

SCHOOL PROFILE

School name Holy Spirit School

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School website www.holyspiritbraypark.qld.edu.au

Contact person Mr Patrick Dempsey

Principal's foreword

Holy Spirit School, through its Christian values and Catholic tradition, provides a happy, caring, safe and supportive learning community in which all children are encouraged to grow and achieve to their full potential. We welcome new families to our school and provide a safe and secure learning environment.

School facts

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

Coeducational or Single sex

Year levels offered: Primary Secondary P-12

Total student enrolments: 611 Girls: 300 Boys: 311

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 35 students with disabilities and programs are provided to support these students in a classroom setting. There are also a number of 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.

Social climate

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 610 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.

Curriculum - our distinctive offerings

Holy Spirit School has a fully-equipped computer lab, networked computers in all classrooms, laptops used by our senior students, interactive whiteboards and multi-media projectors in all classrooms. Our reading program has a high priority. We have developed a number of sport and artistic opportunities for students to be involved in like representative sport, carnivals, instrumental music, Wakakirri, Dance Fever, choirs as well as classroom PE and music programs. We also run a number of student clubs like chess, gardening, science and basketball.

Curriculum - our extra curricula activities

Parent, student and teacher satisfaction

Parent 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) Holy Spirit School aims to complement and build on the work of the family in developing confident, accomplished and intelligent students who demonstrate these characteristics:

A positive self-esteem and world-view, motivation to learn, a positive disposition towards school, high levels of achievement.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

- * Implemented BCE High Yield Strategies, Implemented BCE "Effective Practices"
- * Accessed and utilised BCE digital suites including LIFE, My Site and parent/student/staff portals
- * Developed and implemented Holy Spirit Parent Engagement Policy
- * Further development of reflective practices to highlight teacher performance and development
- * Utilised appropriate Professional Learning opportunities including; coaching, mentoring, peer support and external providers.
- * Planned, designed and created a contemporary resource centre to develop the future skills necessary for students to be effective and responsible learners in the 21st Century.

Future outlook

* Build teacher capacity in the teaching of Religious Education through the provision of professional support in the use of specific effective pedagogical practices. * Build teacher capacity in the teaching of literacy through provision of professional support in the Effective and Expected practices and the appropriate use of intensive targeted support through the BCE ALL (Accelerate Literacy Learning) Project.* Review and rewrite our school wide digital strategy with a particular focus on our ongoing 1:1 technology program.

STUDENT OUTCOMES

Whole school attendance rate			95.00	%
Prep attendance rate	95.00	%	Year 4 attendance rate	95.00 %
Year 1 attendance rate	95.00	%	Year 5 attendance rate	94.00 %
Year 2 attendance rate	95.00	%	Year 6 attendance rate	94.00 %
Year 3 attendance rate	95.00	%		

Management of non-attendance

An unexplained absence occurs when the student is not present at school and their legal guardian does not advise the school of a reason. Unexplained absences and irregular attendances are to be followed up with legal guardians by teachers by telephone or letter.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	392.32	425.70	483.54	501.70
Writing	396.08	420.50	455.46	475.40
Spelling	378.93	420.10	471.21	492.90
Grammar & punctuation	418.93	436.30	486.94	505.00
Numeracy	372.25	402.20	477.99	492.90

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	46	28
Full-time equivalents	39.62	17.45
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	
Masters	2
Post Graduate Diploma/ Certificate	
Bachelor Degree	44
Diploma/Certificate	

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 118,000
 The major professional development initiatives were as follows

Average staff attendance rate The staff attendance rate was 96.99 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 92.8 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

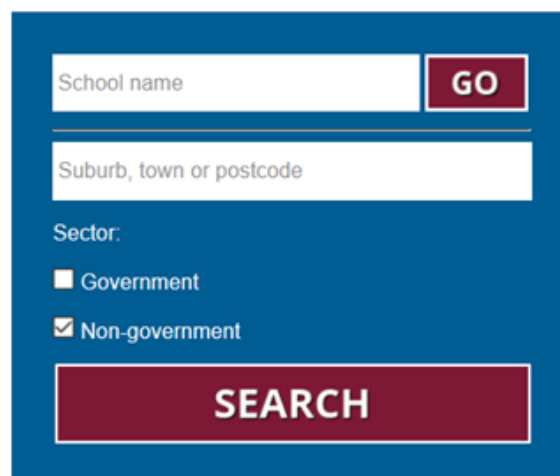
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

Find a school



The screenshot shows a search interface with a dark blue background. At the top, the text 'Find a school' is displayed. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, the text 'Sector:' is followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.