

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



Holy Spirit PS

Barton Street, KURRI KURRI 2327

Principal: Diane Murphy

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

About this report

Holy Spirit PS (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 for Holy Spirit Primary School Kurri. In 2025 our focus was to strengthen links to Holy Spirit Infants School Abermain 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 Yr 3-6 school in the Diocese of Maitland-Newcastle, Holy Spirit Primary School, Kurri proudly provides an ongoing holistic Catholic education for students in the lower 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 learners and support students to develop social and emotional resilience, problem-solving skills and learning dispositions which utilise creative thinking. At Holy Spirit Primary School, we provide a solid foundation to enable all students, as they continue their primary education to continually 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 Infants 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

In 2025 Holy Spirit Schools worked to align the day to day operations to benefit students and families. This was achieved through careful planning of Pupil free days, consistent messaging, a newsletter composed of information from both schools, events planned in advance so parents could attend both sites on the one day or a combined event at one site. Parents have appreciated these changes and given positive verbal comment when asked by principal and staff. We held "Coffee and Chat" mornings whereby parents and grandparents were invited to come along informally for a conversation about the changes and an update of where we were headed. This was in place of a more formal PEG meeting given the feedback

that parents felt more at ease attending a less formal meeting. Parent voice is important to us as we are partners with parents in their child's education.

Student Body Message

Holy Spirit Primary School is welcoming and friendly, where students are made to feel safe, supported and that their voice matters. Our school community takes pride in student achievement across all Key Learning Areas and celebrates growth across all aspects of the curriculum. Students are involved in local community events and take pride in representing the school through academic, cultural and sporting events. The student body is led by two School Captains and two Vice Captains elected by students and staff, with eight Sport Captains who lead four colour houses. There is also a leader for the Weerakata Aboriginal Cultural Group and the very active Mini Vinnies Leaders. Leadership is valued at Holy Spirit Kurri and leadership is fostered in every way and modelled on our Josephite values of service to all. Our students engage in excursions and incursions across the year and a highlight was our creative arts showcase "Around the World" featuring every students' singing and dancing talents which was a great community event. In 2025 we were able to have some events with the Holy Spirit Infants students which we all enjoyed especially the cross country and athletics carnivals where siblings and families came together. Year 6 leaders also assisted with Mission Week activities at Holy Spirit Infants which was a great success.

School Features

Holy Spirit Primary School Kurri Kurri is a distinctive and nurturing Catholic learning community for students in Years 3–6 and parents are valued as primary educators and strong partners in their child's learning and are encouraged to actively participate in school life. The school comprises eight classes, with two streams at each grade level, and prides itself on being a welcoming community where families are connected and students are supported to flourish academically, spiritually and socially. Located within the Vineyards Parish and adjacent to Holy Spirit Church, the school sits in the Cessnock City Council region. Our families come from Abermain, Weston, Sawyers Gully, Kurri Kurri, Pelaw Main, Heddon Greta, Cliffligh, Mulbring and Gillieston Heights. On completion of Year 6, students are encouraged to continue their secondary education at All Saints College Campus, Maitland or St Joseph's College, Lochinvar. The school continues to experience steady enrolment growth each year. Holy Spirit Primary School Kurri Kurri stands on the traditional lands of the Awabakal and Wonnarua peoples and our Weerakata student group maintain this connection. The school has a rich and proud history dating back to 1908, when the Sisters of St Joseph travelled daily from Cessnock to educate students. In 1966, the Abermain site became the Infants Department, with primary students attending the Kurri Kurri campus. Formerly known as St Joseph's Infants, Abermain and St Joseph's Primary, Kurri Kurri, the two schools were united as Holy Spirit Schools in 1991. In 2025, significant upgrades enhanced the learning environment. These included the installation of a new phone, PA and emergency alert system, full internal classroom refurbishments with new paint, Autex wall treatments and carpet throughout the school. Stage 3 classrooms were upgraded with soundproof glass sliding doors, integrated whiteboards, renewed ceilings, ceiling fans, insulation and new air-conditioning units, creating flexible shared learning spaces. External blinds were also installed to improve heating and cooling efficiency. Set within tree-lined grounds, the school offers contemporary learning spaces, well-maintained play facilities and access to a grassed area across the road. Students benefit from rich learning opportunities, including excursions, incursions, sporting programs and interschool challenges. Eligible students participate in the Children's University Program, culminating in graduation from the University of Newcastle, a highly valued highlight for students and families. A proud tradition of the school is the annual Creative Arts Dance Showcase, which is enthusiastically supported by the wider school community.

Student Profile

Student Enrolment

The School caters for students in Years 3 – 6. 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
98	88	18	186

* 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 88.06%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0.00	0.00	0.00	87.51	86.99	88.31	89.42

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/carers 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	30
Number of full time teaching staff	8
Number of part time teaching staff	10
Number of non-teaching staff	12

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 PS in 2025:

Conditional Teachers	0
Provisional Teachers	0
Proficient Teachers	16

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 Primary 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 through our daily actions. Each day begins with a whole-school prayer at assemblies, with students in Year 6 leading a scripture reading and a gospel reflection each Monday and Friday. Daily classroom prayer, singing of hymns and dramatisations of the gospel, develop greater understanding and foster calm reflection and an awareness of God's presence. School liturgies and masses are regularly celebrated, bringing together students, staff, families and parishioners to give thanks and strengthen faith connections. In 2025, Holy Spirit Infants was invited to join for specific celebrations with positive feedback. The Sacramental programs for First Eucharist and Confirmation are undertaken by parents in connection with the Parish and the Religious Education Coordinator plays a key role in connecting with these students and families. Our masses were presided by Fr James and Fr Solomon and were well attended by families, reinforcing the shared responsibility of faith formation. Fr Solomon was welcomed in to visit primary classrooms and assist teachers with a set lesson or to discuss the Sunday gospel. The school recognises that each child is on an individual spiritual journey. Students are encouraged to identify and grow through their understanding of Being a Disciple of Jesus which is also under our PB4L framework. The staff spent time engaging in different ways to pray and developing their skills in creating liturgies. Holy Spirit Primary follows the Diocesan K–12 Religious Education Syllabus, implementing the Stage Two curriculum with a focus on "An Encounter" experience with God. Stage 3 are still utilising the older RE Units this year. 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, demonstrating generosity and a strong commitment to serving others the school community actively supported Caritas, Catholic Missions and the St Vincent de Paul Winter and Christmas Appeals.

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 Primary School delivers a comprehensive, inclusive and engaging curriculum aligned with the NSW syllabuses and the Catholic Schools NSW Learning Framework. The curriculum is designed to meet the diverse learning needs of students while promoting continuous improvement in student achievement across all Key Learning Areas (KLAs). A strong focus is placed on evidence-based teaching practices, with explicit instruction and data-informed decision making embedded across the school. Whole-school approaches in English and Mathematics prioritise the development of foundational skills, higher-order thinking and problem-solving. Targeted intervention and extension programs support students requiring additional assistance or challenge, including small-group literacy and numeracy support, Learning Support Teacher interventions and enrichment opportunities for high-potential and gifted learners. Curriculum planning and delivery are guided by shared pedagogical practices developed through professional learning, collaborative planning and reflective practice. Consistency of expectations, assessment and feedback is supported through common scope and sequences. Digital technologies are purposefully integrated across KLAs to enhance student engagement and learning outcomes. Students use a range of digital tools to research, create, collaborate and demonstrate learning, while staff utilise digital platforms to support differentiation, assessment and feedback. Learning Support and wellbeing programs are integrated within curriculum delivery to ensure students feel safe, supported and ready to learn. Together, these approaches foster a positive learning culture, promote equity and inclusion, and support all students to achieve their full potential.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools 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 PS for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	57%	54%
	Reading	70%	66%
	Writing	83%	76%
	Spelling	62%	62%
	Numeracy	63%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	52%	63%
	Reading	74%	73%
	Writing	72%	65%
	Spelling	72%	69%
	Numeracy	69%	69%

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 around the change in leadership model. This feedback was overwhelmingly positive and highlighted the value placed on the intentional alignment of day-to-day practices and shared events between both schools. Families appreciated opportunities for siblings to participate together, strengthening a sense of community across both sites. Parents consistently described the school community as welcoming, safe, inclusive and supportive. Clear and consistent communication remained a priority through email, Compass, regular phone contact and a combined K–6 newsletter published fortnightly. Parents were encouraged to engage directly with the Principal or Assistant Principal as needed. Informal “Coffee and Chat” gatherings at Kurri were opportunities for parent feedback, principal updates, feedback and clarification on school operations. Overall satisfaction remained high, with newly enrolling families frequently citing the quality of teachers and their children’s enjoyment of school.

Student satisfaction

In the absence of a formal student survey in 2025, student satisfaction was observed through engagement, interactions and expressions of belonging and enjoyment of school life. Students demonstrated strong appreciation for the care and commitment of teachers and for the diverse learning experiences provided. Opportunities for student voice were evident through regular sharing of ideas and feedback and strengthening positive relationships. Student concerns were addressed promptly, contributing to a safe, supportive and respectful learning environment. Behaviour was managed consistently and fairly through Positive Behaviours for Learning (PB4L) and Restorative Justice practices. Students valued the wide range of academic, sporting and cultural opportunities available including Children’s University and enrichment experiences through the support of the Gifted Education Mentor. Students demonstrated a strong commitment to service and social justice through active participation in fundraising initiatives. Stage 3 students participated in the Martial Arts

Therapy program; Year 4 engaged in the “What’s the Buzz” wellbeing initiative, both were highly valued and supported student wellbeing.

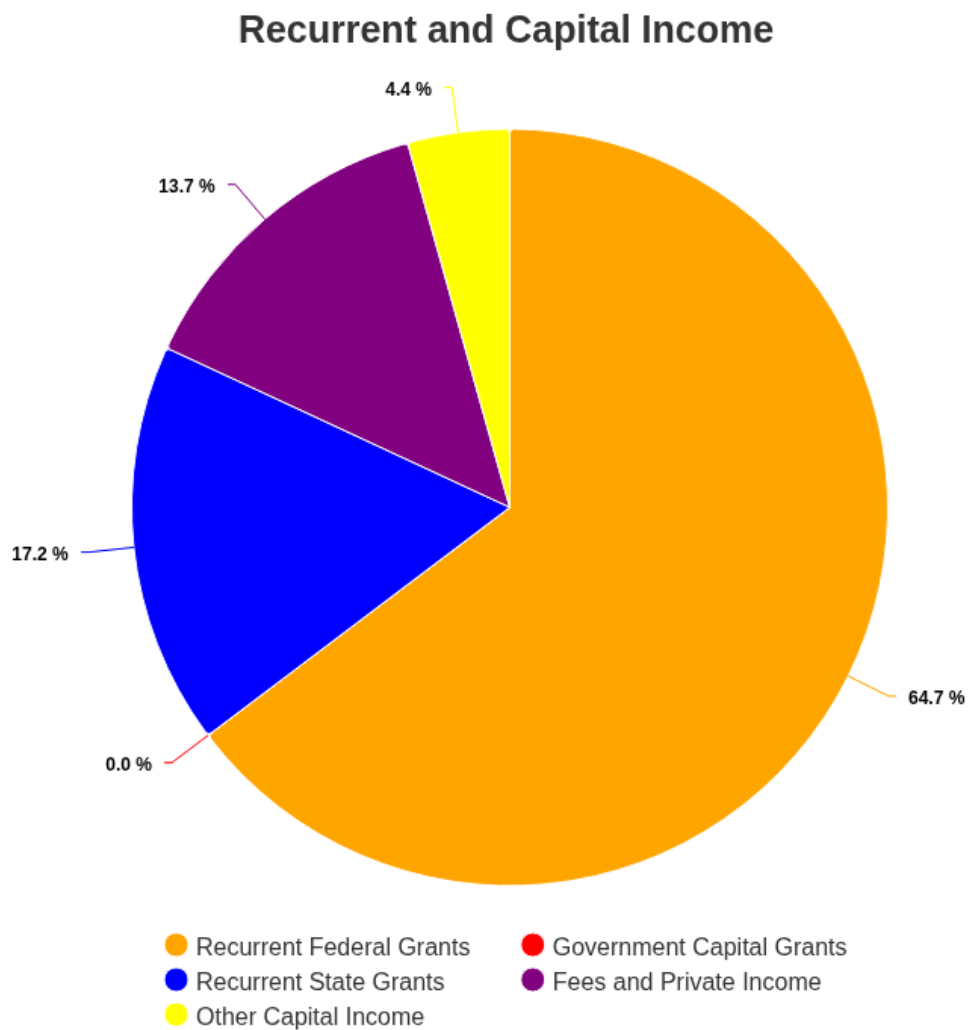
Teacher satisfaction

During 2025 all staff participated in a diocesan Staff Engagement Survey which provided positive feedback and opportunities to raise any issues and concerns. Staff reported that aspects such as Respect; Equity; Engagement all sat at 100% for all staff completing the survey tool which was a positive increase on a similar survey two years prior. Staff Cross Unit Collaboration also increased by 16% in 2025 reflective of the impact of working across school sites. Areas for our priority focus included Wellbeing given the changes in the leadership model; the need for systematic changes in communication across both Holy Spirit Schools and the impact of four new syllabus documents need to be trialled and implemented. However the staff remained committed to enhancing student learning; engaging with the new pedagogical mentor and new structures as together we continued our learning journey of school improvement. A harmonious relationship exists amongst staff which promotes collegiality and a positive sense of well-being. Staff voice is welcomed and listened to and connection with staff at Holy Spirit Infants remains a focus.

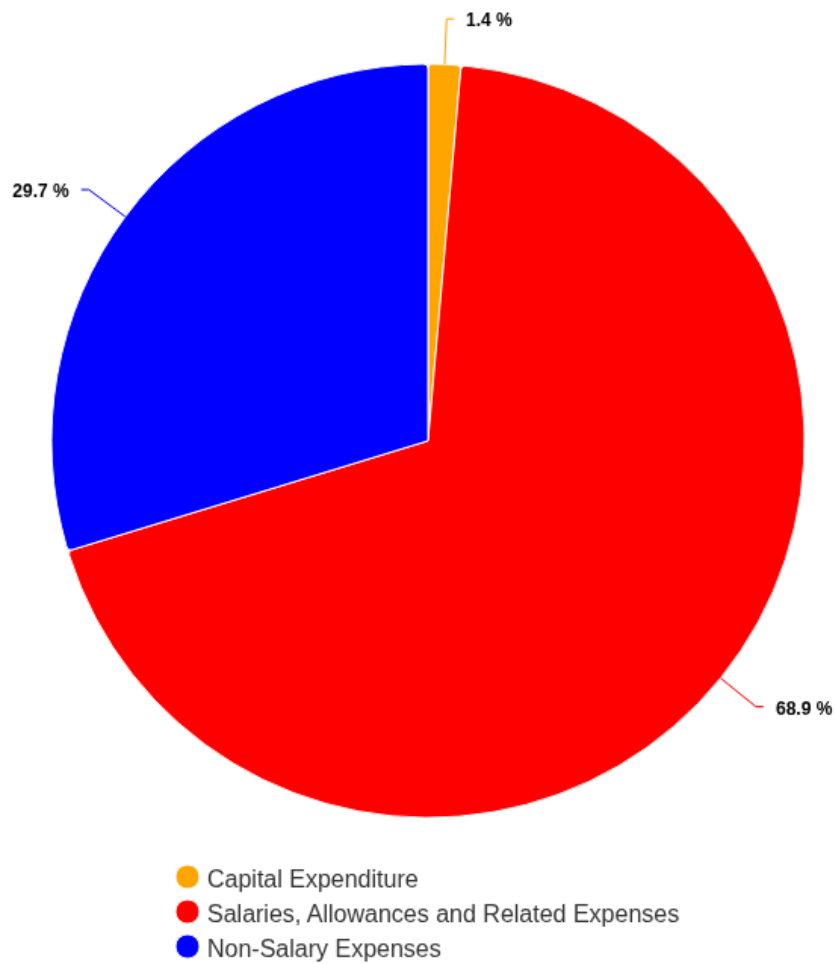
Financial Statement

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