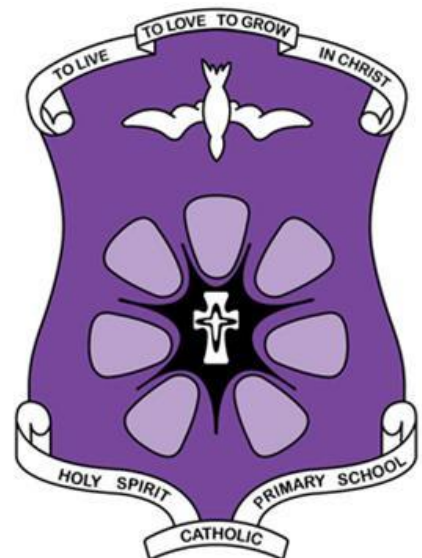


HOLY SPIRIT CATHOLIC PRIMARY SCHOOL



ANNUAL REPORT 2018

"To Live, To Love, To grow in Christ"



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

Leadership

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

Community & Culture

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

Finance, Facilities & Resources

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

PRINCIPAL'S MESSAGE

It is with pleasure that I present the 2018 Annual Report for Holy Spirit Catholic Primary School. As the Principal of the school I am very proud of the spiritual, academic, social and sporting achievements of our students.

Our school staff and community have continually strived for excellence in teaching and learning 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.

Holy Spirit Catholic Primary School continues to proudly serve the local community. Our Early Learning Centre and Outside School Hours Care have strong connections with the school and all work together to make Holy Spirit the great school it is.

We are very proud of the sense of community that continues to develop and value the input from the parish, our families, parents and friends' association, school board, Catholic Education Office and other external support networks.

I look forward to working with the community as we work together and continue, "To live, to love, to grow in Christ".

Yours sincerely,



Mr. Simon Duffy

Principal



SCHOOL PROFILE

Holy Spirit Catholic Primary School is located in Wanguri in the northern suburbs of Darwin. It is established on spacious grounds in a tropical setting. Holy Spirit is a welcoming and friendly community, which allows students to grow in Catholic faith.

Holy Spirit students' come from a diverse range of ethnic and socio-economic backgrounds. The student cohort is primarily from families in the suburbs of Wanguri, Wagaman, Lyons, Muirhead, Tiwi and Nakara. Some students come from further afield because parents are attracted to the positive reputation the school enjoys within the community.

At Holy Spirit, education programs are provided for students from the ages of three through to twelve years. The Early Learning Centre (3 -5 years), Transition through to Year 6, and Outside of School Hours Care that provides a learning program of fun and activity during all non-school contact times.

Holy Spirit provides specialist teaching in Indonesian, Music and Physical Education and support for Indigenous students. Holy Spirit has many programs to support children's development of social and emotional skills. A range of extracurricular activities is offered to students including interschool and school-based sporting events, academic competitions, instrumental program and community activities.



STUDENT PROFILE

Student Population for 2018 (August Census Data)

Year	T	1	2	3	4	5	6	TOTAL
Boys	15	21	12	15	16	25	17	121
Girls	11	24	15	14	13	13	16	106
Total	26	45	27	29	29	38	33	227
13% students identify as Aboriginal/Torres Strait Islander								
6% students who are SWD (student with a disability)								
Average Attendance: 93.4%								

Managing Non-Attendance:

Attendance-related notifications from parents are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents were contacted in the event of unexplained or regular student absence. Due to our high attendance rate (93.4%) the above policy and practice is adequate.

Holy Spirit Catholic Primary School



2018



Principal: Mr Simon Duffy

Whole School

STAFFING INFORMATION

	Head Count	Full Time Equivalent (FTE)
Principal	1	1.0
Specialist Support	12	7.5
Teaching Staff (including Librarians)	15	12.8
Administrative and Clerical (including aides and assistants)	3	2.5
Building Operations Maintenance and other Staff	1	1.0
Total	32	24.8

TEACHER STANDARDS

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

Postgraduate qualifications	7
Bachelor degree or equivalent	17
Master	4
Other qualifications	7



CATHOLIC IDENTITY

Holy Spirit Catholic Primary School has thrived on a very strong, supportive and active relationship with Holy Spirit Parish and Father Joseph. Father Joseph has a positive, influential and friendly relationship with the staff, students and families of Holy Spirit Catholic Primary School. We have celebrated a number of Masses, Liturgies and special assemblies throughout the year which has allowed the students the opportunity to deepen their relationship with God and to move closer to living a life with Jesus as their role model. Holy Spirit Catholic Primary School students have participated in the celebration of the Sacraments of First Holy Communion, Confirmation and Reconciliation.

Through our contribution to Caritas, assisting St Vincent de Paul Society, fundraising for Catholic Mission and other fundraising efforts, the school has certainly enjoyed being able to contribute to the community and has promoted the Catholic Mission of the school.

Staff development in the area of Religious Education featured on the Faith Formation schedule for 2018. Staff have also had many opportunities for professional development through sessions conducted through the Catholic Education Office and onsite delivery at Holy Spirit. In particular, onsite learning related to the incorporation of new RE curriculum (Wisdom Strand from the CEO), into their planning. We also concentrated on developing a common planning document and collaborative planning.

The Making Jesus Real (MJR) programme has continued as an area of focus for Holy Spirit. This resource supports our Religious Education Program at Holy Spirit. Making Jesus Real encourages us to connect with the Jesus within us, as well as with the Jesus who dwells in the people around us. It is the way we live and reflect on our daily lives, recognising the GOD moments which help us to see the goodness in our lives and in the lives of others. Staff benefitted greatly from a full day in-service which focussed on 'Making Jesus Real' and was facilitated by Peter Mitchell, the MJR creator. Students have been involved in designing a mural reflecting key MJR themes. The mural will commence and be completed in early 2019.



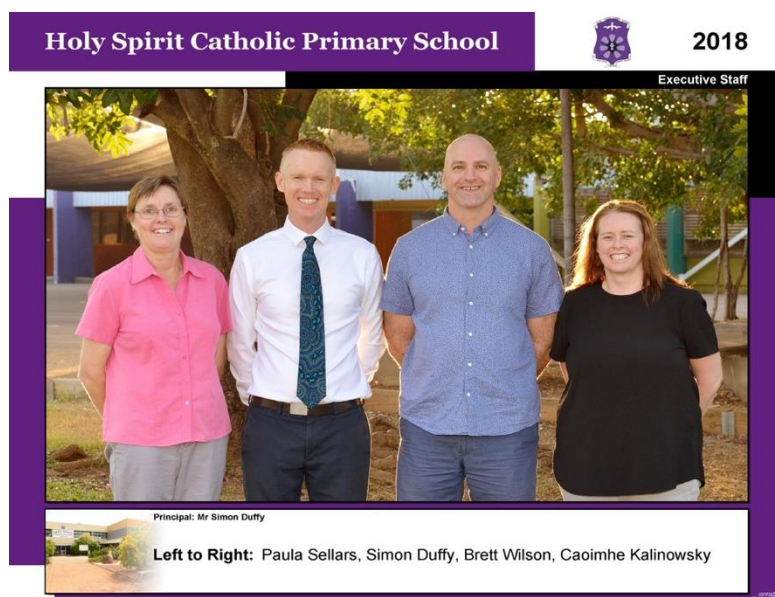
LEADERSHIP

The formal leadership group in 2018 consisted of the Principal, Deputy Principal, Assistant Principal Religious Education and Curriculum Coordinator. 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.

Staff also attended Network Days with other colleagues from Catholic Education Northern Territory Diocese across groupings such as: Administration, Finance, Work Health and Safety, Pastoral Care and Wellbeing, Principals, Deputy Principals, Assistant Principal Religious Education, Inclusion Support, Data Informed Practitioners and Curriculum Coordinators.

The 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 2018 the School Board consisted of four parent members, the Principal, Parish Priest, Deputy Principal, school Finance Officer and Assistant 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.



TEACHING AND LEARNING

Curriculum:

Religious Education lessons are planned using the Journey in Faith curriculum, which is sequential and firmly based on Catholic Teachings. All other learning areas are planned according to the Australian Curriculum. A newly developed generic template is used for planning across all learning areas, providing consistency in programming across all year levels.

Reporting:

Two oral parent/teacher/student meetings (Terms one & three) and two written reports (Terms 2&4) are conducted each year. There is also a Parent Information Evening at the start of the year to enable teachers to meet families and outline the expectations for the class.

Data Informed Practitioner:

Through the continued support of the Catholic Education Office, our Data Informed Practitioner analyses our school data, which enables us to inform the teaching and learning program and cater for the needs of our students. The school uses a process for checking growth as well as “point in time” achievement levels.

School Production:

As part of the Enrichment Programme, a whole school production was held at the Entertainment Centre. This was a culmination of learning experience encompassing elements of The Arts and Technology areas of the curriculum. It was a successful event, warmly received by families and the wider community.

Professional Development:

The school has developed strong networks across the system to investigate best practice in a range of areas. Our focus has been to develop a Pedagogical Framework (Teaching and Learning), identifying and reporting to our EAL/D (English as an Additional Language or dialect) students, implementing Differentiation across all learning areas and Formative Assessment.

Everyone Can Read program:

Everyone Can Read is a phonics-based reading intervention programme used at the school to assist students with low level literacy. Each Semester selected student are involved in this 18-week intensive program to improve their reading and comprehension.

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NAPLAN:

The NAPLAN results for Years 3 and 5 in 2018 were above the Northern Territory mean in all components. In the Year 3 testing the students exceeded the Australian mean in the Reading and Writing components. There has been a significant improvement in Year 5 Reading in 2018. There has also been an improvement in Writing, Spelling and Grammar & Punctuation from 2017-2018

Year 3

Year level	Subject	NT mean 2018	School Mean 2018	Australian Mean 2018
3	Reading	336	436	434
3	Writing	313	487	407
3	Spelling	323	408	418
3	Grammar	309	404	432
3	Numeracy	341	426	408

Year 5

Year level	Subject	NT mean 2018	School Mean 2018	Australian Mean 2018
5	Reading	430	490	509
5	Writing	383	449	465
5	Spelling	437	482	503
5	Grammar	411	467	505
5	Numeracy	434	480	494

PASTORAL CARE AND WELLBEING

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 continue to adopt a holistic approach to education with a focus on developing the full potential of each individual.

Holy Spirit Catholic Primary School Positive Behaviour Support Policy Procedures continued as a focus for all stakeholders. Our Pastoral Care and Wellbeing Team continued to meet twice each term to discuss current issues, new programs and initiatives. For our students, we provided an environment where they felt safe, happy and supported in their learning. There was consistency across the whole school with policy, procedures and common language.

Throughout the course of the year, and in consultation with staff, students and members of Holy Spirit School Board, weekly updates were provided through our newsletter as well as staff bulletin. Our focus was to keep all informed of policy and procedures in place, as well as our work in reviewing our social and emotional learning.

This year we celebrated and acknowledged Holy Spirit Catholic Primary School being recognised as a *Kidsmatter School*. This was achieved following the work of our school staff, students and families over a number of years. We have signage in place at the front of our school to recognise and acknowledge this.



This year, a *Buddy Bench*, was provided for our students. This bench supports *Holy Spirit Catholic Primary School Positive Behaviour Support Policy Procedures*, as well as our *Wellbeing and Pastoral Care Policy*. Students require a quiet place to sit during recess or lunch when in the playground and looking for a friend to play a game that reflects and supports their interests. Our *Buddy Bench* is about inclusion and fostering a sense of friendship. It is in a prominent location in our playground which is overseen by staff when on yard duty. Our *Buddy Bench* is for students looking to make new friends or broaden their friendship group. As Holy Spirit makes the *Buddy Bench* a part of our culture, it will become a great focal point in the school community by helping reduce isolation and assist in building a real sense of mateship in the schoolyard. In addition, our *Buddy Bench* is to support and compliment *Making Jesus Real (MJR)*, a way of life that we continue to foster and encourage with our students and school community.

Our *Buddy Bench* is in place to:

- Reduce isolation
- Build a sense of mateship in the playground
- Provide a safe place for students to sit when feeling lonely and looking for a friend
- Encourage students to invite those sitting on the bench to join in with their game
- Make new friends
- Participate in a different activity for the day
- Foster an inclusive environment in the school where diversity and equality are celebrated

Clear and open communication continues to be strong at Holy Spirit. Our families are encouraged to communicate regularly and openly with classroom teachers as well as members of our school leadership team. *Class DoJo* is a resource used in all our classrooms to encourage and inform families of positive student behaviours. Through *Class DoJo* classroom/specialist teachers are able to:

- Acknowledge and encourage positive behaviour of students in their learning
- Keep parents/carers informed and updated about student learning throughout the day
- Provide a way for students to feel recognised and engaged in their learning
- Communicate positive learning stories to parents/carers
- Support students in their learning
- Develop positive relationships between parents/carers, students and classroom teachers

- Provide a positive communication tool to be used between teachers and parents/carers

Catholic Care, NT continued to provide support to our children and families in a range of one-on-one individual counselling, small group and support sessions for parents/carers. These sessions took place on a weekly basis.

The wellbeing of all staff continued as an area of focus throughout 2018. 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 gather through staff social functions, shared morning teas and celebrations.



FINANCE, FACILITIES AND RESOURCES

The school maintenance program continued which included arborist inspections every 6 months, asbestos inspections every 12 months, carpet cleaning, pest inspections, air conditioning maintenance and other general maintenance items.

The Commonwealth Government provided \$60,396 for major capital improvements through the Block grant Authority programme. This financial assistance from the Northern Territory Government assisted with the extensive refurbishment of the school Multi- purpose room. This refurbishment included installing two new large sliding doors, new lighting, new fans, new carpet, acoustic paneling, improvement to air cons, increasing the size of the room and a new sound system.

A large amount of repair work was undertaken after Tropical Cyclone Marcus damaged the school grounds. The work was carried out to remove fallen trees, repair damaged fences, replace and mend damaged shade sails and rectify areas that had had water damage. The damage bill for the school was in excess of \$300,000, the majority of which was covered by insurance, with the school contributing more than \$40,000 to repairs.

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



COMMUNITY AND CULTURE

Parent Involvement:

Parents actively support the teaching and learning program by assisting in classrooms, participating in whole school events, attending school camps, 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. Community events assisted by our Parents and Friends continue to assist greatly in the building of a positive, warm and welcoming school environment.

Community feedback:

We have received a high level of positive feedback from students, staff and parents about their satisfaction with the school community through discussions and surveys. Eighty five percent of parents surveyed were *pleased* or *very pleased* with communication between school and home, curriculum content and parent involvement opportunities. Staff, students and parents were also involved with reviewing the school pedagogical practices. The results will allow for changes in the 2019 planning and programming by teachers. Positive student, staff and parent engagement is something that the school prides itself on doing well. Please see *Teaching and Learning* section on page 8 for further details.

Our Community and Culture highlights indicated by students, staff and parents this year included:

- 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 and Graduation.
- First Reconciliation, First Holy Communion and Confirmation sacramental programs.
- Harmony Day community dinner and performances.
- National Reconciliation Week morning tea with members of the local community.

- Year 5 & 6 outdoor education camp
- Holy Spirit School Production
- Book Week Fair and Parade.
- Enrichment program
- “Everyone Can Read” Graduation
- Athletics and Gala Sports



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 2019:

1: Catholic identity

Develop pedagogy around the delivery of a quality Religious Education program

2: Teaching and Learning

Teachers meet regularly to discuss latest pedagogical practices, student progress and to plan whole school approaches to teaching and learning

3. Leadership

Provide regular professional development to all staff, which targets learning priorities.

4. Pastoral care and wellbeing

The implementation of the school wide program “Be You” framework and processes.

5. Community and culture

Use many strategies for collaborating with staff, students and parents to engage all in the “community and culture” of the school.

Create a Reconciliation Action Plan for the school community

6. Finance, facilities and resources

Create a school Master Plan that is comprehensive and reviewed annually to ensure projects are planned, funded and implemented

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



A handwritten signature in blue ink, reading "Simon Duffy".

Mr. Simon Duffy

Principal

A handwritten signature in blue ink, reading "Johanna Stieber".

Mrs. Johanna Stieber

School Board Chairperson

Date: Monday 10th December 2018

A handwritten signature in blue ink, reading "Greg O'Mullane".

Mr. Greg O'Mullane
Director Catholic Education Office