Introduction
In presenting this Annual Report for 2008 we are pleased and proud to report on the quality Catholic education being lived in our parish school. This report is a requirement of the NSW Board of Studies and the Catholic Schools Office - Wagga Wagga. The report outlines key school programs as well as providing some insight into student performance, school initiatives and policies.

1. The School

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.
Catholic Identity

It is important that we celebrate our Catholic identity and create strong links with the Parish community.

Regular school masses are planned at the start of the year in consultation with our parish priest.

Prayer and liturgy are important ways of proclaiming our Catholic identity. Assemblies begin with prayer, as does every school day. Children are encouraged by example to be more prayerful and to consider the needs of others.

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".

Our sacramental programs for First Reconciliation, First Communion and Confirmation remain similar to previous years. This year we had assistance from our Parish Priest, Fr. Peter Murphy and the MACE Sisters from the Philippines who are now working in our parish. Our Religious Education Coordinator, Brosolo has worked closely with staff, Priests and other R.E.C.'s to assist in the implementation of this program. Work continues 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 $740 being raised for the Missions and $1200 being donated to the Murray Valley Hospital. The Wagga Diocese is one of the most generous donors to the Missionary Appeal.

A Message from key School Bodies

The Holy Spirit School Council continues to meet on a regular basis to assist the Principal in the smooth running of the school and acts in an advisory capacity.

Monthly financial statements are presented by the Treasurer, Jenny Harmer. Reports are generated by Office staff and our SAS program.

Fund Raising continues to be a focus for this committee and over $40 000 was raised last year. We thank all who help, especially the Bingo helpers.

This year we say goodbye to our Secretary, Mrs Michelle Hensel. Michelle has been of outstanding service for the school for many years and her efforts are appreciated.

The School Council wishes to acknowledge the work of all staff at our school and we thank them for what they are doing with our children.

Luch Lo Bartolo. School Council Chairman.
2. Information on Key School Programs

School Determined Improvement Targets

Our School Renewal Framework components are: Vision and Mission, Policies, Curricula and Programs, Leadership Administration and Organisation, Professional Development and Facilities and Resource Management.

A major initiative this year was in programming. A number of pro formas were developed to assist teachers in programming in a similar format to allow for greater sharing and to ensure that all compulsory areas were covered.

A number of staff were involved in Curriculum Alignment. Cross Curriculum Perspectives also received attention.

Programs to Support Students

Current Curriculum Initiatives

In 2008 our Numeracy Project was conducted by Mrs Peverell and Mrs Brosolo. Their task was to assess then teach and monitor a group of children in Year 2. Post testing showed that children did improve in Numeracy as a result of explicit teaching.

No Curriculum Reviews were conducted this year but H.S.I.E, PD, Health and PE, will be targeted in 2009.

Work was done on Curriculum Alignment by Mrs McGregor and Ms Brassil. Staff is appreciative of the enormous amount of work that has been done so far by them.

Other Learning Support Initiatives

Staff was reintroduced 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 is Mr. Sandral and in 2009 Mrs Konecnik will rekindle her Reading Recovery skills as our RR teacher.

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 2009.

Equity Program Initiatives

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.

Student Support Programs. 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 BreOny Green.

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.

Initiatives Promoting 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 Performance

State-wide Tests and Examinations

The table below indicates the percentage of students who have achieved national minimum standards in literacy and numeracy.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>98</td>
<td>98</td>
<td>100</td>
<td>98</td>
<td>98</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>94</td>
<td>92</td>
<td>92</td>
<td>96</td>
<td>98</td>
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</table>
3. School Overview

School Policies

Discipline Policy
Our Discipline Policy remains unchanged at this stage. Because of the age of our present policy, staff plans to look at rewriting this policy and adjust practises in 2009. Corporal punishment is not permitted in our school.

Student Welfare Policy
The welfare of our students is of prime importance to all staff. We not only nurture the student at our school but we actively care for them. Bullying issues in the playground are dealt with on an individual basis and are followed through in line with our Discipline Policy. There is a general rule of “hands off” in the playground. Peer Support encourages children to be more resilient and to develop strategies to use in uncomfortable situations. Our “Seasons for Growth” program, led by Mr Goss also supports the emotional welfare of children who are suffering some sort of grief. Staff is working closely with our Centacare Counsellor, Miss BreOny Green. Excellent communication exists between her, students, parents and staff.

Complaints and Grievances
When complaints and grievances occur they are handled in line with our school Grievance Policy. This gives structure to assist all parties in resolving conflicting issues with a minimum of grief.

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>133</td>
<td>164</td>
<td>4</td>
<td>7</td>
<td>308</td>
</tr>
</tbody>
</table>

*Language background Other Than English

Structure of Classes
In 2008 our school had 2 Kinder, Year 1 and Year 2 classes. In the Primary we had 3 Stage 2 classes and 3 Stage 3 classes. 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>
</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.
- C.P.R.
- Reporting K-6.
- Programming.
- BST Analysis.
- Community and Mental Health.
- Child Protection.
- Educational Leadership.
- Workers Compensation.
- Ezene I.T. Program.
- O.H. &S.
- Planning with the Parish Priest.
- Safety and Sanity in the Workplace.
- Resilience
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></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<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></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<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></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>100%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

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 95.28% was achieved in 2008 by staff at Holy Spirit Primary.

Financial Statement Summary

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.