

**Holy Spirit School, BRAY
PARK**

Annual Report 2020

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

Contact information

School	Holy Spirit School
Postal address	PO Box 176, STRATHPINE, QLD, 4500
Phone	(07) 3205 3955
Email	pbraypark@bne.catholic.edu.au
Web pages	Information about the school can be at www.holyspiritbraypark.qld.edu.au Additional information about Brisbane Catholic Education school is located on the Brisbane Catholic Education website.
Contact person	Patrick Dempsey — Principal

Principal's foreword

The 2020 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.

Holy Spirit School, Bray Park commenced on 25th January, 1977 under the leadership of Mr Terry Cumner. The school opened with two classes of Year 1 and one class of Year 2. Archbishop Francis Rush officially blessed and opened the school after a ceremony held on March 6 1977.

Education at Holy Spirit School is a shared responsibility between students, staff, parents and the wider parish community. The partnership between these groups in a child's development is a very significant consideration. At home, a child learns to live a faith life; at school, a child learns about and celebrates our Catholic faith; and through Parish, a child celebrates this faith commitment within the community setting. It is a shared goal that students will strive for high personal standards in all areas of development; socially, intellectually, spiritually, aesthetically and physically. The presence of an atmosphere in which there is enthusiasm for Christian living and learning forms part of our vision.

Students are encouraged and supported in the development of self-discipline. Holy Spirit School is a community in which students learn of their responsibilities to others within their group. It is a community where Christian reconciliation and forgiveness has a place in the day-to-day activities of life as we build, maintain and rebuild relationships with others

School progress towards its goals in 2020

Priority One

Strong Catholic Identity

Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view within each school and office community.

By the end of 2020, the teaching staff have successfully embedded the Catholic perspective through the Health Curriculum so that Strong Catholic Identity will begin to be incorporated in planning, learning and teaching at Holy Spirit School.

Priority Two

Excellent Learning and Teaching

Grow engagement, progress, achievement and wellbeing for each student.

1. By the end of 2020, the Holy Spirit teachers have demonstrated 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 School have made improvement to meet the BCE Student Learning targets in reading and writing.

Priority Three

Building a Sustainable Future

- Build sustainability through people and capability
- Ensure stewardship of resources with transparency, accountability and compliance.

By 2020, Holy Spirit School will fully implement the school Teacher Performance and Development Plan to support teacher practice through reflective practices, goal setting and professional learning. This priority was moved to 2021 as the school focused its priority on Alternative Education Provision (remote learning).

Priority Four

Building a Sustainable Future

- Build sustainability through people and capability (b) Ensure stewardship of resources with transparency, accountability and compliance.

By the end 2020, Holy Spirit School has commenced the development of a School Master Plan for Facilities and Resources for Holy Spirit for 2020-2025.

Priority Five

Excellent Teaching and Learning

- With the offset of COVID-19, Holy Spirit entered into the planning and enacting of the school Alternative Learning Provision.

Key Considerations

In the case of alternative education provisions, teachers continued to provide learning opportunities to their students.

Holy Spirit provided learning opportunities through:

- Learning Matrix developed for the first two weeks of Lockdown
- Assignments and work provided via Class Teams Sites
- Teachers prepared videos to their students and were online at certain times of the day to communicate with their students
- Learning Support and EAL/D teachers worked closely with classroom teachers to design differentiated learning opportunities within the alternative learning provisions for students requiring adjustments.
- Learning devices were provided to families who did not have access

Communication

- Clear expectations around communication was made to clear to students and parents.
- Holy Spirit emphasised and utilised the use of BCE Connect/Holy Spirit App and Parent Portal as a main source of communication between school and home.

Future outlook

Following on from 2020, Holy Spirit has developed the following priorities and school goals for 2021. They are in line with our school's priorities and Brisbane Catholic Education Strategic Directions.

School Goals 2021:

Strong Catholic Identity

By the end of 2021, the teaching staff will have a better understanding of the scriptures, ensuring there is authentic, deep level learning of the core scripture in relation to their year level achievement standard.

Learning and Teaching

By the end of 2021, following a process of assessment capable learners, student performance will improve and this will be reflected in NAPLAN results in 2021 and beyond.

By the end of 2021, by implementing consistent classroom practices and teaching processes, student results will reflect a pattern of continuous improvement in literacy with each year level showing a 20% increase in attainment.

Our People

By the end of 2021, student learning will improve by supporting teacher performance through an explicit teacher performance and development process.

Diversity and Inclusion

By the end of 2021 a plan will be developed and implemented to increase enrolments, ensuring inclusivity for all families of diverse backgrounds.

Organisation Efficiency

A sustainable and achievable five year financial plan will be implemented in 2021 and reviewed annually.

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 2020: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	541	288	253	9

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

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 implementation

Curriculum overview

We are committed to building a community where learning and teaching is visible, explicit and responsive – creating equity and excellence for all learners;

where all members demonstrate motivation, engagement and empowerment in reaching their potential as lifelong, enthusiastic learners.

At Holy Spirit School our primary consideration is to the learning and development of our children. We are focused on developing a community of globally informed learners whose behaviours are reflected through our values....

HEART - Respecting and valuing the diversity in others.

Being active in caring for our planet.

MIND - Seeing things from different perspectives and understanding the impact this has on the world.

SPIRIT - Taking responsibility for and reflecting on our actions and attitudes.

PEACE - Promoting an understanding of others' circumstances and cultures.

To ensure we offer the best educational opportunities to all our students, we commit ourselves to the following practices and expectations:

- Teaching and Learning at Holy Spirit School is undertaken through the lens of a Catholic perspective and is underpinned by the BCE Learning and Teaching Framework.
- Planning and collaborative teamwork is essential to the development of curriculum plans that meet the needs of our students. It is an expectation that all classes in the same year level plan units of work which cover similar concepts and contexts, however, the mode of delivery may differ to meet the needs of specific students.
- To ensure consistency Holy Spirit endeavours to provide time for teachers to participate in year level planning and cross level conversations in regard to assessment activities.
- We are committed in our planning and teaching to offer students access to all elements of the Australian Curriculum to which they are entitled.

In accordance with the Queensland Studies Authority and Australian Curriculum, the Learning Areas taught at Holy Spirit School are:

- Mathematics
- English
- Religious Education (based on the Archdiocesan RE Program)
- Science
- Health & Physical Education
- Humanities and Social Sciences (HASS)
- Technologies
- The Arts
- STEM

Students also have weekly lessons with specialist teachers in the areas of: Visual and Media Arts, Music, Physical Education and STEM (for upper grades.) During these times the class teachers have their Preparation, Planning and Correction time.

A call to celebrate and learn from Aboriginal and Torres Strait Islander cultures, knowledges and history will be embedded across all student learning and community engagement.

(Alice Springs Education Declaration)

Extra-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.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

Percentage of parents/carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	NA	98%
School staff demonstrate the school's Catholic Christian values	NA	98%
Teachers at this school have high expectations for my child	NA	92%
Staff at this school care about my child	NA	98%
I can talk to my child's teachers about my concerns	NA	94%
Teachers at this school encourage me to take an active role in my child's education	NA	89%
My child feels safe at this school	NA	97%
The facilities at this school support my child's educational needs	NA	89%
This school looks for ways to improve	NA	85%
I am happy my child is at this school	NA	91%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	87%	91%
I enjoy learning at my school	91%	95%
Teachers expect me to work to the best of my ability in all my learning	97%	97%
Feedback from my teacher helps me learn	94%	95%
Teachers treat students fairly at my school	95%	95%
If I was unhappy about something at school I would talk to a school leader or teacher about it	88%	77%
I feel safe at school	92%	88%
I am happy to be at my school	89%	89%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	91%	96%
School staff demonstrate this school's Catholic Christian values	93%	98%
This school acts on staff feedback	100%	89%
This school looks for ways to improve	100%	98%
I am recognised for my efforts at work	98%	94%
In general, students at this school respect staff members	100%	98%
This school makes student protection everyone's responsibility	100%	98%
I enjoy working at this school	100%	100%

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 second 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.

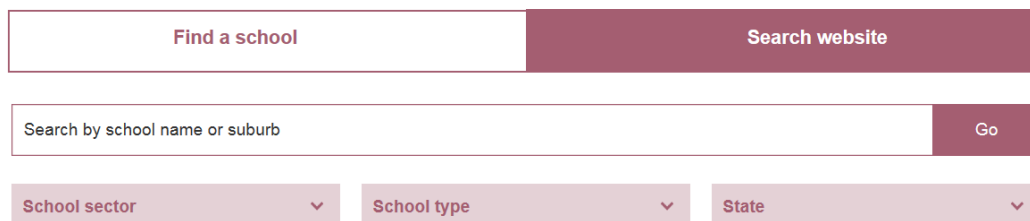
School funding

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 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	51	26
Full-time Equivalents	42.1	16.5

*Teaching staff includes School Leaders

Qualification 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	30
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives are as follows:

- Staff Well Being (Assure)
- PB4L
- Spirituality
- Differentiation
- ICT Capabilities/Data
- Microsoft Teams
- Alternative Education Provision
- Bounce Back
- First Aide for Staff

The proportion of the teaching staff involved in professional development activities during 2020 was 96%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1%%.

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	88.3%

Average attendance rate per year level			
Prep attendance rate	90.3%	Year 4 attendance rate	91.9%
Year 1 attendance rate	90.5%	Year 5 attendance rate	92.7%
Year 2 attendance rate	91.9%	Year 6 attendance rate	91.9%
Year 3 attendance rate	91.1%		

*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.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown menu.

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

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



The screenshot shows a navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" option is highlighted with a white background and a downward arrow.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.