



Holy Spirit Primary School

2024 Annual School Report



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Catholic Schools
Parramatta Diocese

Introduction

About the Annual School Report

Holy Spirit Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Mrs Frances Garzaniti

I am pleased to present the Annual School Report for Holy Spirit Primary School, St Clair.

Our school mission statement continues to be a source of inspiration and guidance for us at Holy Spirit Primary School. At Holy Spirit Primary School, we seek to live our lives like Jesus, work and love as a family, learn and challenge each other, so that together we grow.

In seeking to live our lives like Jesus, we proclaim our Catholic faith and traditions through prayer, liturgy and Scripture, we deepen our understanding of Christ's mission through our Religious Education curriculum, we challenge ourselves to find the face of Christ in all we meet, we reach out to the marginalised and work for social justice and share our faith with others as we continue the work of evangelisation.

In seeking to work and love as a family, we promote and support the partnership of home, school and parish, we embrace the diversity that makes our community unique, we are inviting, welcoming and accepting of all, we strive to find opportunities to come together as one community and work together to support those who are marginalised.

In seeking to learn and challenge each other, we provide a safe, friendly and collaborative learning environment, we meet each learner at their social, emotional, academic and spiritual point of need, we support learners using a variety of teaching and learning strategies, we communicate our high expectations and support children in reaching their potential and we encourage critical and creative thinking to solve real-world problems.

Our ongoing focus on quality Catholic education and student wellbeing led to strong growth and positive student engagement in 2024.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Parents participated in various surveys, indicating that they feel the school supports positive behaviour choices, promotes learning and is inclusive and safe. Parents also stated that they feel both well-informed and welcome. Parents appreciate the various forms of communication provided. Family support and involvement is very strong at Holy Spirit Primary School, with parents and grandparents frequently supporting children through their presence and active participation across a wide range of activities, including masses, liturgies, prayer assemblies, family picnics and excursions.

This high level of involvement has been critical to building a deep sense of community at Holy Spirit Primary School, with families continually reaching out to support one another. Our families also appreciate opportunities to visit classrooms to see learning in action. They are impressed by the maturity and independence of their children during student-led conferences. Our families are also very willing to offer suggestions about what else we can do, or do differently, to further improve learning and wellbeing at Holy Spirit, St Clair.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

Holy Spirit Primary School has a strong commitment to developing autonomous and independent learners. To this end students were encouraged and supported to undertake responsibility for their own work, words and actions. The children acknowledged that they are becoming better able to identify possible choices and how various choices lead to differing outcomes, both with regard to learning and wellbeing. Students stated that they were consistently challenged to strive to improve their personal best, setting goals for their own learning and wellbeing and reflecting upon their progress. Students were able to experience a variety of learning and growth opportunities across the year, including sport, social justice outreach, religious celebrations and community events. Students appreciated the various opportunities provided in terms of rostered play areas, as well as the opportunity to participate in various clubs that interested them during breaks. Student leaders in Year 6 enjoyed taking an active role in leading others, as well as taking on the role of ambassadors for our school with the broader community. Students often refer to working collaboratively so that 'Together We Grow'.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

Holy Spirit Primary School St Clair was established in 1985, in the grounds of the parish, with children enrolled from Kindergarten to Year 2. Over the years, our School has grown to meet the changing needs of the parish and local community. Our student population has changed as the local community has changed. Our welcoming community includes a rich tapestry of cultural backgrounds. Our School's motto of 'Together We Grow' represents a spirit of inner strength that guides our relationships and expresses our School's identity, beliefs and hopes. Working together is an essential part of our foundation. Since initial construction in 1986, there have been several stages of building to meet the growing needs of the school. We take pride in our School's growth and development, spacious and modern classrooms and versatile multi-purpose area. Our School also has many wonderful facilities, such as basketball courts, multiple grass areas, expansive soft fall outdoor areas and a canteen. Our School's manicured gardens and shelter areas add to our pleasant environment, which makes coming to school every day enjoyable. The Sisters of Mercy guided Holy Spirit Primary School during its formative years. Since 1995, the Parish has been in the care of the priests of the Order of St Augustine or Augustinians. With a name like 'Holy Spirit' there could not be much doubt about the school's Christian identity. At the time of the establishment of our School, the Parishioners' hopes and aspirations were towards an openness to the Spirit, an openness that can be felt in our School today.

Location / Drawing Area

Holy Spirit Primary School is located in the Western Sydney suburb of St Clair, nine kilometres east of Penrith and 39 kilometres west of the Sydney Central Business District. It draws on students from St Clair, Erskine Park and surrounding areas. Holy Spirit Primary School serves the Parish of Holy Spirit St Clair. Over the past few years we have enrolled some second generation students - children of parents who attended the school who are now seeking the same education for their family. It is wonderful to have ongoing connections with these families. The student population is a rich tapestry of cultures including children from English, Filipino, African, Indian, Pacific Islander and European backgrounds. This diversity seems to be a growing trend in our community. There are currently 15 classes from Kindergarten to Year 6. We have good connections with many local Catholic secondary colleges and our students are welcomed into these schools upon completion of Year 6. The schools which take the vast majority of our students in Year 7 are: Emmaus Catholic College Erskine Park (coeducational) Caroline Chisholm College Glenmore Park (girls only) St Dominic's College Kingswood (boys only)

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	43
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	21
Number of part time teaching staff	8
Number of non-teaching staff	14

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Holy Spirit Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Continuation of school-based professional learning based on grade data - additional release time (90 minutes) each fortnight - focus on writing and Mathematics.
- Focus on use of English syllabus content descriptors to guide teaching in writing provided staff with insights into benefits of explicit teaching.
- Focus on use of Mathematics syllabus content descriptors to guide pre and post-tests deepened staff knowledge and understanding of new syllabus document.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Whole school community involvement in food drives - House of Welcome, Jesuit Refugee Service and Vinnie's Christmas Appeal.
- Raising of awareness of living conditions across the world - plus donation to support - eg, Go and invite everyone to the Banquet - Mission Week.
- Focus on Catholic Social Teaching and donations for Vinnie's Winter Appeal.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Focus on understanding and teaching of various forms of prayer - traditional and liturgical.
- Opportunity for coming together with 2 other schools for staff formation day focusing on encounter.
- Introduction of new Religious Education syllabus modules - time allocated for working in teams with REC to deepen understanding.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	67%	66%
Writing	73%	77%
Spelling	55%	61%
Grammar and Punctuation	49%	54%
Numeracy	59%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	73%	71%
Writing	78%	67%
Spelling	75%	68%
Grammar and Punctuation	71%	65%
Numeracy	65%	68%

Student Profile

Enrolment Policy

Holy Spirit Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
146	186
Total Enrolments: 332	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	94%
1	92%	5	92%
2	90%	6	89%
3	92%	School Average: 92%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	142
Students with disabilities (SWD)	107
Aboriginal and Torres Strait Islander	6

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Holy Spirit Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Introduced Holy Spirit whole school expectations to students and broader community.
- Introduced Pivot student surveys.
- Focus on acknowledging all types of effort and achievement - school and broader community - in newsletter, noticeboard displays, etc.

Holy Spirit Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Holy Spirit Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Celebrated ANZAC Day at Dawn Service (laying of wreath by senior students) and Remembrance Day (school service and assembly).

- Introduced Holy Spirit whole school expectations to students (daily) and parent community (newsletters) - focus on expectations and common language.
- Continued various outreach initiatives, including teaching how these connect to Christian mission.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Strong sense of community - parents felt welcome, included and valued.
- High standard of communication - parents valued information shared via newsletters, facebook and instagram, as well as through our front office staff.
- Parents felt teachers were accessible and open to listening and working collaboratively with parents - best interest of children at heart.

Areas of strength from the student feedback include:

- Teachers were very supportive, listening to all student voices and assisting children at their point of need (academic and social).
- Teachers showed a high level of care for their students.
- Teachers were well-planned and prepared for lessons, going to great lengths to make lessons interesting and engaging.

Areas of strength from the staff feedback include:

- Teachers appreciated the time and leadership support provided for in situ ongoing professional development.
- School leaders were approachable and supportive - both with regard to professional and personal matters.
- School has a positive culture - learning and wellbeing.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Deepening knowledge and understanding of prayer.	Still Working Towards.
Priority 2	Improving precision in basic skills to facilitate clear and cohesive communication and fluency when working mathematically (precise language, accurate sentence structure, logical flow and quick recall of basic number facts).	Still Working Towards.

Projected School Priorities		
Priority 1	To increase levels of engagement to improve student learning outcomes in reading and writing.	
Priority 2	To use quantitative and qualitative data to guide targeted teaching that produces higher levels of growth in student learning outcomes.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$4,417,437
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,161,899
Fees and Private Income ⁴	\$752,742
Other Capital Income ⁵	\$142,904
Total Income	\$6,474,982

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$456,549
Salaries and Related Expenses ⁷	\$5,088,184
Non-Salary Expenses ⁸	\$1,509,135
Total Expenditure	\$7,053,868

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses