

2024

SCHOOL ANNUAL REPORT



Holy Spirit Catholic Primary School

Gsell Street, WANGURI 810

Principal: Paula Sellars

Web: <http://www.holyspiritnt.catholic.edu.au/>

About this report

Holy Spirit Catholic Primary School (the 'School') is registered by the NT Board of Studies, (NTBOS) and managed by the Catholic Education Northern Territory (CENT), Darwin. CENT as the 'approved authority' for the diocesan registration system formed under Section 138 of the NT Education Act (2015), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The School Annual Report (the 'Report'), provides parents and the wider School accurate and objective information about various aspects of school performance and development. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (STRAP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is my pleasure to present Holy Spirit Catholic Primary School Principal's Report for 2024.

NAPLAN results for 2024 were again a testament to all our staff and the work they do each day to provide the best possible learning environment for our students. We were identified in the top 10 of most improved schools here in the Northern Territory for the third year in a row.

We are very proud of the sense of community that continues to flourish here at Holy Spirit. We deeply value the input from our students, staff and families.

As I reflect on our year, I am grateful for the support from our school community. These achievements are not realised without the support and participation of all members of the school community.

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

Parent Body Message

It was another successful and fun year at Holy Spirit Primary School in 2024, with the whole school coming together in partnership to continue ***"To Live, To Love and To Grow in Christ"***.

The school continued to revitalise its facilities with the focus of works being safety in and around the school. Perimeter fencing along Trower Road was completed, the school updated to SALTO and CCTV was installed.

A lift was installed which now provides staff, students and visitors, a safe way to access our upper level.

Funding options are continuing to be explored to allow for future works which include the upgrade of our carpark over Christmas and January.

Bring Your Own Designated Device (BYODD) has continued which allows students in Years 3-6 to have personal access to technology for educational purposes and to enhance and develop their information technology learning skills.

The School Board continued to meet twice per term where we reviewed many of our school policies across the school.

The School Board will continue in 2025 to work towards the vision of community striving to build a place where all people feel supported and valued. We are looking forward to another successful year ahead and continuing to contribute to the school community.

School History

Holy Spirit Catholic Primary School was founded in 1979 by the Singleton Sisters of Mercy. Sister Patricia McGinty RSM, Foundation Principal (1979-1983), was supported by Sister Mary Bowe RSM (1979-1983) and Sister Marie Matthews RSM (1979-1984). The Sisters lived in a house belonging to the Dominican Sisters on Wanguri Terrace for two years until the convent was built in 1980 and opened in 1981. The Sisters of Mercy led Holy Spirit from 1979-1986, under the following Principal leaders:

Sister Patricia McGinty RSM, 1979 -1983

Sister Pauline Burg RSM, 1984 -1985

Sister Carmel Flanagan RSM, 1986

Subsequent Principals:

Mrs Jo Diaz 1987-1997

Mrs Gill Webb, 1998 - 2006

Mrs Bernadette Morriss, 2007- 2013

Mr Simon Duffy, 2014 - 2019

Mrs Paula Sellars, 2020 - present

Catherina McAuley founded the Sisters of Mercy in Dublin, Ireland in 1831. Many foundations were made around the world including the foundation from Ennis to Singleton in the Hunter Valley in NSW in 1875.

The School Motto, ***'To Live, To Love, To Grow in Christ'*** was chosen by the Foundation Sisters in preparation for the opening of the school in 1979.

Student Profile

Student Enrolment

The School caters for students in Preschool to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

Girls	Boys	Aboriginal & Torres Strait Islander	Total Students
126	120	22	246

Enrolment Policy

Catholic Education Northern Territory (CENT) has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocese of Darwin tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents and carers experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Diocese of Darwin may be accessed at the [Catholic Education NT Website](#).

Student Attendance Rates

The average student attendance rate for 2024 was 86.62%.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Postgraduate qualifications	1
Bachelor degree or equivalent	13
Masters	5
Other qualifications	0

Total number of teaching staff by TRBNT category

Full Registration - 12

Provisional Registration - 1

Proficient Registration - 0

Staff Information Teacher Standards

All teachers are registered with the Northern Territory Registration Board. All teaching and non teaching staff hold a current Ochre Card and are audited annually.

Professional Learning

The ongoing Professional Development of each staff member is highly valued. The Teacher Registration Board requires teachers to undertake at least 20 hours of relevant professional development activities within a calendar year period. Professional learning can take many forms including whole of school staff days, subject-specific in services and conferences and a range of professional learning programs.

The School takes responsibility for planning, implementing and evaluating its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Education Northern Territory's (CENT) mission is 'Through servant leadership, we witness Gospel values in a faith community; integrating life and learning in culture of care, collaboration and excellence' and our vision is to be inspired by the Gospel of Jesus Christ 'to commit to educational excellence, equity and fullness of life for all'. The School engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the School community.

The School follows the Diocese of Darwin's Religious Education (RE) Curriculum.

Further information about the Diocese Religious Education Curriculum and the RE Tests may be accessed at the [Journey in Faith is the Religious Education program for Transition to Year 10 in Catholic schools in the Northern Territory](#).

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

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."*

Teaching and Learning

Primary Curriculum

The School provides an educational program based on in accordance with the Australian Curriculum V9 syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education, The Arts, Technology and Languages. Religious Education is also a mandated curriculum area for all CENT Schools.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

A range of strategies and initiatives have been implemented to improve student achievement.

Targeted Learning Support

- Using a Multi-Tiered Systems of Support (MTSS) framework, the school identifies and addresses learning inclusion needs through targeted programs and small group interventions.
- Tier 1 programs, such as InitialLit, are embedded across cohorts to provide consistent and high-quality data driven, research supported instruction for foundational literacy. Targeted resources, including decodable readers and interactive online programs, strengthen skill development for students requiring additional support.
- Focus on Literacy and Numeracy Improvement.
- Reading and writing have been prioritised as areas for development, with whole-school strategies aimed at improving outcomes through structured teaching methods and resource enhancements.
- Professional development ensures teachers are equipped to deliver consistent and effective instruction across all year levels.

Integration of Digital Technologies

Technology is integrated into programming to enhance learning, with increased access to iPads across the early years. These devices support personalised learning needs, intervention grouping, extension opportunities, while fostering engagement and skill progression.

Curriculum and Pedagogical Development

Continuous refinement of curriculum delivery ensures alignment with best practices and ACARA standards. Collaborative cohort planning and review of processes help maintain a clear focus of improving student outcomes.

Partnerships and Support Services

The school works closely with allied health professionals and external agencies to support students with inclusion needs. This includes access to diagnostic services, tailored interventions, and expert advice to guide classroom practice and educational adjustment plans.

By prioritising evidence-based practices, targeted support, and inclusive approaches, the school ensures every student has opportunities to thrive academically and personally. This commitment is strengthened by the integration of technology and collaboration with support services, enabling the delivery of a dynamic and responsive curriculum.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Holy Spirit Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage Average Proficiency			
		School	CENT	Northern Territory	Australia
Year 3	Grammar and Punctuation	42%	40%	29%	54%
	Reading	47%	56%	40%	66%
	Writing	78%	62%	45%	68%
	Spelling	44%	45%	35%	61%
	Numeracy	44%	51%	33%	53%

NAPLAN RESULTS 2024		Percentage Average Proficiency			
		School	CENT	Northern Territory	Australia
Year 5	Grammar and Punctuation	53%	45%	33%	51%
	Reading	63%	61%	44%	71%
	Writing	80%	63%	42%	67%
	Spelling	77%	60%	43%	68%
	Numeracy	57%	48%	36%	55%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School Pastoral Care and Student Wellbeing policies, guidelines and procedures are informed by the [CENT Pastoral Care and Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a foundation for effective learning in all CENT school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports SCS school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Suspension, Expulsion and Exclusion Procedures](#). The policy and procedure was updated in 2023 and shows the changes in the responsibilities of student management. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Conduct](#) which applies to all Diocese of Darwin staff. Accordingly, the School does not sanction the administration of corporal punishment by School staff and other persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

Catholic Education Northern Territory released the updated [Prevention and Management of Student Bullying Policy](#) in 2023 which was streamlined to provide further clarity on the roles and responsibilities of all staff across all systemic schools in the Diocese of Darwin. The

Policy provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. CENT staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

Complaints Handling Policy

CENT has a [Complaints and Grievance Policy Statement](#) which is implemented by our school and all systemic schools in the Diocese of Darwin. The policy recognises that within the reality of the schooling experience, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. The purpose of this policy is to enable CENT to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed. CENT monitors the implementation of this policy.

Parent satisfaction

We have included parent comments from Tell Them From Me Survey which was conducted during 2024. Feedback was extremely positive and parents are happy.

1. This is a great school. My son feels safe and he's happy to go to school every day. His teacher is passionate about teaching and genuinely cares for her students.
2. Teachers' encourage leadership and harbour a culture for students to be confident. For example, having children speak and lead at assembly. This enables younger years to see that speaking in front of people is okay and participation is expected from all students.
3. Community, connections to parish and participation of staff in activities.
4. The quality of the teaching and learning is excellent, and I cannot fault the staff as they all work very hard.
5. I appreciate all the Principal does when it comes to inclusion and getting to know ALL students and the parents. It's so good to see her always actively out and about throughout the whole school.

Student satisfaction

We have included student comments from Tell Them From Me Survey which was conducted during 2024. The students feel safe, enjoy learning and feel the connection with faith.

1. I like our school because I can sometimes make friends and feel safe at this school. I feel like I can definitely talk to my teacher because she is very easy going and easy to talk to. I feel like my teacher really cares about me and that I can speak to her very easily.
2. I really love how the students and teacher welcome you in the school and the environment is nice and you can learn in a fun and educational space.
3. Holy spirit is a school that helps children live like Jesus and follow in his footsteps. I love this school because of the work they do for us and the best part is, they do awards assembly and do dancing and singing. It helps us bond more love in Jesus. I recommend people should attend this school also because it has a church we can pray and do our masses in. I love Holy Spirit and its ways to make this a better, safe place for everyone.
4. I like that that the teachers and staff are extremely helpful and nice. They also encourage the students to be nice to one another. Sometimes they can be strict, but I like that as long as they are not too strict.
5. I think that Holy Spirit is a really nice school because it has a lot of space to run around in and the teachers are nice. Holy Spirit has an amazing education, and the school has clean and maintained classes, equipment and stationery. Overall, I think that Holy Spirit is an amazing school, and I really like my friends, peers, classrooms and most importantly the teachers and staff that manage and control the students, equipment and the technology that the school is provided with.

Teacher satisfaction

This year we had a higher participation rate from staff in this survey. Staff provided us with valuable feedback in support of our strategic planning.

Areas of focus as identified by the majority of our staff is in the area of technology. Our staff would like to see a greater intake from our parents with BYODD for students in Years 3 to 6. Staff can see the benefits of those students who bring a laptop to school each day.

A consistent literacy and numeracy approach across the school has also been identified. This is something our staff are already working on implementing across the school.

Student needs and additional support in classes was echoed by many staff, ensuring that our children are supported in their learning.

Our staff are starting to see the benefits of the Learning Walks and Routines of Learning and a more consistent approach across the school was highlighted.

Financial Statement

The total of NT funding assistance received by the school in 2024 was \$445,166.

Notes

1. Australian Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
2. Northern Territory State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
3. Fees and Charges Income include Archdiocese and school based fees, excursions and other private income.
4. Other Sources Income includes building levy fees and capital donations used to fund Capital Expenditure.

END OF 2024 REPORT