. Values to be promoted complement the Gospel values that underpin our lived vision and mission.

**Student Achievement**

Statewide Tests and Examinations

The table below indicates the percentage of students who have achieved national literacy and numeracy benchmarks

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>95%</td>
<td>99%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>98%</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>

**Basic Skills 1998 to 2006**

Our school has participated in BST Literacy and Numeracy since 1998 and in BST Writing since 2001. The school monitors the BST Data Trend each year and uses that information to inform its learning and teaching practices for the upcoming year.

**Staff Achievement**

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.
3. School Renewal

Progress of the School Renewal Framework

The school continues to be guided by our School Renewal Framework. The rewriting of our Vision and Mission statements, facilitated by Mr. Alan Bowyer was significant. Staff is now closer to working with a common vision. They have also clarified their personal credos.

Much effort was placed on helping staff with A-E Reporting, using the Common Grade Scale and consistent assessment tools. Mr. Michael Hopkinson spent a total of three days with staff on these issues.

The utilisation of “Investing in Our Schools” funds was a feature of this years plan and is mentioned elsewhere in this report.

The Key Learning Areas to be our focus next year are English and Religion, both undergoing curriculum review.

A combined schools Drug and Values Education night will be in 2007.

The replanting of trees on the playground will be a major priority next year. It is planned that every child will plant a tree or shrub and have a greater sense of ownership. This will be done in corporation with our “Community Waterwise Grant”. Public sponsorship will be sought.

4. School Overview

School Enrolment

Enrolment Policy

Our school was established to meet the needs of the Catholic community it serves. As a diocesan school, operating under the control of the catholic Schools Office, we have adopted the CSO Enrolment Policy. This can be found at www.cso.wagga.catholic.edu.au

Student Enrolment Profile:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig'</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>170</td>
<td>4</td>
<td>1</td>
<td>325</td>
</tr>
</tbody>
</table>

*Language background Other Than English

Structure of Classes

In 2006 our school had 2 Kinder, Year 1 and Year 2. In the primary our structure was Year 3 (2), Year 4, Year 4/5, Year 5, and Year 6 (2). Our structure for 2007 will be very different because of our falling enrolment and the need to redeploy a teacher.

Staff

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:
A) have teaching qualifications from a recognised higher education institution
B) have qualifications from a recognised higher education institution but no formal teacher education qualifications
C) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>
Professional Learning
Here is a summary of the professional learning opportunities that staff has been involved with this year:

- The role of Centacare and the functions of the School Councillor.
- Assessing and Reporting- a closer look at children’s writing.
- Developing rubrics for Writing.
- Child Protection.
- Disability Discrimination Act.
- The special Language Class at our school.
- Duty of Care.
- Assessment in Religious Education.
- Language Development with Helen Darmody. (Speech Therapist)
- C.P.R.

Teacher Attendance and Retention
The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 93.6% was achieved in 2006 by staff at Holy Spirit Primary School, Lavington.

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 2007 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 Cathy Nyhan and Debbie Breen.

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 fund raisers.

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.

Community Satisfaction
The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction our community has with Holy Spirit School.

Parents
My child (son or daughter) is usually happy at Holy Spirit School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>5%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

Students
I am usually happy at Holy Spirit School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>5%</td>
<td>5%</td>
<td>%</td>
</tr>
</tbody>
</table>
Staff
I am usually happy at Holy Spirit School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

Financial Statement Summary
See Appendix A

About This Report
This report has been written to satisfy the requirements of the Federal and State governments as well as the Catholic Schools Office, Wagga Wagga. The information contained within should be of interest to parents of the school, parishioners and the general public. In the main, it has been written by the Principal, Mr Malcolm Scott.
APPENDIX A

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.

System Income 2006

Capital Income 3%
Commonwealth Government Recurrent Grants 57%
Other Fee Income 5%
School Fees 14%
State Government Recurrent Grants 21%

System Expenses 2006

Salary and Related Expenses 73%
Capital Expenditure 7%
Non Salary Expenses 20%
The total income and expense of the school, that is included in the above, is shown below.

### Income
- Capital Income: 2%
- School Fees: 9%
- Other Fee Income: 6%
- Commonwealth Government Recurrent Grants: 61%
- State Government Recurrent Grants: 22%

### Expenses
- Capital Expenditure: 6%
- Non Salary Expenses: 13%
- Salary and Related Expenses: 81%