



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Holy Spirit School

197 Clarendon Street, THORNBURY EAST 3071

Principal: Noelene Hussey

Web: www.hsthornbureast.catholic.edu.au

Registration: 1516, E Number: E1172

Principal's Attestation

I, Noelene Hussey, 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 2025 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 22 Mar 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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.

2025 enrolments at Holy Spirit were 120. The classes comprised: Foundation/one, one Year 2 class; 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 2025 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.

The school participated in a School Review in which an independent reviewer, reviewed all aspects of the school. Numerous strengths were identified by the reviewer including;

- A pervading sense of connectedness and privilege expressed by students, staff and the community being part of such a welcoming and inclusive school
- School funds and resources are applied effectively to provide small classes and a broad specialist program
- The overt physical manifestations of Catholic identity around the school including student artwork, prayer tables and iconography
- The acknowledgement of learning diversity, acknowledged and accommodated both culturally through the alignment with the school's vision
- Supportive, cohesive and approachable school leadership

Faith and spirituality remain central to our community. We are grateful to Fr Shabin for his ongoing pastoral support, leadership, and presence throughout the school year. His contributions with the support of our REL leader have strengthened our collective journey in faith

Throughout the year, students have shown a strong sense of curiosity, resilience, and creativity in their learning. They approached new challenges with enthusiasm and demonstrated a willingness to explore ideas and extend their understanding. Their positive attitudes and commitment to learning have been evident in classroom activities, performances, excursions, and community events. We commend all students for the energy and dedication they have contributed to the school community

Our dedicated teaching and support staff have played a vital role in driving the progress achieved across the school. Their ongoing commitment to professional development and to the wellbeing of our students has been central to the strength and effectiveness of our programs. Through thoughtful curriculum planning, collaborative practice, and the delivery of a wide range of extracurricular initiatives, staff have continued to demonstrate a deep and enduring commitment to educational excellence.

Throughout 2025, we remained focused on providing high-quality and engaging learning opportunities for our students. Participation in camps, excursions, and a variety of interactive projects extended learning beyond the classroom and enriched the overall educational

experience. These opportunities have supported the development of collaboration, independence, and critical thinking, while encouraging students to engage more deeply with the world around them.

In 2025, professional learning continued to be a key priority for staff, supporting the ongoing implementation of our School Improvement Plan. Staff participated in a range of professional development opportunities designed to strengthen teaching practice and improve student learning outcomes. A strong focus continued to be placed on the implementation of MACS' Vision for Instruction, which guided both individual professional growth and curriculum development across the school

Professional learning throughout the year also included targeted training in Explicit Instruction, with a particular emphasis on strengthening teaching practices in both Literacy and Numeracy. This work has supported staff in further developing consistent, evidence-based approaches to teaching and learning.

The school also continued its partnership with the Fire Carriers initiative. This initiative has provided valuable opportunities for students to engage in meaningful learning and to lead conversations and actions that acknowledge and honour Aboriginal and Torres Strait Islander cultures. Through this partnership, students have been encouraged to develop greater cultural awareness, respect, and leadership within the school community.

The School Advisory Council remained an important part of the school's governance and strategic planning processes. Throughout the year, the Council worked closely with school leadership to provide advice and support on key priorities. A significant focus of the Council's work was the development of a comprehensive enrolment enhancement strategy aimed at supporting future growth and sustainability. The school acknowledges and appreciates the commitment and thoughtful contributions of all Council members.

At the end of 2025 the principal Rob Costin and the deputy principal, Ann Vernall retired. I would like to thank them for their dedication and commitment to ensure that 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 2025, our school remained committed to building our Catholic identity and mission, aligning this journey closely with our Annual Action Plan. Our efforts were centred on enhancing teacher professional practice and empowering students in their learning journey. The cyclical Review found there is a sequential curriculum being implemented across all levels. Prayer was found to be an integral part of the school's culture. It was also found that Holy Spirit imbues respect for the diverse beliefs and practices of it's community.

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.
- Focussing on the spirituality of the Staff by facilitating a day where staff had the opportunity to explore the spirituality of St Patrick through a visit to the Cathedral and then through art with a visit to the Art Gallery

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 2025, the Catholic Church designated the Jubilee Year. 2025, was a special time of grace and renewal. We continued 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 events of Holy Week 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 to review and 'bring to life' the charism of the Samaritan nuns who opened the school, we are inspired by the groundwork laid in 2025. 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 2025, our efforts and work in the Learning and Teaching sphere continued to be guided by a commitment to implementing MACS' Vision for Instruction, Flourishing Learners Position Statement.

The reviewer conducting the cyclical review found teachers were implementing the *Vision for Instruction* by building upon their current practice, formulating an explicit instructional model in the teaching of mathematics and developing consistent classroom routines. Reading was also a focus where professional development was aligned to the *Vision for Reading Instructional Model*, through the five pillars of reading - phonemic awareness, phonics fluency, vocabulary and comprehension.

In addition to 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 2025 – 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.

Planned professional learning in Mathematics continued to focus on teaching through the mathematics proficiencies, with particular emphasis, in 2025, on developing students' fluency with understanding. Professional Learning involved the importance of retrieval practice 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 provided opportunities to encourage recall.

Holy Spirit School continued its commitment to meeting specific student needs, both for extension and targeted intervention. In 2025, twenty-one 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.

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 2025 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 Reading Instruction as an area of English that they needed professional learning in for 2025. They specifically identified increasing their own knowledge, as well as further developing their skills in the explicit teaching of the Five Pillars of Reading, as the areas of focus. Throughout 2025 English professional learning concentrated on Phonics 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 2025 were below the state mean in Year 3 and significantly above the state mean in Year 5. Growth data showed student growth above state levels for both the Year 3- 5 cohort and the Year 5-7 cohort

PAT Testing in 2025

In November 2025 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 the senior levels achieved median scores significantly above the tests' norming samples. Students in the other levels were close to the norm group means.

Literacy Results

NAPLAN results from 2025 indicate strengths in Writing for both Year 3 and Year 5, and in Spelling for our Year 5 students. Growth data showed particularly strong growth in spelling scores from Year 3 cohort and in reading scores in our Year 5 cohort

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	384	44%	398	47%
	Year 5	533	80%	529	78%
Numeracy	Year 3	395	56%	397	48%
	Year 5	527	85%	518	89%
Reading	Year 3	390	56%	401	68%
	Year 5	510	85%	509	84%
Spelling	Year 3	403	63%	407	67%
	Year 5	525	85%	510	84%
Writing	Year 3	430	88%	429	84%
	Year 5	512	90%	515	91%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

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 2025, 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 2025 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.

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	90.24
Y02	88.72
Y03	87.03
Y04	90.08
Y05	88.19
Y06	85.96
Overall average attendance	88.37

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.

Holy Spirit participated in the cyclical School Review. The feedback indicated that there are high levels of relational trust between staff and leaders. The key themes that emerged were that the leaders are inclusive, transparent and approachable.

Individual Staff Learning Plans continued as part of our Professional Learning across the school in 2025. 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 and MACS' Vision of Instruction. Staff continued to present their learning at staff meetings to showcase their new understandings. This continued to 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 were made to the school with the instalment of the Adventure Playground. This has allowed children to have more choice when playing during their breaks. Our parent community was an active and supportive to install the playground as well as improving all areas of our school.

Marketing has become very important in the thinking of both our staff and our Advisory Council. The Advisory Council facilitated extra meetings at the beginning of 2025 to address this important aspect of our future growth. During 2025 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 2025 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 2025

Professional Learning has remained a priority during 2025. 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 2025 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 2025	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 in 2025. 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	1
Bachelor Degree	14
Advanced Diploma	5
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	12.57
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	6.68
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 2025.

The review feedback was that parents and SAC Members are articulate advocates for the school. Parents have a strong perception that Holy Spirit is meeting their children's wellbeing and learning needs. Parents expressed a strong affiliation with Holy Spirit citing the smaller size of the school, the action of the school values and a focus of wellbeing and pastoral as perceived strengths.

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.

The highlight of the year was the School Fete that was extremely successful not only in raising essential funds for the improvement of our school but also to bring our community together in celebration and fun.

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 2025 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 2025 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 2025. 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 2025 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. 2025 results in the MACSSIS Surveys were very pleasing and positive with all areas rating above the MACS average across all areas. School Climate was extremely positive indicating that parents were very happy with both the social and learning climate at the school.

Family Engagement results placed us 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