Principal’s Foreword
Introduction

The Holy Spirit School annual report illustrates how Holy Spirit offers a range of opportunities for its students to develop physically, emotionally, spiritually and intellectually. The beliefs and values we promote in the Catholic tradition in partnership with parents encourage our children to become responsible, successful members of the community and to 'Know What is Right.'
Characteristics of the student body

Holy Spirit School enrols students predominately from the New Farm area but also from surrounding suburbs of Fortitude Valley, Newstead and Tenneriffe. Holy Spirit has a number of students with different cultural backgrounds that reinforces our Vision and Mission of being and inclusive faith community that embraces hope, quality teaching and learning, tolerance and understanding of difference.

Our distinctive curriculum offerings

- Religious Education
- Multi-cultural community
- Art specialist teacher
- Drama specialist teacher
- Music specialist teacher
- Swimming and Specialist PE program
- Mandarin classes Years P –7.
Extra curricula activities

- Outreach program for middle school children
- Year 5, 6, 7 Leadership program
- Buddy System for children in Prep and Year 1
- Private Instrumental music tuition in variety of instruments
- Private tennis, soccer and Italian lessons after school
- School Choir
- Cross Country training
- Participation in Zone Competitions in swimming, cross-country and athletics, netball and AFL
- Camps for children in Year 5 and Year 6
- Trip to Canberra Year 7.

How Information and Communication Technologies are used to assist learning

Holy Spirit school uses a variety of ICT to enhance the learning experiences of children in our school. Children have a range of desktop and lap tops throughout the school that total approximately 1 computer to every 2 children in the school. There are interactive white boards in every classroom as well as a large range of technical devices such as recorders, cameras and a range of software to enhance learning. Wireless connectivity is available in all buildings and all school grounds to allow for a variety of uses with technology. The use of e learning portals (moodle) are utilized to connect and communicate at home as well. The use of MOOPALS to connect and skype with other schools on focussed learning activities has also been used.

Social climate inclusive of pastoral care and our response to bullying

Holy Spirit School is an inclusive Catholic community developing the intellectual, social, emotional and spiritual growth of the child in a harmonious and productive environment. One of Holy Spirit School strengths is the fostering of its strong caring community. We have a 'We Can Work it out' and 'You can do it' culture that also incorporates Program Achieve 5 keys to success - Organisation, Getting Along, Persistence, Confidence and Resilience. A buddy system as well an outreach program help to develop a sense of communal responsibility among the school. Holy Spirit embraces hope, quality teaching and learning and acknowledges the need to be tolerant and understanding of difference in living these values.

Bullying is not tolerated at Holy Spirit school with a clear school wide policy to bullying that involves working with the children and families of the person demonstrating bullying behaviours, the victim and the onlookers.
Parent, student and teacher satisfaction with the school

An external review of the school in 2011 indicated overall high satisfaction with the school. Other forms of data include feedback from internal review components, parents and friends meetings, school board, a range of parent information meetings, coffee chats, class meetings and student leadership forums. These meetings are well attended by the community and are consistently undertaken in a positive atmosphere with positive feedback given on school operations.

Parent involvement in their child’s education

Holy Spirit School encourages parents to take a keen interest in our school and believe that school/parent partnership is essential in developing the full potential of the child. Parents are most welcome and encouraged to become involved on a regular basis in the following: Parent / Teacher Meetings, Specific Task Groups for varying projects, Development of Whole School Renewal Plan, Taking an active role in Parents & Friends, Membership of Pastoral School Board, Parent Information Evenings – Prep, Helping children with reading, whole school beliefs and values, newsletters, cyclical review process, Assisting with Tuckshop, Sausage Sizzle, Listening to children read through our ‘RAD’ program, Volunteer in classrooms, Assist with special day and excursion activities, Support with Swimming, Cross Country and Athletics carnivals along with interschool sport, Assist with fundraising especially School Fete, Assist in helping to develop grant applications, Involvement in Mother’s/Father’s day stalls and class and whole school masses.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>12</td>
<td>4.6</td>
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<tr>
<td>Indigenous</td>
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<td></td>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
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</tr>
<tr>
<td>Masters</td>
<td>22</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
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</tr>
<tr>
<td>Bachelors Degree</td>
<td>39</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>28</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $25224.

The major professional development initiatives were as follows:

- Staff members provided with PD to plan, teach and assess using the Australian curriculum in the learning areas of maths and science with PD undertaken with Professor Peter Sullivan.
- Teachers worked with consultants to develop school wide effective pedagogy in effective questioning and quality feedback.
- Teachers continue undertaking professional learning communities by coaching consultants, being observed by consultants and peer professionals on effective pedagogy.
- Consultant worked with staff on use of ICT in the classroom.
- Consultant worked with staff on social justice in a Catholic school.

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.

Where it says ‘Search by school name’, 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.

Average staff attendance rate

The staff attendance rate was 98.35% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 100% of staff were retained by the school for the 2012 year.

Key Student Outcomes

| Whole School Attendance Rate | 92.6% |
| Prep Attendance Rate         | N/A   |
| Year 1 Attendance Rate       | 91.3% |
| Year 2 Attendance Rate       | 95%   |
| Year 3 Attendance Rate       | 95.4% |
| Year 4 Attendance Rate       | 93.8% |
| Year 5 Attendance Rate       | 85.6% |
| Year 6 Attendance Rate       | 95.69%|
| Year 7 Attendance Rate       | 91.3% |
Policy and practice to manage student attendance

Rolls are marked twice a day by teachers through the school electronic system. Parents are asked to communicate to the school if there child is not attending school for a day and to give an explanation as to the reason their child is not attending. The school will follow up with unexplained absences.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, 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.

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