

# Holy Spirit Catholic Primary School

Holy Spirit Catholic Primary School



2016



Principal: Mr Simon Duffy

LEADING  
SCHOOLS



## Annual Report 2016

### HOLY SPIRIT CATHOLIC PRIMARY SCHOOL

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## Principal's Message

It is with pleasure that I present the 2016 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 continual pursuit of excellence. I would like to thank students, staff and families for their significant and valued contributions to our school throughout the year.

The school has pursued development on the Catholic Identity of the school community through involvement in the Parish Sacramental program and shared liturgical experiences.

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" for the second year in a row. This is a particularly impressive result 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 third year as Principal at this great school.

Yours sincerely,



Mr. Simon Duffy  
Principal



## Vision and Mission Statement

### Vision

Holy Spirit Catholic Primary 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 Primary School in 1979. The school is set in spacious grounds in Darwin's northern suburbs. With a student enrolment of approximately 310 (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 Catholic Primary School celebrates the cultural diversity of the school. Our school is proud of its student profile that is representative of African, European, Asian and Oceanic cultural backgrounds. More than thirty- six cultural backgrounds are represented in the community. Our student population comprises of 21% students that identify as Aboriginal or Torres Strait islander. An Inclusion Support Coordinator oversees student support and specific individual programs that are offered to the 9% 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 several rituals and celebrations whereby cultural diversity is celebrated. Multicultural Day, Sorry Day, Reconciliation Week, Anzac Day and Harmony Day are just some of the nationally recognised days celebrated at Holy Spirit Catholic Primary School.

At Holy Spirit Catholic Primary School, education programmes 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 2016, 58% of families identify as Catholic, 13% as Anglican, 6% as Church of England, 4% as Christian, 5% as Uniting and 6% 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.

## Student Profiles

Student Population for 2016 (August Census Data)

| Year                      | T  | 1  | 2  | 3  | 4  | 5  | 6  | TOTAL |
|---------------------------|----|----|----|----|----|----|----|-------|
| Boys                      | 16 | 20 | 19 | 30 | 23 | 15 | 17 | 140   |
| Girls                     | 16 | 21 | 14 | 18 | 21 | 17 | 16 | 123   |
| Total                     | 32 | 41 | 33 | 48 | 44 | 32 | 33 | 263   |
| % Indigenous: 15.21%      |    |    |    |    |    |    |    |       |
| % Special Needs: 7.6%     |    |    |    |    |    |    |    |       |
| Average Attendance: 93.2% |    |    |    |    |    |    |    |       |



## Staffing Information

|   | Head Count | Full Time Equivalent (FTE) |
|---|------------|----------------------------|
| Principal   | 1          | 1                          |
| Specialist Support  | 7          | 6.1                        |
| Teaching Staff (including Librarians)                           | 16         | 13.3                       |
| Administrative and Clerical<br>(including aides and assistants) | 4          | 2.7                        |
| Building Operations Maintenance and other Staff                 | 1          | 0.8                        |
| <b>Total</b>  | <b>29</b>  | <b>23.9</b>                |

## Teacher Standards

All teachers were registered with the Northern Territory Teacher Registration Board and held current Ochre Cards.

Teachers employed at Holy Spirit have either a Bachelor of Teaching (or equivalent recognised by TRB) or their Bachelor of Education.

Religious Education (RE) accreditation A Compliance Report for 2016 reported that all staff were compliant.

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



## School Leadership

The formal leadership group in 2016 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 continued to be embedded across the school where teaching staff and support staff were 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 Digital Technology.

Holy Spirit Catholic Primary School Board operated in an advisory role to the Principal, and met monthly to discuss issues in relation to teaching and learning, finance, work health and safety and building. In 2016 the School Board consisted of 5 parent members, the Principal, Parish priest, Deputy Principal, school finance officer and Deputy Director of the Early Learning Centre. The parish priest was 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 2016 including

- Work Health and Safety and Grounds and Maintenance
- Community of Learners
- Out of Hours School Care
- Parents and Friends

Student leadership was welcomed and promoted at Holy Spirit Catholic Primary School. Students and staff elected ten Year 6 students to the 2016 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.



## Teaching and Learning

Teachers at Holy Spirit use the Australian Curriculum as the basis of their planning for Mathematics, English, Science, Humanities, Technologies, Health & Physical Education and The Arts. 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.

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 2016 staff, professional learning focused on the curriculum area of Humanities and a whole school scope and sequence was developed. Staff worked collaboratively to plan Humanities units of work using the Australian Curriculum.

Teachers reviewed and analysed NAPLAN data to identify strengths and areas for improvement. Recommendations have been incorporated into the 2017 annual school improvement plan and action plans. This data is also used to help identify students at risk and to plan appropriate intervention programs. The NAPLAN data was graphed and analysed by the DIP staff member.

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, netball, golf, volleyball, gymnastics, rugby, AFL and tennis. Holy Spirit school was also represented at the interschool Zone swimming and athletics carnivals in 2016.

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 the G'Day Asia Performance and Multicultural Day.

### **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.

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 can 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.



## Professional Learning

Staff attended a variety of network, workshops, staff meetings and seminars throughout the year. These included Principals', Deputy Principal, Assistant Principal of Religious Education, Curriculum Coordinators, Data Informed Practice Network Inclusion Support and Indigenous Student Support Workers Network Meetings. In addition, some of our staff have been part of the Middle Leaders Program (QELi) project which ran over a six-month period. Our focus throughout this project was looking and reflecting on our approach to teaching Mathematics at Holy Spirit. A report was prepared and presented to staff at Catholic Education Office.

At the beginning of Semester One and Two, teachers and support staff worked together to look at current teaching practice as well as multiage planning. In addition, a focus over these days was around behaviour management, and our Annual School Improvement Plan.

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.

Making Jesus Real (MJR) has continued as an area of focus for Holy Spirit. Peter Mitchell from Catholic Education Office, Tasmania visited our school to work with students from Years 3 to 6. Students and staff enjoyed working with Peter, the creator of MJR. This resource supports our Religious Education Program at Holy Spirit. Following student workshops, Mitch worked with staff to share his new resources, philosophy behind the program and ways in which we could continue to include MJR into our everyday lives here at Holy Spirit.

As a Jolly Phonics school, staff have 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 are and how the five skills of the Jolly Phonics program can be found in the national curriculum. Staff were 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.

With 2016 being 'The Year of Mercy', each school was invited to put aside a day to reflect on this theme. Our focus was particularly related to our students, parents/carers, staff and us. It was a chance for us all to reflect further on this and to gain greater understanding about each other. Throughout the day there was reflection time provided, as well as group discussion. Our focus was to continue to build connections and relationships with all amongst our community.

Staff meetings each Tuesday focused on professional learning for all staff and included sessions including *Workplace Health and Safety*, *Mandatory Reporting*, *Making Jesus Real (MJR)*, *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, all staff was required to complete on-line training in the areas of Protecting Children and Vulnerable Adults. All staff new to Holy Spirit this year has completed the training.

Holy Spirit Catholic Primary 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 have a holistic approach to education with a focus on developing the full potential of everyone. 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 our beliefs 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 2016, a Pastoral Care and Wellbeing Action Team consisting of, the Deputy Principal (Wellbeing Coordinator) and teachers from across each learning level. This Action Team met twice a term to discuss the wellbeing needs of our students, their families and our school community. Pastoral care is the responsibility of each and every member of our school community and Holy Spirit is known for this. In addition, it was to ensure there was consistency across the entire school with policy, procedures and common language.

Throughout the course of the year, in consultation with staff, students and parents Holy Spirit developed 'Positive Behaviour Support Policy and Procedures'. Our policy ensures we have clear steps and procedures to support students in their learning and staff in their work, both in the classroom and playground. Procedures identified assist with school behaviours at our school as well as ensuring all stakeholders have a clear understanding where behaviours deemed as negative are addressed. Parents/carers were kept informed and updated of policy and procedures through School Board and weekly newsletter.

Holy Spirit Class Buddy Program was again in place. This program encourages student engagement and support across all year levels. The aim is to ensure all students have access to not only their peers, but also students from classes older or younger than themselves. Our Class Buddy Program has been developed to provide student support in their learning in the classroom and playground.

The aims of Class Buddy Program are to:

- Support students in their learning
- Develop positive relationships
- Mentor and guide students in their learning and play
- Participate in learning activities
- Provide opportunities for leadership of our students
- A place for students to visit when reflecting on behavioural choices.

Parents/Carers are encouraged to communicate regularly and openly with class teachers and members of the leadership team. Class Dojo is a resource used in all our classrooms to encourage and inform parent/carers of positive student behaviours. Through Class Dojo teachers are able to:

- Acknowledge and encourage positive behaviour of students in their learning
- Keep parents/carers informed and updated throughout the day
- Provide a way for students to feel recognised and engaged in their learning
- Communicate positive stories to parents/carers.

*Student Leadership Groups* has continued in 2016 at Holy Spirit. 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.

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 as a Kidsmatter School. This year we have been revisiting components of Kidsmatter to ensure that all staff is 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 student's 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 NT supports children and their families in a range of ways including one on one individual counselling, small group sessions and support sessions for parents.

The wellbeing of all staff continued as an area of focus throughout 2016. 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.

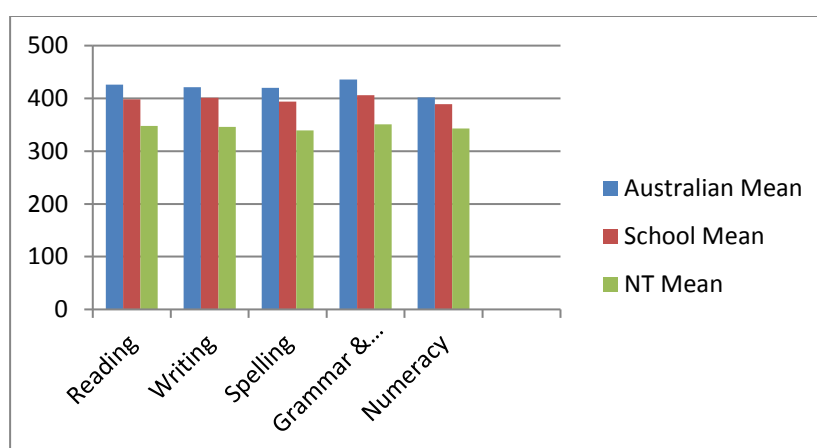


## NAPLAN

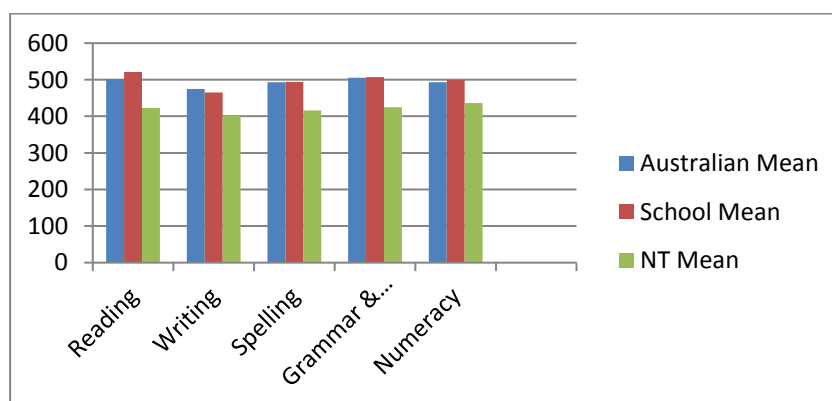
The following tables and graphs show Holy Spirit's results in the National Testing of Literacy and Numeracy (NAPLAN) in 2016. Our results overall were pleasing and demonstrate our commitment to excellence in teaching and learning. Holy Spirit is well above NT Schools and our Year 5 students scored above the Australian Mean in 4 out of 5 tests, we continue to aim to achieve results at or above 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 2016

| YEAR 3 NAPLAN RESULTS & GRAPH 2016 |         |         |          |         |          |
|------------------------------------|---------|---------|----------|---------|----------|
|                                    | Writing | Reading | Spelling | Grammar | Numeracy |
| All Schools                        | 421     | 426     | 420      | 436     | 402      |
| Holy Spirit                        | 401     | 398     | 394      | 406     | 389      |
| NT Schools                         | 346     | 348     | 339      | 351     | 343      |



| YEAR 5 NAPLAN RESULTS & GRAPH 2016 |         |         |          |       |          |
|------------------------------------|---------|---------|----------|-------|----------|
|                                    | Writing | Reading | Spelling | G & P | Numeracy |
| All Schools                        | 475     | 502     | 493      | 505   | 493      |
| Holy Spirit                        | 465     | 521     | 494      | 507   | 499      |
| NT Schools                         | 401     | 423     | 416      | 425   | 436      |



## Student Attendance

Average attendance 93.2%

### Managing Non-Attendance:

Holy Spirit Catholic Primary School continued to be 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 worked in partnership with families, the supportive school environment and pastoral care for students. Attendance-related notifications from parents and class teachers were recorded by school administration staff who in turn notified class teachers. Attendance registers were monitored in the front office daily and parents were contacted in the event of unexplained or regular student absences.

## Highlights

Our highlights included:

- Shrove Tuesday pancakes and Ash Wednesday liturgy to mark the beginning of Lent.
- Dress up as what you would like to be when you get older fundraiser for Project Compassion.
- 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.
- National Reconciliation Week morning tea with members of the local community.
- Year 5 & 6 outdoor education camp to Bachelor.
- Holy Spirit Dance-a-thon.
- School Swimming Program for 2 weeks (T-6).
- Staff retreat at Casuarina beach.
- School sporting events including athletics, basketball, hockey, rugby, soccer, touch football gymnastics, and netball carnivals.
- Mini Vinnies Leadership Group (Year 3/4) and Fundraisers: Movie to Assist a Student, Christmas Gift and Food Hamper appeal.
- Book Week Fair and Parade.
- Enrichment program: Robotics
- Holy Spirit School Art Show, showcasing artworks from all year levels.
- Multicultural Day activities.
- Mission Market Liturgy and Stalls.
- Incursions: Joffa's Toon School, A Swag of Tales, Paige & Dewey Book Buddies, G'Day Asia, St John Ambulance First Aid sessions, The NED Show, Andrew Chinn concert and group sessions, Circus show.
- Hot100FM Apple for the Teacher: Caoimhe Kalinowsky winner 2016.
- Whole school Christmas Star Concert Evening.
- First Reconciliation, First Holy Communion and Confirmation sacramental programs.
- Masses and liturgies to celebrate feast days and special occasions, including Ash Wednesday, Holy Week, Anzac Day, Remembrance Day, 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 the Community of Learners focused on succession planning and the capacity building of existing team members, program design and the improvement of the facilities. The centre also underwent Assessment and Rating this year. There have been several grants the centre has received to support implementing a program of a high standard.

During the year the total number of enrolments has been quite healthy for the most part of the year. The daily attendance ranged from between 30 and 39 children in February to between 34 and 45 children in November. In total in November there were 57 children enrolled, of which 22 were Preschool-Aged children. Of those 22, 15 are due to commence Transition at Holy Spirit, 2 moved interstate, 3 commenced Transition at another local school and 2 will continue at the Community of Learners in 2017.

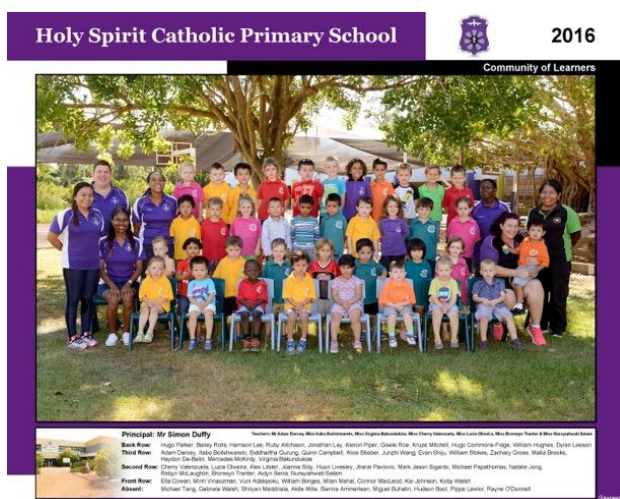
In July, an Assessor from Quality Education and Care NT conducted an Assessment and Rating of the Community of Learners. A draft report was received in November where 55 of the 58 elements had been met. Representatives from Quality Education and Care NT have negotiated with the school to reassess the 3 elements that were not met in February 2017.

In Term 3, the service trialed a new programming format that will incorporate the new NT Preschool Curriculum. As part of this program a dedicated space for the preschool program was established in the Library. Children attend this session from 8:00am until 11:45am each day to engage in targeted school-readiness skills. Resources were purchased for the program using funds from Universal Access Funding.

Several Team members completed Traineeships in Certificate III in Early Childhood Education and Care and Diploma in Early Childhood Education and Care. There were 4 traineeships commenced by team members also.

The Community of Learners was successful in applying for a Licensing and Regulations Upgrade Grant in June. The projects included painting the interior of the early learning centre and tinting the louvres to reduce heat and glare.

The Community of Learners has implemented a rigorous Mentor Program which has been supported with the Long Day Care Professional Development Program. Each trainee was paired with a supervisor to set fortnightly goals and learn about all aspects of the centre's operation. The funding was also used to support educators travelling to 3 different interstate conferences. All team members shared their experiences through presentations for all team members.



## School Maintenance and Capital Improvements

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.

Capital improvements to Holy Spirit Catholic Primary School included the following:

- Extensive refurbishment of staff and student toilets
- New flooring in some classrooms
- Resurfacing of the school car park
- Creation of a multisensory room and multisensory garden
- Replanting and design of school front garden.



## Parent Involvement

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.

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

## 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 2017:

### **1: Catholic identity**

To build the vibrancy of liturgy, sacramental and prayer life within the school and to provide ongoing Professional Development in Religious Education for staff.

### **2: Teaching and Learning**

To ensure that student achievement data is analysed at identified staff meetings with the assistance of Catholic Education Office personnel and that this data is used to inform teaching practice.

### **3. Leadership**

To upskill all staff through mentoring, classroom modelling and observations.

### **4. Pastoral care and wellbeing**

To become a *Kidsmatter* School and complete all requirements and paperwork.

### **5. Community and culture**

To provide regular opportunities for families to the planning and participating in a variety of cultural events, including Welcoming Family Picnic, Harmony day, Reconciliation Day, School movie night, etc.

### **6. Finance, facilities and resources**

To update classroom resources to allow for best teaching practice in a contemporary learning environment in line with school maintenance schedule.



The information in this report has been verified and the priorities endorsed by the Director of Catholic Education.



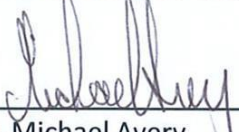
  
Mr. Simon Duffy

Principal

  
Mrs. Johanna Stieber

School Board Chairperson

Date: Thursday 14<sup>th</sup> February 2017

  
Mr. Michael Avery  
Director Catholic Education Office

