

# HOLY SPIRIT CATHOLIC PRIMARY SCHOOL

*"To Live, To Love, To Grow in Christ"*

# 2020 ANNUAL REPORT

Gsell Street, Wanguri. 0811 | Ph.08 8927 3411 | [admin.holyspirit@nt.catholic.edu.au](mailto:admin.holyspirit@nt.catholic.edu.au) | [www.holyspiritnt.catholic.edu.au](http://www.holyspiritnt.catholic.edu.au)

FB: [Holy Spirit Catholic Primary School Wanguri NT](#)

# CONTENTS

VISION AND MISSION STATEMENT	2
<b>Vision</b>	2
<b>Mission Statement</b>	2
PRINCIPAL'S MESSAGE	3
SCHOOL PROFILE	4
2020 STAFF	5
STUDENT PROFILE	6
STAFFING INFORMATION	6
TEACHER STANDARDS	6
CATHOLIC IDENTITY	7
LEADERSHIP	8
TEACHING AND LEARNING	9
PASTORAL CARE AND WELLBEING	12
INCLUSION SUPPORT	13
COMMUNITY AND CULTURE	15
FINANCE, FACILITIES AND RESOURCES	16
COMMUNITY OF LEARNERS	17
OUT OF SCHOOL HOURS CARE (OSHC)	18
FUTURE PRIORITIES	19

# 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 and 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 and 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 and Culture*

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

### *Finance, Facilities and 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 great pride that I present the 2020 Annual Report for Holy Spirit Catholic Primary School. As my first year as Principal of our school, I am very proud of the achievements of our students and the school community this year.

2020 has certainly presented itself with many changes due to Covid-19. We were fortunate that school closure was not required in the Northern Territory. While some events were cancelled, we endeavoured to provide normality for our students and the wider community where possible. Teaching continued uninterrupted with only minor changes due to protocols and procedures following recommendations. The NT Government sanctioned the end of Term One as a week for all teachers to prepare for potential on-line learning. School was still open for this week to allow our families who work in essential services to go to work knowing their children were looked after each day. Children were provided a variety of learning activities run by our support staff in the areas of Health and PE, English, Mathematics, Visual Arts and Computer Technology. Fortunately, on-line learning never came to fruition due to there being no immediate threat in the NT. Our children returned in Term Two and we have been together ever since.



Whole school events such as our Athletics Carnival, Feast Day, Mother's and Father's Day celebrations and events such as our Christmas Concert at the Darwin Entertainment Centre still took place, just to name a few.

I would like to thank students, staff and families for their significant and valued contributions to our school throughout the year. The teaching staff and community are to be commended on their continual pursuit of excellence. This year we undertook *External Validation*. This is an important aspect of Catholic Education NT's School Improvement and Renewal Framework (SIRF). *External Validation* is a process undertaken by a panel to verify school improvement processes and school performance during a defined timeframe and to discern opportunities for improvement and strategic planning. All areas of the SIRF were addressed (*Catholic Identity, Teaching and Learning, Leadership, Community and Culture, Pastoral Care and Wellbeing and, Finance Facilities and Resources*). Through validation, we were acknowledged for our achievements over the past five years. This was a very affirming process for staff, students and members of our school community. Our teachers continue to work hard to ensure they are providing the best possible learning environment for our children each and every day.

We are very proud of the sense of community that continues to flourish here at Holy Spirit and I deeply value the input from the students and families, the Parish, our Parents and Friends' Committee, Holy Spirit School Board, Catholic Education Northern Territory and other external support networks.

Holy Spirit Catholic Primary School continues to meet the needs of families and our wider community, embracing our Community of Learners (3-5 years olds) and Outside School Hours Care Program (OSHC), including Vacation Care, as part of our school community.

We have engaged the services of an architect this year to develop a School Master Plan. We are excited for the future development of our facilities and look forward to these coming to fruition.

As I reflect on my first year as Principal at Holy Spirit Catholic Primary School, I am grateful for the support I have received from the school community. I am truly blessed to work alongside you all.

I wish the school community all the very best into the future as we continue ***'To Live, To Love, To Grow in Christ'***.

**Mrs Paula Sellars**

Principal

## SCHOOL PROFILE

Holy Spirit Catholic Primary School was founded in 1979 by the Mercy Sisters. It offers families an educational experience on the one site which includes an Early Learning Centre (Community of Learners) for children aged 3-5 years. The school has an enrolment of approximately 245 students from Transition through to Year 6. Our school is located in Wanguri in the northern suburbs of Darwin. It is established on spacious grounds in a tropical setting. Our current facilities include a Computer Lab, Sensory Motor Room, large multipurpose area, Library, Community of Learners, Out of School Hours Care, canteen, large double basketball court (with shade) and two spacious ovals.

The holistic education of students is the focus which includes the academic, spiritual, emotional, physical and social development of each child. Children from diverse nationalities and backgrounds are welcome at Holy Spirit Catholic Primary School including students with a variety of learning needs.

Due to our close proximity to the suburbs of Lyons and Muirhead, many families of Defence attend Holy Spirit also. We have a great reputation through the Defence Community. We have a Defence School Mentor who works closely with children and their families.

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 families come from further afield due to the positive reputation of our school.

Our staff are committed to providing the best possible learning opportunities for all children of Holy Spirit Catholic Primary School. Professional Development for all staff continues as a focus at our school. Instructional Coaching, Differentiated Instruction, Inquiry based Learning and Data Informed Practice played a major focus in 2020. Regular and ongoing Professional Learning Communities were provided for all our teaching and support staff throughout the year.

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.

Working in partnership with families and building positive relationships is central to our Vision and Mission, affirming the important work of parents as the first educators of their children. Holy Spirit Catholic Primary School has a very active School Board who work closely with school staff in support of the school.

The Outside School Hours Program provides care for children from 2:30-5:30pm each day with Before School Care commencing at 7:00am. A Vacation Care Program provides care for children during school holiday periods excluding the Christmas and New Year period.

Holy Spirit Catholic Primary School provides specialist teaching in the areas of Indonesian, Performing Arts and Physical Education, and including support for our Aboriginal and Islander students.

We have an Inclusion Support Coordinator and Practitioner who work closely with our students who require additional support in their learning.

We have many programs to support the development of social and emotional skills of our students. A range of extracurricular activities is offered to students including interschool and school-based sporting events, academic competitions, instrumental programs and community activities.

## 2020 STAFF

<b>Principal</b>	Paula Sellars
<b>Act. Deputy Principal / Curriculum Coord.</b>	Caoimhe Kalinowsky
<b>Religious Education Coordinator</b>	Emma McDonald
<b>Ass. Director of COL &amp; OSHC Coordinator</b>	Sharon Floyd
<b>Inclusion Support Coordinator</b>	Alicia McManus
<b>Inclusion Support Practitioner</b>	Lyndell Williams
<b>Indonesian</b>	Kirsty Boath
<b>Physical Education</b>	Shelley Murtagh
<b>Performing Arts</b>	Emma McDonald
<b>Transition / Year 1, Rm. 8</b>	Fiona Bugden and Kelsey Crowe
<b>Transition / Year 1, Rm. 9</b>	Tracey Coco and Alicia McManus
<b>Year 1/2, Rm. 2</b>	Lyndell Williams and Mary Wilson
<b>Year 1/2, Rm. 6</b>	Mimi Woolley
<b>Year 3, Rm. 15</b>	Veronica Niland
<b>Year 3/4, Rm. 17</b>	Brittany Lawler and Ashe-Leigh Arrowsmith
<b>Year 4/5, Rm. 12</b>	Stephen O'Shannessy and Mary Wilson
<b>Year 5/6, Rm. 10</b>	Sinéad Walsh
<b>Year 5/6, Rm. 13</b>	Matthew Kleidon and Caoimhe Kalinowsky
<b>COL &amp; OSHC</b>	Bronwyn Tranter, Wati Salam, Miriam Antenor, Faye Ciubal, Sabrina Ciubal, Samantha Crimmings, Kelsey Renkin, Rowan Dally, Amelia Llewellyn, Mila Lu, Itabo Boitshwarelo, Isabelle Garland, Thomas Clarke, Makaela Hunt, and Darcy Holmes
<b>Library Assistant</b>	Christine Crimmings
<b>Finance Officer</b>	Lee Mian Chong & Tammy Richards
<b>Administration Officer</b>	Yolanda Gray
<b>Grounds Person</b>	Yin Jongue
<b>AIEW</b>	Jessica Musgrave
<b>School Counsellor</b>	Sharon Dodgson
<b>Defence School Mentor</b>	Christine Crimmings
<b>Literacy Support / ISA</b>	Christine Crimmings, Faye Ciubal, Kylie Ammerlaan, Anne Gaspar, Makaela Hunt, Rowan Dally, Itabo Boitshwarelo, Isabelle Garland, Irene Argyridakis, Kelsey Renkin, Amelia Llewellyn
<b>Canteen</b>	Janine Wetherall & Tammy Richards

## STUDENT PROFILE

Student Population (August Census Data)

Year	T	1	2	3	4	5	6	TOTAL
Boys	18	18	17	22	13	22	14	124
Girls	12	21	17	19	17	16	15	117
Total	30	39	34	41	30	38	29	241

11% students identify as Aboriginal/ Torres Strait Islander

6 % students who are SWD (Student with a disability)

Average Attendance: 95.4%

### Managing non-attendance

Attendance-related notifications from parents are recorded by school administration staff who in turn notify classroom teachers. Attendance registers are monitored in the front office daily and parents are contacted in the event of unexplained or regular student absence. Due to our high attendance rate (95.4%) the above policy and practice is adequate.

## STAFFING INFORMATION

	Head Count	Full Time Equivalent (FTE)
Principal	1	1
Teaching Staff (including Librarians)	15	12.6
Administrative and Clerical(Including aides and assistants)	15	7.4
Building Operations maintenance and other staff	1	1
<b>Total</b>	<b>32</b>	<b>22</b>

## 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
Masters	3
Other qualifications	7



## CATHOLIC IDENTITY

Holy Spirit Catholic Primary School has thrived on a very strong, supportive and active relationship with our parish and Parish Priest. Father Dave Callaghan has a positive, influential and friendly relationship with staff, students and families of our 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.

With the challenge of Covid-19 restrictions we found new ways to connect with our school community through offering our liturgical celebrations via online streaming software. This year we have seen a huge growth in the number of students and staff participating in the sacraments of First Holy Communion, Confirmation and Reconciliation.

As a school we continue to work closely with our parish to facilitate a rich and fulfilling sacramental program. Our relationship continues to grow with our children being involved in Sunday Mass twice a term.

We have an active and enthusiastic **Mini Vinnies Team** who throughout the year have led many fundraising events in support of Caritas, St Vincent de Paul and Catholic Mission. The school has enjoyed being able to contribute to the community and has promoted the Catholic Mission of the school. This year our team visited St Vincent de Paul Society in Casuarina to learn more about the services offered by them. We were blessed with the support of president, Fay Gurr who gave of her time to speak with our children.

Staff Professional development continued as a priority in Religious Education. We had a staff retreat with the focus around **Godly Play** facilitated by Sister Nuria Miro from Catholic Education Office, NT.

**Journey in Faith**, our Religious Education Curriculum was delivered this year. Much work occurred for this program to be made available to our teachers. Throughout the year our staff attended professional development to ensure a productive delivery of this.

**Making Jesus Real (MJR)** continued as an area of focus at Holy Spirit. This resource supports our Religious Education Program. **MJR** 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.





## LEADERSHIP

The Leadership Team of 2020 consists of the Principal, Deputy Principal, our Religious Education, Curriculum, Inclusion Support Coordinator, our Instructional Coaches and, the Assistant Director of Community of Learners. The Leadership team meets fortnightly to discuss administration, staffing, strategic planning, school improvement and action plans.

### ***Holy Spirit Leadership Team:***

**Principal:** Mrs Paula Sellars

**Acting Deputy Principal/Curriculum Coordinator** – Mrs Caoimhe Kalinowsky

**Religious Education Coordinator** – Mrs Emma McDonald

**Inclusion Support Coordinator** – Mrs Alicia McManus

**Instructional Coaches** – Mrs Tracey Coco and Mr Stephen O’Shannessy

**Assistant Director, Community of Learners** – Mrs Sharon Floyd

A ‘*shared leadership*’ approach continued to be entrenched across the school where teaching staff and support staff were encouraged to take on leadership roles as coordinators or committee members in identified priority areas including *Catholic Identity, Teaching and Learning, Community and Culture, Work Health and Safety, and Pastoral Care and Wellbeing*.

Staff attended network days with colleagues from Catholic Education Northern Territory across groupings such as Administration, Finance, Work Health and Safety, Pastoral Care and Wellbeing, Principals, Deputy Principals, Religious Education, Inclusion Support, Data Informed Practitioners, Instructional Coaching and Curriculum.

The Holy Spirit School Board met on the third Thursday of each month from 5:30-6:30pm. Our School Board works towards the vision of the community striving to build a place where all people feel supported and valued. The role of our School Board is to:

- Develop policies that nurture the religious dimension and guide the direction of the school
- Develop the relationship between the school and local church
- Work with the Principal to ensure that the academic standards are upheld
- Support the administration of the school
- Offer pastoral care to the school community
- Protect children
- Monitor building and grounds through grant applications
- Development and maintenance
- Exercise financial oversight of the school
- Ensure compliance with the Manual for Catholic School Board Members for the Diocese of Darwin, Northern Territory, 2019.

### ***Holy Spirit School Board:***

**President** – Father Dave Callaghan

**Chairperson** – Mrs Johanna Stieber

**Deputy Chairperson** – Mrs Belinda Sheridan

**Executive Officer** – Mrs Paula Sellars

**Finance Officer/Secretary** – Mrs Lee Chong

**Board Members** – Mr Sean O’Connor and Mrs Sarah McKay

**Parents and Friends’ Representative** – Mrs Georgina Maika

**Teacher Representative** – Mrs Emma McDonald

**Assistant Director, Community of Learners/OSHC Representative** – Mrs Sharon Floyd

## TEACHING AND LEARNING

Religious Education lessons are planned using the ***New 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 generic template is used for planning across all learning areas, providing consistency in programming across year levels. All planning is stored on Google Drive and reviewed each term.

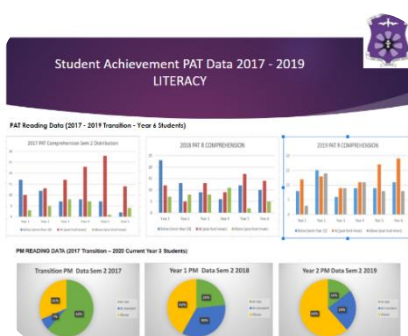
Two oral parent/teacher/student meetings (Terms One and Three) and two written reports (Terms Two and Four) are prepared each year. There is also a Parent Information Evening at the start of the year to enable teachers to meet families and outline the expectations for the class. Academic Reports are sent electronically to all families.

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. With the support of the Data Informed Practitioner, teaching teams have triangulated various data sets (NAPLAN – not in 2020 due to COVID-19, PAT and class based pre and post-tests) to inform future planning for which school, class and year level cohorts.

Professional Learning Communities (PLCs) were organised and coordinated throughout the school year. There were designated meetings, held three times per term which reflected the needs of the school and staff. Meeting sessions focused on data analysis, direction and change, and staff professional development. Key focus areas included: *MAI Data Analysis, Student Maths Data and Planning, EAL/D (Writing progressions and moderation, Listening and Speaking Progressions), student behaviour, marking student samples using NAPLAN Marking Guide and moderation of Writing*. CEO consultants were often present and assisted in the delivery of these sessions.



Our PLCs resulted in positive changes at our school. Teachers discussed the need to change the current planning design model due to MAI and PAT data. As a result, staff attended Professional Development Webinars on Origo Stepping Stones to support this new initiative. In response to student numeracy data, our Inclusion Support Practitioner delivered a Maths Intervention Program to support students at risk. The Maths Intervention Program focused on MAI data and the 'Pre-teaching Strategy' which involved students attending small group sessions to boost numeracy skills. Over the course of the year, staff were upskilled in EAL/D Listening and Speaking and Writing Progressions with the support of CEO consultants.



The school was approved for funding from the Catholic Education Office to appoint a joint Instructional Coaching role at Holy Spirit in 2020 and 2021. The Instructional Coach works in partnership with colleagues to assist them to develop evidence-based teaching practices to improve student outcomes through informed pedagogy. A key focus of this position is to promote and improve best practice pedagogy in all learning areas through the use of professional conversations and reflective practices.



The school has developed strong networks across the system to investigate best practice in a range of areas including Inquiry, EAL/D and Writing and Numeracy Block delivery. Professional Development has been conducted to complement the implementation of differentiation across all learning areas which has been an ongoing whole school approach through our Professional Learning Communities and data analysis.

Due to the cancellation of NAPLAN, staff discussed the importance of collecting and analysing student writing data. In consultation with CEO personnel, several PLCs focused on the NAPLAN Marking Guide and moderation of student writing samples. Writing data was collected, moderated and recorded from Transition to Year 6. Previous results continue to indicate writing as an area of opportunity.

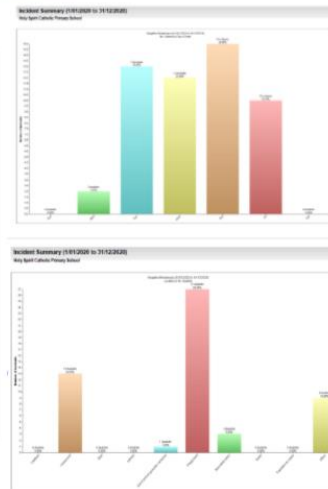
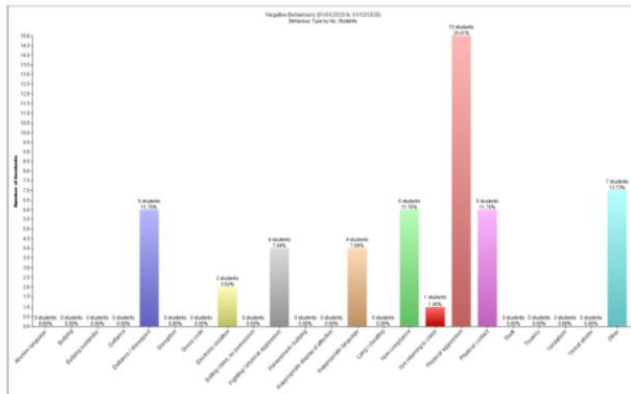
Class	Term 3, 2020	Audience	Text Structure	Ideas	Characters & Setting	Vocabulary	Cohesion	Paragraphing	Sentence Structure	Punctuation	Spelling	Total
		0	0	0	0	0	0	0	0	0	0	0
		2	2	2	1	2	2	0	1	1	2	15
		0	0	0	0	0	0	0	0	0	0	0
		0	0	0	1	0	0	0	0	0	1	2
		2	2	2	1	2	1	0	2	0	1	13
		3	2	2	2	2	2	0	3	1	3	19
		1	1	1	1	1	1	0	0	0	1	7
		1	1	1	1	1	0	0	1	0	1	7
		0	0	0	0	0	0	0	1	0	0	1
		0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0
		1	0	1	0	0	0	0	0	0	0	1
		2	1	2	1	2	1	0	2	1	2	14
		0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0
		1	1	1	1	1	1	0	1	0	1	8
		1	0	0	0	0	0	0	0	0	1	2
		1	2	2	1	1	1	0	1	0	1	10
		0	0	0	0	0	0	0	0	0	0	0
		1	1	1	1	1	1	0	1	1	1	9
		1	0	1	0	1	1	0	1	0	0	5
		1	0	0	1	1	1	0	0	0	1	5

After the analysis of student behaviour, staff saw the need to review the *Positive Behaviours Support Policy and Procedures* framework. Through PLC, staff identified that the documentation of students behaviour on GradeXpert needed to be changed due to a lack of clarity. In addition, a Code of Conduct for behaviour was implemented across the school due to evidence that was collected and collated by our Data Informed Practitioner. The Makerspace was also introduced in Term Four.



## Student Behaviour & Attendance Data 2020

Types of Behaviour, Location and Day of Incidences



Concerns surrounding school readiness, saw the introduction of the **Footsteps in Learning and Faith** Program. This newly developed program was trialled with our new Transition children of 2021 to assist with their school readiness. The aim was to familiarise students and families with our school facilities, meet their teachers and experience fun, engaging learning activities that introduced them to the environment, routine and structure of primary school.

## Footsteps in Learning and Faith Program

A transition to school program, consisting of 5 sessions, offered to our Transition students for 2021 commencing in Term 4, 2020.

**Parent Information Evening -**  
 Wednesday 28<sup>th</sup> October @ 5pm in the MPR  
 To find out more about this program please email  
[admin.holyspirit@nt.catholic.edu.au](mailto:admin.holyspirit@nt.catholic.edu.au)

### Enrol now!





## 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 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* met 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. Updates were sent through the staff bulletin and the school newsletter each week to ensure all members of our community were familiar with the policy and procedures in place.

We continued with the implementation of *Be You Framework* (<https://beyou.edu.au>). *Be You* is a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. All teaching staff completed online learning modules throughout the year. The first module in the area of ***Being Connected*** and the second on ***Understanding***. Our vision for Holy Spirit Catholic Primary is for an education system in which every learning community is positive, inclusive and resilient, and where every child, young person, staff member, and family can achieve their best possible mental health.

Clear and open communication continues to be strong at our school. Our families are encouraged to communicate regularly and openly with classroom teachers, as well as members of our school leadership team. ***Class Dojo*** as a resource was used in all learning areas to encourage and inform families of positive student behaviours, as well as success from our students. Through ***Class Dojo***, classroom/specialist teachers were able to:

- Acknowledge and encourage positive behaviour of students in their learning
- Keep parent/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 teachers
- Provide a positive communication tool to be used between teachers and parents/carers

We introduced ***Class Dojo*** into our Vacation Care Program this year for which we received positive feedback from our parents.

Our students participated in a Colour Fun Run as organised by our *Pastoral Care and Wellbeing Team*. Sponsorship money was sought by all students with proceeds going towards the upgrade of our sensory garden and new taps around the school. Our garden area is an important space for all our children, especially those with sensory needs. A successful fundraising event with over \$15,000 raised.

***Class Buddy Program*** was again in place for 2020. This program encourages student engagement and support across all year levels. It ensures that all students have access to not only their peers, but also students from classes older or younger than themselves.

The aim of our Class Buddy Program is 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 student leadership
- A place for students to visit when reflecting on behavioural choices

***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.

## INCLUSION SUPPORT

An Inclusion Support Coordinator is employed on a 0.5 FTE in the school to manage the Inclusion Program at Holy Spirit. The role involves supporting teachers with the identification and assessment of students with inclusion needs, working with Inclusion Support Assistants (ISAs) to upskill them so they are able to assist our students in their learning. We work with Catholic Education Office, Northern Territory for support in this area.

Our Inclusion Support Coordinator liaises with parents, support staff and classroom teachers to implement specific programs to support students with specific learning, emotional and behavioural needs. Further investigation of concerns may be required through the Referral and Assessment Process and the engagement of appropriate CENT Inclusion Support Specialists.

Holy Spirit participated in the *National Consistent Collection of Data* on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability.

This year, funding was provided to appoint an Inclusion Support Practitioner at 0.6 FTE. This funding has allowed us to undertake more projects that support our students in their learning. These include speech groups, fine motor skills, social and emotional groups and maths intervention. In addition to this we have been able to provide important time for classroom teachers and Inclusion Support Assistants (ISAs) to meet regularly to discuss and plan work together. Professional Development has been offered also with a focus around phonological awareness, fine motor and ASD. For the first time this year we also participated in The Tournament of Minds.



Holy Spirit has 30 funded students.

Diagnosis	Number of students
Autism	13
Communication Disorder	7
Intellectual Impairment	1
Hearing Impairment	3
ADHD	1
FASD	1
Specific Learning Disorder	2
Other	1

The National Consistent Collection of Data (NCCD) is an annual collection of information about Australian school students with a disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with a disability and how they can best be supported at school.

At Holy Spirit Catholic Primary School, we have 74 students included in the NCCD for 2019/2020. There was a spread of students across the whole school. Please see table below.

Year Level	Total
Transition	10
One	12
Two	12
Three	15
Four	8
Five	8
Six	9
Total	74

The following are the broad category of disability under the NCCD;

- Cognitive
- Sensory
- Physical
- Social

Broad Category of Disability	Number of Students
Cognitive	48
Sensory	3
Physical	5
Social	18
Total	74

In the NCCD, there are four levels of adjustment:

- Support provided within quality differentiated teaching practice
- Supplementary adjustments
- Substantial adjustments
- Extensive adjustments

Level of Adjustments	Number of Students
QDTP	15
Supplementary	39
Substantial	18
Extensive	2
Total	74



## COMMUNITY AND CULTURE

Parents continue to support our children in their learning through attendance at school events as well as offering their time to assist in the classrooms. They are always willing when asked to assist with school excursions and camps.

Our Parents and Friends' Committee, while small in number was active throughout the year. A stall for Mother's and Father's Day was provided, along with a breakfast. We hosted a Trivia Night in September which raised close to \$2,000.

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. Positive student, staff and parent engagement is something that the school prides itself on doing well.

We reviewed our *School Reconciliation Action Plan (RAP)* at the beginning of this year. This is a formal statement of commitment to Reconciliation. This helps us to develop an environment that fosters a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. This framework assists us at school to develop relationships, respect and opportunities in the classroom, around the school and with the community. We are very proud as a school to have a successful plan that has been able to be implemented and actioned in our school community.

Our *Defence School Mentor (DSM)* continued to work alongside our families of defence. Family gatherings were provided once a term where children and their parents met for an afternoon of activities and events. We have 50 children at Holy Spirit who are from Defence Families.

Defence School Mentor Program provided 10 hours support per week for our students. Some of the work as provided by our Defence School Mentor:

- **Welcome – Defence Family Gatherings**
- **Community Integration – Lunchtime craft and art activities**
- **Absence from home support – Regular wellbeing checks with children and families**
- **Farewell Strategies – Certificate and school passport**

Indonesian classes are provided to all our students. They continue to learn the language and culture of Indonesia. Indonesian classes have now been available at our school for eight years.

Highlights of Community and Culture as indicated by our school community:

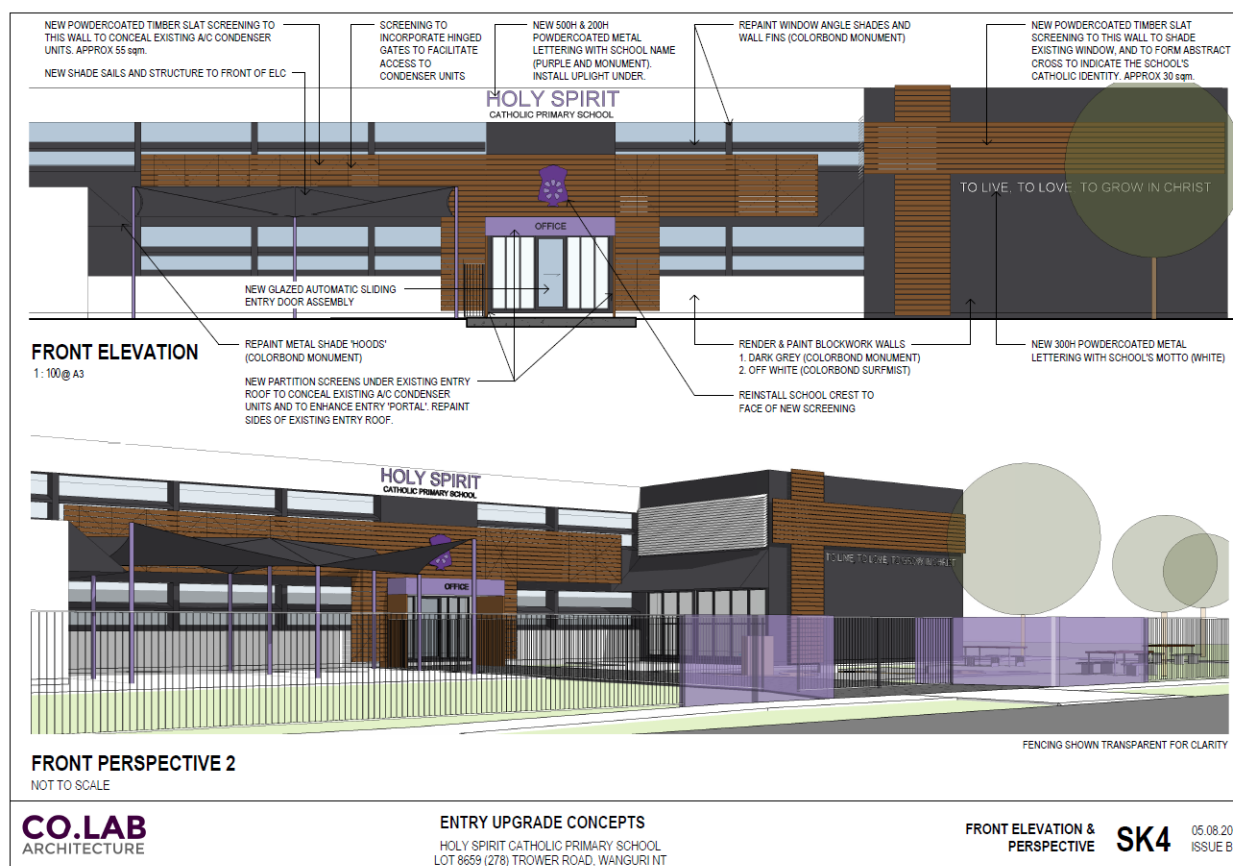
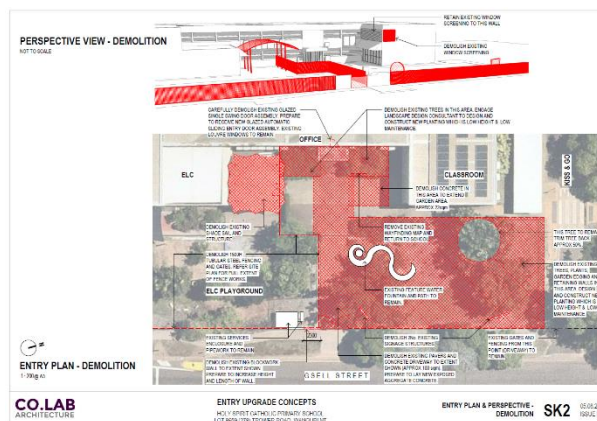
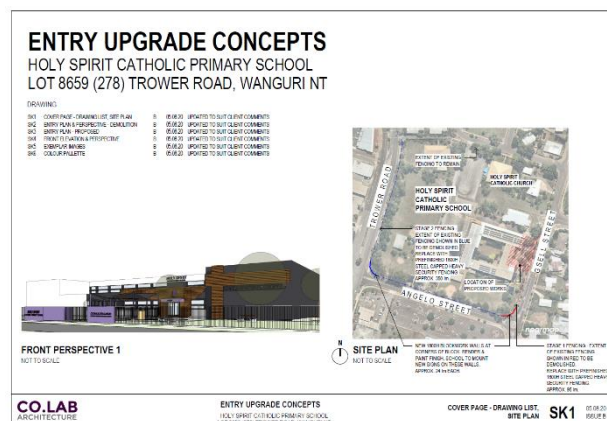
- Family Gathering at Casuarina Pool
- Masses and liturgies to celebrate feast days and special occasions
- Joffa's Toon School
- Crazy hair and sock day
- Our Sacramental programs including First Reconciliation, Eucharist and Confirmation.
- Darwin Region Gala Days
- Year 5 and 6 camp to Batchelor Outdoor Education Centre
- Wheelchair basketball for our Year 5/6 students
- Defence Family Gatherings each term
- Cracka Cup and Pink Power (AFL)
- Excursions to Parliament House, Territory Wildlife Park and Crocodylus Park
- Book Week Fair and Parade
- Graduation – Year 6 and Everyone Can Read
- Holy Spirit Christmas Concert at Darwin Entertainment Centre

# FINANCE, FACILITIES AND RESOURCES

The maintenance of school and facilities continued throughout the 2020 school year. All work from the maintenance schedule is in place and adhered to as required.

This year we spent \$125,000 on the upgrade of cabling and network, the refurbishment of the bathroom in the Community of Learners, new fencing and block work along Gsell Street and an upgrade of signage. Through our master plan we have other works planned for the future. These include external painting and flexible Learning Furniture in all our learning areas.

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



## COMMUNITY OF LEARNERS

Holy Spirit Community of Learners has been providing quality education and care for our school and the wider community for over 15 years.

Our qualified and experienced educators are from a variety of cultural backgrounds and each day provide children with a positive, inclusive learning environment that encourages children to explore their own self through play based experiences. The centre's large outdoor environment enables children to explore their natural environment. Our upgraded indoor facilities enable children to explore, learn and develop to their full potential.

The NT Government has previously had a building upgrade fund to assist centres in improving their facilities. In 2019 we were successful in applying for funding to upgrade the floors in the centre.

This year with Covid-19 the funding process was halted. Our application was based on upgrading the bathrooms in the centre. Our school board supported this upgrade and in July our children were provided with new toilets, partitions, water saving taps and brand new tiles. An overhead fan was also installed to assist with air flow.

Our service is committed to ensuring our educators are provided with opportunities to extend their knowledge and teaching methods through professional development. Our team has attended workshops on *Circle of Security*, *Fine motor Skills in young children and Visuals*. We have also ensured we are meeting our regulatory requirements through First aid and CPR training, Bullying and Harassment, Work, Health and Safety and Allergy training - All about Allergens. In light of Covid-19 we also had training in Infection Control.

Some of our individual educators have attended Little Scientist's workshops around Air, Water and Optics and last year two of our educators attended the Little People, Big Dreams conference in Darwin.

Each year our educators reflect on our philosophy through looking at their own values and beliefs. This year our philosophy resonates with our educators. Our core belief is that relationships underpin everything we do and we are committed to building positive, trusting relationships with children and their families enabling them to grow and learn as individuals. Our educators work collaboratively with families and the local community to ensure we provide a quality service that fosters positive outcomes for children, families and the wider community.

Our children embrace being part of the school community through our involvement in carnivals, whole school events, morning assembly and school liturgies. In addition, we visit the library each week where our children engage positively with books as well as learn the process for borrowing books. Through this weekly experience our children are provided the opportunity to extend on their language development. Providing our children the opportunity also to visit the school playground is important and something we offer on a regular basis.

Our educators are supported through Early Childhood Australia (ECA) with visits from an Inclusion Support Professional who works with us to remove barriers for children with additional needs. This ensures we maintain high quality care for all children in our centre.



## OUT OF SCHOOL HOURS CARE (OSHC)

Holy Spirit Catholic Primary School has been providing OSHC services, including Before and After School Care, as well as Vacation Care for over 15 years. Our team of educators bring with them their own unique experiences. We are fortunate that six of our team work regularly with our children through their work as Inclusion Support Assistants in the school. Some of our educators are studying to further their own careers and these studies include Bachelor of Education, Bachelor of Nursing and Certificate Four in Education Support.

Our OSHC numbers have increased this year by ten children per day. This increase in the number of children enabled us to expand our team of educators.

Our OSHC service utilises our spacious school grounds, including covered double basketball court, and two ovals. Our children enjoy exploring the large outdoor environment through a variety of games, teacher initiated and self-initiated experiences. Our educators are committed to ensuring that our children are provided with a freedom of choice in experiences which is balanced with age-appropriate programming and opportunities for child initiated planning.

We thank the Litster family for donating a table tennis table to our service in July this year. Our children have enjoyed having this available to them each afternoon and through Vacation Care. A new television was purchased which has provided us with new indoor activities, especially during the wet season. Art and craft, lego constructions, board and card games and, including puzzles are also available to our children.

**Class Dojo** for which we use across the school was introduced in OSHC this year. Positive feedback from our school community was received and celebrated. This allowed us to strengthen our communication with families. Our families shared how much they enjoyed seeing their children engaged in the wonderful activities and events on offer.

When planning for **Vacation Care** it is important we gain feedback from our children and families. Our educators meet following this to discuss and plan for future programs, ensuring we provide a high quality package for our children.

**Student Leadership** is evident through OSHC. Our older students take on a variety of roles with the support of educators who lead them through this. This is an area we take great pride in.

**Making Jesus Real (MJR)**, a resource used to support many of our programs at Holy Spirit Catholic Primary School is evident throughout OSHC. We speak regularly about where we have seen **'The Spirit of Jesus'** active and alive each day through our words and actions. Children and staff are provided the opportunity to speak to this on a regular basis and celebrate and acknowledge the great work of everyone.

We continue to reflect on our philosophy and review as required. We are proud of our philosophy which embraces our *Catholic Identity* and demonstrates the respect for the *Larrakia Nation* and the spiritual relationship with country and commitment to installing values such as kindness, honesty, integrity, trust, responsibility, respect, empathy, collaboration, openness, compassion and self-discipline to our children.

In 2021, our service will be assessed under the **National Quality Framework**. This will be a wonderful opportunity for us to showcase how our service operates.

## 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 2021:

### 1: Catholic Identity

- Provide staff and students with spiritual formation opportunities
- Continue to build the vibrancy of liturgy, sacramental and prayer life within the school community
- Develop pedagogy around the delivery of a quality Religious Education Program

### 2: Teaching and Learning

- Student achievement data is used to help determine specific ways to enhance learning for all students, with a focus on EAL/D.
- Teachers meet regularly to discuss student progress and to plan whole school approaches to teaching and learning, with Professional Learning Communities, Instructional Coaching and designated staff meetings.

### 3. Leadership

- Continue Strategic Professional learning teams
- Use the Teaching and Leadership competency standards as frameworks for coaching conversations
- 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.
- The Work, Health and Safety practices will be continuously reviewed and improved across all areas of the school

### 5. Community and Culture

- Increased Parent involvement and shared partnerships between school and home
- Use many strategies for collaborating with staff, students and parents to engage all in the “community and culture” of the school.
- Revisit the Reconciliation Action Plan for the school community.

### 6. Finance, Facilities and Resources

- Consult, prioritise and action plans to meet the strategic plan
- Continue to develop 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.



Mrs. Paula Sellars  
Principal

Monday 14<sup>th</sup> December, 2020

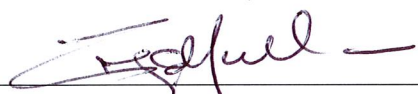
Date



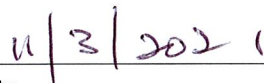
Mrs. Johanna Stieber  
School Board Chairperson

Monday 14<sup>th</sup> December, 2020

Date



Mr. Greg O'Mullane  
Director Catholic Education Office, NT



Date