



Holy Spirit School, Bray  
Park

# ANNUAL REPORT 2018

*As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.*

## Contact information

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## Vision, Mission and Values

### Vision

Holy Spirit School, through its Christian values and Catholic tradition, provides a happy, caring, safe and supportive community in which children will grow to recognise and achieve their full potential.

### Mission

Our mission is to develop students as life-long learners through a balanced curriculum enriched by Gospel values whilst empowering them to make a positive contribution to the community.

### Values

The Fruits of the Spirit represent who we are and what we believe at Holy Spirit School: Love, Peace, Goodness, Joy, Kindness, Faithfulness, Patience, Gentleness, Self-Control

## Principal's foreword

### Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

### School progress towards its goals in 2018

#### Strong Catholic identity

By the end of 2018, staff will have an understanding of Catholic Identity and the related BCE objectives so that we can identify what Catholic Identity looks like at Holy Spirit School.

Strong Catholic Identity was a major focus for staff this year in 2018. Professional development centred on the BCE position paper on SCI and how it would look in our own context and Charism. Staff formation in Spirituality continues to be a priority for PD and a plan for the next 3 years highlights the depth of significance of Staff formation and mission.

#### Excellent learning and teaching

By the end of 2018, we will have continued to advance student progress in literacy through building Teacher capacity.

All staff have continued to engage in professional development opportunities around literacy. These included sessions on developing writing skills, use of the BCE writing analysis tool, use of the PM as a data tool, guided reading and teaching and assessing spelling in context. These opportunities occurred in regular staff meetings and through the 4C's model. There has been an improvement in teacher confidence in implementing the BCE effective strategies.

#### Building a sustainable future

1. By the end of 2018, we will review individual staff member's roles and clarify how we contribute to our focus of ongoing school improvement and our engagement with our moral purpose as a Catholic Primary School. These roles were then discussed and discerned with all staff members at staff meeting and individual meetings with the Principal. Their individual roles were discussed in light of our whole school focus of ongoing school improvement and our engagement with our moral purpose as a Catholic Primary School.
2. By the end of 2018, we will develop and implement the Holy Spirit School Digital Technology Strategy to optimise the use of technology in supporting learning, teaching, collaborating and decision-making.

The Holy Spirit School Digital Technology Strategy has been published and implemented into the school. It has established the purpose for the use of technology in the school, its alignment with curriculum through a Scope and Sequence process and a Professional Learning Plan for staff. It clarifies the auditing, maintenance and purchasing plans for ICT in the school.

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#### Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in ~

1. 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.
2. By the end of 2019, all students in Prep – Year 2 are making significant progress in reading. Teachers are responding to identified student needs through the use of Expected and Effective practices.
3. 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.
4. By the end of 2019, Phase 3 of Whole School Building and Maintenance Plan will be planned and implemented.
5. By the end of 2019, Holy Spirit Staff will have written the school Flexible Learning Plan and begun implementation through the introduction of pedagogy and purchasing of furniture.
6. By the end of 2019, we will have started to embed a contemporary Catholic perspective in the learning area of health based on Relationships and Sexual Education.
7. During 2019 School Leadership Team will analyse attendance data to inform our school's attendance goal.

## Our school at a glance

### School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2018:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous
<b>2018</b>	598	316	282	12

Student counts are based on the Census (August) enrolment collection.  
DW = Data withheld to ensure confidentiality.

### 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 competing at higher levels. Opportunities are also available in the area of the Arts with Piano, Instrumental 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 598 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 - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
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 <sup>#</sup> 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 %

<sup>#</sup> '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.

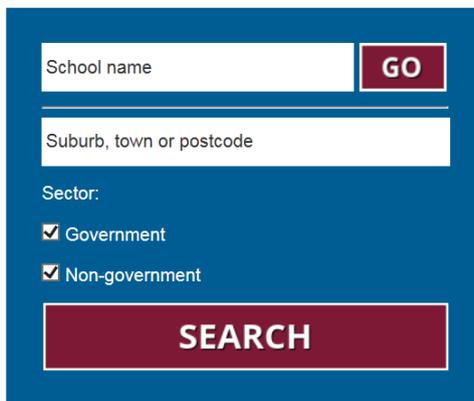
## School funding

### 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 at <http://www.myschool.edu.au/>.

To access our 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.

#### Find a school



The screenshot shows a search form with a blue background. It contains the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our staff profile

### Workforce composition

#### Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	49	29
Full-time Equivalents	40.1	19.4

#### Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Graduate Diploma etc.**	12
Bachelor degree	28
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 2018 were \$176,00.00

The major professional development initiatives are as follows:

- Accelerate Literacy Learning (ALL Project) – Prep to Year 2
- Literacy – Years 3 to 6
- Religious Education
- Technology
- Numeracy

### Staff attendance and retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	95.6 %

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

From the end of the previous school year, 92.5% of staff was retained by the school for the entire 2018.

## Performance of our students

### Student attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	91.7 %

\*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 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	92.1 %	90.4 %	91.8 %	92.2 %	93.1 %	91.7 %	90.9 %

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 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.

DW = Data withheld to ensure confidentiality.

#### 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	425.2	433.8	493.7	509.0
Writing	380.7	407.2	453.0	464.6
Spelling	401.3	417.8	478.9	502.5
Grammar & Punctuation	410.1	431.7	492.1	503.6
Numeracy	392.2	407.7	475.4	494.2