



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Holy Spirit School

197 Clarendon Street, THORNBURY EAST 3071

Principal: Robert Costin

Web: www.hsthornbureast.catholic.edu.au

Registration: 1516, E Number: E1172

Principal's Attestation

I, Robert Costin, attest that Holy Spirit School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 04 Apr 2025

About this report

Holy Spirit School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision and Mission

'Our school community should be one that Jesus would walk among today and recognise as His own.'

Faith

We are a Christ centred community that lives out the Good News of Jesus Christ. We are committed to nurturing the whole person: spiritually, morally, physically, emotionally and intellectually by providing an opportunity to integrate faith and life fully.

Excellence and Equity

We aim to create a supportive and challenging environment for individuals to learn, to achieve their potential and to experience personal success on their journey of learning, which is celebrated in partnership with parents.

Lifelong Learners

We will provide an environment that fosters the desire to learn and values life-long learners. We understand that we develop learners who are open-minded, self-motivated, questioners and who are willing to take risks. We encourage all students to know how to learn, reflect, apply and critically evaluate their learning.

Active Citizenship

We believe in living out the Gospel Values, fostering a community that thinks globally, embracing all members of the community, and developing a social conscience. Individuals are encouraged to become active, socially responsible members of society.

School Overview

School Overview

Holy Spirit is located in the inner-city Melbourne suburb of Thornbury. Holy Spirit became a parish in 1953 with Fr. John Brace as the first Parish Priest. In the same year the school, staffed by the Good Samaritan Sisters, opened its doors sharing one building. Over time, Holy Spirit Parish School developed its own identity and has become an integral part of the parish community.

Holy Spirit and St. Anthony's Parish in Alphington formally amalgamated into one parish and the new Catholic Parish of Holy Spirit and St. Anthony came into existence in January 2015. In 2016 the Salvatorian Order of priests was appointed to this parish. Since then, under the new mission model for parishes Holy Spirit and St Anthony's is now partnered with St Mary's in Thornbury and St Joseph's in Northcote under the guidance of Fr Shabin, our Parish Priest, and Fr Peter. 2023 saw the Holy Spirit parish and school celebrate 70 years of service to the Thornbury community.

2024 enrolments at Holy Spirit were 149. The classes comprised: Foundation/one, two Year 1/2 classes; two Year 3/4 classes and two Year 5/6 classes.

Holy Spirit is committed to continuing to develop the partnership between the school and every family that makes up this community. We ensure that every child is supported as they develop socially, spiritually, emotionally, physically and academically. Every year we rely on the fantastic support of the parent community and that support is a significant priority in our school. Parent involvement is extensive and encouraged. The School Advisory Council works to support the Principal and Parish Priest in addressing the educational needs of the community.

The school's School Improvement and Annual Action Plans target improvement in learning outcomes for all students. The goals and strategies identified in this plan are centred around personalising learning opportunities for the students based on accurate data collection, analysis and future action planning.

Wellbeing continues to be central to all we do at Holy Spirit and is a strength in the school. We work hard to continue to strengthen personal and inter-personal relationships as a key strategy in establishing an environment where all are respected and encouraged in their learning.

Respect and tolerance for the rights and needs of others continues to foster the great community feeling that permeates the school.

Holy Spirit continues to be a community that is focused, supportive and welcoming to all. We celebrate the achievements of all students and enjoy the uniqueness each of them brings to the school. We are grateful for the teamwork of staff and parents who work so closely to make this a special place to be.

Principal's Report

The 2024 school year at Holy Spirit has been one of collaboration, growth, and meaningful engagement. Our community has thrived through strengthened relationships, innovative learning experiences, and a shared commitment to nurturing the whole child.

Throughout the year, students demonstrated curiosity, resilience, and creativity in their learning journeys. Their willingness to explore new ideas and embrace challenges has been truly inspiring. We commend every child for the enthusiasm and energy they brought into classrooms, performances, excursions, and community events.

Our dedicated teaching and support staff have been instrumental in guiding this progress. Their commitment to professional growth and student wellbeing has underpinned the success of our programs. From curriculum planning to extracurricular initiatives, their passion for education has remained unwavering.

In 2024, we continued to prioritise great learning experiences for students participating in a range of camps, excursions, and interactive projects. These experiences have enriched classroom learning and helped foster collaboration, independence, and deeper engagement with the world around them.

Faith and spirituality remain central to our community. We are grateful to Fr Shabin and Fr Peter for their ongoing pastoral support, leadership, and presence throughout the school year. Their contributions have strengthened our collective journey in faith.

Professional learning remained a key focus in 2024. Staff engaged in continued development aligned with our School Improvement Plan. A particular emphasis was placed on MACS' Vision for Instruction, both in personal learning and curriculum integration. Our staff engaged in detailed Professional Learning in Explicit Instruction in both Numeracy and Literacy. Our partnership with the Fire Carriers initiative provided opportunities for students to lead conversations and actions that honour Aboriginal and Torres Strait Islander culture.

The School Advisory Council has continued to play a vital role in supporting school leadership and providing input on strategic decisions. The Council worked hard on developing a detailed enrolment enhancement strategy to support future enrolment growth. I thank each member for their dedication and thoughtful contributions, which help shape a positive future for our school.

As we reflect on 2024, we do so with gratitude for the strength of our community and the shared vision that propels us forward. Holy Spirit remains a place where relationships, learning, and faith come together to create a vibrant and supportive environment for all.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals & Intended Outcomes

To empower students in their learning

To improve teacher professional practice

- That teachers use evidence-informed practices to lead and develop students' learning capacity

Achievements

Overview

In 2024, our school remained committed to building our Catholic identity and mission, aligning this journey closely with our Annual Action Plan. Our efforts were centered on enhancing teacher professional practice and empowering students in their learning journey. This year marked significant strides in building teacher capacity and deepening students' engagement through a faith-informed and student-centered approach.

Teacher Professional Practice

Our focus on developing the confidence and expertise of our teachers was paramount. Throughout the year, professional development opportunities supported staff in implementing effective, evidence-informed teaching practices in Religious Education.

Key actions included:

- Faith Education Cycles of Inquiry: Level teams engaged in ongoing collaborative inquiry to strengthen RE practices.
- Pedagogy of Encounter and Recontextualisation: Teachers were supported to develop confidence in applying these approaches to teach RE effectively.
- External Expertise: We partnered with specialists to provide tailored professional development for both teachers and school leaders.
- Faith-Focused Staff Meetings: Two staff meetings per term were dedicated to faith development and pedagogical reflection.
- MACSIS Data Analysis: Staff worked through structured processes using MACSIS data to inform RE direction and decision-making.

- Monitoring and Impact Measures: Progress was regularly monitored through teacher and student data to evaluate the impact of initiatives.
- We also enlisted the expertise of Eloise Myers (MACS), who supported ongoing professional development, led Faith Formation Nights for sacramental families, and contributed to strengthening leadership in faith across the school through staff meetings and PLTs.

Empowering Students in Their Learning

In line with our goal of student empowerment, learning opportunities were designed to foster agency, compassion, and active participation in faith and community life.

In 2024, the Catholic Church designated the year as a Year of Prayer, with the motto "Lord, teach us to pray". This was in preparation for the Jubilee Year 2025, which is a time of special grace and renewal. Additionally, Catholic Education Week in 2024 had the theme "In the light of Christ". We endeavored to instill in our students the values of compassion, contribution, and societal engagement and further develop their capabilities to be the light in the world through actions, words and deeds.

Prayer and Catholic Identity

Analysis of our MACSIS Survey data from both students and staff confirmed that prayer remains a major priority and is highly valued across our school community. Daily morning prayer continued as a vital ritual in all classrooms, helping students and staff connect with the liturgical calendar, reflect, and engage with their faith meaningfully.

Assemblies, school gatherings, and celebrations consistently began with student-led prayer and an Acknowledgement of Country, recognising and respecting the culture and spirituality of our First Nations People.

Staff demonstrated a strong and visible commitment to maintaining our Catholic Identity. The school foyer was used as a dynamic space to visually represent changing liturgical seasons and support students preparing for the Sacraments of Reconciliation, Eucharist, and Confirmation.

Religious Education leaders collaborated with parish priests and Faith Leaders from sister schools to enhance shared understanding of Catholic traditions. Staff also worked to embed the principles of the Horizons of Hope framework across the curriculum, ensuring a holistic and faith-integrated learning experience. The Pedagogy of Encounter remained a central focus, encouraging students to explore and respond to world issues through the lens of Catholic tradition.

Faith and Community Life

Traditional Liturgical Celebrations: Our school came together for significant faith events, including the Beginning of Year Mass, weekly Thursday Masses, Easter and Christmas celebrations, and the Feast of the Sacred Heart as well as End of Year mass and Graduation. We also welcomed our new Foundation students at our Welcoming Mass.

Social Justice Initiatives: Guided by our Social Justice Leadership Team, students engaged in activities supporting Caritas, St Vincent de Paul, and broader community causes, demonstrating compassion and service.

Sacramental Programs and Family Engagement: Faith Formation Nights, Life and Faith Expos, and ongoing communication between school, parish, and home strengthened our community's spiritual life and unity.

Visual and Performances showing Faith Expression: The Stations of the Cross were prepared and presented by students as part of cross-curricular learning in Performing Arts. The annual Carols Night also brought together the school community in joyful celebration.

Looking Ahead

As we prepare for the Jubilee Year 2025, we are inspired by the groundwork laid in 2024. Our school will continue to nurture a faith-rich, inclusive, and evidence-informed learning environment. Through professional development, student empowerment, and a shared commitment to Catholic identity, we aim to live out our mission of being “the light in the world”—through our words, actions, and united faith journey.

Value Added

Parish REL meetings built active collaboration with our parish priests and sister schools enhancing teacher formation, inter-school partnerships and planning opportunities for sacraments and whole school masses.

REL Network meetings for the Northern Region held once every term by MACS supported consistent sharing of ideas, initiatives, and support.

Ongoing conversations and planning led to more inclusive, faith-integrated units of work across curriculum areas.

Morning prayer rituals continued to be a powerful daily practice, embedding a shared spiritual rhythm across all levels.

Students' participation in leadership and social justice initiatives nurtured responsibility, empathy, and a lived expression of Gospel values.

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

To empower students in their learning

- That students are self-regulated agents of their learning
- That learning outcomes in Numeracy, Spelling and Writing growth improve

Achievements

Throughout 2024, our efforts and work in the Learning and Teaching sphere were guided by a commitment to implementing MACS' Vision for Instruction, Flourishing Learners Position Statement.

To support the implementation of the Vision for Instruction, ongoing professional learning was provided to deepen staff understanding of how students learn. Some key foci throughout the year were the cognitive principles underpinning the Vision for Instruction, developing an understanding of Cognitive Load Theory and the implications of these for classroom teaching.

In addition to this whole staff professional learning, the school's leadership team were involved in the MACS Northern Region School Improvement Network. This allowed our school leadership to develop a deeper understanding of the MACS Flourishing Learners Vision for Instruction and its implementation in our school.

Our school theme for 2024 – Learning through Thinking, Feeling and Doing - provided a framework for the design of learning experiences in our Life and Faith units. Students developed new knowledge and understandings through sequenced knowledge goals, participated in hands-on learning activities and were encouraged to take the initiative in investigations and in sharing their new learning with the wider school community. This was most evident in the Term 2 whole-school unit The Living World. A highlight of this unit of learning was a whole school excursion to Healesville Sanctuary.

Grammar and Punctuation was also a focus for our improvement efforts in English.

Planned professional learning in Mathematics continued to focus on teaching through the mathematics proficiencies, with particular emphasis, in 2024, on developing students' fluency

with understanding. Professional Learning involved an in-depth investigation of the role of Modelling and Worked Examples as part of the Explicit Instruction pedagogical approach as outlined in the MACS Vision for Instruction. Teachers focused on how these teaching practices respect students' cognitive load and allow them to process new learning in manageable steps.

Holy Spirit School continued its commitment to meeting specific student needs, both for extension and targeted intervention. In 2024, twenty-seven students from Years 4-6 took part in the Maths Challenge, run by the Australian Maths Trust (AMT). This challenge involved working on, and solving, a set of challenging problems over a period of four weeks. All of the students worked very hard at this challenge and were very excited to receive their award certificates from the AMT. Out of the eleven Year Six students who entered the Maths Challenge, all eleven earned Distinctions.

Students with additional learning needs were supported in Mathematics through specific programs. GRIN (Getting Ready in Numeracy) is a support intervention for students who need additional input to help them access the classroom Mathematics program. In 2024 GRIN was implemented from Years 2-5 and supported the learning of fifteen students, at school with GRIN tutors. Additional support in the form of one-on-one, or very small group, assistance is offered to children who have very significant learning difficulties. Short number 'sprints' are designed to help these students develop fluency with key foundational knowledge and skills, and are delivered by our Learning Support Officers.

The teachers identified Grammar and Punctuation as an area of English that they needed professional learning in for 2024. They specifically identified increasing their own knowledge, as well as further developing their skills in the explicit teaching of Grammar and Punctuation, as the areas of focus. Throughout 2024 English professional learning concentrated on Grammar and Punctuation and included improving teacher knowledge, developing a scope and sequence, and trialling the Explicit Teaching Model for classroom lessons.

In English a number of intervention programs were put into place to support students who found aspects of literacy challenging, including additional teacher support during the key learning areas of Reading and Writing. Students in Foundation and Year 1 with language issues participated in oral language interventions. Year 1 students who needed support with their basic reading and writing skills and strategies had support through one-to-one intervention, as well as small group targeted teaching. These students showed significant progress across the year. Year 2 students who needed additional support with reading also had one to one intervention, demonstrating improvement throughout the year. All students needing additional support were involved in targeted intervention with Learning Support Officers and support teachers. Other interventions included Spelling and Writing.

Learning was differentiated for all students in Reading and Writing, allowing for higher ability students to have their needs in Reading and Writing specifically targeted. All classes were supported by Learning Support Officers during the Literacy (English) block.

Student Learning Outcomes

Numeracy Results

Mean scores in NAPLAN 2024 were below the state mean in Year 3 and significantly above the state mean in Year 5. Although there were no official relative growth measures available in 2024 due to the change in test format, 92% of our Year 5 students achieved results in the 'proficient' range, indicating continued strong Maths growth in this cohort of students.

PAT Testing in 2024

In November 2024 Holy Spirit administered the adaptive versions of Progressive Achievement Tests (ACER) in both Mathematics and Reading Comprehension. These tests provided the school with standardised test performance data.

The PAT Mathematics test results showed that students in four of the six levels assessed achieved median scores significantly above the tests' norming samples. Students in the other two levels were close to the norm group means.

Literacy Results

NAPLAN results from 2024 indicate strengths in Reading and Writing for both Year 3 and Year 5, and in Spelling for our Year 5 students. In Year 3 we had a small cohort of students identified as having a specific learning difficulty with Spelling, who are continuing to receive intervention to support their growth in this area. With NAPLAN being conducted in March, and with our professional learning focus on Grammar and Punctuation throughout 2024, we expect to see improvement in our NAPLAN results for Grammar and Punctuation in 2025 and beyond.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	411	50%
	Year 5	525	75%
Numeracy	Year 3	398	40%
	Year 5	509	92%
Reading	Year 3	411	80%
	Year 5	507	83%
Spelling	Year 3	411	70%
	Year 5	495	83%
Writing	Year 3	428	80%
	Year 5	518	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

To empower students in their learning

- That students are self-regulated agents of their learning

Achievements

Holy Spirit Primary School continues to uphold a clear, consistent, and coordinated approach to student wellbeing. This is reflected in the delivery of comprehensive classroom programs such as Resilience, Rights and Respectful Relationships, supplemented by Bounce Back, as well as the provision of lunchtime clubs, regular wellbeing communications in school newsletters, and ongoing professional development for staff. These initiatives have contributed to a shared understanding of core wellbeing principles and a common language across the school community.

Our school and classroom environments are welcoming, bright, and safe. Staff have remained committed to fostering strong, positive relationships with students, and to promoting respectful and optimistic interactions among peers. Parents and visitors are always warmly welcomed, further reinforcing our sense of community.

Throughout the year, first aid policies and procedures were regularly reviewed and monitored. All staff participated in mandatory e-learning modules on mandatory reporting and the Disability Standards for Education. Additionally, they completed full-day first aid training covering anaphylaxis, asthma, and CPR, ensuring a high level of preparedness.

Student wellbeing continues to be supported by our school psychologist/counsellor, who is available one day per week. Her valuable work with students and families has been instrumental in addressing a range of psychological and family challenges. She complements our whole-school approach by providing one-on-one counselling for students, parental support, and strategic guidance for teachers.

All classes consistently implemented the Resilience, Rights and Respectful Relationships and Bounce Back programs. Our school values, Respect, Safety, and Learning, are embedded throughout teaching practices, offering consistent and explicit support for students' social and emotional development.

The care, safety, and wellbeing of every child is central to all that we do, and is considered a shared responsibility among all staff at Holy Spirit.

Our school vision clearly articulates the value we place on each individual in our community. It guides our commitment to creating an inclusive and nurturing environment where every student feels valued and supported.

'Our school community should be one that Jesus would walk among today and recognise as His own.'

Clear referral processes for students with academic, behavioural, social, or emotional needs were overseen by our Learning Diversity Leader. These processes were reviewed and embedded throughout the year to ensure effective support and accurate data collection for the Nationally Consistent Collection of Data (NCCD). Program Support Group meetings were held regularly, with Personalised Learning Plans developed in collaboration with families. A number of students also accessed additional support through Learning Support Officers, ensuring individual needs were met to maximise learning outcomes.

Our commitment to child safety is unwavering. Policies aligned with Parliamentary Legislation are firmly embedded in our practices. A strong culture of child protection is maintained, where all members of our community are expected to act as vigilant and responsible carers.

In 2024, we worked in partnership with our parent community through the School Advisory Council to enhance collective understanding of child safety. MACSSIS data related to student safety and school climate informed our discussions, as we explored ways to further strengthen our existing frameworks. There is widespread community agreement and shared ownership of the responsibility to protect the rights of all children.

Our Child Safe Team played a vital role throughout the year, ensuring the implementation of the updated Child Safe Standards across the school. Staff meetings provided regular updates and reinforced our visible commitment to these standards. Compliance with updated Child Safe policies was maintained, with staff informed of relevant changes throughout the year.

The Wellbeing and Child Safe Teams worked in close collaboration to monitor implementation and respond to emerging needs. All staff remained up to date with mandatory reporting responsibilities, completing relevant online modules and referring to the PROTECT documentation as an essential guide. Professional learning in this area included all teaching, learning support, and administration staff.

We continue to ensure that parents understand and comply with school protocols for participation in school life. All volunteers hold valid Working With Children Checks, and a current register is maintained. Families have signed both the Code of Conduct for Parents and Visitors and the Volunteer Code of Conduct.

Parents involved in classrooms are required to attend Child Safe adult education sessions led by the Deputy Principal. These compulsory sessions ensure all volunteers are fully informed of their responsibilities and the rights of others within our community.

All recruitment processes throughout 2024 followed standard protocols, including appropriate advertising and reference checking for new staff appointments.

Student voice and empowerment were embedded in our curriculum through targeted programs including Bounce Back, Student Representative Council (SRC), student leadership initiatives, and the Resilience, Rights and Respectful Relationships program.

Holy Spirit remains deeply committed to maintaining the safety and wellbeing of every child through continuous professional learning and rigorous adherence to child safety protocols.

Value Added

A comprehensive Buddy Program continued to strengthen connections across year levels, fostering positive relationships between students in both the Junior and Senior sections of the school.

The Bounce Back program supported students in developing resilience and managing their social and emotional responses effectively. In addition, the Resilience, Rights and Respectful Relationships program was introduced to further enhance students' emotional awareness, social skills, and ability to build respectful relationships.

Senior School leaders played a vital role in the life of the school, helping to coordinate and lead school-wide events, including a range of sporting tournaments and weekly assemblies. School Captains also took an active role in conducting school tours, proudly representing Holy Spirit to prospective families.

The school's ongoing commitment to the FIRE Carrier initiative remained strong. Grade 6 students contribute meaningfully by creating a new Acknowledgement of Country, which was used at assemblies and school Masses. Their leadership helped lay a strong foundation for the future of the initiative, as they passed the responsibility to a new team of FIRE Carriers.

Student agency was further encouraged through the facilitation of extracurricular activities. Students organised and led initiatives such as chess tournaments, a reading corner for Junior students, LEGO clubs, and a variety of student-led sports competitions, including soccer and basketball.

Student Satisfaction

MACSSIS survey data shows that students are satisfied with their opportunities at Holy Spirit. Their sense of belonging is very positive and they feel valued as members of our school community. Students indicated that they have a positive mindset at school and their survey

results were strong in the Learning Disposition area. Teacher / student relationships are positive and students interact with all staff confidently and enthusiastically. There is a strong and positive sense of engagement indicated through the surveys by the students and they often demonstrate their enjoyment in the way they participate in their learning.

Students demonstrate positivity and enjoy coming to school. They enjoy their extra curricula and sporting experiences offered by the school and engage in all activities with enthusiasm.

Student Attendance

During normal school times attendance is recorded each morning and afternoon on nForma, the school administration system for student records. Parents need to contact the school by 9.00am at the latest if their child is to be late or absent on a given day. This can be done by email, using the Skoolbag app, in writing, by a phone call or in person. Students who arrive after 9.15am need to be signed in at the school office by a parent or guardian.

The office staff monitor unexplained absences through nForma. If a child is absent without notification, the office staff send an automated text message to the nominated parent or guardian. The parent or guardian is expected to contact the school immediately to explain the absence. If this does not happen, the office staff continue to try to contact the parents by phoning them.

If a student's attendance is becoming a concern, then the Principal or Learning Diversity Leader is notified and contacts the parents directly to initiate discussions and put in place any required procedures. If the school is not successful in ensuring that students are at school, then contact is made with Melbourne Archdiocese Catholic Schools Wellbeing department and every effort continues to be made to ensure that the student is back at school. Parents will continue to be our first point of contact and we will always work to support parents in ensuring regular school attendance is a priority. If all other avenues are exhausted the matter will be referred to the DET School Attendance Officer.

Average Student Attendance Rate by Year Level	
Y01	90.2
Y02	88.7
Y03	87.0
Y04	90.1
Y05	88.2
Y06	86.0
Overall average attendance	88.4

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

To build the leadership capability of the leadership team

- That leaders have the capacity to lead and manage effective change

Achievements

Holy Spirit has a vibrant and enthusiastic Leadership Team that supports our Learning and Teaching Team and individual Curriculum and Level Planning Leaders.

All levels continued to plan in teams and this is a strength in our school. Planning effectiveness was overseen by Level Leaders across the school. School and Curriculum Leaders were available to join planning sessions as required. The Numeracy Leader attended planning across all levels each week and Literacy Leader and Religious Education Leader were present as required.

Curriculum development, planning and implementation continues to be well documented at all levels.

2024 was the third year of our four-year School Improvement Plan. Individual Staff Learning Plans became a normal part of our Professional Learning across the school in 2024. All staff were involved in documenting their learning journey and working alongside another staff member to continue their growth in an area of interest. Most staff followed an area of learning linked to our Annual Action Plan or an area of their current practice. All staff presented their learning at staff meetings to showcase their new understandings. This will now be a normal part of every staff member's Individual professional growth each year.

Student Leaders were once again an important part of the leadership structure of our school. Senior students were entrusted with responsibility for many tasks throughout our school. Leadership Teams continued to facilitate assemblies, guided sustainability initiatives and ensured that Social Justice issues were a priority for the school community. The Fire Carriers program was expanded and consolidated throughout the year and the students were able to produce their own Acknowledgement of Country to be used across our school.

Student leadership positions and Teams are highly valued and ensured that children had opportunities to self-direct, attend to issues that they saw as important to our school and our world and have agency over the priorities they identified. School Captains led Enrolment

Tours early in the year and this was a great initiative that was acknowledged by visiting families.

The School Advisory Council worked alongside School Leadership to ensure that we were all working in a common direction to support the needs of the school.

Improvements to the learning environment continued to be a focus throughout the year but this is a challenging area given the tight financial position the school is currently facing. Our parent community is an active and supportive body that is very involved in the school and all aspects of its improvement.

Marketing has become very important in the thinking of both our staff and our Advisory Council. A decision was made for the Advisory Council to facilitate extra meetings for the beginning of 2025 to address this important aspect of our future growth. During 2024 we visited all our local Kinders, placed advertising in all of them and attended information nights where possible. An extensive program of advertising and promotion of the school was a priority at a leadership and parent level throughout the year. Local kindergartens were rostered to visit our school regularly and this proved beneficial to both the kinder students and the Holy Spirit children who facilitated the programs with them. The Kinder visiting program has expanded throughout 2024 to become a substantial commitment that we hope can translate into stronger enrolments in the coming years.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2024

Professional Learning has remained a priority during 2024. Teachers were involved in Professional Learning programs across the curriculum areas to improve their expertise and ability to offer the best opportunities to the students.

Staff Individual Professional Learning Plans highlighted areas of specific learning being covered by individual staff members. All teachers presented their individual learning to the rest of our teaching staff for discussion.

Individual staff members attended a wide variety of programs to remain current with good educational practice.

GRIN, remained an important part of the intervention programs that we facilitated throughout 2024 as well as the reading intervention programs ERIK (Enhancing Reading Intervention Knowledge) and RIDER (Read, Imagine, Describe, Evaluate, Repeat). Learning Support Officers facilitated these programs and were trained to be part of the program.

MACS Vision For Instruction formed an important part of the work we did throughout the year and this altered the focus of our School Improvement Plan as our Annual Action Plan focussed on this work. Excellence in Mathematics and Literacy has always been a goal at Holy Spirit and the work we embarked on in Literacy and Numeracy as part of the Vision for Instruction was well led by our Numeracy and Literacy Leaders.

Our Leadership Team attended all MACS organised sessions for the Vision for Instruction and this learning was shared with staff at our staff meetings and PLT's. Professional Learning Team meetings concentrated predominantly on improvement in Numeracy and Literacy.

Admin staff attended Professional Learning Programs and weekly briefings to support their ongoing understanding and implementation of ICON. They were also included in relevant staff sessions including Mandatory Reporting, Reportable Conduct, Evacuation and Anaphylaxis training.

Most staff members were trained in first Aid at a school closure day and are now current and qualified in all areas of First Aid.

Relevant Staff attended Professional Learning in the following additional areas:

- Finance Cluster meetings
- Literacy and Numeracy Leaders' network days

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> · Learning Diversity Leaders' network days · Principal Network days · Deputy Principal Network days, · Religious Education Leaders' Networks and · Student Wellbeing Leader Networks · NCCD briefings · LOTE Italian Vati Conference & MLTA Conference 	
Number of teachers who participated in PL in 2024	15
Average expenditure per teacher for PL	\$3000.00

Teacher Satisfaction

The community at Holy Spirit is privileged to have the committed staff that we have. Every member of the staff works hard to ensure the best possible outcomes for the students in our care.

Staff survey results were very strong in all areas of our MACSSIS surveys. Survey results indicate that staff are very positive about their opportunities at the school and their level of collaboration within their teams. The school climate is positive (88%) and there is a strong Collective Efficacy (83%) among staff.

Staff / Leadership relationships was another area of high satisfaction (91%) There is a very positive culture in the school that indicates that staff are satisfied with the relationship and support they receive from Leadership in the school.

Professional feedback is still an area that needs to be addressed across the staff but survey results were more positive this year rising from 28% in 2023 to 46% in 2024. This is significant growth and above the MACS average of 41%.

We were pleased with the consolidated results in teacher satisfaction in the area of Professional Learning which has been an area of focus over the past few years.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	3
Graduate Certificate	0
Bachelor Degree	14
Advanced Diploma	4
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	11.35
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	6.74
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

To engage members of the school community with each other and the broader community

- That opportunities exist to connect the school community with the broader community
- That members of the Holy Spirit community connect with each other

Achievements

Holy Spirit welcomes all members of the community to join us at school and be a part of what we do. Parents and extended families were involved on many activities and were an important part of the children's learning during 2024.

Families attended our student learning expos across all levels of the school in significant numbers and this offered opportunities for parents to more closely engage with the classroom learning of their children. Students were given the chance to articulate their learning to an interested extended audience and to be proud of their achievements. Family Conferences, PSG meetings, tuck-shop helpers, classroom support, excursion helpers and fundraising meetings were all well attended and we enjoyed a strong sense of community within the school throughout the entire year.

Students took advantage of the many opportunities to engage with the broader community through the activities offered as part of their curriculum. Students participated in school camps from Year three to six and these were very well attended. We spent time at YMCA camps at Bacchus Marsh and Angelsea. The Senior students were engaged extensively with local schools through the interschool sports program. We participated in round-robin sports gala days as well as other sports events including swimming and cross country. Holy Spirit was well represented at both zone, division and regional levels by our more accomplished athletes. Our School Netball team was very well represented up to a regional level and we were very proud of their achievements given the size of our school. Our whole school community welcomed families to join us for the annual school sports day and this was a fantastic day for the students and their parents.

During 2024 we interacted extensively with our local kindergartens. We visited them all and offered learning experiences to their students supported by our Year three & four students.

Three of our local kinders visited our school often as part of their orientation for primary school.

The Holy Spirit Parents' Association was once again instrumental in ensuring that the school community had opportunities to interact and provide support to the school. We organised a range of events such as the Mother's Day Movie night, level dinners and a fantastic Trivia night as social occasions. Parents joined us for our outdoor St. Patrick's Day celebration and Shrove Tuesday Pancake event in the yard as well as our dress up activity day for Book Week. Our end of year Carols Night in the yard was extremely successful and most families joined us to celebrate a great year and prepare for Christmas and the school holidays.

The Holy Spirit Parent Association was extremely well supported by volunteers for all activities throughout the year.

Extended families joined us to celebrate our sacramental and liturgical celebrations during the 2024 school year. Families participated well in all sacramental celebrations and were able to join us for our Prep Welcome Mass and Graduation as well as many other school and parish masses throughout the year. Our Senior Student Leaders attended the St. Patrick's Day Mass at the Cathedral with Bishop Peter, and this was a significant opportunity for our school to interact with so many other catholic schools in our Diocese.

Our Student Leadership Teams worked well to include all members of our community in many initiatives during 2024. The Student Social Justice Team once again worked to support Caritas and, particularly, St Vincent De Paul and our local Asylum Seekers group. The Social Justice Team ensured that our school maintained a global perspective on issues that affect others as well as keeping an eye on local and national issues. The students ensured that the school community were well informed about the issues they were addressing within the school and the reasons that their fundraising and awareness raising was important.

During 2024 our students leaders continued in their role with the Fire Carriers initiative.

Parent Satisfaction

The MACSSIS surveys provided relevant data that has helped us gain an insight into parent satisfaction within our school community. 2024 results in the MACSSIS Surveys were very pleasing and positive with all areas rating above the MACS average across all areas. School Climate (88%) was extremely positive indicating that parents were very happy with both the social and learning climate at the school.

Family Engagement results placed us at 58% which is 10% above the MACS average. We are working hard in this area to ensure that families feel they are active partners in their children's learning. Another pleasing area of the surveys was the "School Fit" area where

parents rated the school at 87% indicating that generally they feel the school meets the developmental needs of the children well.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.hsthornbureast.catholic.edu.au