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Principal: Michelle Garbutt

Context & History

Holy Family Catholic Primary School is located in Karama in the northern suburbs of Darwin. It is a co-educational facility catering for children from Transition to Year Six. It is part of the Holy Family Catholic Parish of Sanderson. The school was originally established by the Mercy Sisters from Ballarat. We continue to develop our Mercy focus across the school. In 2021, Holy Family Parish celebrated its 40th anniversary; as a school we will be celebrating 40 years of Catholic Education in the Northern suburbs in 2023 and we are looking forward to the festivities.

School Profile

Holy Family Catholic Primary School is highly regarded for its strong sense of community, with generations of families selecting this as their school of choice over the years. An Early Learning Centre is located within our precinct and is an integral and important part of the school community. The centre provides long term day care together with a Preschool educational program for three to five year old children.

Students within our school community come from a diverse range of ethnic and socio-economic backgrounds. The student cohort is drawn primarily from families in the suburbs of Karama, Malak, Anula, Leanyer and Wulagi. Some students come from further afield because parents are attracted by the positive reputation the school enjoys within the community. Families also take advantage of the 'one-stop' educational opportunity available, as children can enrol in the Early Learning Centre from age three and then complete the compulsory years of primary schooling. At the conclusion of Year Six, students can transition into Middle School and then Senior Secondary years at O'Loughlin Catholic College which is adjacent to Holy Family.

Holy Family Catholic Primary School provides an inclusive curriculum that supports the holistic needs of all students.

Holy Family Catholic Primary School provides specialist teaching in; Performing Arts, Physical Education and Japanese. We have two Aboriginal and Islander Education Workers who work with our Aboriginal and Islander students and help enact our Reconciliation Action Plan throughout the whole school community.

Holy Family Catholic Primary School offers a range of extracurricular activities and is heavily involved in the sporting arena with active participation at both school-based and inter school sporting activities and events.

This year, as part of our 2023-2025 Strategic Plan, we revised the previous Vision and Mission Statements to ensure they reflected our future priorities and direction.

Vision & Mission

Vision Statement

Holy Family Catholic Primary School is a diverse, inclusive, learning community committed to the gospel values of mercy, respect and courage.

Mission Statement

At Holy Family Catholic Primary School, we:

- Provide a welcoming environment where partnerships between the school, families, parish and wider community are valued and promoted
- Work collaboratively, using evidence-based practices to deliver quality education that supports the holistic needs of all students
- Live as stewards of God's creation, being the difference we want to see in the world



Principal's Message



I am pleased to present this report to the Holy Family Catholic School Community as a reflection on the 2022 school year and look forward to the plans we have for 2023. We are first and foremost a Catholic school and we pride ourselves on being a school that is welcoming, merciful and respectful towards all. We have strong relationships with our families, the parish and wider community. We recognise the importance of this partnership for all our students.

Despite a somewhat interrupted start with COVID, we have had an incredible year with many achievements. We have approximately 265 enrolments and have increased our class sizes to eleven with a current waiting list in most year levels, including the Early Learning Centre. All students at Holy Family Catholic Primary School are able to articulate our two greatest priorities for them at school, that is to feel safe and happy. We believe this is fundamental for successful engagement and learning.

We spent a great deal of time reflecting on our Vision and Mission Statements as part of our new Strategic Plan and we believe the changes made represent what we stand for as a Catholic primary school in Darwin, together with our goals and our priorities into the future. We have examined what constitutes 'best practice' and are now working more collaboratively, using evidence-based approaches so we can meet the varying needs of all our students successfully. We recognise the importance of data informed practices and are working hard to increase our digital literacy so we can teach the students at their individual point of need.

Our teachers, together with Inclusion Support Assistants (ISAs), attend weekly back-to-back planning sessions with the purpose of sharing their skills and expertise when planning teaching interventions and experiences for the students so they are high impact and meaningful. We implemented the Science of Reading approach which focuses on the five critical components of learning to read; phonemic awareness, phonics, vocabulary, fluency, and

comprehension. We have also commenced a new reading intervention program throughout the school called, Little Learners Love Literacy (LLLL) which supports the Science of Reading approach. LLLL is an explicit and sequential literacy program that teaches all children to read, write and spell with confidence.

This year, we implemented a whole school approach to positive behaviour which we refer to as Be Our Best Selves (BOBS). Our three core expectations are to; Be Merciful, Be Respectful and Be Courageous. This year, we unpacked what behaviours would complement these expectations.

I would like to thank the Holy Family Staff, Father Bords and Father Petrus, our parents and students for all their support and hard work over the past twelve months. We value the positive relationships we have with all our Holy Family stakeholders and look forward to continuing this partnership into the future.



Staff & Student Profiles



Staff Profile

Principal

Number 1 FTE* 1.0

Deputy Principal

Number 1 FTE* 1.0

Specialist Support

Number 2 FTE* 1.4

Assistant Principal of RE

Number 1 FTE* 0.4

Teachers (including Librarian)

Number 17 FTE* 13.9

Administrative & Clerical (including Aides and Assistants)

Number 29 FTE* 18.73

Building Operations Maintenance & Other

Number 2 FTE* 1.41

Work, Health & Safety

Number 1 FTE* 0.3

Aboriginal & Islander Education Worker

Number 2 FTE* 1.54

Total

Number 56 FTE* 39.68

*Full Time Equivalent

Staffing Information Teacher Standards

All teachers are registered with the Northern Territory Teacher Registration Board. All teaching and non teaching staff at Holy Family Catholic Primary School hold current Ochre Cards which are audited annually.

Summary of teacher qualifications:

Post graduate qualifications:	1
Bachelor degree or equivalent:	18
Other qualifications:	3

Student Profile

Enrolment August census: 257 students

85 students (33%) identify as Aboriginal/Torres Strait Islander.
71 students (27%) are Students With Inclusion Needs (SWIN).

Transition

Boys 21	Girls 21	Total 42
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Year 1

Boys 13	Girls 10	Total 23
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Year 2

Boys 17	Girls 18	Total 35
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Year 3

Boys 20	Girls 22	Total 42
---------	----------	----------

Year 4

Boys 14	Girls 18	Total 32
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Year 5

Boys 23	Girls 27	Total 50
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Year 6

Boys 20	Girls 13	Total 33
---------	----------	----------

Total

Boys 128	Girls 129	Total 257
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Average Attendance: 87.3%

Holy Family Catholic Primary School supports the belief that 'Every Day Counts'. Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. School attendance is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

School policy requires parents to advise the school office by 9:30am if their child is not in attendance at school on a particular day. This may be done via phone call, email or in person. Families are also required to inform the school when longer absences may occur (e.g. when a family takes leave). All notified absences are recorded into a Daily Record of Absences list retained in front office and transferred into individual classroom student attendance rolls. If a student is absent for more than one day and the school has not been notified, a follow-up phone call is made to the family to ascertain the reason.

Workforce Composition

Principal	Michelle Garbutt
Deputy Principal	Lauren O'Shea
Finance Officer	Janet Kirby
WHS, ELC/OSHC Administration Officer	Hester Dixon
Administration Officers	Dawn Harte Elizabeth Paice
Assistant Principal of Religious Education	Andrew Walter
Inclusion Support Coordinator	Racheal Joyce
Curriculum Coordinator	Debra Twartz
Director of ELC and OSHC	Buffy Angel
Inclusion Support Practitioners	Sue McElroy Stephanie Pollock
Japanese Specialist	Catherine Lorenzo
Physical Education Specialist	Andree Angel
Performing Arts Specialist	Anna Frazer
Early Learning	Jayde Byster
Transition	Daniella Stacey/Jennifer Roberts
Transition & Year 1	Lisa Skinner
Year 1 & 2	Jake Mackinnon
Year 2	Alison Brennan Gail McKillop
Year 3	Erica Schultz
Year 3 & 4	Stephanie Sfouggaristos
Year 3 & 4	Ellie Lothian
Year 5 & 6	Andrew Walter Elizabeth Routledge
Year 5 & 6	Andree Angel Elizabeth Routledge
Year 5 & 6	Jeannie Cook
Teacher/Library Assistants	Olivia MacDonald Kim Clark
IT Technician	Reece Dawson
Aboriginal & Islander Education Worker	Tayha Duggan-Hill Trudy Stewart
Maintenance	Nigel Kirkham

Inclusion Support Assistants

Corinna Murray
Kirsten Ryan-Meaney
Olga Kondonis
Joy Salas
Lowana Meehan-Tille
Jaime Kollman
Brodie Newman
Ros Tellam
Melissa O'Hara
Mitchel Taylor
Claire Garbutt
Kani Tezaris
Sylvia Zakowski
Connor Schiller
Ourania Tsakrios
Marcus Totham
Stavroula Kalambokas
Grainne McCormick

Early Learning Centre/OSHC

Alana Kirby
Orlando Gabrielle
Marian Muttukumaru
Aaliyah Lee
Alyssa Perkins
Jas Watson
Belinda Aralar
Megan Bateman
Liz Paice
Brodie Newman
Connor Schiller
Marcus Totham
Desiree Weetra
Grainne McCormick



NAPLAN Data

The National Assessment Program - Literacy and Numeracy data below for Year Three and Five is displayed in a box and whisker plot. The left and right sides of the box are the lower and upper quartiles. The box covers the interquartile interval, where 50% of the data is found. The bolded, white short vertical line is the median. The whiskers are the two lines outside the box that go from the minimum to the lower quartile (the start of the box) and then from the upper quartile (the end of the box) to the maximum.



Year 3 NAPLAN

Writing



Reading



Grammar and Punctuation



Spelling



Numeracy



Year 5 NAPLAN

Writing



Reading



Grammar and Punctuation



Spelling



Numeracy

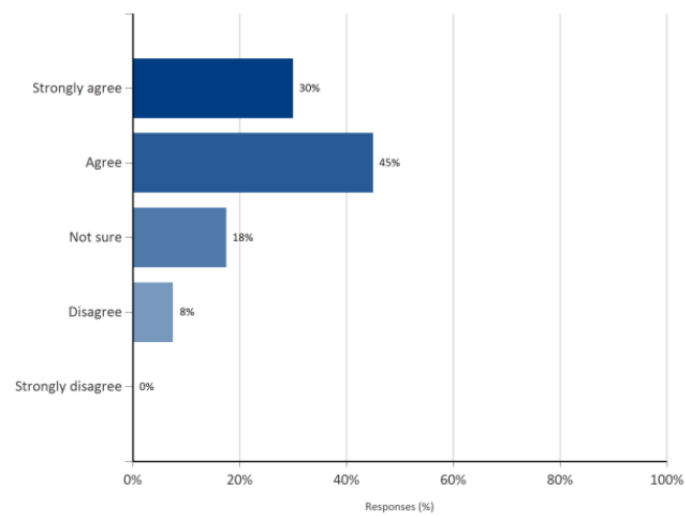




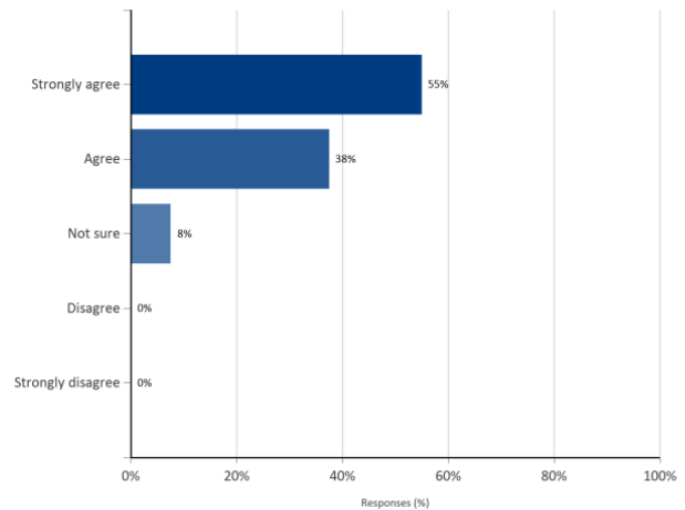
Survey Feedback

Holy Family Catholic Primary School utilised the services of Insight SRC Survey in 2021 to gather information from staff, students and parents in our school community in order to identify goals and priorities for the 2022 Annual School Improvement Plan. There were a total of 32 staff, 70 students, 71 younger students, and 67 parents. In addition we conducted a school satisfaction survey from the perspective of the parents; 40 parents participated in this survey. Below are samples of data responses across a range of areas. The Insight SRC Survey will be distributed again in 2025 in order to measure our growth and success in all areas. This data will be triangulated with school based satisfaction perception data.

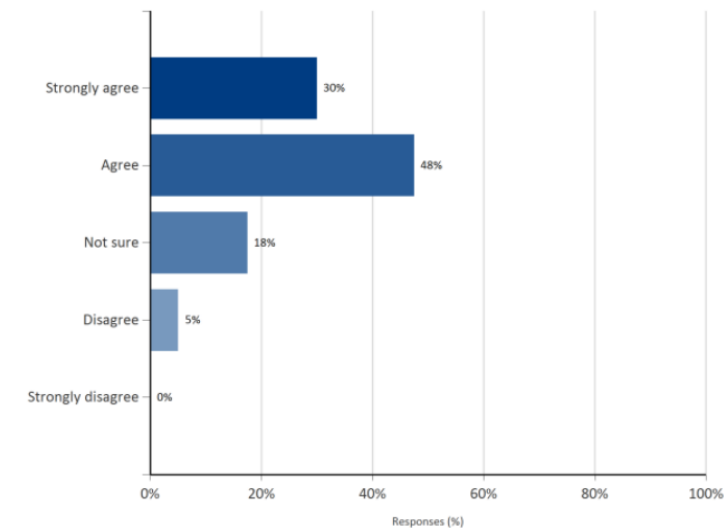
This school gives me opportunities to participate in my child's education.



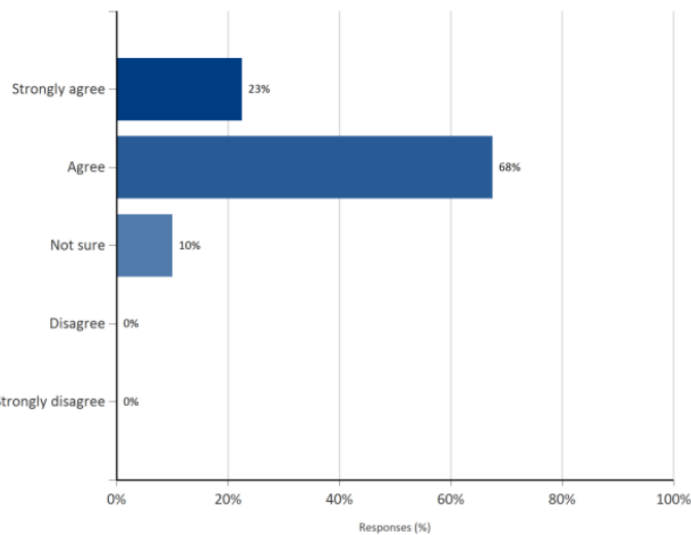
My child feels safe at school.



I feel this school values parents and caregivers' contributions.



This school has a consistent approach to promoting positive student behaviour.



Catholic Identity



2022 Goals

- For students to be more aware of local/global issues and demonstrating acts of mercy in response.
- For Staff to be more confident teaching the RE Curriculum.

Achievements

At Holy Family Catholic Primary School, we remained committed to strengthening the Catholic Identity of our school community and parish/school partnership. While we participated in a number of liturgies throughout the year, many were held at our spiritual home within the school, the assembly area, where we could gather as a community as COVID did prevent us from gathering in the Holy Family Church. We continued to gather each morning to pray and sing liturgical songs and acknowledge special days in the church calendar as a whole school community.

Staff continued to work on developing their knowledge and confidence in delivering the Diocesan Religious Education Curriculum, Journey in Faith, across all year levels. The school has continued to encourage and facilitate staff faith formation through system mandated and optional Religious Education. This year, our staff gathered together for a day of reflection and formation focused on 'Belonging in our Merciful Community: Doing the Ordinary Extraordinarily Well'. We looked at the life and service of Catherine McAuley who founded the Sisters of Mercy, together with Pope Francis' encyclical *Laudato Si'* - Cry of the Earth, Cry of the Poor.

We had one teacher complete their Masters of Theology, one commence their RE Accreditation and four teachers participated in the Cornerstone units of study.

Andrew Walter, our Assistant Principal of Religious Education, continued to support the sacramental program by preparing the students at school after hours. Our staff gathered at each celebration to support the students on their special day. All students were engaged in their various Mercy Projects and were able to articulate their learning during their presentations.

We were fortunate to be able to have Andrew Chin perform at our school. His music is well known in our school community so everyone was able to join in the singing with great confidence and enthusiasm on the day.

Masses and liturgies celebrated throughout the year:

- Ash Wednesday Whole School prayer liturgy
- Bullying No Way prayer liturgy
- Palm Sunday prayer liturgy
- Holy Thursday prayer liturgy
- Good Friday/Stations of the Cross prayer liturgy
- Easter prayer liturgy
- ANZAC Day prayer liturgy
- Mother's day prayer liturgy
- Pentecost prayer liturgy
- Holy Family whole school mass led by Bishop Charles
- NAIDOC prayer liturgy
- Mary McKillop feast day prayer liturgy
- Assumption of Mary Mass
- Our Lady of Mercy Feast Day Mass
- Father's Day prayer liturgy
- Month of the Rosary prayer liturgy
- Mission Day prayer liturgy
- Remembrance Day prayer liturgy
- Year 6 Graduation Mass
- End of Year Thanksgiving and Poor Man's Mass
- End of Year Staff Mass.



Leadership

2022 Goals

- For the leadership team to use the CENT Leadership Framework to build capacity, be inclusive, shift practice and deepen learning.
- For leaders to create the conditions with systems and structures for Staff to embrace collective efficacy to improve practice and create an accelerated rate of progress for all students no matter where they are situated on the continuum of learning

Achievements

The leadership team at Holy Family Catholic Primary School consists of the Principal, Deputy Principal, Assistant Principal of Religious Education, Inclusion Support Coordinator and Curriculum Coordinator.

All leaders have time allocated to participate in training and professional learning, attend teacher planning and provide guidance and support in their respective areas.

We were pleased with the growth in our results from 2018 in the 2021 INSIGHT SRC data, particularly in our Organisational Climate, primarily in the areas of Supportive Leadership, Professional Growth and Clarity.

The leadership team has worked hard to become more proficient in data literacy. We have attended diocesan training by Dr Selena Fisk and participated in small group clusters to develop a school data plan. In addition, the team met every week to ensure that our whole school strategic plan remained at the forefront of all curriculum initiatives. We were well supported by members of Catholic Education, Northern Territory in building our instructional leadership capacity and subject matter knowledge.

The leadership team are articulate and confident in their leadership in both word and action and set the bar high for teacher practice in our school community.

At the end of 2022, the school leadership team worked collaboratively with staff to develop our new Strategic Plan together with new Vision and Mission Statements.



Teaching & Learning

2022 Goals

- For a school-wide, evidence based approach to be implemented in the area of Literacy.
- For the Staff to be more collaborative and inclusive in their practice in teaching and learning

Achievements

We have been successful in creating a more collaborative culture at Holy Family Catholic Primary School. In addition to weekly back-to-back level planning sessions, we have replaced all administration staff meetings with learning agendas guided by the newly formed curriculum teams. Teachers now share their strengths and expertise in planning as evident in their planning agendas and documentation. Inclusion Support Assistants (ISAs) attended all planning sessions and helped to identify what targeted instruction students required and helped to assess the impact of teaching on student achievement.

Five teachers who completed the Science of Reading Course through La Trobe University last year provided guidance and support to the remaining staff as we embedded this approach into the curriculum. Approximately five teachers and ten ISAs completed the Little Learners Love Literacy training and the program has now been successfully introduced throughout the school. We also continued with the Maths Stepping Stones Program which was led by our Curriculum Coordinator, Ms. Debra Twartz.

All staff at Holy Family completed the The mandated Keeping Safe: Child Protection Curriculum (KS:CPC) training last year. This has now been introduced at Holy Family in all year levels. The KS:CPC is a child safety and respectful relationships curriculum providing age and developmentally appropriate activities for children and young people from age 3 to year 12 (age 17+).

The KS:CPC helps children and young people:

- recognise abuse and tell a trusted adult
- understand what is appropriate and inappropriate touching
- understand ways to keep themselves safe.

Inclusion Support Assistants provided outstanding support with teaching and learning. Specific programs offered at Holy Family were; Everyone Can Read, Toe By Toe, Little Learners Love Literacy, intensive speech and occupational therapy intervention. Outside health professionals also attended on-site to facilitate structured learning interventions.

Pastoral Care & Wellbeing

Goals

- All Staff will be trained with the ZONES of Regulation framework.
- To commence research into the Whole School Approach to Positive Behaviour

Achievements

The wellbeing of all staff, students and families is a fundamental priority and concern for all members of the Holy Family school community. We support the adage that it takes a village to raise a child. Holy Family has always had a positive reputation for its strong sense of community and this year has been no exception.

This year, the Pastoral Care and Wellbeing team met each term to discuss matters concerning the wellbeing of our staff and students. Lunchtime clubs were introduced to help support students during this time of day. Lunchtime clubs included; lego, craft, library and art.

Catholic Care, Northern Territory, continued to provide the school with a counselling service which has been accessed by many staff members, students and families throughout the year. Jo Martin (play based therapist) continued her support for our Students With Inclusion Needs (SWIN) and will continue her services in 2023. Racheal Joyce attended the Wellbeing Network Meetings held in Week Six of each term. The agenda of these meetings focused on building capacity in staff enabling them to support student wellbeing.

The Zones of Regulation were taught throughout the school so that students could identify where they were situated at any given time.

Designated areas were established to help with de-escalation providing both brain and movement breaks. Each classroom has a calming corner which is accessible to all students who need it. ISAs utilised the engine room regularly to help the students reset and refocus.

We have introduced a Whole School Approach to Positive Behaviour at Holy Family Catholic Primary School. The purpose of this is to create greater consistency with expectations throughout the school and promote appropriate and respectful behaviours more positively. Our school-wide expectations are to Be Safe, Be Respectful and Be Courageous. This is an area identified by the Insight SRC Survey Data that required further attention as students' perception of their own wellbeing had indicated a slight decline from 2018 to 2021.

At Holy Family Catholic Primary School, we reviewed the transition process from the Early Learning Centre (ELC) to school and from each year level following that. Students at ELC were paired with students from Year Five who would be their buddy the following year and time was spent with them in Term Four. In addition, students from ELC attended the Transition area each week throughout Term Four to help familiarise them with the teachers and school environment. Opportunities for students in ELC and Transition were provided where they could interact with one another. During the last week of school, students found out who their classroom teacher and student cohort was for the following year and participated in a Promotion Day where they could get to know their new teacher and classmates. This proved to be very successful for all our students.





Community & Culture

Goals

- To continue to unpack the Reconciliation Action Plan in order to deepen knowledge around Indigenous history and perspectives with the Holy Family community.

Achievements

2022 was another rewarding year with many community activities being able to be held following COVID. There have been many traditions that have continued at Holy Family this year, including but not limited to the Welcome Disco, Mother's and Father's Day stalls, Christmas Raffle and the Colour Fun Run. We are consistently humbled by the generosity of our families here at Holy Family.

We had two Aboriginal and Islander Education Workers (AIEW) at Holy Family last year. Processes and systems were developed and implemented to better support these students that make up around 30% of our student population. Homework Centre continued on Monday afternoons where Indigenous children elect to attend. The students were provided with a snack after school and then got stuck into their homework. The AIEWs provided students with assistance to complete their classroom homework requirements.

Our Reconciliation Action Plan (RAP) continues to be a work in progress and will be a high priority for 2023. The RAP working group consisted of parents and staff and met several times throughout the year. With a mostly uninterrupted year, we are confident in saying we continued to build and strengthen our community and culture at Holy Family Catholic Primary School.





Financial Input

The general maintenance of school and facilities continued throughout the 2022 school year. The maintenance schedule has continued to be followed to ensure all our facilities and resources are looked after and remain in a safe condition. The school continued to work with Rossi Architects to revise and develop our long term Master Plan. There were no major projects undertaken in the 2022 school year. A Financial Summary will follow once the audit is completed and signed off.



Self Assessment & Future Directions

We have reflected on the data provided from The Insight SRC Surveys, National School Improvement Tool (NSIT) and School Improvement and Renewal Framework (SIRF) recommendations. We have examined this together with data from school-based survey results in light of our Strategic Plan to identify future priorities.

We will develop and implement agreed protocols and practices for lesson observations and feedback so that teachers can be reflective of their practice to ensure they are targeting all students. A systematic and comprehensive school data plan will be developed which will be referred to when using data for both formative and summative purposes.

We look forward to utilising the library for STEM to cater for increased hands-on and technology-based learning. We will incrementally increase our devices (ipads/laptops) so the students have greater access to technology. We plan on continuing with our Master Plan with hopes that we will be successful in our BGA application so that we can commence Stage Two.

We will remain focused on fully implementing Version 9 of the Australian Curriculum as well as continuing to provide a welcoming safe, inclusive, contemporary learning environment, where students remain at the centre of all our decision-making and actions.

We will have consistency with student management, as we consolidate the Whole School Approach to Positive Behaviour, with a focus on embedding our school-wide expectations of Courage, Respect, and Mercy.





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

Michelle Garbutt
Principal

Date: 24.04.23

Mr Paul Greaves
Director Catholic Education

Mrs Lorraine King
Chairperson School Board





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