



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



Holy Spirit Infant School

Church Street, ABERMAIN 2326

Principal: Diane Murphy

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

About this report

Holy Spirit Infant School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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 (SIP) 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 with pleasure that I present the Annual School Report for 2025. In 2025 our focus was to strengthen links to Holy Spirit Primary School Kurri Kurri by bringing both communities together wherever possible for the benefit of our students, our families and our staff. This was a driving force for our year and we are proud of the great successes of our combined focus. As the only K-2 school in the Diocese of Maitland-Newcastle, Holy Spirit Infants School, Abermain proudly provides a holistic Catholic education for early learners in the Hunter Valley area. Our school's story is unique and we embrace this through strengthening our solid reputation for providing spiritual enrichment, quality teaching and learning, and cultural and sporting experiences within a safe, supportive and connected faith community. We foster a faith-filled Catholic learning culture where students can grow as confident, courageous and collaborative learners. We encourage curiosity and questioning through play-based learning and support students to develop social and emotional resilience, problem-solving skills and learning dispositions which utilise creative thinking. At Holy Spirit Infants School, we provide a solid foundation to enable all students in their early years to develop a strong sense of self and a confident student voice. We are called to draw inspiration and strength from the Gospel as we seek to actively witness the living presence of Jesus Christ throughout the community. We provide an environment in which students are encouraged to live out Gospel values, especially those of justice, respect, compassion, peace and honesty. We provide opportunities for the children to celebrate feast days and significant liturgical events within our Parish setting with Holy Spirit Primary School and to foster a relationship through prayer, story and song with our loving God the Father, Jesus God the Son and The Holy Spirit. Our mission is to strive for excellence in Catholic education, educating the whole child as the early learner through positive relationships, establishing a solid sense of belonging, and valuing every member of our community.

Parent Body Message

We acknowledge the generosity of parents and carers who volunteered to provide a variety of opportunities to engage in the school community events, both K-2 and at our combined events. Some parents assisted with the Easter raffle and Mother's Day events; the combined Athletics Carnival with Holy Spirit Kurri Kurri and School Cross Country; Father's day breakfast and paper plane challenge and various excursions and/or sport events along with our Book Week celebrations which include Aspect students and our preschoolers and toddlers. A highlight was our Art Show where we were overwhelmed by parent and grandparent support and a true community spirit was tangible. Another highlight was our Family Carols and Santa event where families of many generations came to enjoy a picnic tea, watch the class performances and sing along to everyone's favourite Christmas carols.

The canteen is thriving due to parent and grandparent volunteers, which the community appreciated. Parents and families were able to join in Parish masses each term and a special welcome to Kinder mass. The school also joined the local community events such as the Anzac March; The Abermain Eisteddfod, and Year 2 competed in the League Tag local gala day at Kurri. All very well supported events and so well attended by our parents and carers.

Parents are aware that they can make appointments to see their child's teacher and regularly comment that the school has a welcoming, caring and inclusive vibe that is supportive of both parents and children. The Seesaw app used to communicate with families was well received and utilised effectively by teacher and parents in the educative partnership. Communication to parents and carers is via a fortnightly school newsletter which covers both Holy Spirit Schools Abermain and Kurri and Compass alerts are sent directly to phones by the school, class teachers or the CSO. We continued our practice of Student Led Conference process for all students at the end of semester one and the beginning of Semester three which was very well attended with 98% of parents in attendance. Parents provided valuable positive feedback regarding the combined events and that they appreciated the careful planning of events across the two schools on the same day which enabled them to attend both. The parents are happy that pupil free days aligned in 2025 and that they appreciate all the schools are doing to communicate clearly and in advance of events.

Student Body Message

As Holy Spirit is an Infants school, the six elected school leaders are in Year Two. In 2025 the leaders were presented their badges and said a pledge alongside the Year 6 students from Holy Spirit Kurri at a combined mass. At Holy Spirit Infants nurture and welcome the opportunity to develop and share leadership skills at this young age. The School Leadership team have shown servant leadership across the school year through leading the awards assemblies and managing the sport equipment and sport shed; meeting with the Principal to share feedback and ideas about making Holy Spirit Infants an even better place. Many of the student leaders' ideas are implemented wherever possible.

Student voice is a valued feature of our school community. Some skills leaders have learnt include organisation, resilience, being quick to get things done, confidence, public speaking, setting an example and being a role model, having respect for others and leading by following our school rules.

The School Leaders said: "We include not exclude"; "I love my school" ; "We follow the PB4L"; "Wayilla tells us how to be safe"; "Nobody's mean here and you make good friends."; "The teachers are kind"; "You get to meet new friends and have fun"; "We help each other"; "The teachers always help me."

School Features

Holy Spirit Infants School Abermain is a unique and nurturing Catholic School learning community catering for early learners from Kindergarten to Year 2, with two streams at each grade level. Holy Spirit Infants prides itself on our commitment to creating a community where families connect and students thrive and flourish. Located in the Vineyards Parish, the school is adjacent to St Francis Xavier Church and sits within the Cessnock City Council region. Our families come from Abermain, Weston, Sawyers Gully, Kurri Kurri, Pelaw Main, Heddon Greta, Cliffleigh, Mulbring and Gillieston Heights. Students are encouraged to continue their education at Holy Spirit Primary School (Years 3–6) in Kurri Kurri and then progress to All Saints Campus, Maitland, or St Joseph's College, Lochinvar.

Holy Spirit Infants stands on the land of the Awabakal and Wonnarua peoples. The school has a proud history dating back to 1908, when the Sisters of St Joseph travelled daily from Cessnock to teach in the church hall. Purpose-built classrooms followed in 1935. In 1966 the Abermain site became the Infants department, with Primary students attending Kurri Kurri. The schools were known as St Joseph's Infants, Abermain and St Joseph's Primary, Kurri Kurri until 1991, when both became Holy Spirit Schools.

The first Lay Principal was appointed in 1984. Significant upgrades occurred over time, including new buildings in 2008, BER funding in 2009, and facility improvements in 2010. Further funding supported development between 2013 and 2016. Due to growth, demountable classrooms were added in 2019. In 2022, the administration building was fully refurbished, and a new covered outdoor learning area was created. In 2025 the COLA was upgraded with soundproofing, lining and new audio, alongside the installation of new shade sails in the playground.

Holy Spirit Infants has beautiful tree-lined grounds, contemporary learning spaces and excellent play facilities. In 2025 the school had six early learning classes and proudly operates as a Successful Foundations School, committed to play-based learning. Parents are valued as primary educators and partners in their child's education and are encouraged to be actively involved in school life. Students enjoy rich learning experiences, including excursions, incursions, sporting programs and an intensive Year 2 swimming program. With a strong focus on Creative Arts, the school's Art Show showcases student work and is a celebrated community event.

Student Profile

Student Enrolment

The School caters for students in Years K – 2. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 63 | 59 | 6 | 122 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy.

Student Attendance Rates

The average student attendance rate for 2025 was 91.22%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | | |
|--------------------------------|--------|--------|
| Kindergarten | Year 1 | Year 2 |
| 91.39 | 90.69 | 91.57 |

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

| | |
|------------------------------------|----|
| Total number of staff | 34 |
| Number of full time teaching staff | 6 |
| Number of part time teaching staff | 17 |
| Number of non-teaching staff | 11 |

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at Holy Spirit Infant School in 2025:

| | |
|----------------------|----|
| Conditional Teachers | 2 |
| Provisional Teachers | 0 |
| Proficient Teachers | 20 |

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

Holy Spirit Infants School is committed to the proud expression of its Catholic identity, nurturing the faith life of students and staff while partnering with families on their journey into a relationship with God. Our school culture reflects a deep sense of prayer, belonging and discipleship appropriate to early learners.

Each day begins with whole-school prayer or the school song at student-led assemblies. Daily classroom prayer before recess, lunch and at the end of the day supports students to develop calm reflection and an awareness of God's presence. Classrooms have christian meditation as an element of each day. School liturgies are regularly celebrated, bringing together students, staff, families and parishioners to give thanks and strengthen faith connections.

In 2025, Holy Spirit Infants continued to build strong parish partnerships through Family Masses celebrated with the local parish community. These Masses were warmly supported by Fr James and Fr Solomon and were well attended by families, reinforcing the shared responsibility of faith formation. Both clergy were welcomed to visit classrooms and assist teachers with set lesson or meet teachers and students in the church after mass to ask questions about religious icons. Kindergarten to Year 2 students also participated in combined Mass celebrations at Holy Spirit Church, Kurri Kurri, alongside Years 3–6 students. Feedback from students, parents and staff highlighted the value and meaning of these shared celebrations.

The school recognises that each child is on an individual spiritual journey. Students are encouraged to identify and grow the Fruits of the Spirit, which are acknowledged daily through positive affirmations and formally recognised at fortnightly assemblies. This practice reflects the Josephite charism and supports the development of compassion, resilience and empathy.

Holy Spirit Infants follows the Diocesan K–12 Religious Education Syllabus, implementing the Early Stage One and Stage One curriculum with a focus on “An Encounter” experience with God. The school celebrates the liturgical seasons of the Church year alongside significant Saint Feast days, and cultural events, including Harmony Day and NAIDOC Week.

Christian discipleship and social justice remain central to school life. Students are supported to understand what it means to help others and to respond to God through prayer and action. In 2025, the school community actively supported Caritas, Catholic Missions and the St Vincent de Paul Winter and Christmas Appeals, demonstrating generosity and a strong commitment to serving others.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Holy Spirit Infants School delivers a comprehensive educational program aligned with NSW Education Standards Authority (NESA) syllabuses. Learning programs cover all Key Learning Areas, including English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts, Personal Development, Health and Physical Education and Languages.

Our curriculum is carefully planned around syllabus outcomes and designed to meet the needs of early learners. Students are provided with varied opportunities to demonstrate their learning, while developing key skills such as literacy, numeracy, critical and creative thinking, digital literacy and personal and social capabilities.

Holy Spirit Infants is a collaborative learning community with a strong whole-school focus on quality teaching. Teachers work closely together to ensure consistent practice and high expectations across all grades. Programs are informed by data and regular reflection to support continual improvement.

In 2025, our key priorities were student growth in mathematics and wellbeing, as outlined in the School Improvement Plan. Targeted professional learning and collaboration supported teachers to refine their practice and respond effectively to students' learning needs.

Student-Led Conferences continued to strengthen partnerships with families by placing students at the centre of their learning conversations. Literacy outcomes were supported through explicit instruction, synthetic phonics, decodable readers and structured comprehension programs. A shared focus on clear scope and sequence planning contributed to positive learning outcomes.

Mathematics teaching was enhanced through our partnership with Mathematics NSW, with classrooms using hands-on materials, Number Talks and a common Launch, Explore, Summarise approach to build confident, flexible thinkers.

Ongoing professional learning, Learning Support services and the effective use of technology ensure that learning is inclusive, engaging and responsive. Extension opportunities, including initiatives led by the Gifted Education Mentor, supported student engagement and achievement across the school.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In the absence of formal parent surveys in 2025, feedback was gathered through ongoing observations and regular verbal communication with parents and grandparents. This feedback indicates that the intentional alignment of day.to.day events between Holy Spirit Infants and Holy Spirit Primary Schools has been warmly welcomed and valued. Families reported appreciating shared events that enabled siblings to participate together and strengthened the sense of community across both settings. Parents consistently affirmed the school as welcoming, safe, inclusive and supportive of positive behaviour, with strong safeguarding practices evident. Clear communication remained a priority through email, Seesaw, Compass and regular phone contact, with parents encouraged to speak directly with the Principal. Parent Coffee and Chat gatherings were well attended and provided an informal forum for principal updates, feedback and clarification about school operations, with the Principal and an executive or pastoral care representative in attendance. Overall satisfaction was high, and newly enrolling families frequently cited positive word.of.mouth and the school's strong local reputation.

Student satisfaction

At Holy Spirit Infants, the voice of the child is highly valued. We cater for early learners in K–2, giving students opportunities to express their likes, dislikes, and opinions with teachers and the Principal. They enjoy sharing ideas and feedback, helping build strong, positive relationships. We listen to students' concerns and resolve most issues easily, creating a happy and supportive environment. Behavioural matters are addressed fairly using Positive Behaviours for Learning (PBL) and Restorative Justice practices. Students say the best things about our school are the caring Principal, kind teachers, and staff who help them learn. They also love the Fruits of the Spirit, PB4L and Principal awards, the playing fields, laptops, iPads, play equipment, sandpit, fairy garden, canteen, dress-up days, and bus excursions. No major issues were raised. Most of all, students say they love being with their friends at school.

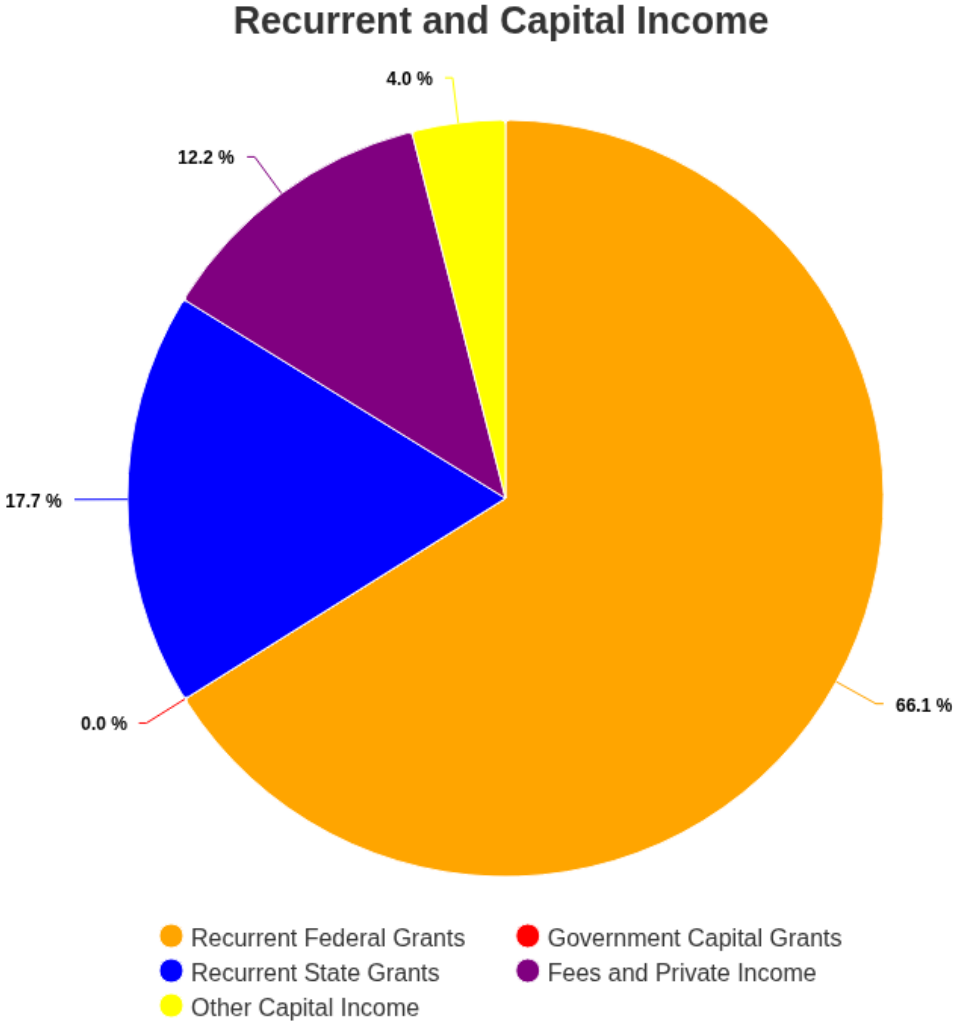
Teacher satisfaction

At Holy Spirit Infants, strong, positive staff relationships underpin a collaborative and supportive workplace culture. Every staff member is a valued member of the team, contributing unique skills and willingly sharing expertise. Open communication is encouraged through one.on.one discussions with the Principal, team forums and, for support staff, direct access to their team leader. Trust and collaboration ensure all voices are heard and respected, enabling most concerns to be addressed promptly. Staff report high levels of satisfaction and enjoyment in their work. Clear communication is maintained through Compass, emails, briefings and meetings. Collaboration across classes and grades is strong, with staff actively supporting one another. Designated roles, including Pedagogical and Gifted Education Mentors, promote professional growth, while Professional Learning Teams and Case Management Meetings are embedded practices. In 2025, targeted opportunities for joint professional learning with Holy Spirit Primary strengthened staff engagement and K–6 continuity, making cross.school collaboration a key focus for the year.

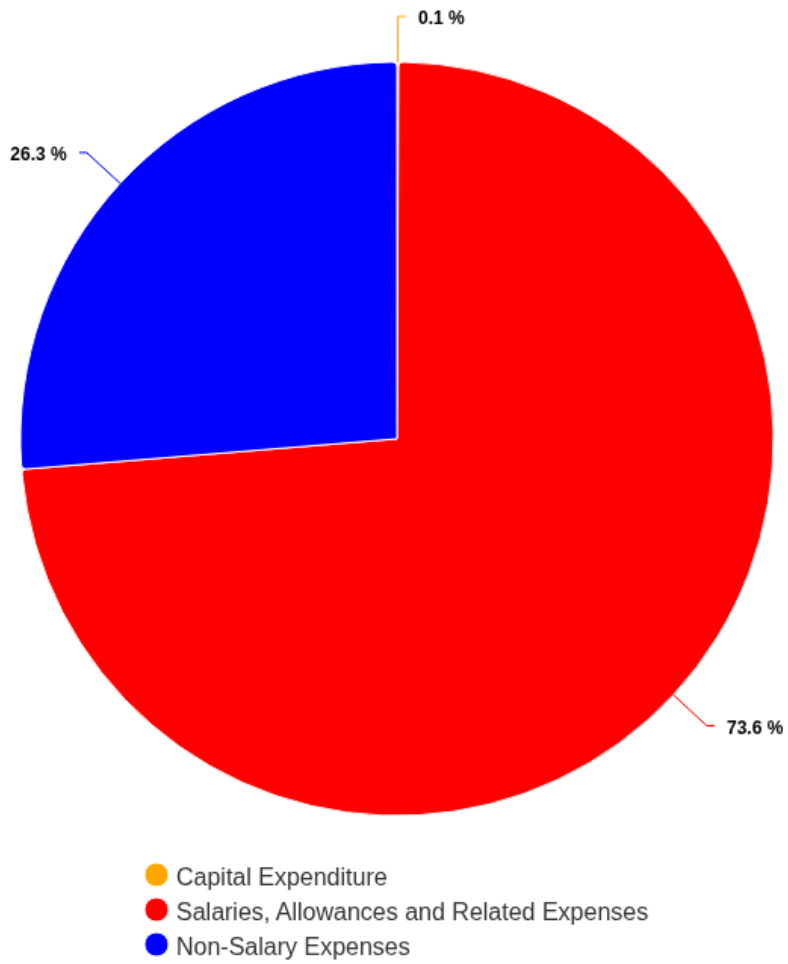
Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT