Holy Spirit Catholic Primary School

HOLY SPIRIT CATHOLIC PRIMARY SCHOOL
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Principal’s Message

It is with pleasure that I present the 2015 Annual Report for Holy Spirit Catholic Primary School. As the Principal of the school I’m very proud of the spiritual, academic, social and sporting achievements of our students.

Our school staff and community have continually strived for excellence in learning and teaching in a catholic school community. The teaching staff and community are to be commended on their progress this year. I would like to thank students, staff and families for their significant and valued contributions to our school throughout the year.

The school has celebrated a focus on Religious Education through the involvement in the Parish sacramental program and shared liturgical experiences. The school highlights the Catholic faith through the Making Jesus Real (MJR program).

Our partnership with the Reverend Bill Crews Exodus Foundation continues to provide targeted tuition to identified students who require additional support in literacy. Our strong results for Indigenous students in NAPLAN are a testament to the contribution that this program makes to our School Community.

We continue to support our Defence families at school through our Defence Liaison Officer. This program assists students whose parents are involved with the Australian Defence.

This year the school has been very proud of the results that they have achieved in the Northern Territory Education and Care Awards. The school was the winner of the award for “Outstanding Achievement and Care in Outside School Hours Care” and the runner up for the award for “Outstanding Achievement in Long Day Care centre”. These are particularly impressive results as the awards are Territory wide.

Holy Spirit Catholic Primary School is a community that is welcoming and a place where we strive to make Christ present each day in all that we do. I have thoroughly enjoyed my second year as Principal at this great school.

Yours sincerely

Mr. Simon Duffy
Principal
Vision

Holy Spirit Catholic School is committed to developing the fundamental value of each person. Through sharing and living the Catholic story and tradition, we foster learning that enables students, families, school and community to engage in a collaborative partnership for a life-long journey of education.

Mission Statement

Catholic Identity

Holy Spirit community is inspired by the gift of the Catholic story and tradition, “to live, to love and to grow in Christ”

Leadership

Holy Spirit encourages and supports leadership opportunities for all members through collaborative decision-making and shared responsibility focused on bringing to life the Vision and Mission of the school community.

Teaching & Learning

Holy Spirit creates meaningful and challenging learning environments which value lifelong learning, high expectations and collaborative partnerships between home, school and the wider community, respecting our Catholic identity.

Pastoral Care & Wellbeing

Holy Spirit commits to safe, friendly and supportive environments in which all are encouraged to grow spiritually, emotionally, socially and physically.

Community & Culture

Holy Spirit celebrates its cultural diversity recognising and valuing the unique contributions of all in our community.

Finance, Facilities & Resources

Holy Spirit commits to wise and just stewardship of facilities and resources to serve the common good of the school and wider community.
School Profile

The Singleton Sisters of Mercy established Holy Spirit Catholic School in 1979. The school is set in spacious grounds in Darwin’s northern suburbs. With a student enrolment of approximately 300 (including Community of Learners), the school strives to enable students to grow personally, academically and spiritually in keeping with our motto, “To live, to love, to grow in Christ”.

As we celebrate 37 years of providing Catholic education to the Darwin community we have much of which to be proud. Our students learn in an atmosphere that integrates Gospel values with their life and learning. They are valued as unique individuals working to achieve their potential; spiritually, academically and socially. Our teachers are committed to providing a quality Catholic education based on Gospel values in partnership with the parish, parents and wider community. Their priority is to support students in achieving their potential. We work in partnership with families, affirming the important work of parents as the first educators of their children and building positive relationships between all members of our community.

Holy Spirit School celebrates the cultural diversity of the school. Our school is proud of its student profile that is representative of African, Indian and Oceanic cultural backgrounds. More than thirty-four cultural backgrounds are represented in the community. Of our Indigenous students, staff support 23% in literacy and numeracy programs and the implementation of Indigenous Perspectives across the curriculum. In addition the staff assisting Indigenous students oversee the carriage of a funded program referred to as ‘Homework Centre’. A Student Support Coordinator coordinates student support and specific individual programs are offered to the 7% of all our students identified as having a disability. Students who have parents employed with the Defence Force make up approximately 14% of our student body.

The school has established a number of rituals and celebrations whereby cultural diversity is celebrated. Sorry Day, Reconciliation Week, Anzac Day and Harmony Day are just some of the nationally recognised days celebrated at Holy Spirit Catholic School.

At Holy Spirit School, education programs are provided for students from the ages of two and half through to twelve years. The Community of Learners (2 1/2 -5 years), Transition through to Year 6, and provision for Outside of School Hours Care is provided with a breakfast program 7:00 am – 7.45 am, After School Care 2: 30 pm – 5:30 pm (includes Active After School programs) and Vacation Care that provides a learning program of fun and activity during all non-school contact times. Therefore the school doors are open to the community 10 and half hours per day over 50 weeks of the year.

A range of extracurricular activities is offered to students including interschool and school based sporting events, academic competitions, instrumental program and community activities.

In 2015, 57% of families identify as Catholic, 12% as Anglican, 5% as Church of England, 3% as Christian, 4% as Uniting and 3% as Greek Orthodox. The remainder were from other religions or no religion.

The school exists as an integral part of the Holy Spirit Parish in assisting in the education of the Catholic faith. Relationships between the school and the parish are strong. Being a Catholic parish school the welfare and spiritual growth of every student along with sound educational practices is a shared responsibility of the Principal, staff and Parish with the support of staff from the Catholic Education Office.
The formal leadership group in 2015 consisted of the Principal, Deputy Principal, Assistant Principal Religious Education, and two Curriculum Coordinators. This team met fortnightly to discuss administration matters, staffing, strategic planning, school improvement and action plans.

A ‘shared leadership’ approach continues to be embedded across the school where teaching staff and support staff are encouraged to take on teacher leader roles as coordinators or committee members in identified priority areas including Catholic Identity, Literacy and Numeracy, Work Health and Safety, Wellbeing, and Information and Communication Technology.

Holy Spirit Catholic School Board operates in an advisory role to the Principal, meeting monthly to discuss issues in relation to teaching and learning, finance, work health and safety and building. In 2015 the School Board consisted of 5 parent members, the Principal, Fr. Jimmy O’Gara, Deputy Principal, school finance officer and Deputy Director of the Early Learning Centre. Fr. Jimmy O’Gara, is involved in the school community as the President of the School Board and as a regular visitor to the school.

Several subcommittee groups were also in operation in 2015 including

- Work Health and Safety and Grounds and Maintenance
- Community of Learners
- Out Of Hours School Care
- Parents and Friends
- Made in the Image of God committee (2 parent representatives, APRE & 2 teachers)

Parents and Friends meet during the year to discuss fundraising and to plan social events for the school community. The 2015 P & F included a varied groups of parents. Their major fundraising activities for the year were the School Movies Night, Mother’s Day stall, Father’s Day raffle and Christmas Raffle.

We thank Board members and Parents and friends for their faithful and dedicated support for our school.

Student leadership is welcomed and promoted at Holy Spirit Catholic Primary School. Students and staff elected ten Year 6 students to the 2015 Student Leadership Team. The student leadership team consisted of 2 School Captains, 2 Vice Captains and 8 House Colour Captains. Their duties included leading school assemblies, organising school events and representing the school at official events and functions.
Student Profiles

Student Population for 2015 (August Census Data)

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% Indigenous: 19%
% Special Needs: 6%
Average Attendance: 92%

Student Attendance

Average attendance 92%

Managing Non-Attendance:
Holy Spirit Catholic Primary School is committed to maximising the achievement of all pupils as there is a strong link between regular attendance and educational achievement. Our high attendance rate is largely due to the way we work in partnership with families, the supportive school environment and pastoral care for students. Attendance-related notifications from parents and class teachers are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents are contacted in the event of unexplained or regular student absences.
Teaching and Learning

In 2015, teachers at Holy Spirit continued to implement the Australian Curriculum for Mathematics, English, Science, Geography and History.

Teachers used the Australian Curriculum, the NT Curriculum Framework, and the school Scope and Sequence as the Framework for their teaching programs. Holy Spirit continued to utilize the ‘Multi-Year Level Planners’ in 2015. These planners assisted teaching teams to plan units of work that were directly linked to the Australian Curriculum and allowed teaching teams to plan collaboratively and effectively across multi-age classrooms. The ‘Multi-Year Level Planners’ contain assessment tasks relevant to the particular learning focus and the completion of these tasks enabled students, parents and teachers to see the extent to which the students met the Learning Outcome.

In Literacy, the implementation of the ‘Jolly Phonics’ program was a strong focus for Years T – 6. Classroom teachers and Inclusion Support Assistants undertook a 20-hour online training course to support the implementation of the program. Teachers attended a Professional Development session at school that explored how to implement both Jolly Phonics and Jolly Grammar across the school. The school purchased resources for classroom and teachers to support the implementation of the program. This year, classes from Transition to Year 2 trialled the online ‘Reading Eggs’ program for six months. Reading Eggs is an online program that aims to support each child’s learning by offering individual, one-on-one lessons that comprise of fun activities and games. The program allows children to progress at their own rate and this program was accessible in the school and home setting. In the area of Mathematics, Holy Spirit continued to utilize the program, ‘Stepping Stones’. This core program is delivered online and aligns with the Achievement Standards in Mathematics. Teachers attended a number of PD sessions in-house to develop their understanding of using a shared mathematical dialogue when teaching Mathematics. Holy Spirit also purchased ‘The Number Cases’ kits for each teaching team. These kits are directly linked to the ‘Stepping Stones’ Program and contain hands-on equipment that teachers use on a daily basis during Mathematical learning experiences.

In 2015, another strong focus for teaching teams was ‘Moderation’. Each teaching team met once a term to assess and moderate samples of students work. In Terms 1 and 3, teachers moderated student’s samples of writing, and in alternate terms, the focus was placed on Mathematics. These sessions provided staff with the opportunity to review and analyse data to identify strengths and areas for improvement in these key areas of learning. Rubrics created for each moderated task where reviewed by staff.

The Religious Education Curriculum is “Journey in Faith”, a series of Key Ideas written specifically for NT schools. The Human Sexuality Program for our school, “Made in the Image of God” is based on the teachings and values of the Catholic Church. The content of this program has been developed to suit the needs of students and teachers in the diocese of Darwin. Religion is integrated with other learning areas and to all aspects of school life. Our formal Religious Education program is supplemented by our approach to ‘Making Jesus Real’, which is embedded in all aspects of school life, creating a lived faith experience for all students. As a Catholic school community, our teaching is permeated with the qualities of Jesus Christ and our faith identity is celebrated through liturgy, worship and prayer.
Curriculum and Pedagogy

Teachers at Holy Spirit use the Australian Curriculum as the basis of their planning for Mathematics, English, Science, Geography and History and the Northern Territory Curriculum Framework (NTCF) for the other learning areas. Teachers use evidence-based teaching and learning pedagogies to identify the gap between learners’ current achievement levels, targeted outcomes and to set targets. Students’ progress and achievement is assessed and monitored against the Australian Curriculum achievement standards and the NTCF standards.

Religious Education lessons are planned using the Journey in Faith curriculum which is sequential and firmly based on Catholic teachings. The curriculum is organised into three strands which explore essential aspects of our faith – Believing, Living and Celebrating. Each Key Idea within the strands contains rich learning tasks that are supported by carefully chosen resources, compatible with Catholic Church teaching, with the Journey in Faith program and the school Scope and Sequence. The Key Ideas also contain assessment tasks relevant to the particular learning focus and the completion of these tasks enables students, parents and teachers to see the extent to which the student has met the Learning Outcome.

Teachers are released in year level teams for two hours each week to plan collaboratively. This provides teachers with an opportunity to engage in professional dialogue with each other within a safe and open environment and learn from each other. In 2015 staff professional learning focused on ICT capabilities of the curriculum to cater for the different levels and abilities within classes. Staff worked collaboratively to plan units of work using the Australian Curriculum.

Teachers integrate ICT across all areas of learning. Classes have access to iPads, individual computers in the library and the school computer lab. Each classroom also has an interactive Smart Board. Two or three personal computers are available for use in classrooms for small group or independent activities. A bank of 60 iPads has also been purchased for use within the classrooms. A weekly roster is in place to distribute iPad time across the school.

Teachers reviewed and analysed NAPLAN data to identify strengths and areas for improvement. Recommendations have been incorporated into the 2016 annual school improvement plan and action plans. This data is also used to help identify students at risk and to plan appropriate intervention programs.

Staff meetings each week are dedicated to professional development led by external presenters and teacher leaders from within the school. Teachers are encouraged to share their knowledge with others at these staff meetings by leading professional learning sessions.

The Principal and Curriculum Coordinators collect teaching programs each term. Teachers are given clear guidelines and expectations for programming requirements and feedback is provided directly to teachers.

Specialist teachers deliver Physical Education lessons to each class. The school is actively involved in the interschool Sporting Program, regularly sending teams to Gala days for interschool sporting events such as basketball, rugby, AFL and tennis. Holy Spirit school was also represented at the interschool swimming and athletics carnivals in 2015.

Specialist teachers in LOTE Indonesian and Music collaborated with Educational Officers from the Indonesian Embassy to prepare and deliver cultural activities to support the language and performing arts programs. The culmination of their work resulted in the whole school participating in Asia Day. Students were exposed to the technique of Indonesian Hand Dances, cooking traditional dishes and culminated in a whole school concert for family and friends.
Assessing and Reporting Practices

Teachers include a variety of assessment strategies in their teaching programs to gather multiple sources of information about student progress and achievement. External assessment results (NAPLAN) were sent home to families in Term 3 and Semester reports are sent home each Semester. Student progress is communicated to parents on a regular basis through parent/teacher/student Goal Setting meetings, Evidence of Learning folders and academic A-E reports.

In 2015, Holy Spirit utilised several assessment tools. At the beginning of Term 1, all students in Year One were assessed in Number using the Maths Assessment Interviews. The Maths Assessment Interview provided data that was used to help identify students at risk and to plan appropriate intervention programs. Students also completed Maths and Comprehension assessments using the online assessment tools, 'Pat Maths' and 'Pat Comprehension'. These assessment tools assisted teachers to monitor student progress throughout the year and identify areas of student need.

Student reports were sent to parents at the end of Terms 2 and 4. Evidence of Learning Folders supported discussions during parent/teacher/student Goal Setting meetings. This includes a collection of assessed work pieces across all learning areas. These folders are designed to supplement the Academic Report to assist parents in understanding their child’s learning progress and academic achievements. Parent/Teacher Goal Setting meetings were conducted in the middle of Term 1 and then again, with the student leading them, in Term 3.

School academic reports follow the A to E style of reporting where teachers report student achievement against Australian Curriculum achievement standards in English, Mathematics, Science, Geography and History and the Northern Territory Curriculum Framework (NTCF) outcomes for all other learning areas. Achievement Standards are used in Religious education to assess the student’s understanding and achievement in relation to the specific learning focus.

Student Support

An Inclusion Support Coordinator is employed part time in the school to manage the Inclusion Support Program at Holy Spirit. The role involves supporting teachers with the identification and assessment of students with special needs, working with Inclusion Support Assistants to support Students with Disabilities and liaising with the Catholic Education Inclusion Support Team in relation to funding and professional learning. The Inclusion Support Coordinator also liaises with parents, support staff and classroom teachers to implement specific programs to support students with specific learning, emotional and behavioral needs. Further investigation of concerns may be required through the Referral and Assessment Process and the engagement of appropriate CEO Specialists.

Students identified as Students with Disabilities have access to an Inclusion Support Assistant who works with them in class, as part of a small group or withdraws them individually. Meetings with the parents, class teacher, Inclusion Support Assistant and Inclusion Support Coordinator are held each semester to assess and prepare an Education Adjustment Plan to guide and monitor the progress of these students. Regular meetings with the classroom teacher, the Inclusion Support Assistant and the Inclusion Support Coordinator are held to identify areas of progress and to set future learning goals.

The number of enrolled Defence students at Holy Spirit, allows for funding of a part time Defence Transition Aide for 10 hours each week of assistance across the school. Defence students are able to participate in lunchtime activities as well as receive time in classrooms with the Defence Transition Aide.

A school-based officer working with Indigenous students is employed full time to support Indigenous
students in the classroom. The duties include supporting classroom teachers and assisting with the integration of indigenous perspectives across the curriculum as well as co-ordinating the indigenous homework centre. Homework Centre is offered two nights a week between 2:30 – 4:00 pm. Students are provided with afternoon tea before an hour of homework based activities.

### Staffing Information

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<tr>
<td>Specialist Support</td>
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<tr>
<td>Teaching Staff (including Librarians)</td>
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<td>Administrative and Clerical (including aides and assistants)</td>
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### Teacher Standards

All teachers are registered with the Northern Territory Teacher Registration Board and have current Ochre Cards.

Teachers employed at Holy Spirit have either a Bachelor of Teaching (or equivalent recognised by TRB) or their Bachelor of Education. Two staff completed and four staff are working towards the Masters of Educational Leadership.

Religious Education (RE) accreditation A Compliance Report for 2015 reported that all staff were compliant for 2015.

Eight staff members were Compliant with Accreditation B qualifications. Staff are encouraged to take up further studies to upgrade their RE and teaching qualifications through applying for the generous Study Incentive Programs (SIP) offered by the Catholic Education Office.
Professional Learning

Staff attended a variety of workshops, staff meetings and seminars throughout 2015. These included Principals’, Deputy Principal, Religious Education Coordinators, Aspiring Leaders Early Years, Curriculum Coordinators, Pastoral Care and Wellbeing, Inclusion Support and Indigenous Student Support Workers Network Meetings.

Teaching staff at Holy Spirit conducted Mathematics Assessment Interviews early in the year with students from Year One. With data collated and analysed, teachers were able to provide authentic planning and preparation to identify areas to assist students in their learning.

The moderation of writing continued as an area of focus in 2015 for students. Students presented a narrative, Term One and persuasive writing, Term Three from stimulus topic provided. Staff moderated samples from within their teaching team to ensure a consistent and accurate outcome. Moderation of mathematics assessment tasks from the strands *Number and Algebra* and *Measurement and Geometry* took place in Terms Two and Four. Each assessment task was prepared specifically to suit year levels. Teaching teams met to moderate tasks to ensure consistency of results.

Early Childhood teachers participated in a one-day workshop on *Godly Play* earlier in the year. *Godly Play* has proven to be an engaging and effective tool using storytelling to encouraging deeper thinking in the early year learners. In addition the development of resources and scripts to use at Holy Spirit were provided.

NAPLAN continued as an area of focus with staff attending ‘Bright Ideas Workshop’. From workshop, staff was provided a variety of resources to assist in their teaching. Teaching strategies were shared that best prepare students for NAPLAN. We looked at ways to embed assessment into everyday activities as well as use the results to inform teaching practice.

NAPLAN results and data once received were analysed. Staff was presented results identifying effect size for all students. From this we provided three key points of information gained from data, we identified our strongest area within the school for both Year 3 and 5 and we also identified area of focus.

Making Jesus Real (MJR) has continued as an area of focus for Holy Spirit. A member of staff travelled to Hobart this year to be trained in MJR. During staff meeting each week MJR was used as a ‘tuning in’ activity in which staff was provided some great resources and ideas to use in their class. The Year 5/6 students and staff produced a PowerPoint with all the themes of MJR incorporated. This PowerPoint was made available to students, staff and school community through school website.

As a Jolly Phonics school, staff has continued to participate in professional development. Jolly Phonics is a program that meets the new National Curriculum Standards. Throughout this training staff were given an insight into what phonics really is and how the five skills of the Jolly Phonics program can be found in the national curriculum. Staff was provided with hands-on, practical activities to be used to teach phonics in a fun and interactive way. Holy Spirit had a number of teachers take up on-line learning opportunities in the area of Jolly Phonics during the course of the year.

Staff faith formation was a focus through workshop each term led by leadership and Catholic Education upon request. As a system, all staff from each of our schools worked with Reverend Dr Richard Leonard SJ for a day. In addition, for those new to Catholic education, attendance and participation in ‘The Catholic Story’ workshop was offered and provided.

Staff meetings each Tuesday focused on professional learning for all staff and included sessions including *Workplace Health and Safety, Mandatory Reporting, Kidsmatter, Inspire, SAIS, Visible Learning, Paul Swan Mathematics and NAPLAN analysis*. These sessions were led by school staff or CEO on request.
Through Catholic Church Insurance, new staff was required to complete on-line training in the areas of Work Health and Safety as well as Harassment and Bullying. All staff new to Holy Spirit this year has completed the training.

Pastoral Care and Wellbeing

Pastoral Care and Wellbeing
Holy Spirit School seeks to be a place of belonging where we all respect the basic dignity of the human person and where all are treated respectfully. We adopt a holistic approach to education with a focus on developing the full potential of each individual. Religion is not just a component of our educational program but rather the way we live our lives. Students, staff and parents are encouraged to model religion every day and to Make Jesus Real in all that we do and say. Spirituality is nurtured and developed through school liturgies, Eucharist, prayer services and everyday living.

Students’ welfare has always been a priority area at Holy Spirit. In 2015, a Pastoral Care and Wellbeing Action Team consisting of, the Deputy Principal (Wellbeing Coordinator), teachers from across each learning level, as well as a staff member from Community of Learners. This Action Team met twice a term (Weeks 4 and 8) to discuss the wellbeing needs of our students, their families and our school community. The aim of these meetings was to provide an environment where our students felt safe, happy and supported. Pastoral care is the responsibility of each and every member of our school community and Holy Spirit is known for this.

Parents/Carers are encouraged to communicate regularly and openly with class teachers and members of the leadership team to work in partnership in the task of educating and caring for their children. This open, two-way communication begins with our child/parent/teacher goal setting meetings at the beginning of the year, which provides an open-door policy for parents. Building a positive and supportive climate by involving parents in the life of our school continues to take place at Holy Spirit. These can be witnessed through attendance and involvement in the Harmony Day Dinner, Reconciliation Morning Tea, Mother’s and Father’s Day special events, liturgies and morning assembly. Morning tea is provided at beginning of year to all parents. We also provide morning tea at our Transition Orientation mornings held in Term 4.
Holy Spirit Student Wellbeing and Pastoral Care Policy identifies that everyone has a right to be treated respectfully and to feel safe and secure. All students need an environment that supports their learning, personal growth and positive self-esteem. Restorative Justice Practices are implemented for which children are encouraged to reflect on their behaviour and the impact it has on others. They must accept responsibility for their behaviour and endeavour to make things right. Playground incidents are identified through the recess and lunch playground book. A Community Service Program is in place where students are given the opportunity to make things right by undertaking a variety of chores under teacher supervision. Parents are notified in writing when their child participates in Community Service and records of these incidents are kept on school files.

A Buddy class system was again in place to provide an opportunity for older students to work with and support younger students through a variety of activities. The aim of this program is to build relationships between students so our younger children have a friend to support, guide and look out for them throughout the day, in their learning and while in the playground.

*Mercy Groups* have continued in 2015 at Holy Spirit Catholic Primary school. Students from Year 6 participated in Leadership Groups. Our students in Year 5 focused on ways to Make Jesus Real in their lives. A variety of lunchtime activities, including sport and art were organised for students across the school. Students from the *Mercy Groups* were also required to work in the classroom whereby they supported teachers in all learning areas as well as Community of Learners.

The Kidsmatter Primary Recognition process provides an opportunity to acknowledge schools that are working strategically to improve mental health and learning outcomes for students. With the completion of all four modules associated with Kidsmatter and with the positive changes that have occurred at Holy Spirit, we have been able to reflect and think about sharing our story to recognise Holy Spirit Catholic Primary school as a Kidsmatter School. This year we have been revisiting components of Kidsmatter to ensure that all staff are familiar with the program and how it will look at our school. The four components are: ‘Positive School Community’, ‘Social and Emotional Learning’, Working with Parents and Carers’ and ‘Helping Children with Mental Health Issues’.

Our students social and emotional learning was also supported through involvement in, Harmony Day, Reconciliation Week and the Life Education program. Students learnt about their personal development through our age appropriate, ‘Made in the Image of God - Being Sexual’ units.

Our school counsellor from Catholic Care supports children and their families in a range of ways including one on one individual counselling, small group sessions and support sessions for parents. These sessions took place each Monday at our school. The most commonly presented issues in 2015 included anxiety, building relationships and grief and loss.

Health screening was provided throughout the school. Hearing and vision screening of Transition children was conducted by Territory Health Services.

Holy Spirit took part in a national collection of data on young children’s development. This is called the Australian Early Development Index (AEDI). The AEDI is a Government initiative which provides information about how populations of Australian children are developing by the time they reach school.

Our Transition teachers completed a checklist (survey/questionnaire) based on their knowledge and observations of children. The data attained is used for policy and planning, analysis and statistical research. Data can also be combined with information from other organisations to improve programs and policies for young children.
The wellbeing of all staff continued as an area of focus throughout 2015. Through the Wellbeing Action Team, the needs of our staff were identified and targeted by not only meeting their professional needs but also things that could assist in their personal wellbeing. Many opportunities were provided for staff to relax and support them through staff social functions, shared morning teas and celebrations.
Teachers include a variety of assessment strategies in their teaching programs to provide multiple sources of information about student progress and achievement. External assessment results (NAPLAN) were sent to families at the end of Term Three. Student progress was reported to families in Academic reports which are sent home each Semester. In addition, student data is collated and analysed each semester to ensure a clear picture of where students are at in their literacy and numeracy.

The following tables and graphs show Holy Spirit’s school results in the National Testing of Literacy and Numeracy (NAPLAN) in 2015. Our results overall were pleasing and demonstrate our commitment to excellence in teaching and learning. Holy Spirit is well above NT Schools and we now aim to bridge the gap for the Australian Mean. NAPLAN results are analysed each year and the analysis of results informs school improvement plans and professional learning priorities each year.

### HOLY SPIRIT SCHOOL AND NATIONAL MEAN SCORE NAPLAN 2015

#### YEAR 3 NAPLAN RESULTS & GRAPH 2015

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#### YEAR 5 NAPLAN RESULTS & GRAPH 2015

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Our 2015 highlights included:

- Opening school mass and commissioning of 2015 staff and student leaders.
- Installation of new playgrounds and shade sails.
- Family Night at Casuarina Pool.
- Shrove Tuesday pancakes and Ash Wednesday liturgy to mark the beginning of Lent.
- Crazy Hair and Funny Feet fundraisers for Project Compassion.
- Healthy Harold visiting in the Life Education Van.
- Parent/Teacher/Student Goal Setting meetings.
- Stomp Dance Company visit.
- Harmony Day community dinner and performances.
- Whole School Stations of the Cross, presented as part of Holy Week.
- Anzac Day ceremony and liturgy, involving Defence personnel and families.
- National Evangelisation Team (NET) visit Holy Spirit and Holy Family Year 6 students.
- Mother's Day and Father's Day breakfasts and liturgies.
- Yr. 5 & 6 Day Trip to Bathurst Island.
- National Reconciliation Week morning tea with members of the local community.
- Yr. 5 & 6 outdoor education camp to Wallaroo.
- Holy Spirit Dance-a-thon.
- Combined Catholic Schools Public Speaking competition.
- P & F Family fun nights and Movie Night.
- School sporting events including athletics, basketball, hockey, rugby, soccer, touch football gnastics, and netball carnivals.
- Book Week Parade.
- Special Persons Open Day.
- Holy Spirit School Art Show, showcasing artworks from all year levels.
- Asia Day activities.
- Mission Market Day.
- Remembrance Day liturgy.
- Inclusion of new desktop computers and installation of National Broadband Network (NBN).
- Silly Scientist performance.
- Year 6 Graduation Mass and Farewell.
- Whole school Christmas Carols Evening.
- First Reconciliation, First Holy Communion and Confirmation sacramental programs.
- Masses and liturgies to celebrate feast days and special occasions, including Holy Spirit Feast Day, Mother’s Day, Father’s Day, St Mary of The Cross, Feast of the Assumption and End of School Year.
Early Learning Centre

This year saw the team at Holy Spirit Community of Learners take considerable steps towards realising their vision of providing exemplary education and care for the youngest members of the Holy Spirit Catholic Community. Some of the most notable changes were around restructuring the program to stream the children into age groups, the introduction of the Assessment of Student Competencies and facilitating a multisensory program to assist with the holistic development of the children.

The use of the online portfolios was consolidated this year. Parents have been able to access their children’s portfolios via the Internet or with the use of a free application for their smartphone. This has enabled families to engage with the centre in new and innovative ways. The centre has received a great deal of positive feedback on the use of the portfolios.

In order to facilitate the program the centre continues to use principles and practices in accordance with the Early Years Learning Framework in the form of designing curriculum documents that tailor experiences based on children’s emerging concepts, ideas and interests.

Enrolments peaked at 59 children with an average of 40 to 44 children enrolled each day. The demographics of the children enrolled at the centre were far in favour of the 3 year old cohort with 39 children enrolled. Of the 20 children due to commence Transition in 2015, 75% of them will do so at Holy Spirit Catholic Primary School.

The centre was a successful recipient of the Licensing Regulations Upgrade Grant to provide a ground concrete finish to internal ramps and landing. A number of projects were also undertaken to improve and revitalise the Community of Learners playground.

There was a change in the way funding for professional development is allocated within the Early Childhood sector which saw the service provided a grant through the Long Day Care Professional Development Program. Minor capital equipment was eligible to be purchased which saw funds allocated to the purchase of iPads over the duration of the funding period. The centre also accessed a variety of professional development programs that included consultancy work with Sue Hyde, 8 team members attending the Child Australia conference in Darwin and a number of other team members attending
various conferences and study tours throughout Australia. The centre continues to be an active organisational member of Early Childhood Australia.

Some of the major highlights of the year for the Community of Learners include the Mother’s Day Breakfast, Father’s Day Afternoon Tea, the Melbourne Cup Luncheon and the Community of Learners Christmas Concert. The children also took part in a number of cultural celebrations that reflect the background of the children attending the centre including Chinese New Year, Indonesian Day, Filipino Day, Ramadan and celebrating Asia Day. The children also took part in some first aid training with St John Ambulance, undertook several sustainability projects including a veggie garden and animal care project and participated in a community engagement program.

Policy Development and Review


Capital Improvements 2015

Capital improvements to Holy Spirit Catholic Primary School in 2015 included the following:
- A new playground and shade sail structure
- Extensive gardening
- New flooring in 8 classrooms
- Resurfacing of the school car park
School Maintenance

A school maintenance program continues which includes arborist inspections every 6 months, asbestos inspections every 12 months, carpet cleaning, pest inspections, air conditioning maintenance and other general maintenance items.

Parent Involvement

Parents at Holy Spirit are actively involved in all areas of the school. Parent Information evenings held early in Term 1, provided parents with an overview of the curriculum and outlined teacher expectations at each year level. Parent /teacher /student goal setting evenings were held in Term 1 and Term 3, provided parents with an opportunity to meet with classroom teachers to discuss their child’s goals.

Parents actively support the teaching and learning program by assisting in classrooms, participating in whole school events, helping in the library and coaching school sporting teams. Many parents regularly attend school Liturgies, and school assemblies. Parents are formally invited to attend school assemblies when their child is receiving a special certificate.

Our Parents and Friends committee was small yet active throughout 2015, organizing social and fundraising events including Family Fun Nights and raffles. Fundraising at school events in 2015 provided funding to install a new playground for the senior students and Year 6 student commemorative shirts. Community events organized by our P & F continue to assist greatly in the building of a positive, warm and welcoming school environment.

Holy Spirit Catholic School Board in 2015 was made up of Fr. Jimmy O’Gara, the Principal, Teacher representative and seven parents and included a parent representative from the P & F. Three new parent members were elected to the Board in 2015. The School Board met monthly and provided valuable support and advice to the principal.

Holy Spirit Catholic Primary School has an ‘open door’ approach and encourages regular communication from all members of the community. Parents are encouraged to contact their child’s teacher or the school in the event they have any concerns or complaints that need to be addressed.
Financial Information

An external audit by KPMG is conducted on the school’s financial activities each year.

Future Priorities

From the work this year on our Strategic plan and in line with our school improvement goals, the following areas have been identified as priority areas for 2016:

1: Catholic identity
Holy Spirit will continue to grow and nurture the prayer life and spirituality of staff and students through Religious Education lesson based on the Journey in Faith program, staff professional development, liturgies, community engagement and school prayer life.

2: Teaching and Learning
To ensure that student achievement data is recorded, analysed and moderated to help determine specific ways to enhance learning for all students. The Curriculum co-ordinators will work collaboratively with Holy Spirit Catholic Primary staff and Catholic Education Staff to achieve this goal.

3. Leadership
Provide opportunities for all staff to undertake Professional development in order to respond to local, national and international education agendas.

4. Pastoral care and wellbeing
Through the year the Positive Behaviours Model and Kidsmatter program will be revised to embed good practice across the school.

5. Community and culture
There will be regular opportunities for participation of families in the planning and running of a variety of cultural events, including Welcoming Family Picnic, Harmony Day, Reconciliation Day, School Movie Night, Multicultural Day etc.

6. Finance, facilities and resources
The school actively seeks to be resourced in information technology with hardware, software and professional development for staff and students to meet contemporary standards for learning in a digital world.
The information in this report has been verified and the priorities endorsed by the Director of Catholic Education.

Mr. Simon Duffy  
Principal

Mrs. Johanna Stieber  
School Board Chairperson

Date: Thursday 3rd March 2016

Mr. Michael Avery  
Director Catholic Education Office