



## Holy Spirit Infants School, ABERMAIN

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## About the Annual School Report

Holy Spirit Infants School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

It is with great pleasure that I present the 2016 Annual School Report. Holy Spirit Infants School Abermain offers a well-rounded and all-inclusive education for our students – through nurturing and providing for their spiritual, academic, social and emotional needs. The primary purpose of Holy Spirit Infants School is to support the members of the parish community in providing a faith formation for their children. Holy Spirit offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school. We provided opportunities for the children to celebrate feast days and significant liturgical events. Our school combined with our sister primary school to host the Opening and Closing School Masses, Grandparent's Day, Father's Day and Mother's Day. Holy Spirit Infants and Holy Spirit Primary Kurri was proudly awarded the Monsignor Coolahan Community Partnership Award in recognition of our wonderful achievements.

Holy Spirit Infants celebrated Catholic Schools Week with a special Open Day and Liturgy, Book week, Harmony Day, Naidoc and Reconciliation Day, Indigenous Literacy Day, Literacy and Numeracy Week, Christmas Craft Day and the Athletics Carnival. We held our second Science Week celebrations which culminated in an exciting Science day. The students were delighted to participate in the Abermain Eisteddfod celebrating second place in two sections. The school held the annual Public Speaking competition and hosted three gifted & enrichment sessions for The All Saints Cluster in science, coding and mathematics. The students enjoyed tasting a variety of vegetables in Fruit and Veggie week, the highlight being the beautiful soups prepared by Mrs Palmer.

Holy Spirit continues to participate in the State Action Plan with the focus on further developing Literacy and Numeracy. In 2016 the students of Holy Spirit Infants participated in a wide range of teaching and learning experiences and extra curricula activities and as a result of the student success the school will not participate in the SAP program in 2017.

The Active After School Activities program continued in 2016. We delivered swimming, basketball, soccer, softball and touch. The classes attended excursions to the Reptile Park and The Newcastle Museum. The students enjoyed incursions from Pet Safety, the Fire Brigade, Questacon and a live performance.

2016 has been a wonderful year and I am humbled to work in partnership with the staff, parish, students and the families of Holy Spirit. 2016 is my last year as Principal at Holy Spirit as I will be moving on. Thank you and good luck to all the beautiful staff, students, their families and the community of Abermain.

God Bless

Marie

### Parent Body

Congratulations to the P&F body for their outstanding efforts to raise funds and provide support to the school. During 2016 this wonderful hard working group have provided a variety of opportunities to raise funds including Chocolate Drive, Cake Drive, Mother's day stall, Father's day stall, Easter Raffle, Trivia night, Grandparent's day raffle and Christmas Raffle and stall, selling raffles at Kurri Kurri bowling club, running a stall at the Kurri festival and discos. The money raised has supported the school to purchase IT and other essential resources. The P&F were delighted to be able to donate \$2000 to Holy Spirit Abermain to assist with this.

### Student Body

As Holy Spirit is an Infants school the school leaders are in Year Two and welcome the opportunity to develop leadership skills at this young age.

Some of their reflections include; I like:

- Going with the Principal to other places to represent our school.

- Leading the assembly and talking in the microphone.

acknowledging Welcome to Country

- Welcome new parents and helping them at Kindergarten days.
- Helping people.
- Doing the sports shed.

Some skills we have learnt: organisation, resilience, being quick to get things done, confidence, public speaking, setting an example and being a role model, having respect for others and our school rules.

Additional responses from K-2 children indicated that they love coming to Holy Spirit. The children said

- I love leading the school in the morning.
- I love learning
- I loved the science day
- I love playing soccer
- I love the pirate literacy night
- I love playing with my friends.
- I love being a buddy to the kindergarten students

It is truly a privilege to have the Aspect classes for children with Autism Spectrum Disorder, on our site. They enrich the school community and teach the students the value of each person, foster tolerance, kindness and patience. The classes were established by Aspect in collaboration with the Catholic Schools Office in response to a parent-driven campaign to obtain educational services in the Hunter for their children with an autism spectrum disorder (ASD).

The classes are administered by Aspect's Hunter School. The primary focus of the Aspect classes is to equip students with the skills to enable them to integrate into the wider community and to become as independent as is possible. In recognition of the special needs of students with ASD, the ratio of staff to students is very high. Aspect refers to its school program as a Comprehensive Educational Approach. Every student has an individual program developed in consultation with families, after careful assessment of their strengths and needs in all environments. The schools' curriculum is based on the core competencies of autism including social, communication, sensory and behavioural needs, which are integrated into the NSW Board of Studies mainstream curriculum – the Key Learning Areas (KLAs). The school uses a multi-disciplinary team approach, working collaboratively with families.

The Rainbow and Glitter classes have a variety of students and, integrating with the students of Holy Spirit Infants School, some in the class room setting and others in the playground. After age 8 the students move on to a range of settings; some go to special schools, support classes, mainstream schools and a few transition to Holy Spirit Infants School itself. They have all benefited from having spent time at HSIA.

The Aspect community would like to take this opportunity to extend their thanks and appreciation to Holy Spirit Infants School.

## SCHOOL FEATURES

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### History of the school

The Awabakal people settled here 40,000 years ago. In June 1908 the Sisters of St Joseph travelled from Cessnock each day to run a school in the church hall. In 1935 classrooms were built. In 1966, the Abermain site became the Infants department, while the Primary children were educated at Kurri Kurri. The schools became known as St Joseph's Infants School, Abermain and St Joseph's Primary School, Kurri Kurri. In 1984, the first Lay Principal was appointed to St Joseph's, Abermain. In 1991, both schools became known as Holy Spirit after the Kurri Kurri Parish. In 2008 new school buildings and facilities were opened.

In 2010 solar panels were installed using the Government grant and the school paid to connect them to the grid. In 2009 Holy Spirit received Government National P21 and BER funding. In 2010 the canteen, refurbishment of the hall annex, entrance and the COLA were complete. As a new school was built in 2007, Holy Spirit Infants used only a portion of their allocated funds, giving \$500 000 to other schools with more significant needs.

In 2013 HSIA received the National Partnership Program funding. In 2014, 2015 and 2016 HSIA received the State Action Plan.

### Location/Drawing Area

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 the school draw from Abermain, Weston, Kurri, Pelaw Main, Heddon Greta, Mulbring and Gillieston Heights. The students move to Year 3 at Holy Spirit Kurri and then onto high school at St Joseph's Lochinvar or St Peter's Maitland and then onto the senior school campus St Mary's Maitland.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

Holy Spirit Infants School is committed to celebrating its Catholic identity, nurturing a genuine faith development in its students and welcoming families on this journey. Our day begins and ends with whole school prayer at assemblies. Each class Meditates daily and the children embrace this as a calm and tranquil form of prayer. The school has organised prayers and liturgies to celebrate the presence and guidance of our loving God in our lives. These have included Catholic Schools Week, Grandparents Day and Mother's Day. We have celebrated liturgies with our families for Ash Wednesday, Pentecost, All Souls Day, Easter and Catholic Education week. We acknowledge Holy Days through prayer and liturgy. We have special prayers for Advent, Lent, saints, as well as humanitarian prayers for Remembrance Day, Harmony Day, and NAIDOC week. We recognise that each child is on their own spiritual journey and we encourage children to recognise the fruits of the spirit within themselves. Holy Spirit Infants and Primary join together for the beginning and end of year Mass and other significant events.

### Family, Parish and Diocesan evangelising and catechesis

Holy Spirit Infants School, Abermain is involved in Parish life in a number of ways, such as participation at regular Sunday Youth Masses, Family Masses and significant church celebrations. Where possible we celebrate liturgies, prayers and reflections of the significant events in the Parish Church. Parishioners and parents are always invited. The school has a strong social justice focus participating in Diocesan sponsored activities including Catholic Mission and Caritas. The Mini -Vinnies group raise funds for Diocesan and school based social justice initiatives. Joint parish/school initiatives are on-going. Liaison with the parish and the Parish Priest regarding school celebrations and attendance at Parish events occurs regularly. Many staff members are part of a Parish Liturgy Team. The Infants School joins with Holy Spirit Primary for special Liturgies several times a year. The celebrations alternate between Kurri Kurri and Abermain. These celebrations involve students from both schools. Holy Spirit Infants School run a "Fruits of the Spirit" Program which highlights the importance of growing these important gifts and is reflection of the charism of the school.

### Christian Discipleship

Social Justice initiating compassion is a significant aspect of our expression of our core beliefs and the life of Holy Spirit Infants School. During Mission month, students watched Caritas DVD's in class and prayed for those needing our support. We raised money to send to Caritas and Catholic Mission. Mini-Vinnies has organised two fundraising events throughout the year. We promote discipleship by allowing children time to respond to God through prayer and other experiences.

### Religious Education and Curriculum

Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Diocesan K - 12 Religion Syllabus and Religious Education Resource Units for Early Stage 1 and Stage 1 are implemented in the classrooms. Each class has a structured Religious Education lesson daily to provide relevant teaching and learning activities in the Life Experiences, Content, Internalisation and Expression aspects of the Diocesan Resource Units. This year we have implemented newly written units which have a strong focus on contemporary, creative and engaging content.

Many staff members are studying their Masters in Religious Education or Leadership to provide them with a contemporary understanding of theology and faith development. Staff prayer occurs twice each week and new resources have been provided. The staff participated in the Lenten and Advent program and invited parents to attend. The R.E.C. assists the classroom teachers to introduce new teaching strategies, purchasing new resources and the preparation of class and whole school Masses and Liturgies.

### Initiatives Promoting Respect and Responsibility

Values are intrinsic to our way of teaching and interacting with the families at Holy Spirit. Our school vision statement specifically refers to the values of acceptance, respect, dignity and honesty. Holy Spirit school values diversity and inclusion of special learning needs. Money raised from special events organised during Lent go towards Project Compassion. Social Justice Issues are discussed regularly with the children and parents via class lessons, assemblies, prayer services and newsletter. Each year, the school conducts an

appeal for the St Vincent de Paul Society. This is run by the Year 2 Mini Vinnies group and coordinated by the Pastoral Care Worker. To support the development of values we use school name and the "The Fruits of the Spirit". Each week students are selected to receive awards based on the fruits of the Spirit. Other activities that promote values are the "You Can Do It" program and encourages a Growth Mindset. The program teaches the values of Getting Along, Resilience, Confidence, Persistence and Organisation. A Citizenship Award is presented at the end of Year Mass to a student from each class who has demonstrated exemplary values in caring for others.

## Student Profile

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Actual Enrolments 2016

Scholastic Year	Number of Students
K	39
Year 1	40
Year 2	30

## Student Attendance

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	School Average
94	93	94	94



## Pastoral Care and Wellbeing

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### Student Welfare Policy

Student wellbeing is very important at Holy Spirit. Children are offered a place in the Seasons for Growth group if they have experienced grief or loss. A school psychologist is available for parents and students who need assistance. A Pastoral Care worker position was created in October 2008. Roger Whitney, former principal in the Diocese was appointed as the PCW in 2011 and part of his role is to assist families and children in need. He is available each Monday and Tuesday morning before school without appointment and during the day, with appointment as he regularly works with small groups on values, social skills and talking and listening programs. Roger also provides support and education for students by using The Resilience Doughnut Program and Cool and Friendly programs. During 2014 the anxiety program called "Get Lost Mr Scary" was facilitated by the psychologist and Mr Whitney. See Pastoral Care Policy on our website for more details.

### Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

No change has been made to the Pastoral Care Policy. See Pastoral Care Policy on our website for more details. This is further supported by the Catholic Schools Office Pastoral Care Policy 2002 (p13) particularly where suspension and expulsion are concerned, to ensure that procedural fairness is demonstrated.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Holy Spirit Infants School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

The Maitland Newcastle Catholic Schools Office has established an Anti-Bullying Policy which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in 2013 and no changes were made to the policy this year.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

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### School Improvement Plan

The 2016 School Improvement Plan had three main areas of focus. The first area looks at Catholic identity and ways to *develop the staff and student spirituality*. The second area of focus lies in Quality Learning and Teaching in response to implementation of the State Action Plan. The school focused on developing writing skills and numeracy skills. The identified priorities have built on previous knowledge gained ensuring evidence based best practice pedagogy and practices are employed and valued. The priorities include a *Proactive approach to raising student levels of achievement; improved student achievement in Literacy and Numeracy and Contemporary and high quality teaching and learning*. The third area is empowered leadership with priorities in *developing Principals as leaders of Learning and Building Leadership capacity of executive*.

The School will not participate in the state Action Plan in 2017 because of the success of the School Improvement plan as demonstrated by the outstanding results of the students in NAPLAN over the past two years.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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The first area looks at Catholic identity and ways to *develop the staff and student spirituality*. This was achieved by deepening their understanding of the 'fruits of the spirit' and links with their lives and the school charism and mission.

- Implementing a sequential program of the Fruits of the Spirit that can be used annually.
- Developing dynamic harmonious relationships between Holy Spirit School and Holy Spirit's Parish. A stronger relationship with the parish and sister school has been achieved as evidence by the school achievement of Monsignor Coolahan Community Award
- Cohesive and integrated approach to staff spiritual and theological formation achieved through staff attendance at staff meetings on Moral Purpose, Beatitudes and Catholic Principles delivered by the Education Officer from the CSO.
- High quality deliver of contemporary and relevant Religion curriculum achieved through the attendance at PD on the implementation of the new units for ES1 and S1.

The 2017 Key Priorities for Catholic Formation and Mission have been identified as:

1. Staff to identify a range of rich and sustainable spiritual formation opportunities which will affirm staff contribution to the Catholic mission of the church as valued participants in Catholic Education.

2. A targeted and succinct program of improvement that affirms and promotes the critical role that quality religious education has in Holy Spirit.

3. Encourage and assist staff to participate in new PD program and initiatives that will assist in their formation and encourage them to be active contributors to the mission of the church.

The key priorities of Quality Learning include *Expand and enhance the focus on instructional leadership in Years K-2; Expand and Enhance the focus on diagnostic assessment in Years K-2; Focus on improved performance of ATSL students.*

- The use of the DEC continuum of Literacy and Numeracy to track student learning by data analysis, 3 tiered learning and differentiated grouping and targeted teaching.
- Use of Learning goals and learning intentions
- Intervention strategies across the K-2 using the 3 Tiered approach to learning to provide timely targeted intervention.
- Collaborative Practices that involve the PLC & PLT model to create smart goals and evaluate student achievement. Teachers able to formulate SMART goals.
- Systematic phonemic awareness training in kinder and identified year 1 students
- Targeted spelling teaching
- Improving student writing strategies with a focus on the use of graphic organisers and on spelling skills.
- Improved pedagogy of literacy and numeracy teaching by using data to support differentiation and planning. Evident in the use of Pat Maths and Comprehension test results and The Primary Spelling inventory Test results and Reading Running records results.

The 2017 Key Priorities for Learning and Teaching have been identified as:

#### Academic Performance

1. The use of Evidence-based approaches to lift the performance of all students by
  - Consolidation of writing strategies, comprehension, vocabulary & reading skill development
  - Deepen knowledge of teaching spelling skills
  - Mathematics skills mastery
  - Deepen knowledge of assess
2. Focus on improved performance of gifted students
  - Deepen teacher knowledge of Gifted Students needs and how to best support them.
3. Developing a school approach to the needs of early learners that complies with system practices.
  - Attend Emilio Regio PD
  - Continue to focus on improving student outcomes and readiness for school by implementing a school 'playgroup' and involvement in the Kurri Transition to school program.
  - Make adjustments to classrooms/playgrounds to reflect contemporary learning.
4. Focus on developing a Culture of collaborative learning
  - Improve PLC model that uses data.
5. High quality and contemporary pedagogical practice that engages students in learning.
  - Use research and best practice models to sustain present practice
  - Implement the inquiry model into rooms
  - Review learning spaces to reflect contemporary learning

<p>The third area is Quality Teaching include <i>Increased teacher capacity to deliver high quality teaching and learning &amp; Increased teacher capacity to delivery contemporary pedagogical and ICT to support high quality teaching and learning</i></p> <ul style="list-style-type: none"> <li>■ Implementation of new HSIE (History and Geography) syllabus</li> <li>■ Implementation of Professional Practice and Development (PP&amp;D)</li> <li>■ Implement the use of ICT to support quality contemporary pedagogy and delivery of excellence in learning.</li> <li>■ Initiated individual meetings to discuss programming and ways to improve targeted areas</li> <li>■ Plan systematic, timely and structured PD to support school improvement and improve student achievement.</li> </ul>	<p>The 2017 Key Priorities for Leadership have been identified as:</p> <ol style="list-style-type: none"> <li>1. Renewed leadership opportunities to enhance the capacity of school executive <ul style="list-style-type: none"> <li>■ Improving student achievements by supporting the delivery of quality teaching at the school.</li> <li>■ Improving student achievement by exploring best practice and research base strategies to address the needs of the school.</li> </ul> </li> <li>2. Teacher and Leader accreditation process in school <ul style="list-style-type: none"> <li>■ Develop strategies of engagement with the standards</li> <li>■ Implement profile to achieve accreditation.</li> </ul> </li> <li>3. Encourage Community and Parent engagement. <ul style="list-style-type: none"> <li>■ Support, develop and maintain pre-enrolment processes (commenced in 2016) that reflects Early Years Framework and learning styles.</li> </ul> </li> <li>4. Ensuring quality and accountability of Board of Studies requirements by <ul style="list-style-type: none"> <li>■ Implementing COSI and Governance requirements</li> </ul> </li> <li>4. Promote and support mechanisms that encourage positive wellbeing and mental health by <ul style="list-style-type: none"> <li>■ Implement KIDS matter level 2 framework to school and community</li> </ul> </li> </ol>
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## Academic Achievements

2016 has been a very successful year for the students of Holy Spirit. Year 2 students were tested in numeracy and literacy with the ACER PAT Maths and Comprehension Tests which provided valuable information for the teachers. The students were then re-tested in Term 4 and all students made significant growth in the final test. The teachers at the school used standardised testing to track student performance in literacy and all students were tracked on the Literacy and Numeracy Continuum which provided the teachers valuable information to track student learning. The students excellent reading level growth has caused the school to purchase a large amount of high level readers and chapter books.

The students also participated in the All Saints Cluster Gifted and enrichment day in writing, numeracy, art, gymnastics, science and music. The students also performed well in the Annual Public Speaking competition with two students being selected to represent at the Diocesan Public Speaking Competition.

Success was also achieved at the Abermain Eisteddfod where the choir was placed second in their section.

## Cultural achievements

In 2016 the students participated in:

- Aboriginal art techniques and history incursion with Laretta Fielding.
- 'Grandparents' Day, Mother's Day, Father's Day celebrations and Christmas carols evening
- 'Science Day' and Literacy and numeracy week.
- Assemblies twice a year
- Visiting Book Week performance, pet and sustainability programs
- An author visit -Ursula DeBroski
- Newcastle Writers festival workshops
- Public Speaking Competition and the Regional and Diocesan Competitions
- The Abermain Eisteddfod and Senior citizens week
- The Anzac Day march.
- Bush Dance Night
- School Disco
- The Reptile Park and the Newcastle Museum excursions.
- Incursions from Questacon and Rural fire brigade
- Science week, Literacy week, National Simultaneous Reading Day and Fruit & Vegetable week.
- A book parade and Gifted and Enrichment day
- Celebration of Naidoc Week; Harmony Day and Reconciliation Week.
- Caritas and mission activities.

## Sporting achievements

A small number of students participated in the formal Annual school swimming carnival and two students competed at the regional swimming carnival at Maitland. All students participated in the annual Athletics carnival and 5 students went on to compete at the All Saints Cluster Athletics Carnival. One student achieved at the Diocesan Athletics Carnival and then attended the Polding Athletics Carnival.

The Active After Schools program ran across 3 terms, the sports offered included swimming, soccer, athletics, touch, softball and basketball. All students participated in the annual gymnastics program.

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	0
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	10

Four staff member have completed Masters level study. Three staff are presently studying to achieve a Masters level.

### Workforce Composition

Number of Staff	
Total teaching staff	9
Total non-teaching staff	1
Grand total	6
Percentage of teachers who are indigenous	1

### Teacher Attendance

91%

### Teacher Retention

100% of staff have retained their position at the school. One temporary teacher left to take up a permanent position at a neighbouring school thus another temporary teacher was employed at the school. One staff member took maternity leave during the year and returned in Term 4 to part time roll.

### Professional Learning Undertaken

During 2016 the staff at Holy Spirit Infants Abermain has been provided with a variety of opportunities to receive Professional Development. This include professional development in weekly staff meetings, professional development organised by the school based on the needs of the students where Guest speakers were employed and external Professional development provided by CSO and other external providers.

Staff Meeting Professional Development Include:

English Syllabus- scope & sequence

Assessment-formative, summative and of learning

Spelling: Assessments & using data for grouping; how to use word sorts; Using Words their Way strategies;

Agreed practices across the grades  
Cued Articulation  
Developing writing strategies  
Use the DEC continuum to group kinder students to accelerate progression  
Evaluating and updating the English policy  
Learning goal boards used in classroom for Writing ,English and Maths.  
Data analysis -Using cluster skills to move students along the continuum.  
Data analysis -Guiding teaching based on literacy & numeracy continuum  
NAPLAN analysis  
Using data to Tier students  
Introducing more complex vocabulary  
Collaborative writing, Visual prompts & Graphic organise  
Geography Syllabus  
ICT and the use of IPADS  
External Providers and CSO Professional Development:  
Seven Steps to Writing  
Writing Strategies, Alison Davies  
School Improvement Conference- AIS  
Leadership Development Level 2 – Michael Elphick  
Formative Assessment - using research of Dylan Wiliams  
Maths Champion- CSO  
REC, Principal, Lead Teacher and Learning Support development days, CSO  
Developing Spirituality CSO



## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving 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 staff.

### Parent Satisfaction

The parent body were given many opportunities to voice their opinion and satisfaction by participating in surveys and discussions at P&F meetings . These indicated the parent body were happy with the school direction and focus on learning. Support was also provided for the Pastoral Care worker, where 70 % of parents voiced satisfaction with this program. Parents have been given the opportunity to speak to me in regard to any school matter and this avenue of feedback has been very effective and positive. Current parents valued the broad experiences their children have been provided, citing the many ways they have been involved. They voiced satisfaction of the curriculum we offer as well as the small size of the school, the reasons they continue to send their children. New parents gave other's recommendations as one of the main reasons they chose the school. When I field enrolment enquiries I always ask why the parent wishes to send their child to our school. Most often it is because of the recommendation of a friend or relative. We also have many enquiries from families of children with special needs because of our schools outstanding reputation.

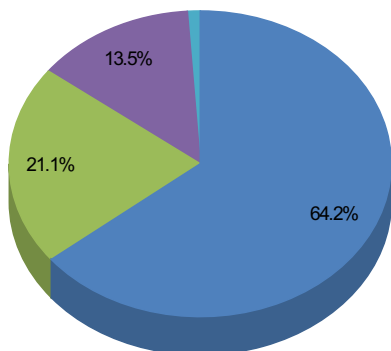
### Student Satisfaction

Students have the opportunity to talk about their likes and dislikes in the classroom with their teachers or with me personally. We value students concerns and listen to what they are saying. Most issues are resolved easily and students are generally happy with our school. Students say the best thing about our school are the playing fields, basketball in the morning, computers, iPads, the sandpit and the resources used in lessons. There were no significant issues or areas to be addressed.

### Staff Satisfaction

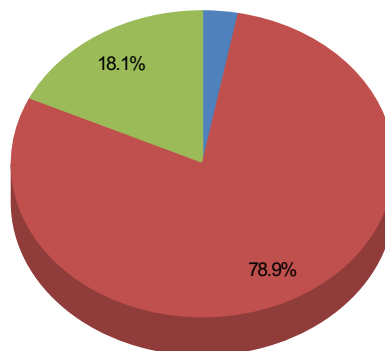
Teachers are given opportunity to bring up concerns with me personally and at staff meetings. I encourage and expect all staff to have a voice in the direction, focus and running of the school and I honour a team approach with collaboration being an important priority. Most issues are easily resolved and the staff are generally very satisfied with the way the school runs and are happy to come to work each day. There were no significant issues or areas to be addressed.

Income



- Commonwealth Recurrent Grants (64.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (21.1%)
- Fees and Private Income (13.5%)
- Other Capital Income (1.1%)

Expenditure



- Capital Expenditure (3%)
- Salaries and Related Expenses (78.9%)
- Non-Salary Expenses (18.1%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$997,809
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$328,285
Fees and Private Income <sup>4</sup>	\$210,473
Other Capital Income <sup>5</sup>	\$16,770
<b>Total Income</b>	<b>\$1,564,985</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$45,517
Salaries and Related Expenses <sup>7</sup>	\$1,191,624
Non-Salary Expenses <sup>8</sup>	\$272,803
<b>Total Expenditure</b>	<b>\$1,509,944</b>

For the 2016 year the Holy Spirit Infants School received \$11,648 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mrs Butel-Simoes Marie**

**Holy Spirit Infants School**

**ABERMAIN**

**Phone: 4930 4361**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>