2007

Annual Report
Holy Spirit Primary School, Lavington

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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

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, Marie Brosolo has worked closely with staff, Priests and other R.E.C’s to assist in the implementation of this program. Work has commenced in developing diocesan sacramental programs written by the R.E.C.’s of the Diocese.

Mission Day was once again a popular day with over $840 being raised for the Missions. The Wagga Diocese is one of the most generous donors to the Missionary Appeal.

This year the school donated $200 to Fr. Fowles from the Thurgoona Parish to be used for their appeal in East Timor.

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 2007.

Our school also received an award from the Albury Show Society for being a successful Primary School exhibitor in 2007 we received the same award since 2005. A great effort!

This year our musical production was “Carols on the Oval”. The pace of this night is relaxed and a far cry from the refinement of our major production. Children in Kinder were popular with their colourful costumes made by a
dedicated band of mothers. All classes learnt new songs for the night. A highlight of the night was the performance of the choir trained by Mrs Judy Foley.

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 14th 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.

The construction of the security fence meant that our shady trees were removed. To alleviate this, and to beautify our grounds, a massive tree planting program was initiated. Every child planted a native tree and grass in a heavily mulched area. Some trees are almost 1 metre high and none have perished.

The school was successful in obtaining a Federal Government Community Water Grant for $39000. Water is harvested from the Primary building and is used for toilet flushing. This project should save 500 000 litres of water per year.

In November we were advised that we will receive another Water Grant for $49500 to harvest water from the library to water the oval and the native garden.

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 in 2008, these policies will be accessible on our website. Diocesan policies mentioned in this report can be found at www.cso.wagga.catholic.edu.au

Our school Secretary, Mrs Jones has developed our website that tells of our school. Newsletters are placed on the website each week for the benefit of parents and the wider community.

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 area for 2007 was English. 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 English. This was conducted by external diocesan personnel.

The school received multiple copies of “To Know and Worship”, a valuable resource for Religious Education.

Programs to Support Learning

Staff was 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. Our teacher in training in 2007 is Mr. Sandral. Our L.A.P. (Learning Assistance Programme) was successful once again, due to the support given by parents and teachers.

In 2006 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 2008.

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 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 Carey Menz Dowling, 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.

On November 15th, our school conducted a Values forum and some local deanery schools were involved. Parents who attended were given an outline of how and what Australian values are taught in our schools.

Student Achievement

State-wide 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></td>
<td>95%</td>
<td>95%</td>
<td>99%</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></td>
<td>96%</td>
<td>98%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Basic Skills 1998 to 2007
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 in 2006 was significant. Staff is now closer to working with a common vision. They have also clarified their personal credos.

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 is Creative and Practical Arts. This is also undergoing curriculum review.

The replanting of more trees on the playground will be a major priority next year.

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

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig’</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>145</td>
<td>165</td>
<td>2</td>
<td>1</td>
<td>310</td>
</tr>
</tbody>
</table>

*Language background Other Than English

Structure of Classes
In 2007 our school had 2 Kinder, Year 1 and Year 2 classes. In the primary our structure was Year 3/4 (3), Year 5/6 (3), Year 5/6 (3)

This stage configuration eventuated because of our enrolment patterns. The benefits have been that now we have stage planning and assessment that match our curriculum documents.

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>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
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</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.
- C.P.R.
- Reporting K-6.
- Programming.
- BST Analysis.
- Community and Mental Health.
- Child Protection.
- Educational Leadership.
- Workers Compensation.
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 95.7% was achieved in 2007 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 2008 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. Profits this year should reach $31000. 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 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. An ex pupil, Stacey Griffiths conducts drama classes every Wednesday lunch time.

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 Primary School, Lavington

<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>
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</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>
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</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>
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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.

Income
- School Fees
- Other Fee Income
- State Government Recurrent Grants
- Commonwealth Government Recurrent Grants
- Capital Income

Total

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

### 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.