

**Holy Spirit School, NEW
FARM**

Annual Report 2019

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



**Holy Spirit School
NEW FARM**

Contact information

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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

In developing a strong Catholic Identity at Holy Spirit School, staff, students and parents contributed to the development and planning of a prayer space. A wider focus in acknowledging this space as contributing to wellbeing of students was a request of the parents within our school community. Initial professional learning connected to the Relationships & Sexuality Education Program has been undertaken; however, further work in imbedding Catholic Perspectives will be a priority. Teaching staff committed to the effective use of resources through a central location of resources and reviews of current resources were undertaken prior to new orders being placed. In relation to the numeracy goal, 76% of Year One students achieved Trusting the Count with the remaining six students receiving targeted teaching to support their understanding. Four students in Years 3 were identified as not achieving Trusting the Count. Additional support was provided to these students through work with the Primary Learning Leader and take home resources were provided for reinforcement.

Goal	Progress
By the end of 2019 (90)% of students in Year 1 will have achieved conceptual understanding in Trusting the Count. By the end of 2019 all students in Years 2-6 (who require monitoring) will have achieved conceptual understanding in Trusting the Count.	Not Achieved
All teaching staff have knowledge of RSE so that Catholic perspectives are embedded in unit planning and learning experiences.	Achieved
All students experience input about the Mercy charism and history of Holy Spirit School so that the Mercy tradition is understood and lived.	Achieved
More effective use of school resources.	Achieved
Encourage the development of ways of thinking and working which foster a STEM mindset across the curriculum.	Achieved
The PB4L Matrix will be embedded within the school community.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in development of a strong Catholic Identity through the construction of the wellbeing/prayer space that will enable all in the community to use this contemplative space. Using Mercy symbols including a statue of Catherine McAuley will continue the focus of embedding the Mercy charism in our school. Accelerating numeracy learning by a continued

focus on professional development for teachers and familiarity with numeracy monitoring tools will be a focus in 2020.

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:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	273	148	125	0

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

Characteristics of the student body

Holy Spirit School is a culturally and socially diverse school community despite being located in the high-socio economic suburb of New Farm. The majority of students live locally in New Farm, Newstead and Teneriffe with a few families living further out from the city and their parents working locally. 76.4% of students are Catholic. With a contemporary approach to Middle Schooling, there has been an increase in students completing their primary education at Holy Spirit School. Most students leaving Holy Spirit transition to Catholic secondary schools with the majority enrolling in All Hallows' School, St Joseph's College, Gregory Terrace and St Laurence's College.

Curriculum delivery

Approach to curriculum delivery

- Religious Education
- Specialist Art Teacher
- Specialist Music Teacher
- Specialist Drama Teacher
- Specialist Mandarin Teacher
- Specialist Physical Education Teacher
- Swimming, Dance and Gymnastics Programs offered in Prep-Year 6

Co-curricular activities

- Buddy system operates throughout the school
- Middle School students participate in a variety of leadership and outreach programs
- Private instrumental music tuition available for students from prep-Year 6
- Private tennis, fitness club, drama, dance, chess clubs available to students before and after school
- Rookies to Reds, Auskick, Brisbane Roar, Net Set Go offer programs throughout the year
- Lunchtime Clubs include: Tinker club, Lego club, dance club, Glee Club, and Science Club
- School Choir is available for students in Year 3-6 and offered in school time on Tuesday afternoon
- Participation in interschool competitions occurs in swimming, cross country and athletics
- Camps – Year 5 – Currimundi and Year 6 – Canberra

How information and communication technologies are used to assist learning

Students at Holy Spirit School have access to a variety of information technology. All classes have access to iPads or MacBook Airs as well as interactive technology through Apple TV. Technology is imbedded within the curriculum and skills and capabilities are taught across subject areas. Students access learning experiences and the curriculum through the appropriate use of technology. Teachers focus on pedagogy to assist and enhance technology learning at Holy Spirit School. Support of robotics has been a commitment of the P & F Association and the introduction of STEM Professionals in Schools Program has enhanced students' knowledge and access to this area of the curriculum.

Social climate

Overview

Holy Spirit School implements a variety of strategies to ensure a harmonious school environment. A Positive Behaviour for Learning Matrix enables teachers and parents to teach and demonstrate expected behaviours in various spaces throughout our school. Focussed learning activities connected with Program Achieve allow students to learn how to get along with others, develop persistence, confidence, resilience and organisation in order to be successful learners. Students are explicitly taught about how to identify bullying and what to do if they experience this behaviour. An annual "Say No to bullying" Week includes activities, outside providers and multiple opportunities for students to identify unacceptable behaviour. A focus on the "friendly five" people students can turn to for support is undertaken each term with teachers explicitly using the Recognize, React Report posters displayed in each classroom.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	96.4%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	96.3%
Religious Education at this school is comprehensive and engaging	96.3%
I see school staff practising the values and beliefs of the school	96.4%
This school looks for ways to improve	100.0%
The school is well managed	89.3%
My child is making good progress at this school	96.4%
This school is a safe place for my child	92.9%
This school helps students respect the needs of others	89.3%
Teachers and staff are caring and supportive	96.4%
Teachers at this school expect my child to do their best	100.0%
Teachers and staff relate to students as individuals	100.0%
The teachers help my child to be responsible for their own learning	92.9%
My child is motivated to learn at this school	96.6%
I can talk to my child's teachers about my concerns	96.6%
This school offers me opportunities to get involved in my child's education	86.2%
My child's learning needs are being met at this school	86.2%
I am happy with my decision to send my child to this school	92.6%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	93.5%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	95.4%
Religious Education at my school is interesting and engaging	84.8%
I see school staff practising the values and beliefs of my school	91.2%
My school looks for ways to improve	97.0%
Students at my school are encouraged to voice their concerns or complaints	85.7%
Teachers treat students fairly at my school	92.4%
Teachers recognise my efforts at school	94.7%
I feel safe at school	97.0%
My school helps me to respect the needs of others	95.5%
I am happy to be at my school	95.5%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	100.0%
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	100.0%
I see school staff practising the values and beliefs of this school	100.0%
This school is well managed	96.0%
My concerns are taken seriously by the school	100.0%
This school is a safe place to work	96.0%
This school has an inclusive culture	96.0%
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 School engages families in the learning process through communicating and sharing insights into learning experiences happening at school. Inviting parent experts to provide information connected with curriculum focus areas has been an initiative in 2019. From volunteering at tuckshop, sausage sizzle or class excursions to support specific learning experiences such as maths or literacy groups within the classroom, parents/caregivers have many opportunities to engage in the life and learning of students at school.

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.

The introduction of a Laudato Si Committee made up of students, parents and teachers has enabled a focus on sustainable initiatives to be implemented within our school community. Future strategic direction will be implemented using the recommendations from the Energy Audit being conducted in 2019. The Parents and Friends Association has committed to supporting the introduction of LED lighting should this be highlighted in the report.

Environmental footprint indicators	
Years	Electricity kWh
2019	102692

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.

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

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

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	23	11
Full-time Equivalents	17.8	5.2

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate diploma etc.**	3
Bachelor degree	14
Diploma	3
Certificate	0

*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 \$**87133.29**

The major professional development initiatives are as follows:

- Formation of staff as teachers in a Catholic School occurred through a focus on the Mercy Charism
- Teaching of numeracy related to the Brisbane Catholic Education NUMA strategy
- Embedding STEM across the 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	97.8%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 90.9 % 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	93.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	0.0%

Average attendance rate per year level

Prep attendance rate	92.9%	Year 4 attendance rate	93.6%
Year 1 attendance rate	93.4%	Year 5 attendance rate	92.5%
Year 2 attendance rate	93.1%	Year 6 attendance rate	91.9%
Year 3 attendance rate	92.3%		

*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

Reminders about the importance of school attendance are regularly included in the school newsletter. Class teachers contact parents of students directly to address the impact of attendance on learning progress. Regular non-attendance is addressed by the leadership team via formal communication with parents.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	447.5	432.3	555.8	506.0
Writing	420.7	423.1	498.9	473.9
Spelling	407.6	418.7	532.9	500.7
Grammar and punctuation	458.8	439.8	538.3	499.1
Numeracy	413.4	408.1	527.1	495.8