

2022

Holy Spirit Infant School

About this report

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

Message from key groups in our community

Principal's Message

It is with pleasure that I present the Annual School Report for 2022 . As the only K-2 school in the Diocese of Maitland-Newcastle, Holy Spirit Infants School, Abermain proudly provides a holistic Catholic education for early learners in the Hunter Valley area. Our school's

School Features

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 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

Student Profile

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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
73	71	11	144

* 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 [Enrolment 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 2022 was 87.45%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group		
Kindergarten	Year 1	Year 2
89.08	85.74	87.52

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	17
Number of full time teaching staff	7
Number of part time teaching staff	2
Number of non-teaching staff	8

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

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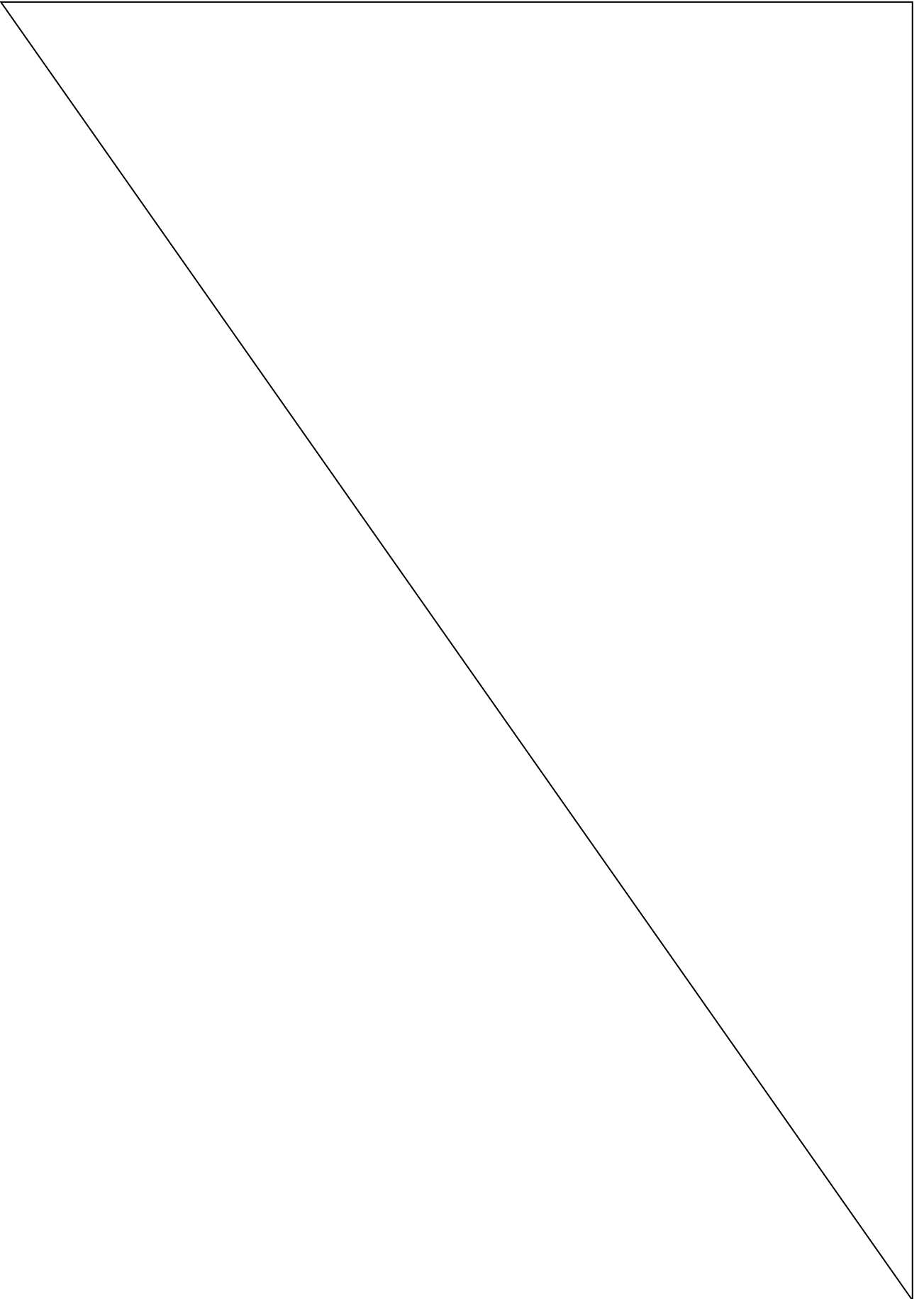
Catholic Identity and Mission

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

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. This year the students raised funds for Caritas, Catholic Missions, the Vinnies Winter appeal and Christmas appeal with food donations and the school community is very generous. .

Curriculum, Learning and Teaching

Team Meetings on a fortnightly basis and Case Management Meetings with positive outcomes for students and teachers. The growth in teachers was evidenced by the collaboration and contributions to these meetings. 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 programs on iPads and to learn skills on 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.



School Improvement

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Learning Collaborative with clear established practices of effective PLT's, CMM's, Learning Intentions and Success Criteria for lessons in English and Maths; Bump It Up Walls for writing and the use of the environment as the third teacher was a strategic and effective focus. Our Data walls enabled tracking student growth. Use of analysis of Aca0.7cking

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Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The parent body were given an opportunity to voice their opinion and satisfaction by participating in a "Tell Them from Me" survey sent out by the CSO. The responses were very affirming of all aspects of the school as are the many conversations shared by parents and grandparents who are part of the school community. One focus across 2022 (in response to our 2021 survey data) was to ensure we communicate with parents the meaning of some of the elements of our school's Catholic Culture and Social Justice initiatives. This was achieved through explicit information for parents in our newsletters using the terminology of the survey to create greater understanding. Data reveals 93% of respondents understand the Faith Life of the school and 83% have a much greater understanding of the Catholic Culture. This was also achieved through invitations for parents to again be on site post pandemic. Parent survey responses affirmed the school is welcoming, safe and inclusive; provides strong support for students' positive behaviour and offers resolute Safeguarding information to keep parents fully informed. Emails, Seesaw and regular contact via phone calls from teachers and exec staff were an ongoing priority in 2022 even though there were staffing changes. Parents always have the opportunity to speak to the Principal in regard to any school matter and this avenue of feedback has been very effective and positive. 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 cite the positive recommendations from relatives or friends as one of the main reasons they chose Holy Spirit Infants school for their child's Catholic education with 92% of respondents reporting the school was their school of choice due to its good reputation. The school is well resourced and well maintained. Holy Spirit Abermain is proudly educating generations of families in our area.

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 and with the Principal. They enjoy coming and sharing a new idea or sharing feedback with the Principal as positive relationships are built with every

student. We value students' concerns and listen to what they are saying. It is important to our staff that students feel valued and heard. 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. Every student is taught explicitly the school's Positive Behaviours for Learning, consistently and utilising Restorative Justice practices is a key success of our school. Students say the best things about our school are the principal, teachers and staff who care about them and help them learn. They also report they like the Fruits of the Spirit, PBL and Principal awards, the playing fields, using laptops, iPads, robots, play equipment, the sandpit, the fairy garden, the canteen, special dress up days and excursions on a bus! There were no significant issues or areas to be addressed. The students express they most love being with their friends at school.

Teacher satisfaction

At Holy Spirit Infants School every person on staff is a valued member of our TEAM. Our school is proud of our positive staff relationships. All staff have attributes and skills to share with one another and do so willingly. Staff are given opportunities to bring up concerns either in a one to one discussion with the Principal 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; briefings and meetings. Staff collaborate well across classes and grades and are seen to be supportive of each other. The embedded knowledgeable others ie the Pedagogical Mentor and the Gifted Education Mentor are roles within the staff where together we learn and grow professionally, benefitting all staff and all students. Staff are committed to lifelong learning and to set professional goals for their practice and development and engage in receiving meaningful feedback. Professional Learning Team Meetings and case management meetings are valued and embedded in our school culture. A shared sense of humour is a valued component of our work day as are celebratory gatherings in the new staff area.

Recurrent and Capital Income 2022	

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