

**Holy Spirit School, BRAY  
PARK**

# Annual Report 2019

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



**Holy Spirit School**  
BRAY PARK

# Contact information

<b>School</b>	Holy Spirit School
<b>Postal address</b>	PO Box 176, STRATHPINE, QLD, 4500
<b>Phone</b>	(07) 3205 3955
<b>Email</b>	pbraypark@bne.catholic.edu.au
<b>School website</b>	www.holyspiritbraypark.qld.edu.au
<b>Contact Person</b>	Patrick Dempsey - Principal

## Principal's foreword

The 2019 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

### School progress towards its goals in 2019

It is with pleasure that I report on the 2019 school year at Holy Spirit Bray Park. This year has been a full and rewarding one with continuing success in a range of areas. Successes in 2019 included excellent results in our Year 3-6 Writing Analysis results, further stage of implementation of our Flexible Learning Spaces in all classrooms, and further planning and implementation of our building, maintenance and resources plan.

Holy Spirit has also continued to embed Catholic Perspectives across all learning areas.

Goal	Progress
By the end of 2019, 75% of students in each year level from Years 3-6 will achieve a 20 or above on at least one of their writing samples on the Writing Analysis.	Achieved
By the end of 2019, all students in Prep -2 are making significant progress in reading. Teachers are responding to identified student needs using expected and effective practices.	Not Achieved
By the end of 2019, Staff will develop a Spiritual Formation Plan that caters for the formation of the individual as well as contributing to the Spiritual growth of the collective community at Holy Spirit.	Achieved
By the end of 2019, Phase 3 of Whole School Building and Maintenance Plan will be planned and implemented to support the Holy Spirit School Learning Environment.	Achieved
By the end of 2019, Holy Spirit Staff will have written the school Flexible Learning Plan and begun implementation through the introduction of Flexible Learning pedagogy and the purchasing of appropriate furniture.	Achieved
By the end of 2019, we will have started to embed a contemporary Catholic perspective in the learning area of the health based on Relationships and Sexual Education so that teachers have an emerging understanding of how the Catholic Perspective can be documented in planning and evident in teaching.	Achieved
Use the BI Tool to analyse attendance data to inform our school's attendance goal. Students, families, carers and staff will work together to improve attendance rates across the school.	Achieved

### Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements through the following school goals.

### **Strong Catholic identity**

1: By the end of 2020 the teaching staff will have embedded the Catholic perspective through the health curriculum so that Strong Catholic Identity will start to be incorporated in the planning, learning and teaching at Holy Spirit Primary

### **Excellent learning and teaching**

1: By the end of 2020, teachers will have a greater understanding of the Science and Technology curriculum areas so that effective curriculum and pedagogical planning occurs in these areas.

2: By the end of 2020, Holy Spirit will meet the BCE student learning target in reading and writing.

### **Building a sustainable future**

1: By 2020, fully implement the school Teacher Performance and Development Program to support teacher practice through reflective practices, goal setting and professional learning.

2: Develop a School Master Plan for Facilities and Resources for Holy Spirit 2020-2025

## **Our school at a glance**

### **School profile**

Holy Spirit School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2019:** Primary

### **Student enrolments for this school:**

	<b>Total</b>	<b>Girls</b>	<b>Boys</b>	<b>Aboriginal and Torres Strait Islander students</b>
2019	575	305	270	11

Student counts are based on the Census (August) enrolment collection.

### **Characteristics of the student body**

The students are drawn from a catchment area which includes Lawnton, Bray Park, Strathpine, Warner and surrounding suburbs. The school currently has enrolled around 50 students with disabilities and programs are provided to support these students in a classroom setting. There are also over 100 students who are identified as English as Second Language students and approximately 20 students of Aboriginal or Torres Strait Islander heritage. The students are very committed to their learning and participate enthusiastically in all aspects of the curriculum.

### **Curriculum delivery**

#### **Approach to curriculum delivery**

At Holy Spirit, the students are the centre of all learning and teaching. The school provides an extensive and comprehensive curriculum that is developed to meet the individual needs of students. Holy Spirit recognises students as powerful and active learners. The curriculum encourages students to be critical, creative and reflective thinkers. It aims to develop in students a deeper understanding of themselves, others and the world so that they can be active, effective and successful contributors. In an ever-changing world, we believe students need to become independent learners. Our school curriculum endeavours to equip students with the skills and strategies that enable them to learn how to learn, so they may cope successfully with our changing world. Holy Spirit has specialist teachers in HPE, Music, Arts and Italian. Holy Spirit School has a fully networked IT educational devices in all classrooms, which includes laptops, iPads used by our students, multi-media projectors in all classrooms.

## Co-curricular activities

At Holy Spirit there are many extra-curricular activities which support student learning, student enjoyment and student engagement. In Sport there are significant opportunities to experience a variety of sports and to represent the school in a number of school competitions. A variety of sports are available through the school sports program and a number are provided by external organisations. Children have the opportunity of developing skills, representing their school or completing at higher levels. Opportunities are also available in the area of the Arts and Choir being available to the children.

## How information and communication technologies are used to assist learning

An approved Holy Spirit School DLT Plan with annual goals is communicated, tracked and implemented.

- DLT is appropriately used in all year levels in accordance with the Australian Curriculum and is regularly audited for compliance.
- Auditing, Maintenance, Asset Replacement and Budgeting Plans are developed and implemented for all related assets.
- A standardised classroom set-up is defined and implemented across the school.
- There is a common set of systems and processes used across the school to support teaching and learning.
- Working to develop a Professional Learning Plan for all staff.
- Supporting the Professional Learning Plan through online courses, staff-led and BCE supported Professional Learning.
- The infrastructure is scaled to meet the learning needs of students.

## Social climate

### Overview

Holy Spirit Catholic Primary School is situated in Bray Park, just north of Brisbane. Our school is currently undergoing a refurbishment of buildings and facilities. The current enrolment is about and growing. We believe education is not just about academic learning, it is also about building good relationships and nurturing the faith of our students. This is reflected in our school motto which is 'Heart, Mind and Spirit'. Holy Spirit School teaches a religious education program based on the Catholic Tradition. Emphasis is on academic development as well as faith formation. Parent involvement is welcomed and encouraged. Parents can be involved on the Parents and Friends Association, the School Board and various other committees.

### BCE Listens Survey - Parent satisfaction

Performance measure	
<b>Percentage of parents/carers who agree<sup>#</sup> that:</b>	<b>2018</b>
The school is well managed	86.4%

### BCE Listens Survey - Student satisfaction

Performance measure	
<b>Percentage of students who agree<sup>#</sup> that:</b>	<b>2018</b>
At my school, I can express my beliefs	84.9%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	93.9%
Religious Education at my school is interesting and engaging	83.8%
I see school staff practising the values and beliefs of my school	89.1%
My school looks for ways to improve	95.1%
Students at my school are encouraged to voice their concerns or complaints	88.1%
Teachers treat students fairly at my school	94.7%
Teachers recognise my efforts at school	95.1%
I feel safe at school	91.6%
My school helps me to respect the needs of others	97.0%
I am happy to be at my school	89.1%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	91.1%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0%
Religious Education at this school is comprehensive and engaging	89.1%
I see school staff practising the values and beliefs of this school	93.5%
This school is well managed	100.0%
My concerns are taken seriously by the school	100.0%
This school is a safe place to work	100.0%
This school has an inclusive culture	100.0%
This school has a culture of striving for excellence	100.0%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	100.0%
Overall, I am happy with my decision to work at this school	100.0%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Family and community engagement

Holy Spirit takes seriously the right and responsibility of parents to be involved in and contribute to the educational experiences of their children. The relationship between parents and school works best when characterised by mutual respect and acknowledgement of the value that each brings to the partnership. When responsibility for children's learning is shared by the school, home and community, children have more opportunities for meaningful, engaged learning. "Students learn more and succeed at higher levels when home, school and community work together and play collaborative, complementary and supportive roles to support learning and development." (Epstein & Sheldon 2006, Emerson et al., 2012).

At Holy Spirit, we believe parental engagement is most effective when it is focused on developing positive attitudes towards learning and education for children, building their motivation and self-confidence as learners and fostering their enjoyment of learning. The partnership between family and school encourages positive parent-teacher relationships, open communication, engagement in the school community and supporting the child's learning and well-being.

## Environmental footprint

### Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

Environmental footprint indicators	
Years	Electricity kWh
2019	137423

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	48	29
Full-time Equivalents	38.4	18.4

### Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	9
Graduate diploma etc.**	12
Bachelor degree	27
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$162,000.

The major professional development initiatives are as follows:

- Staff Well Being
- NAPLAN online
- Health and Safety
- External Review – Future Directions – School Goals
- NCCD Moderation
- Flexible Learning
- BCE Code of Conduct
- Student Protection Training
- Behaviour Management
- Spirituality
- Professional Culture and Teacher Performance and Practice

- Read/Write Program
- Privacy Compliance
- RE Curriculum

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.3%

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff was retained by the school for the entire 2019.

# Performance of our students

## Student attendance

Description	%
The overall attendance rate* for the students at this school	91.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.8%

Average attendance rate per year level			
Prep attendance rate	91.2%	Year 4 attendance rate	92.0%
Year 1 attendance rate	92.5%	Year 5 attendance rate	92.9%
Year 2 attendance rate	90.4%	Year 6 attendance rate	89.5%
Year 3 attendance rate	92.1%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

### Description of how non-attendance is managed by the school

Our school has a responsibility to record student attendance and respond to instances of irregular attendance. Staff use the eMinerva system to record student attendance and absences. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented. Our school, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a school-based activity. Procedures for ensuring compulsory schooling at Holy Spirit

- A notification will be sent to the student's legal guardian by approximately 9.30 am each day. The class teacher will follow up any unexplained absences by contacting the student's legal guardian
- Late Arrivals and Early Departures: An SMS message will be sent to a student's legal guardian advising of students who have arrived late or left early
- School leadership will provide attendance marking training to teaching staff annually.
- School leadership will ensure all staff receive a written copy of the Attendance Policy and Procedures document and will review this document annually.
- A copy of the Attendance Policy and Procedures document will be included in Relief staff folders.
- Unexplained absences and irregular attendances are to be followed up with legal guardians by a member of the School Leadership Team by telephone or letter

## NAPLAN

### Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	410.7	432.3	479.6	506.0
Writing	401.3	423.1	452.3	473.9
Spelling	407.6	418.7	483.7	500.7
Grammar and punctuation	424.5	439.8	478.1	499.1
Numeracy	382.0	408.1	471.9	495.8