



Holy Spirit School

NEW FARM

PARENT HANDBOOK

2024 EDITION

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The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane

HSS School Prayer

Lord,

At Holy Spirit School,

As we journey through life,

May your Spirit work in us.

May we speak, think and work

With honesty, compassion and respect.

May we celebrate all that is life-giving.

Inspired by Catherine McAuley,

May we become people of courage, resilience and hope,

May your presence be felt within and around us.

Amen



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A MESSAGE FROM THE PRINCIPAL

Dear Parents,

Welcome to Holy Spirit School, New Farm.

The decision to enrol your child in school is an important one. This handbook aims to inform you of what Holy Spirit School has to offer. The following procedures and policies offer a glimpse into our school and its operations.

Holy Spirit School is a Catholic school and belongs to the systemic schools of Brisbane Catholic Education as a Parish school. As such it is committed to Gospel values and the development of a Catholic ethos in the context of New Farm Parish.

Our school aims to develop the whole person in each child – intellectual, emotional, physical, social and spiritual. This is done in an atmosphere of care and support, with a concept that learning is hard work, fun and motivating for students. We believe that the learning environment we establish within our community nurtures and supports the potential of each child.

Schools do not succeed by themselves. All research indicates that parents have a critical role to play in the education of their child. We work in partnership with parents; with teachers providing the educational lead using their professional expertise. A co-operative relationship between home and school is extremely important and makes an enormous difference to each child.

Our school is diverse in all aspects. We have a beautiful cultural mix of cultures present. Differing religious faiths are present, not just Catholic or Christian. Families of all economic backgrounds are members of our school. We are proud of this diversity and willingly accept and promote it. Tolerance is not taught but embraced and lived here at Holy Spirit School.

Staff at Holy Spirit School is a place where every student is known, named and nurtured. Working together, students, parents and staff build community through a shared commitment to living the values of service, dignity and compassion. Our growing, vibrant community takes a personal approach whether planning during the teaching-learning process or organising events for the community.

We look forward partnering with you in the educational pursuit of excellence and wellbeing of your child.

Kind regards

Michael Hopkinson
Principal



Holy Spirit School
NEW FARM

Mission

Through the spirit of Catherine McAuley, our school fosters a love of learning that allows us to flourish in a contemporary world

Vision

Ever learning, ever growing – our Holy Spirit shines in an inclusive Catholic culture

Values

Faith

Respect

Belonging

Service

Compassion

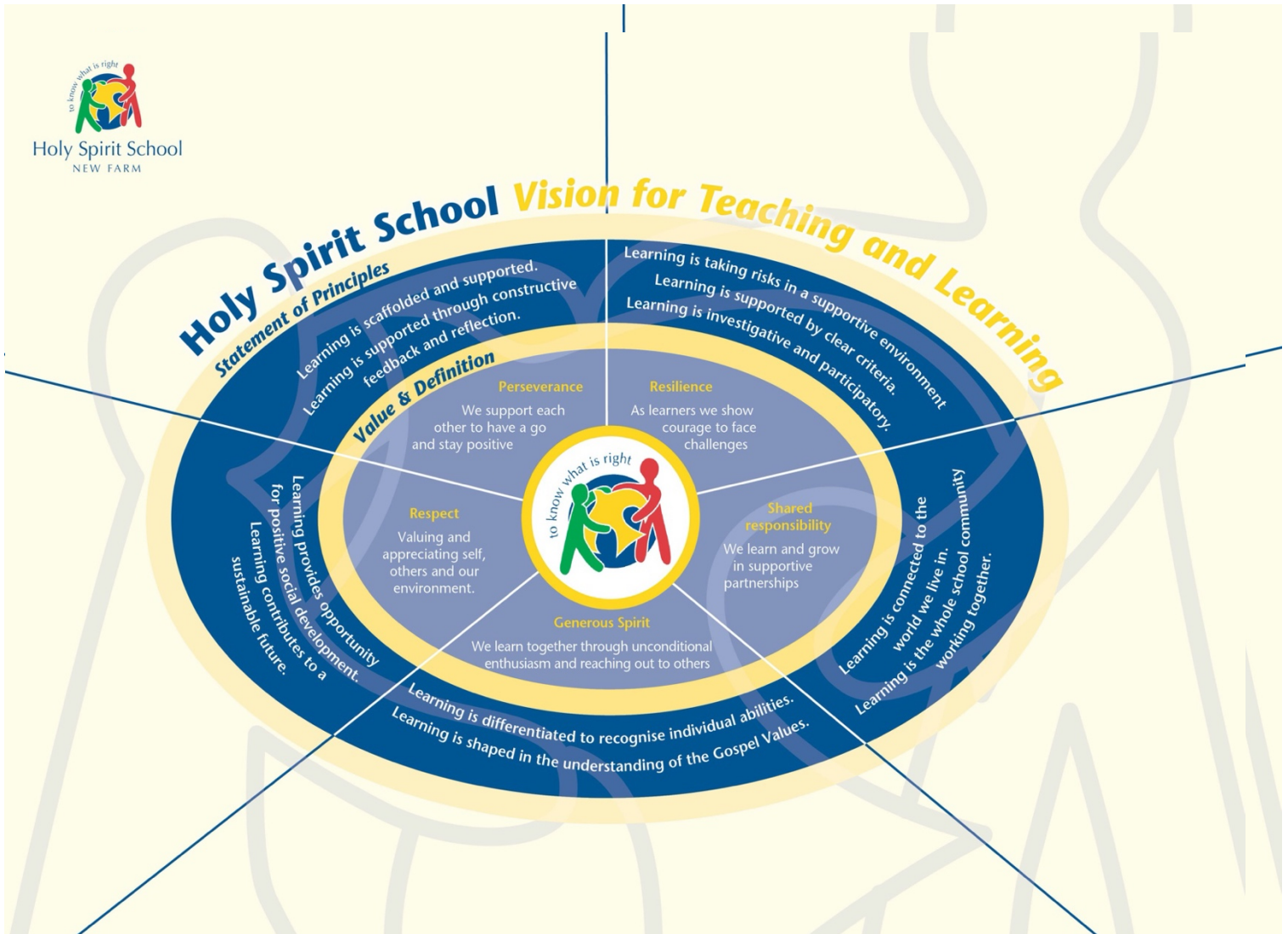
August 2022



Holy Spirit School
NEW FARM

STATEMENT OF SPECIAL RELIGIOUS CHARACTER

Holy Spirit School acknowledges the Turrbul and Jagera people as the first owners of the land now occupied by the school. Catherine McAuley the founder of the Sisters of Mercy valued service, dignity and compassion which continues to live through the school community, her story enables us to equip our children as lifelong learners. Pride in our school is celebrated in the school song, prayer and class liturgies. Holy Spirit School is committed to the sustainability of our local and world environment through quality teaching and our vision & mission.



THE SCHOOL TEAM

PARISH PRIEST: Fr Syrilus Madin CS

PRINCIPAL: Mr Michael Hopkinson

APRE: Ms Leah Herbert (Acting Semester 1) Mr Oliver Blenkin (Semester 2)

Primary Learning Leader: Mr Troy Giess

CLASS TEACHERS:

Emily Simpson	Gabrielle Yates
Diana Hatt	Mischelle Devitt
Madonna McGreevey	Holly Oliver Louise Holtum
Renee Giess/Carmen Gendle	Bronagh Earthrowl
Georgia Lilley	Aleisha Jack/ Michelle Foley
Amy Bates	Chloe Fischer

TEACHER LIBRARIAN/IT/EALD: Peter Drew

STIE: Joanna Sherlock

LOTE TEACHER (Mandarin): Yaying Zou

DIGITAL TECHNOLOGY TEACHER: Troy Giess

MUSIC TEACHER: Rosemary La Spina

HPE TEACHER: Jose Lobao Ferreira

GUIDANCE COUNSELLOR: Maria Kazovsky (Mon/Tues)

WHSO: Jane Marmotta (Mon)

SCHOOL ADMIN: Irene Brillante

FINANCE: Jane Marmotta

SCHOOL OFFICERS: Tracie Tello

Ann-Maree Power

Agata Borgese

Thushari Hettiarachchi

Georgia Button

Tracey Barker

GROUNDSPERSON: Gary Devitt

SCHOOL HOURS

8.30 – 11.00	FIRST LEARNING SESSION
11.00 -11.30	FIRST LUNCH (PLAY)
11.30 -11.45	FIRST LUNCH (EAT)
11.45 - 1.30	SECOND LEARNING SESSION
1.30 - 1.50	SECOND LUNCH (PLAY)
1.50- 2.00	SECOND LUNCH (EAT)
2.00 – 2.55	THIRD LEARNING SESSION
2.55	DISMISSAL

SCHOOL HISTORY

Our history begins with the acknowledgement of all First Peoples of this land and celebration of their enduring connections to Country, knowledge and stories. As an important part of our school history, we specifically and respectfully acknowledge the Turrabul and Jagera People who are the Traditional Custodians of this land and we pay our respects to Elders – past, present and emerging on whose land our school resides. In colonial times the area of New Farm was used, some 400 acres to cultivate maize, potatoes, pumpkins and the like. The area became known as the new farm and ultimately New Farm. The first buildings appeared in 1847.



In 1923, when a house was brought to be used as a Mass centre, New Farm began to be developed as a part of the Valley parish.

Holy Spirit Church was opened on June 1st 1930.

Holy Spirit School, (founded by the Sisters of Mercy) with Sister Mary Benigna in charge, assisted by Sister Mary Paul and Sister Philomene, opened on Monday July 7th 1930. The school opened with seventy-nine students, two-thirds girls; one-third boys. It had classes for infants, junior and senior classes. The existing Mass centre was used for school until 1937.

A new school building was erected in 1937 to replace the old building. This building is still standing and is the main section we use for classes today. (the two storey block) It was blessed and opened by Archbishop Duhig. "A large and distinguished gathering assembled, and amongst the guests was His Lordship the Administrator-Apostolic of Kimberley,

who delivered an inspiring address to the people." (The Catholic Leader, Sept 30 1937) It cost four thousand pounds, paid for by the generosity of the parish and anonymous donors.

Extensions were made to the building in 1959, which is the ground level block you can see from Villiers Street. Holy Spirit Hall was opened in 1966 as a Memorial Hall. The Resource Centre, Resource Centre annex and tuckshop area were opened in November 1984 and the Resource Centre dedicated to Sister Rosita Williams.

The Convent (now Prep & Yr 1 classrooms) was opened in 1970 and until 2002 was home to some religious. In January 2003 the Convent was refurbished as a Preschool / Year 1 facility. In 2004 the school administration area, staffroom and 2 downstairs classrooms were refurbished. In 2006 the remaining upstairs classrooms were refurbished and a Resource Centre was developed downstairs in place of the original classrooms. The Parents & Friends Association completed air-conditioning the school in October 2006. In 2010 the library was extended and the hall and tennis court experienced extensive refurbishment. In 2012 two new classrooms were built under the existing Prep classrooms to accommodate increasing enrolments. Future building works are planned to build more classrooms to accommodate the families that are wanting their children to come to Holy Spirit School.

The school motto: **"To Know What Is Right"** is part of the rich cultural tradition that has always been with the school.

ENROLMENT POLICY

Our mission at Holy Spirit School is to provide a holistic education, synthesising the Catholic faith, human life and culture for children with Christian values being central to the process. To enable the Catholicity of the school to be maintained, sufficient numbers of the school community should be Catholic.

A clear commitment to the ethos of the school is essential for all wishing to enrol. The school will be open and welcoming to all who wish to join it, providing it has the capacity to cater for the needs of the student.

The school has a vital role in the life of the parish and its ongoing development. Attending Holy Spirit School is regarded as integral to the faith development of young Catholics and their families.

Where vacancies exist, enrolment preference will be given to the children of:

1. Siblings of existing families who already belong to the school community.
2. Catholic families who belong to Holy Spirit Parish community.
3. Other Catholic families.
4. Other families who value the Catholic ethos of our school.

ENROLMENT POLICY GUIDELINES IMPLEMENTATION

AVAILABILITY OF A VACANCY

The principal will determine the availability of a vacancy.

ENROLMENT AGE

To be eligible to enrol in the Preparatory Year in 2024, a child must be born between 1 July 2018 – 30th June 2019

A child's birth certificate and baptismal certificate (if appropriate) must be presented at the time of enrolment.

ENROLMENT APPLICATIONS

It may be necessary to use the date of application to assess applications of equal merit.

The submission of an enrolment application indicates the intention of parents to support school policies and policy guidelines.

No enrolment is accepted until an interview with the school leadership members takes place, and it is evident that the policy requirements are fulfilled. Following the interview, a placement will or will not be offered, dependent upon vacancies and compliance with Enrolment Policy.

Please note that Prep is the entry point for Holy Spirit School and a waiting list may apply for entry into any year level.

CHILDREN WITH SPECIAL NEEDS

Enrolment of children with special needs will be processed according to guidelines established by Brisbane Catholic Education.

SCHOOL FEES

School fees are posted to parents/caregivers each term and are 14-day accounts. School fees usually change each year in accordance with the policy of the Archdiocese.

Accounts are issued by term – **4 terms per** school year. The fees are reviewed periodically. The **2024** fee structure is as follows:

2024 Fees and Levies Schedule – Annual Charge				
A \$100 administration discount is granted to families that pay the full year fee including levies prior to 28 February.				
	1 Child	2 Children	3 Children	4 Children
School Fee	\$2328	\$3724	\$4656	\$5120
Capital Levy	\$650	\$650	\$650	\$650
Resource & Maintenance Levies	\$850	\$1700	\$2550	\$3400
P & F Levy	\$155	\$155	\$155	\$155
Total	\$3983	\$6229	\$8011	\$9325
ADD below additional levies				
Prep Levy	\$380	\$380 per Prep student		
1:1 Device Levy (Y3-6)	\$440	\$440 x no. of Y3-6 students		
Booklist/Stationery Supplies Prep	\$110	Charged in Term 1 for 2023 Prep students		
Booklist/Stationery Supplies Y1	\$130	Charged in Term 4 for 2024 Y1 students		
Booklist/Stationery Supplies Y2	\$220	Charged in Term 4 for 2024 Y2 students		
Year 5 Camp	Approx.\$300	Charged in T3 or T4 for Y5 students		
Year 6 Camp	\$TBA	Charged in T3 and/or T4 for Y6 students		

For new enrolments a non-refundable enrolment fee of \$500 per family is charged upon enrolment. \$200.00 is non-refundable and \$300.00 is deducted from Term 1 school fees.

This Parish school is a Catholic systemic school belonging to the Archdiocese of Brisbane. As such fees are set and a central levy is paid.

We also are aware that from time to time some parents find themselves in financial difficulties. With this in mind, our aim is that no Catholic student will be denied a place in our schools due to parents genuine inability to pay full or even part fees.

Unless there is an agreement for fee concessions at enrolment, the acceptance by parents of a position at Holy Spirit School assumes the ability to pay fees in full. Future concessions can be considered only in cases where children have already enrolled and where financial circumstances have subsequently changed in such a manner as to make fee adjustments necessary. **Concession of Fees will be on tuition and capital levy only and must be applied for at the beginning of each year.**

It is appreciated that changing family circumstances will sometimes require that a student transfer to another school. Fees will be payable for the whole of the term or part thereof in which the enrolment is terminated, except in cases where fair notice is given or where it is deemed that fair notice was impractical.

FEES CONCESSION POLICY

Procedure:

1. Families wishing to apply for concessional fees should do so on the form “**Application for Concessional Fees**” obtainable from the school office.
2. Parent/s or guardian/s requesting concessions **must provide evidence** of gross income, tax and housing costs. Pay slips and Centrelink statements are acceptable evidence of income, and rental receipts or bank society statements and rate notices as evidence of housing costs.
3. Where the Principal is satisfied with the documentary evidence provided, a concession may be granted without necessitating an interview.
4. If there is a perceived problem on the part of either party, an interview may take place.
5. The application and/or interview process is aimed at determining a just and equitable fee which is within the family’s ability to pay.
6. No allowance is made for repayments on such items as holiday houses, luxury cars, investment houses, pools etc.
7. Once a fee concession is granted, it is **essential that this commitment is honoured in full and on time**. If family circumstances change the school **must** be informed.
8. All Concession fees will be paid through Direct Debit.
9. ***If concessions are required beyond the current year, new arrangements must be negotiated each school year.***
10. The school is willing to arrange different methods of payment if this is a help to the individual family.
11. Unless prior arrangements have been made, the school expects that agreed fees will be paid by the due date. All concession fees will be linked through Direct Debit so a regular commitment is made. If there is a problem in meeting this deadline, a letter of explanation should be sent to the Principal.
12. Any concessional fee arrangements may be reviewed by the Parish Priest.

SCHOOL FEES BILLING PROCEDURE

1. **An account of full fees and levies will be issued by the School in the first week of each term, payable within 14 days of issue.**
2. **Any arrangements to vary the terms of payment must be made with the Finance Secretary.**
3. **Reminders on overdue accounts will be processed within seven days after the due date.**
4. **Accounts which remain outstanding 14 days after the due date will be dealt with in one or more of the following ways:-**
 - * Letter from the Principal
 - * Phone contact by the Principal
 - * Interview with the Principal
5. **Where accounts still remain unpaid three months after due date and no appropriate arrangements have been made to pay the agreed fee, the *account will be placed in the hands of a debt collector.***
6. ***Once in the hands of the Debt Collecting Agency and fees are not settled following their process, the continued enrolment of your child at Holy Spirit School will be reviewed.***

PRIVACY POLICY

Personal information you provide: A school will generally collect personal information held about an individual by way of forms filled out by Parents or students, face-to-face meetings and interviews, emails and telephone calls. On occasions people other than Parents and students provide personal information.

Personal information provided by other people: In some circumstances, a school may be provided with personal information about an individual from a third party, for example, a report provided by a medical professional or a reference from another school.

Exception in relation to employee records: Under the Privacy Act 1988 (Cth), the Australian Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to BCE's treatment of an employee record where the treatment is directly related to a current or former employment relationship between the school and an employee.

How will a school use the personal information you provide?

A school will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or for which you have consented.

Students and Parents: In relation to personal information of students and Parents, a BCE school's primary purpose of collection is to enable the school to provide a quality Catholic education to the student, exercise its duty of care and perform necessary associated administrative activities, which will enable students to take part in all the activities of the school. This includes satisfying the needs of Parents, the needs of the student and the needs of BCE and the school throughout the whole period the student is enrolled at the school.

The purposes for which BCE and its schools use personal information of students and Parents include:

- to keep Parents informed about matters related to their child's schooling through correspondence, newsletters and magazines;
- day to day administration;
- looking after students' educational, social, spiritual and medical wellbeing;
- seeking donations and marketing for the school; and
- to satisfy BCE's and the school's legal obligations and allow the school to discharge its duty of care.

In some cases where a school requests personal information about a student or Parent, if the information requested is not obtained, the school may not be able to enrol or continue the enrolment of the student or permit the student to take part in a particular activity.

More information about privacy can be found at:

<https://www.bne.catholic.edu.au/aboutus/legals/Pages/Privacy.aspx>

Learning at Holy Spirit

The implementation of the Australian Curriculum began in 2011 and all classes from Prep to Year 6 are teaching the Australian Curriculum. It is our aim to provide teaching and learning programs that assist learners to develop the roles for life-long learning. These skills, attitudes and the ability to continue learning are common to all learning areas and permeate the curriculum at Holy Spirit School. These overall learning attributes describe the lifelong learner as someone who is a:

- *reflective, self-directed learner* *community contributor*
- *quality producer* *leader and collaborator*
- *designer and creator* *effective communicator*
- *active investigator.*

Therefore, curriculum at Holy Spirit School is currently organised around the following nine key learning areas:

- Religious Education [R.E.]
- Mathematics
- English
- Humanities and Social Sciences
- Science
- Health and Physical Education [HPE]
- Cultural Literacy and Languages other than English [Chinese] [LOTE]
- The Arts [*Dance, Drama, Media Arts, Music, Visual Arts*]
- Technologies
- Languages - Mandarin

Religion

Keeping in mind the vision of Catholic Education and the ethos of Holy Spirit school, religious education is an integral part of the curriculum and life of the school.

Religious education aims to develop student's religious literacy in the light of the Catholic tradition. This aim promotes the development of knowledge, skills and values, which students need to participate critically and effectively in the life of their faith communities and the wider society.

The Religious Education curriculum approved with an *Imprimatur* by Archbishop Mark Coleridge is for use in all schools in the Archdiocese of Brisbane. This curriculum document describes the core content that is to be taught and is therefore the starting point for the planning, teaching, learning and assessing of Religion in schools.

The four strands of the *Religion Curriculum P-12* are:

- Sacred Texts Beliefs Church Christian Life

The strands are interrelated and their content is taught in an integrated way.

All children attending Holy Spirit school are involved in:

Class and whole school prayer, Assemblies and Liturgical celebrations involving the school and parish.

Preparation and celebration for the Sacraments of Penance, Confirmation and Eucharist are parish based in line with Archdiocesan policy.

ENGLISH

The knowledge, understanding and skills students will learn in the English curriculum are organised into developmental sequences called strands, namely Language, Literature and Literacy. These strands are inter-related and inform and support each other. In planning cohesive programs, teachers combine aspects of learning in each strand in different ways at different stages of learning. Each strand focuses on developing the skills of Reading and Viewing, Writing and Creating, and Speaking and Listening.

MATHEMATICS

In Mathematics, students learn to use ideas about: Number and Algebra, Measurement and Geometry and Statistics and Probability. These are supported by the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students engage in learning experiences that develop mathematical thinking, deep conceptual understanding, competence and confidence in the application of Mathematics.

SCIENCE

The Science curriculum provides opportunities for students to develop an understanding of Science, its contribution to our culture and society, and its application to our lives. The Science curriculum is organised around three interrelated strands: Science Understanding (with the four sub strands of Biological, Physical, Chemical and Earth & Space Sciences); Science Inquiry Skills; and Science as a Human Endeavour. The three strands of the Science curriculum are interrelated and provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The Science curriculum emphasizes inquiry-based teaching and learning.

HASS (HUMANITIES AND SOCIAL SCIENCES)

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. In the Australian Curriculum, the Humanities and Social Sciences learning area includes a connected study of history, geography, civics and citizenship and economics and business. Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

THE ARTS

At Holy Spirit School, students have the opportunity to participate in a variety of cultural and artistic experiences. The Australian Curriculum The Arts comprises five subjects: Music, Visual Art, Media, Drama and Dance, which are related, yet distinct. Content descriptions in each Arts subject are organised through two interrelated strands that present a sequence of development of knowledge, understanding and skills. The strands are Making (learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make artworks) and Responding (exploring, responding to, analysing and interpreting artworks). A specialist Music teacher conducts 40 minute class lessons each week. This program includes opportunities for students to make music through a variety of instruments including: Recorder, Violin, ukelele and keyboard. In addition, students in Year 3-6 are invited to participate in the School Choir with opportunities to perform at events throughout the year. A Drama/Visual Arts specialist teacher is offers students one 40 minute lesson per week. Co-curricular music lessons are also available with tuition in strings, percussion, woodwind, brass,piano and drums. A Drama Program is also offered after school.

TECHNOLOGIES

Technologies, as a learning area, provides students with opportunities to engage in Design and Technologies and Digital Technologies. The Australian Technologies Curriculum is looking to identify distinct knowledge, understanding and skills, allowing students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. The school's network infrastructure is fully wireless using Cisco technology and includes capacity for students to work in outdoor areas. All classrooms have wireless digital projectors offering teachers the ability to project from a variety of digital devices e.g. Apple laptops, iPads, iPhones, and/or sound equipment. Following the 2020 Alternative Learning Provisions and in response to parent feedback, in 2021 we introduced our 1-to-1 laptop program for students

Years 3-6 students. The school also provides adequate iPads and Macbooks to students in Prep to Year 2 for use in classrooms. Research is clear that today's students are disadvantaged when technology is not embraced and incorporated into everyday learning. Teachers are continually engaging in professional learning to remain abreast of this rapidly developing area. The school relies on the expertise of an external IT company to provide support along with guidance from Brisbane Catholic Education who employ IT specialists and teachers who understand the needs and issues schools are often faced with.

LANGUAGE OTHER THAN ENGLISH (LOTE)

LOTE is the area of the curriculum where students develop the knowledge, skills and understandings to communicate effectively and appropriately in a language other than English. The focus of this key learning area is on communication. Communication involves comprehending and composing in written and spoken modes in a language other than English. Mandarin (Chinese) has been our LOTE for many years and students from Prep-Year 4 are provided with a 35 minute lesson per week. Students in Year 5 and 6 are provided with a 40 minute lesson per week. Opportunities to incorporate cultural learning experiences are added to the school calendar including Chinese New Year celebration.

HEALTH AND PHYSICAL EDUCATION

We currently have a part time specialist Physical Education teacher who conducts lessons in all year levels. An active Physical Education program instructing all classes in a variety of physical skills and developmental activities operates throughout the school. The program includes elements of daily fitness and experiences of a wide variety of sport in regular skills lessons. In addition to this, children in the upper school participate in Gala Sports Day with other schools, usually during Terms 2 and 3. Students participate in a swimming program offered by experienced coaches in either Term 1 or 4. This program is currently offered at Centenary Pool, Spring Hill. Children in Years 2-6 participate in an inter-school sporting program involving a cluster of schools from the local area. The carnivals may include – swimming, cross country, and athletics. Holy Spirit School is also part of the Brisbane City District Sports Association. This provides the opportunity for children in Years 4-6 to be chosen for a particular sport at a higher representative level. Sports range from Rugby League, Soccer and Netball to Swimming and Athletics. Brisbane City Districts is open to all students in State, Catholic and Private Schools, upon payment of an affiliation fee. From these district carnivals, children are selected to compete at Metropolitan North then State School carnivals.

Assessment/Reporting

Each teacher progressively evaluates the progress students in their class. Parent-Teacher interviews are held at the end of Term 1 and at the beginning of Term 3 students, parents and teachers participate in a Three-Way Conference. Summative based reports are issued at the end of semester 1 and 2. A variety of assessment tools are used to ascertain the child's level of development. Teachers welcome interviews with parents when arranged beforehand at a mutually convenient time to avoid disrupting classes and for appropriate preparation to take place. Reporting is ongoing through letters, emails, phone calls, notes, open classrooms, dialogues, summative reports etc. Reporting should also be two-way where parents inform teachers of issues that may be affecting their child.

Library

Our library is dedicated to encouraging a lifelong love of reading and learning. Students are actively encouraged to read widely and access a range of information sources.

Library Borrowing

All children visit the library each week for borrowing. Named library bags are essential especially for our younger children due to the damage to books that can result after being in their school bag. Children are permitted to borrow books for one week. Unless they are absent, all children who do not return their books are issued with an overdue notice that will be sent home with the child.

Missing Books

Books can sometimes go missing. We ask that parents continue to search for the missing books. We also check the library shelves and ask the child's classroom teacher to help check the classroom.

Parent Involvement

We welcome parent involvement in our library. Volunteers are always needed and we have a variety of jobs that need attention.

Support Teacher – Inclusive Education

The support teacher works with the Support Team consisting of the Guidance Counsellor, Consultants, Specialists, Teachers, Teacher Assistants and parents in an effort to identify, test and modify programs for all students. Consultation and referral to specialist agencies may occur if necessary.

English As An Additional Language or Dialect (EALD) Program

An EALD teacher works with children who are able to speak another language or dialect other than English. These children are supported in a variety of ways to support English language development and cater for confusion within the English language as a result of being multi-lingual.

Homework

Based on a survey conducted in 2018, the teacher and parent community at Holy Spirit School value homework. We believe it:

- Promotes discipline in children from a young age;
- Develops organisational skills;
- Reinforces & revises class work;
- Enables parents to connect with work being completed in the classroom;
- Allows parents to see where children are having success or experiencing difficulty.

Homework at Holy Spirit School is given using the 'Homework Grid' system. The Homework Grid offers a balance between school work, family life, creativity, sport and recreation. It helps children establish a positive routine of regular and independent study. Study tasks included in the Homework Grid have a direct link to topics being taught in the classroom. This reinforces learning and allows parents to observe how their child has connected with these topics. The Homework Grid develops a positive routine in children. The Homework Grid is issued on a weekly or fortnightly basis depending on the age and class of the child.

Parents have a supportive role with regards to homework. Parents are encouraged to assist children by providing the necessary resources, listening to children and reading over their written work. This support role should not take away from the prime responsibility of the child. Parents may aid their children and support the teachers' role by:

- providing a quiet area in which to do homework;
- structuring a routine which balances homework, family and extra curricula activities;
- setting realistic time limits for homework to be completed;
- alerting the teacher as to any difficulties the child has experienced in completing the homework;
- discussing with the teacher special needs or concerns in relation to homework;
- encouraging and expecting a high personal standard of work;
- participating in daily reading with/to their child in addition to the Homework Grid.

Procedures

The Homework Grid may be issued to be completed on a weekly or fortnightly basis and this will be clearly stated on the Grid and communicated to the student. The following table provides a guide as to the potential nature of a student's homework and the time it may take:

Year Level	Time that may be spent on homework per night*
Prep	10 minutes
Years 1&2	Up to 20 minutes
Years 3&4	Up to 30 minutes
Years 5&6	Up to 45 minutes

**Please note these are indicative time frames and may vary dependent on tasks.*

Parental Involvement

There are many ways in which you can become involved in your child's education at Holy Spirit School. Assisting your child with homework and regular contact with the teacher provides a team approach to your child's learning. Parental representation on the P&F Association, and various committees are another option. Volunteering to support the various endeavours and activities across the school is encouraged and valued.

ADMINISTRATIVE MATTERS

Entering and leaving the School Grounds

In the morning: Children are to enter the school grounds through the front driveway and walk to the multipurpose court. **Supervision commences at 8.15am Children should not be at school prior to this time.** School commences at 8:30am, after this time children should be required to enter through reception and collect a late pass if arriving after 8:40am.

During the day: If your child is leaving school early, notification to the class teacher or school office is required. The child must be signed out by the adult at reception. The class teacher will be informed, and the child will be brought to the office. **After school:** Children will walk out the main building or along the driveway from the Early Years Building. Parents are to collect their children from the grassed area at the front of the office. Parents who regularly collect their child/ren from school need to inform the class teacher or School Office if someone different {whether this person is a relative, friend or another parent} is collecting their child. This especially applies to children in Prep and Year 1 where children are often unsure of who is collecting them when arrangements have been changed. This is a safeguarding matter.

Absences

Parents/carers are required to notify the school office by 9.00am if their child is going to be absent from school. If an unexplained absence is noted the school will make contact with parents.

Accidents

The school actively follows Workplace, Health and Safety requirements. In case of sudden illness or accident at school the staff will make every effort to contact parents.

All staff are qualified in Senior First Aid and CPR and are able to manage minor accidents. All accidents are recorded and investigated.

Administration of medicines at school

The following guidelines apply to the administration of medication to children while at school or on a school related activity.

- The parent or legal guardian must complete a written request for school staff to administer prescription medications.
- The medication must be in a container labelled by the pharmacist showing the name of the drug, the 'use by' date, the name of the child's medical practitioner and the child, the dosage and the frequency of administration.
- It is the responsibility of the Principal to ensure that an official register for the administration of medication to students is kept and such medications are stored according to the policy.

The school staff are not able to administer Panadol, cough mixtures, motion sickness medication and the like without a medication request form from a parent.

Before and After School and Vacation Care

Care For Kyds operate within the school environment. Before care is available from 6.30am to 8.15am. After school care is available from 3pm through to 6.00 pm and vacation care operates during school holiday periods. Contact the coordinator of the program, regarding enrolment. (Phone 3358 3506)

Appointments with teachers

There will be times when you will need to speak to your child's class teacher. The teachers are pleased to speak to any parent regarding their child. For practical reasons we invite you to please make an appointment with your child's teacher for either before or after school so there is no interruption to class teaching time.

Tuckshop and Sausage Sizzle

The tuckshop is offered in the school community by volunteers undertaking all organisation and coordination. The tuckshop operates on Wednesday. All lunches are ordered online through Qkr and must be ordered by Monday morning at 9am. Parent volunteers are most welcome. Sausage sizzle operates on Friday at first lunch. Orders are due online through Qkr by Thursday morning at 9am.

Drop Off / Pick Up Zone

If you are using this facility, please make it clear to your children they will be asked to wait with staff at the grassed area in front of the main school building [which is the designated waiting place] until your car appears at the head of the line in this zone. This is the only supervised area after school.

Several staff members will be on duty after school to ensure this flows smoothly.

Please note between the times of 2.55pm and 3.15pm, staff will direct children to enter their cars in this zone, following the instructions below as set out by Brisbane City Council.

Two Minute Passenger Loading Zones

- Use the zone like a quick moving taxi rank.
- Drive slowly to the head of the line.
- Move forward as space becomes available.
- Load / unload only at the head of the line.
- Driver to stay in the car unless assisting loading of baggage & passengers.
- Do not park for more than two minutes during signed hours of operation.
- **Do not leave the vehicle.** This is an offence during hours of operation.

In the afternoon

Delay your arrival until after school finishing time. **Do not park and leave your vehicle in the zone.**

Tell your child to wait in a designated area near the head of the zone.

Do not stay in the zone if your child is not in the designated waiting area.

Ensure your child is watching for your arrival.

Ensure siblings are waiting together.

Ensure passengers remove backpacks & secure seatbelts before driving off.

Never call children across the road.

Headlice

Head lice infestation may affect people of any age, nationality, gender or socio-economic status. It is as much a social issue as a health or educational issue, and the way that it is

approached can have significant influence on a student's emotional, social and educational development.

Schools should utilise the following guidelines, adapted from guidelines developed by Education Queensland, for minimising the presence of head lice at school and managing head lice incidents.

GUIDELINES

1. Prevention & Expectations of Parents

It is the parents' responsibility to ensure that their children do not attend school with untreated head lice. To achieve this, it is reasonable to expect that parents will:

1. regularly inspect their child's scalp and hair to detect the presence of lice or lice eggs;
2. regularly inspect all household members and treat them if required; and
3. notify the school if their child is affected, and advise when treatment has begun.

2. Detection

1. It is considered the prime responsibility of parents to detect and treat head lice.
2. There is no general expectation that schools will physically check students for the presence of head lice. However, if the teacher suspects the presence of head lice at school, it must be reported to the principal and parents are notified.

3. Treatment

1. As outlined in section 1.3 above, it is the parents' responsibility to treat head lice. Current information on recommended treatment is available from Queensland Health, the local pharmacy or doctor.

Mobile Phones

While we understand some parents may wish to have contact with children directly after school, please note that any mobile phone or communication device brought to school must be handed in to the class teacher during the school day and collected at home time and a signed form from the Principal must be obtained.

Private Lessons

Some students are withdrawn from class for instrumental music lessons. Other private classes take place before/after school in the hall or multi-purpose court, including tennis, drama, dance, music and chess. Children are to move to these areas after school and wait for their instructor or are to be booked into After School Care until the time of their lesson. It is important to understand if you choose to send your child to a private lesson during class time teachers are not expected to make up the work that the child has missed.

Uniform:

Uniforms can be purchased from DR Manufacturing, 5/6 Virginia Street Geebung.
Phone: 32571472. DR hold a pop up shop in the school hall once a term.

ALL ITEMS OF UNIFORM MUST BE CLEARLY MARKED

The uniform consists of:

For Boys:

- a blue polo shirt for sports day
- unisex formal day shirt
- blue shorts
- royal blue socks
- blue aussie hat with embroidered logo and

black leather shoes or **black** joggers. (no additional markings are to appear on shoes)

For Girls:

- a blue polo shirt for sports day
- unisex formal day shirt
- day dress
- Culottes
- royal blue socks
- blue aussie hat with embroidered logo and

black leather shoes or **black** joggers. (no additional markings are to appear on shoes)

No jewellery is to be worn apart from watches, religious chain, sleeper or stud earrings, one in each ear. No nail varnish is to be worn on finger nails.

DRESS CODE FOR UNIFORM FREE DAYS

As sanctioned through P&F Association meeting 9.8.2000

When uniform free days operate children are to wear clothing which complies with ALL the following:

- Closed in shoes, which are suitable for running.
- Clothing which covers the full torso.
- Dresses/shorts to be to mid-thigh length minimum.
- School sun hats.

Children not complying may be asked to:

1. Return home and change clothing to suit the policy or
2. Wear clothing provided at the school which does comply or
3. Be refused the privilege in future.

EXTRA CURRICULAR ACTIVITIES

Excursions

During the year there are a number of occasions when children may be required to leave the school grounds with a teacher. These could include swimming lessons, sporting trips or excursions connected with the child's school work. Parents will be notified of these excursions and asked to complete a hard copy or online permission form acknowledging understanding of the activity taking place.

Liturgical Celebrations

Children celebrate special events liturgically throughout the year. Such occasions include: Holy Week, Holy Spirit Feast Day, Special feast days and community events.

School Trip

Each year, children from Years 5 and 6 attend a school trip. With the help of parents, children may undertake small fundraising events to contribute towards the final cost of the camp

Student Leadership

Children in Yr 5 & 6 form student leadership committees in which they develop proposals to implement into the school. The implementation of leadership proposals needs to be passed in the student leadership forum. The leadership program at school enables our students to learn about leadership and the responsibility that goes with it.

School Board

A School Board was formed in October 2004. Vacancies are notified through the school newsletter and appointments are made through a discernment process identifying needs of the school board. Members must attend a training session to understand how the Board operates. The areas it is involved in are: School Renewal, Policy formation, Building & Maintenance and Capital Projects.

Parents and Friends Association

The P&F is an active group which plays a vital role in the life of the school in looking at ways to resource the school community. Parents and Friends meet on Wednesday of Weeks 3 and 7 each term from 7-8pm in the school library. All parents are invited to attend meetings. Meetings keep parents/caregivers informed about what is happening at the school. Fundraising activities conducted by the Parents and Friends Association provide financial support for many teaching resources, sporting equipment and other materials needed to enhance the educational opportunities for your children. An annual compulsory P&F Levy is charged with the school fees.

BEHAVIOUR LEARNING:

<https://mybceatholicedu.sharepoint.com/:w:/s/sp-holyspiritnewfarm/staff/EfkTIThktFqvQlf9QIQwBhZ7xldy9k9ljg41L6iO8Fg?e=BNx0ya>

GRIEVANCE POLICY & PROCEDURES

<https://mybceatholicedu.sharepoint.com/:w:/s/sp-holyspiritnewfarm/staff/EbkxcgYLyUxOn0n5jmdJzTEBAVMkIEqJ7TTCOLPuLohRew?e=zIYhQB>

BULLYING POLICY AND PROCEDURES

Policy

At Holy Spirit School every child has the right to personal safety, and to live and learn in a safe and happy environment. This is a core value which underpins our Behaviour Learning Program. Bullying is a breach of the respect and safety of an individual. Bullying is a serious matter and is not an acceptable practice within Holy Spirit School. This applies to all members of the school community – not just children.

Implementation of Policy

The school has a four-phased approach to bullying that involves prevention, early intervention, intervention and consequences. It is believed that by focusing efforts on the first two phases there should be reduced risk of having major issues of bullying resulting in intervention and consequences in the school.

1. Primary Prevention

- Model service, dignity and compassion to empower all 'to know what is right' by embracing tolerance and understanding of difference in living the gospel of Jesus.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Continued professional development of staff relating to bullying, harassment and the strategies to counter-act them.
- Buddy program
- Each classroom teacher to clarify at the start of each term the Behaviour Learning Program and the School Policy on Bullying to both students and parents
- Children will be regularly exposed to education activities to reinforce positive social behaviours.

2. Early Intervention

- Encourage children to report bullying incidents involving themselves or others.
- All teachers on a regular basis reminding children to report incidents and that reporting is not dobbing.
- Parents are encouraged to contact class teacher if they become aware of a problem.
- Recognition and rewards for positive behaviours at Prayer Assembly.
- Class record of reported incidents to establish pattern of behaviour that can be identified as bullying

3. Intervention

- Incidences of bullying will be recorded on the school incident register. The register will record incidences of bullying and be regularly monitored and tracked for any patterns.
- Once identified, the children involved in bullying incidences and witnesses will be spoken with and all allegations of bullying will be fully investigated and documented.
- All parties involved will be offered support in line with our faith and community policies.
- If bullying is identified, parents of all children involved will be contacted to discuss the incidence and action of support.

- Action taken will be consistent with school's Behaviour Learning Program.
- Individual Behaviour Learning Plans will be developed.
- Counselling will be suggested if identified as needed by children involved..

4. Consequences

The consequences for bullying will depend on the severity of the incident but can range from:

- Exclusion from class
- Exclusion from playground
- Internal suspension - exclusion from the class for an extended period in discussion with parents
- External suspension
- Ongoing counselling from appropriate agency for individuals involved in bullying
- Ongoing monitoring of children demonstrating bullying behaviour

Also students who have been involved in a bullying incident and go onto showing positive behaviour, such as attributes outlined in 'Program Achieve' (persistence, resilience, getting along, confidence and organisation), should be acknowledged by the school through school reward activities and in general communication with teaching staff and family members. It is also important the child is encouraged to be self-affirming about positive behaviour without a reliance on external rewards.

Procedures

Dealing with bullying is difficult as many of the behaviours are not readily observed and hotly debated with much taking place 'out of sight' away from the attention of teachers or adults. One critical factor in the treatment of bullying is having disclosure from the students to an appropriate person. Knowledge is the key to addressing bullying in a school and we encourage students and parents to alert the school to any incidence.

Our emphasis is on the emotional well-being of the person being bullied and the protagonist. Our aim as a school is to develop the scaffold for the students involved in the experience to break the cycle of bullying. This is in alignment with the Social and Personal Development guidelines in the Australian Curriculum.

This requires staff to:

- Provide children with clear procedures in the event of bullying – validate the concern, recognise the student's grievance and provide direction for closure.
- Be vigilant at all times and observant of signs of distress and suspected incidents of bullying
- Be positive role models
- Make efforts to remove opportunities for bullying through active supervision at all times
- Continue to educate children about prevention of bullying through 'Say No to Bullying' from Protective Behaviours Program and Personal and Social Development Program
- Take appropriate action by reporting suspected incidents to appropriate staff member [Class Teacher, APRE or Principal]
- Respond to parents if they report an incidence of suspected bullying relayed by their child
- Inform parents if their child has been involved in a bullying incident.

This requires children to:

- To put in place strategies from 'Say No to Bullying' from the Protective Behaviours Program and Personal and Social Development Program
- Understand that to spectate or witness bullying and not do anything is to condone it
- If children are directly involved or present when bullying occurs they should:
 1. take some form of preventative action
 2. not condone, encourage or be a spectator to bullying
 3. report the incident or suspected incident to a teacher or parents.

The school recommends that parents:

- Provide positive role models for their child around the issue of bullying

- Watch for signs that their child may be bullied
- Take an active interest in their child's whereabouts after school and their child's friends and acquaintances
- Discuss with your children with in the event of bullying – acknowledge the concern, validate the student's grievance and provide direction for closure
- Encourage their child to inform the class, but for parents to communicate if child reluctant to do so. Inform their child's class teacher if bullying is suspected, if the child is reluctant to do so.
- Encourage their child to 'tell' their teacher if they are being bullied. If possible allow the child to report and deal with the problem him/herself. They will gain increased confidence and resilience by taking the initiative and dealing with the problem with minimal parent help.
- Discourage their child from retaliating
- Be willing to attend meetings with staff at the school if their child is involved in a bullying incident.
- Support the school's response to bullying outlined in the Behaviour Learning Program

Anaphylaxis Policy

<https://mybceatholicedu.sharepoint.com/:w:/s/sp-holyspiritnewfarm/staff/EYtv2hyySnNKoHpnlfJGLZEBtofKkdrdl04BhMy2JNH2ng?e=iSoKKJ>

Holy Spirit School Community Policy

Rationale

Holy Spirit Parish School believes students, staff, parents, parish and the wider community are called to build positive relationships that embrace love, compassion, justice and respect for all. Working in partnership enables our community to maintain relationships for life, to live out its vision of being a welcoming, inclusive faith community. We embrace hope, quality teaching & learning and instil an understanding of difference.

Values

- | | | |
|-------------------------|-----------------|---------------|
| • Respect | Generous Spirit | Resilience |
| • Shared Responsibility | Honesty | Integrity |
| • Good judgement | Tolerance | Gospel values |

Policy Statement

We value the partnerships which exist between school, parents, the local parish and the community. This makes the school environment a caring place where children and adults feel they can make a contribution and are valued members of the community.

Procedures for Building Community Relationships

- Sunday Eucharist
- Opportunities for school liturgy/prayer
- P&F Association, School Board, Celebration of Learning Week, Grandparents Day, School Fete (alt. yrs), Assemblies
- Practises that foster positive relationships e.g. Pastoral care, parent representatives, awards, celebrations, parent involvement in sporting activities, fundraising in local community, adopt-a-cop
- Collaboration with all sectors of the local community on community focussed projects
- Communication with the community e.g. newsletters, P/T dialogues, ongoing reporting, school website, email
- Inclusive programs to support all students, parents and those in need within the outreach program

-Creating emotionally healthy people through: Student Leadership, Behaviour Learning procedures, Buddy system, Program Achieve “You can do it”, “We can Work it Out.”

Curriculum Policy

Rationale

We at Holy Spirit are an inclusive and welcoming community that value the importance of educating the whole child, spiritually, academically, emotionally and physically: to teach, to challenge, to transform. The school subjects including Religious Education, English, Mathematics, Science, History, Languages, Geography, Arts, HPE and ICT form the foundation for the curriculum which promotes a commitment to development and lifelong learning.

Values

- Perseverance/Commitment Resilience Shared Responsibility
- Respect Generous Spirit
- Effective Communication Creative enquiry and thinking

Holy Spirit recognises the need to foster and support the natural inquisitiveness of individuals and encourage learning as part of a lifelong process. Available data such as NAPLAN, formative and summative assessments, school community feedback and any other information supporting learning shall be used to inform and guide decision making around curriculum, planning and enactments to ensure its effectiveness in the education of a variety of student learners. Learning must respond to the social, emotional, academic, cultural and spiritual contexts of individuals. Worthwhile partnerships between school, parish, home and the community will be fostered to support and complement the learning process.

SUNSMART POLICY STATEMENT

<https://mybceatholicedu.sharepoint.com/:w:/s/sp-holyspiritnewfarm/staff/EYRTOSkK3kVDohY574SWGm0BPk6DOFiuX9NGteJ9PRhRaw?e=aVQdhW>