



Holy Spirit School
BRAY PARK

2022

Parent Handbook

Holy Spirit School Prayer

***Spirit of God, we praise you for the life
and love you give us.***

***Thank you for the many people who care
for us here at Holy Spirit School.***

Help us to be a loving, caring community.

Give us the strength to be able to forgive.

Share with us your understanding.

Help us to be aware of others' feelings

and

Guide us safely through our day.

Amen

Holy Spirit School

BRAY PARK



SCHOOL OFFICE HOURS

- 8.00 am to 3.30 pm Monday - Friday

SCHOOL POSTAL ADDRESS

- PO Box 176 Strathpine Queensland 4500

SCHOOL HOURS

- School commences 8.25 am
- School finishes 2.55 pm

CONTACT DETAILS

- Phone: 3205 3955
- Email: pbraypark@bne.catholic.edu.au
- Website: www.holyspiritbraypark.qld.edu.au
- Parent Portal:
<https://extranet.bne.catholic.edu.au/parent/holyspiritbraypark>

OUTSIDE SCHOOL HOURS

- Phone: 3205 8040

HOLY SPIRIT PARISH

- Phone: 3205 1493
- Website: www.holyspiritbraypark.com
- Parish Mass Times: Saturday 6.00pm; Sunday 7.00 am; 9.00 am; 6.00 pm

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1. VALUES AND PHILOSOPHY

1.1 SCHOOL MOTTO *Heart, Mind, Spirit, Peace*

1.2 MISSION STATEMENT

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.

1.3 VISION STATEMENT

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.

1.4 CHARISM (SPECIAL RELIGIOUS CHARACTER)

Our school was founded by the Spiritan Fathers and the early Parishioners of the Holy Spirit Catholic Church.

The Spiritans have gifted us with their spirituality which endeavours to:

- proclaim the good news of the Kingdom of God by truth, love, justice and peace;
- teach the good news, leading to spiritual and social empowerment;
- serve the disadvantaged, poor, socially deprived and neglected;
- advocate religious and racial tolerance, human dignity, liberty and solidarity with all peoples.

We at Holy Spirit School endeavour to follow the Spiritan way of life by embracing the fruits of the Holy Spirit:

Joy Peace Patience Kindness Goodness
Faithfulness
Self-control Love Gentleness

1.5 SCHOOL HISTORY

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.

In 1999 our outdoor gathering area under the sails (Friendship Court) was opened and blessed.

In 2002 the Resource Centre was refurbished, and a building project undertaken to incorporate a new computer lab and general learning area. This addition to the Centre makes this building a very functional, modern and resource rich area in which students and staff can work.

2004 saw the intake of our first group of pre-school students at Holy Spirit School, with other facilities also being built at this time. Prep began in 2007 with two classes.

In 2010, eight new classrooms were constructed. This new building includes purpose-built rooms for small group learning.

2011 saw the construction commence and in 2012 the official opening and blessing of a new multi-purpose Hall, new classrooms, a new Tuckshop, drop-off zone, new toilet blocks and the extension of the Administration building took place.

In 2016, a new classroom and Learning Support block (A Block) was opened at the school.

In 2020, a new Prep Classroom (B Block) and playground area was added to the school learning environment.

In 2021, a new Mosaic Garden, created by the children and supported by the Parents and Friends Association, was created.

In 2022, the whole school was fully air-conditioned.

1.6 PARTNERSHIP IN GROWTH

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.

2. RELIGIOUS EDUCATION AND THE RELIGIOUS LIFE OF THE SCHOOL

2.1 FAITH COMMUNITY

Holy Spirit School is a community which values and nurtures the Gifts (Galatians 5:22-23) and the Fruits (Corinthians 12:4-11) of the Holy Spirit. Through our prayer and liturgical life, and our close relationship with the parish community, we strive to grow in the knowledge of Christ according to the Catholic tradition.

Every student at Holy Spirit School participates in regular religious education lessons conducted by the teaching staff. This is assessed and progress is reported to parents throughout the academic year.

Prayer and liturgy are features of school life and parents are encouraged to join students as a means of reinforcing the communal dimension of our faith and school. The school community makes every effort to nurture the Catholic identity of the school and seeks to foster a strong religious atmosphere within the community.

Our faith is expressed in a variety of ways at Holy Spirit School:

- Our Religious Education Program
- School and Class Liturgies and Eucharistic Celebrations
- Staff, School, Class and Individual Prayer
- Support of the Parish Sacramental Program
- Prayer focus at weekly assembly
- Social Justice programs for others within the school and wider community
(St Vincent de Paul, Caritas, Catholic Mission and other Community Services)
- Nurturing positive relationships and conflict resolution

2.2 RELIGIOUS EDUCATION

Religious Education is a central learning area in the formal education program of our school. The school Religious Education program is based on the Archdiocesan Religious Education Program. As with other curriculum areas students are assessed according to specific criteria. One of the roles of the Assistant Principal Religious Education (APRE) is to oversee the successful implementation of the Religious Education Program.

2.3 SACRAMENTAL LIFE

At Holy Spirit School, we recognize the vital part that the Sacraments play in the life and faith education of our community. Preparation for the reception of the Sacraments is seen as primarily the responsibility of the family and parish. The Sacramental Program is run by the Parish and supported by the school through the learning and teaching of the Sacraments. As specified in the Archdiocesan Guidelines, this education begins in Prep and is systematically developed in each year level. We believe that parents are the child's primary educators in faith and therefore the involvement of parents in Sacramental preparations is essential. As a faith community there are regular opportunities for students to celebrate their faith through prayer, reception of the Sacraments and other liturgy.

2.4 PASTORAL CARE

Pastoral Care is the term used to describe the school's efforts to cater for the overall development and well-being of its students. A well-balanced and adjusted person is one who has successfully integrated the social, spiritual, academic and physical dimensions of life. The school shares a very important role by providing pastoral care for its students and has in place a variety of initiatives to support this view.

We are funded by the Australian government to employ a Student Wellbeing Officer. This person provides a link between the school and family where practical and sustained support for family life is provided. This is especially the case where there is sickness in the family and, through our Spirit Care program, we are able to provide practical support (meals, etc.).

3. BEHAVIOUR SUPPORT PLAN

3.1 BELIEFS ABOUT LEARNING AND BEHAVIOUR

Student Behaviour Support is at the core of business for all teachers. Effective learning and teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student. At Holy Spirit School, we believe that there are six conditions for quality learning outcomes:

1. There must be a warm, disciplined, safe, inclusive and supportive classroom environment where students and teachers develop positive relationships.
2. All students have different learning needs. It is the teacher's role to differentiate the learning to assist all students to access the expected curriculum.
3. Students should actively engage in the work provided for them by their teachers. It is the teacher's role to facilitate an understanding of how learning material would benefit them now and into the future.
4. Students are asked to do their best at all times. The teacher's role is to facilitate this behaviour.
5. It is our belief that all students can be taught to be self-regulated, self-directed learners. Students are asked to evaluate their own work and to improve it. The teacher's role is to provide instructional feedback.
6. Quality work should feel good and learners should have the opportunity to celebrate their learning with peers and others (including parents, buddies, other classes and teachers).

3.2 STUDENT CODE OF CONDUCT

As a school community, we show the following:

I am safe



- Keep my hands and feet to myself.
- Right place, right time
- Use equipment safely.
- Show self-control.
- Use technology appropriately
- Move safely through the school
- Wear a hat outside
- Use toilets safely
- Practice safe behaviour

I am responsible



- Be responsible for my actions
- Wear my uniform or other clothing correctly and take care of it.
- Use technology with care and responsibility.
- Respond immediately to the school bell.
- Arrive at school on time,
- Eat my food responsibly.

I am respectful



- Follow staff instructions
- Be honest
- Use technology respectfully
- Use best manners
- Consider others when moving through the school
- Play fairly with others
- Show respect for the environment
- Be prayerful and allow others to pray
- Show respect in the toilets

I am a learner



- Be prepared for my day at school
- Cooperate with others
- Expect the best of myself
- Use technology as a learning tool
- Learn from others

3.3 ROLES, RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS

All members of the Holy Spirit School, Bray Park and community are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others.

At Holy Spirit School, Bray Park we expect that students will:

- Participate actively in the school's educational program.
- Take responsibility for own behaviour and learning.
- Demonstrate respect for themselves, other members of the school community and the school environment.
- Behave in a manner that respects the rights of others, including the right to learn.
- Cooperate with others.

At Holy Spirit School, Bray Park we expect that Parents / Carers will:

- Show an active interest in their child's schooling and progress.
- Cooperate with the school to achieve the best outcomes for their child.
- Support school staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour. They are to deal directly with the class teacher if there is a problem with their child.
- Contribute positively to behaviour support plans that concern their child.
- Provide adequate care / supervision for child / children when on school property with their child i.e., before and after school.

At Holy Spirit School, Bray Park we expect that staff will:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

3.4 POSITIVE BEHAVIOUR SUPPORT

At Holy Spirit School, Bray Park, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur. The school follows the Positive Behaviour for Learning approach.

Establishing Behaviour Expectations

At Holy Spirit School, Bray Park there are several ways in which staff establish the behaviour expectations of our students, which include:

- Introducing weekly behaviour focus at Assembly.
- Explicit teaching and consistent follow-up of school rules.
- Displaying school expectations in all classrooms.
- Explicit links made from Fruits of the Spirit posters to Behaviour Expectations.
- Modelling, role play methods and multi-media resources used to teach and learn behaviours.
- Reinforcing positive behaviours in the playground.
- Visual cues to show appropriate consequences for not meeting behaviour expectations.
- School expectations and Behaviour Management Plan Matrix.
- Empowering students to take responsibility for their actions.
- Being flexible to allow for unforeseen circumstances or children with needs.
- Maintaining effective communication and sharing a common language about behaviour in our school community.
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.

Positive School Culture

Each week, our school community gathers together for Assembly. We create and enrich our positive school culture through celebration and prayer, weekly behaviour focus, awards and by raising awareness of current school events.



Staff utilise a wide range of acknowledgment strategies with students, reviewed on an annual basis, to support our positive school culture, which may include:


- Praise/encouragement (verbal/non-verbal/written)
- Token/point/star systems (individual/group/whole class goal setting)

- Public displays of work (classroom)
- Individual class or year level rewards
- Whole class rewards
- Class responsibilities (class leaders, messengers, tuckshop helpers, class jobs)
- Sharing work with others (Principal, AP, APRE, other year levels, buddy class, parents)
- Teacher feedback (marks/comments/behaviour reporting)
- Birthday celebrations at assembly
- Class news in the newsletter
- Celebrating out of school achievements in the newsletter or at assembly

Rewards

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at Holy Spirit School. The children whose good behaviour has been recognised by the class teacher are acknowledged as a “Behaviour Hero” at the school’s weekly Assembly. The efforts of staff members are acknowledged at weekly Staff briefings, during “Celebrating the Moment” at staff meetings and at school assemblies.

<p>Dominique Baxendell Spirit of Friendship Award</p> 	<p>Perpetuation of Dominique’s loving, caring, sharing and comforting behaviour, given freely by her, to all other fellow students, during the time of her enrolment at the Holy Spirit Catholic Primary School, Bray Park.</p>	<ul style="list-style-type: none"> ▪ Staff and Year 6 students nominate students who display the Spirit of Friendship as set out in the nomination form. ▪ Leadership Team and Year 6 teachers collate the data and identify the six finalists, including the winner. ▪ During the Graduation Mass, the nominations are read out and the winner announced. The winner’s name is engraved on the Spirit of Friendship award. ▪ At the End of Year Liturgy, the finalists and winner are presented to the school.
<p>Fruit of the Spirit Award</p> 	<p>The Fruits of the Spirit provide an framework in which our Positive Behaviour for Learning can operate. The fruits of Peace, Patience, Kindness, Gentleness, Goodness, Faithfulness and Self-control have been aligned to our school expectations of I am responsible; I am respectful; I am safe and I am a learner. The fruit of Joy aligns with the positive reinforcement and success that comes from achieving and acceptance, which is crucial to the success of PB4L. The fruit of Love is evident when all of the other fruits are being practiced. The fruits of the Spirit represent who we are and what we believe.</p>	<ul style="list-style-type: none"> ▪ Students are nominated by staff members as showing the Fruits of the Spirit in their everyday life. ▪ APRE communicates to the parents that their child will receive the award at assembly. Secrecy is maintained. ▪ At Assembly, the nomination is read out and the student is presented with the Fruit of the Spirit Medallion. ▪ APRE writes about the student in the newsletter including a photo.

<p>Student of the Week Award</p> 	<p>At Holy Spirit School, we believe that every child is worthy of receiving a Student of the Week Award to celebrate their participation in class and a positive attitude to their work or behaviour.</p>	<ul style="list-style-type: none"> ▪ Award a Holy Spirit student from every class each week on assembly. ▪ School secretary is to be notified of the award winners each Tuesday for inclusion in the newsletter on Wednesday. ▪ Fill in awards by Monday morning and place in Assembly folder on AP's desk.
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3.5 TARGETED BEHAVIOUR SUPPORT

Targeted strategies are implemented for students who are at risk and may include intervention programs involving support and specialist staff. Communication between parents/caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include the following:

- Behaviour reflection worksheet
- Social skills and Emotion Regulation programs
- Adjustments to the curriculum
- Check in – check out process
- Non-violent crisis intervention

3.6 INDIVIDUAL BEHAVIOUR SUPPORT

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternative pathways of care. Individual supports may include:

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual behaviour plan based on Functional Behaviour Assessment
- Risk management plan for unsafe behaviours
- Teacher, parent and/or student support provided as necessary from our specialist staff (Support Teacher Inclusive Education, Guidance Counsellor, Leadership team)
- Regular reviews of student's behaviour goals with student support team
- Individual counselling and support from Guidance Counsellor
- Supported referrals to external services as appropriate
- Consultation with outside agencies through wrap around meetings
- We welcome the involvement of other professional personnel who have a vested interest in the student's welfare

3.7 CONSEQUENCES FOR INAPPROPRIATE STUDENT BEHAVIOUR

The following table provides some examples of behaviours that would be dealt with at each Level. It is not an exhaustive list but gives some direction for teacher response.

We all Belong	LEVEL 1	LEVEL 2	LEVEL 3
I am a Learner	Managed in class	Minor behaviours	Major behaviours
I am Respectful	Warning /redirect	Sent to Choices Room	Leadership referral
I am Responsible	If continues move to Red		
I am Safe			
	<u>Low level disruptions</u> <ul style="list-style-type: none"> Calling out Disturbing others Out of seat Off task Answering back Inappropriate language Making noises Talking while the teacher is talking Property misuse Out of bounds in playground 	<ul style="list-style-type: none"> <u>Repeated Step 1 behaviour</u> Verbal threats Inappropriate language Physical aggression Verbal aggression Non-compliance Minor theft Minor safety violations Inappropriate use of technology Out of bounds away from teacher supervision 	<ul style="list-style-type: none"> <u>Repeated Step 2</u> Fighting Physical aggression Non-compliance Verbal aggression (threatening) Bullying Truancy/skip class Out of bounds away from school grounds Deliberate property damage and vandalism Theft Cyber-bullying / Inappropriate use of social networks Disregard of school internet policy
	Managed by teacher	Managed by teachers Parents Informed	Managed by Leadership or other support staff Parents Informed

Ongoing Level 3 behaviour may lead to student suspension being recommended. Immediate suspension will occur under certain circumstances. In the case of suspension or exclusion, parents will be notified, and a meeting will be held at the school to determine future action. A re-entry process will be determined following suspension.

Data is collected from all behaviour referrals each term by the Behaviour Support Committee and shared with staff. This data informs the behaviour focus for the next term.

3.8 PROCESS FOR APPEALS

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents may appeal a suspension of longer than three days to the Area Supervisor. Parents may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which

the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be made to:

- The Principal, about a decision to suspend a student for less than three days.
- The Area Supervisor, about a decision to suspend a student for more than three days from a particular school.
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

3.9 BULLYING AND CYBERBULLYING

DEFINITION

Bullying is the *“repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons.”* (Rigby, 1996)

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At Holy Spirit School, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

RESPONSE

Investigating Potential Bullying

When an investigation about bullying is required, the following procedures will be followed:

Holy Spirit School adopt a 'no blame' approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the Behaviour Support Plan.

If bullying is identified, leadership team members may choose to use the following methods with the children involved:

- Method of shared concern
- Mediation
- Individual counselling

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan.

Support for the target and perpetrator

We support the target in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of the Leadership team;
- Informing the child's parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher, or member of the Leadership team about what has happened and the behaviours the child has been displaying;
- Informing the child's parents;
 - Continuing to monitor the child's behaviour and offering appropriate support; and
 - Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

LINKS TO RELATED BCE POLICIES

- [Student Behaviour Support Policy](#)
- [Student Behaviour Support Regulations and Procedures](#)

RELATED RESOURCES

- School Wide Positive Behaviour Support (www.pbis.org),
- [Holy Spirit School Behaviour Matrix](#)

4. CURRICULUM

4.1 CURRICULUM OVERVIEW

At Holy Spirit School, teachers plan programs consistent with the Australian Curriculum and the Archdiocesan Guidelines for Religious Education. The Learning Areas (LAs) taught at Holy Spirit School include:

- Religious Education
- Mathematics
- English
- Science
- Health & Physical Education
- History and Social Sciences
- Technology
- The Arts
- Languages Other Than English (LOTE - Italian)

The Australian Curriculum identifies seven general capabilities that operate across all these learning areas and are about supporting our students to become successful learners, confident and creative individuals, and active and informed citizens. The general capabilities are:



Our school-based curriculum programs are guided by Holy Spirit School's Vision for Learning and Teaching. In line with our Vision for Teaching and Learning, we aim to assist students to become lifelong learners who are empowered to reach their potential. Our focus is on ensuring all students are provided with opportunities to achieve success, and that they know and understand what is required of them in order to demonstrate their achievements.

Teachers at Holy Spirit School are progressive in their attitudes towards educational change and are constantly updating their practice through professional development. The curriculum development process is therefore one of continual review and refinement. A Professional Learning Leader (PLL) works with staff in the development and implementation of curriculum programs. Holy Spirit School also has a number of Support Teachers - Inclusive Education (ST-IE) who provide support for students who have diverse educational needs.

To support classroom teachers, a number of specialist teachers provide students with curriculum expertise in Health and Physical Education, Languages Other Than English (LOTE – Italian), Visual Arts and Music.

4.2 REPORTING AND EVALUATION

Belief Statement

Effective reporting must take into account a child's academic and non-academic progress, including personal and social development. Reporting needs to be positive and constructive, affirming the child's growth as well as identifying areas of difficulty. The reporting process requires open and honest communication, both verbal and written, between all stakeholders. It needs to be ongoing, regular and at times, immediate, in response to a particular need.

The purpose of evaluation is to guide the ongoing development and nurturing of the whole child.

Evaluation is the monitoring of the growth and performance of the child according to the criteria for appropriate developmental stages within the school as determined by the Australian Curriculum and the Archdiocesan Religious Education Curriculum.

This process is designed to convey a realistic perception of the child's development to the child, the parent(s)/ guardian and teacher while always being mindful of the child's self-image. Evaluation will provide for constructive feedback to all stakeholders regarding learning, teaching and program effectiveness with a view to future goal setting.

Reporting Timeline

- | | |
|--------|--|
| Term 1 | 1. Orientation meeting for all parents with year level teachers |
| Term 2 | 1. Parent/Teacher Interviews – April
2. Written Report sent home at the end of Term 2 |
| Term 3 | 1. Parent/Teacher Interviews - September |
| Term 4 | 1. Written report in the last week of Term 4 |

Note: Parents or teachers are encouraged to make an appointment at any time throughout the school year to discuss the progress of a student.

4.3 INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs)

Student learning outcomes can be greatly enhanced through the appropriate use of information and communication technologies (ICTs) in our school. Our school network platform allows students and teachers to access the Internet and a range of educational and multimedia software in our school. All classes have access to iPads or Laptops which provide students with opportunities to creatively research, organize and demonstrate their learning. New data projectors also add to our students' learning experiences. With ongoing staff professional development, it is our aim to continue to embed and align ICTs across the curriculum.

Holy Spirit has a Digital Technologies Policy which outlines the direction and purpose of ICT in the learning process. This is a clear policy on how we use ICT to improve student learning and we have the processes to ensure students are fully supported in all aspects of their learning. It details our vision for learning utilizing ICT's. It states the elements of Digital Citizenship to be covered in class as well as

the Teaching and Learning which will be aligned with ICT. It also documents the Professional Learning the staff will undertake to ensure the best utilization of ICT to support student learning.

USE OF INFORMATION TECHNOLOGY RESOURCES

Ethical, Legal and Responsible Use of ICT Resources

Holy Spirit School requires all users of its ICT resources to do so in an ethical, legal and responsible manner. Users of Holy Spirit School ICT resources must be aware that use of these resources are subject to the full range of laws that apply to the internet, communications and to the use of computers, and Holy Spirit School policies. Such laws and principles include users' obligations in relation to copyright, intellectual property, breach of confidence, defamation, privacy, bullying/harassment, vilification and anti-discrimination legislation, the creation of contractual obligations, and other civil and criminal laws.

Holy Spirit School's ICT resources must not be used for unauthorised commercial activities or unauthorised personal gain. Actions performed using Holy Spirit School ICT resources must comply with the terms of any licence agreed to for the use of software programs and other online resources.

Copyright and Intellectual Property Rights

Users must not, through the use of Holy Spirit School ICT resources, copy, download, store or transmit material which infringes copyright or the intellectual property rights of others without appropriate approval. Such material includes music files, movies, videos or any other form of media.

Users should be aware that actions performed using computer and network resources, regardless of any disclaimers that might be made, ultimately reflect on our educational institution and community as a whole. This is particularly relevant where users post or submit material in a way that makes it publicly available over the internet.

Security and Privacy

Users have a role to play in ensuring the security and privacy of information transmitted by use of the ICT resources. Users are issued with unique usernames and passwords, which should be kept strictly confidential at all times.

Users must protect systems, information and accounts by:

- Choosing a secure password which is changed regularly (a secure password is one that is difficult to guess, for example, containing a combination of letter and numbers and not simply a name or date of birth)
- Using access to ICT resources only as authorised;
- Respecting the privacy and confidentiality of information that they may come across through access to the resources;
- Only downloading, installing or using authorised software;
- Reporting any breach or prospective breach of network security to the appropriate technical personnel;

Unacceptable conduct by users which could result in a breach of security or privacy includes:

- Disclosing your username and password details to another person;
- Disclosing other private or confidential information to unauthorised persons;
- Gaining unauthorised access to any systems by any means;
- Using Holy Spirit School ICT resources to attack or compromise another system or network;
- Downloading, installing or using unauthorised software programs;
- Deliberately installing computer viruses or other malicious programs;
- Accessing or intercepting others' electronic communications without permission.

Users should not, as a general rule, display personal information about themselves in a way that is publicly available. Where such disclosure is made through authorised avenues (for example, by the use of email or an official website), users should be aware that invasions of privacy may sometimes occur and it is outside Holy Spirit School's control to prevent such instances from occurring.

Users are reminded that email should not be used to send sensitive and confidential information.

Users must, however, be aware that the operation and maintenance of ICT systems often requires the backup and caching of data, the logging of activity and the monitoring of general usage patterns and as such, complete confidentiality and privacy cannot be guaranteed. Holy Spirit School may also be required to inspect or provide copies of electronic communications where required to by law, or where the investigation of possible misuses of ICT resources is required.

Additional Conditions Relating to Specific Resources

The use of iPads and Laptops is subject to additional conditions of use, which must be read in conjunction with this document.

Breaches of these Conditions of Use

The breach of these Conditions of Use will be taken seriously and may result in disciplinary action being taken.

Examples of possible consequences range from loss or restriction of access to ICT resources, to formal disciplinary action for breach of School Behaviour policy (students) or Code of Conduct (staff). Cases of serious, deliberate, and/or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.

PROCEDURES FOR THE USE OF MOBILE PHONES AND OTHER PORTABLE DEVICES

Mobile phones, iPads, iPods, laptop computers and electronic games have become popular items in our modern technological society. In most cases, these items are not to be brought to school. We understand however, that parents may provide their children with phones for security and transportation reasons outside of school time. There is no reason for any access between 8.30am and 3.00pm. Messages can be relayed to students via the school office during these times.

Mobile phones must be switched off and handed to the class teacher. Mobile phones will be confiscated if students use them during the hours of 8.30am and 3.00pm. Students must be fully responsible for the mobile phone. Holy Spirit School takes no responsibility for their loss or damage.

4.4 HPE & SPORT PROGRAM

At Holy Spirit School, we believe that it is of the utmost importance for children to be physically fit and active. We encourage participation and seek to nurture in the children a positive attitude towards physical activity. Our school Sports' Carnivals are a highlight of the Holy Spirit School calendar. These include an Athletics Carnival and Cross Country Carnival for all grades.

CLASSROOM PHYSICAL EDUCATION Prep to Year 6

Holy Spirit School employs a qualified and skilled Physical Education Teacher. Every class will have a HPE lesson each week.

Our HPE Program focus for the early years is on the development of fundamental motor skills. The designation 'fundamental skills' is used because the skills are requisite for children to function fully in the environment.

For middle and upper year levels, the students are introduced to specialised skills used in various sports. In developing specialised skills, progression is attained through planned instruction and drills. The use of fun games and modified sport games allows the children to then apply learned skills in a meaningful way.

TIMING OF SCHOOL CARNIVALS

Cross Country Carnival	Usually held in Term 1
Athletics Carnival	Usually held in Term 2
Swimming Carnival	Term 4

INTER-SCHOOL GALA DAYS

The school will select teams for Gala Day (whole day competitions) in a variety of sports such as netball, rugby league, soccer, tag and touch football. These Gala Days take place throughout the year and offer the students opportunities to participate in a wide variety of sports.

4.5 MUSIC PROGRAM

At Holy Spirit School every class will have a music lesson each week. This lesson will focus on developing student's music skills as outlined in the Australian Curriculum.

4.6 VISUAL ARTS

At Holy Spirit School, every class will have an Art lesson each week.

4.7 LOTE

Students in all classes, including Years 5 and 6, will be given the opportunity to study a Language Other Than English (Italian) during weekly lessons.

4.8 EXCURSIONS, CULTURAL ACTIVITIES AND CAMPS

These activities enhance the growth of the 'whole' person. Educational excursions and incursions are used as a focus or culmination of a unit of work. Class teachers will advise parents of the nature of these activities and associated details.

Regular performances at the school provide an opportunity for the children to be exposed to a variety of cultural experiences. School fees cover the cost of most excursions and activities.

4.9 HOMEWORK

We have a Homework Policy at Holy Spirit which details the current approach and expectations regarding homework. Parents and Staff have been involved in a process of reviewing the current research regarding the purpose of homework and its effect on student learning. The Policy reflects current research and thinking about the purpose of appropriate Homework, and we have a consistent approach across the school.

5. COMMUNICATION

5.1 PARENT INFORMATION NIGHTS

In the early part of the year parents are invited to meet with teachers. This meeting provides an opportunity for teachers to inform parents/guardians of the work students will cover during the year. Other parent Information nights are held to help inform parents about relevant topics. These can include presentations by staff and outside presenters on such topics as Reading, Anxiety and Cyber Safety.

We also hold "Parent Forums" where parents gather to discuss major school goals and issues, Parents and Friends plans and School Board initiatives. Parents are surveyed prior to these Forums so that their views can be determined before the Forum occurs.

5.2 SCHOOL NEWSLETTER

The school Newsletter is a vital part of our communication network. It is uploaded to the BCE Connect App/Parent Portal on a Wednesday or Thursday. Please look out for it.

The use of the BCE Connect App/Parent Portal to convey information is recommended to all parents.

5.3 PRIVACY POLICY

This privacy statement applies to schools administered by the Archdiocese of Brisbane - Catholic Education and the Brisbane Catholic Education Centre. In accordance with the *Privacy Amendment (Private Sector) Act 2000*, Brisbane Catholic Education has adopted and is bound by the ten (10) National Privacy Principles established by the Federal Privacy Commission and set out in the Act – see www.privacy.gov.au

Brisbane Catholic Education considers all personal, sensitive and health information of parents/guardians, students and prospective employees (considered Brisbane Catholic Education's "consumers" under the Act) to be private and only uses information collected and recorded to fulfil the educational mission of the Catholic Archdiocese of Brisbane.

In abiding by the National Privacy Principles, Brisbane Catholic Education will:

- collect personal, sensitive and health information by fair, lawful and non-intrusive means
- only use information collected for the provision of quality Catholic schooling. In addition, information may be collected and recorded to satisfy Brisbane Catholic Education's legal obligations
- not disclose or distribute personal, sensitive or health information collected from its consumers without the consumer's specific consent or unless required to do so by law. Brisbane Catholic Education may distribute aggregated statistical information for reporting purposes, but information that is personally identifying will not be disclosed to third parties
- disclose, with consent, from time to time, personal, sensitive and health information to others for administrative and educational purposes. This includes to individuals within Brisbane Catholic Education Centre, systemic schools within the Archdiocese of Brisbane, parish authorities, medical practitioners, and people providing services to schools, including specialist visiting teachers and consultants, sports coaches and volunteers
- take reasonable steps to protect personal, sensitive and health information held from misuse, loss and unauthorised access, modification or disclosure
- take reasonable steps to ensure information collected is accurate, complete and up-to-date

If a consumer believes that any of the personal, sensitive or health information held by Brisbane Catholic Education regarding them is inaccurate, incomplete or out of date, they have the right, in accordance with the provisions of the Act, to make any updates or corrections.

Privacy issues arising within schools can be discussed on a confidential basis in the first instance with individual School Principals. Similarly, privacy issues arising within the Brisbane Catholic Education Centre are to be discussed on a confidential basis with individual Senior Managers. Alternatively, if an individual believes that their privacy has been breached and this matter is unable to be resolved at school or local level, a complaint may be made in writing to the Executive Director, Catholic Education Archdiocese of Brisbane.

If you would like further information about the way Brisbane Catholic Education or a particular school manages the personal information it holds, please contact Brisbane Catholic Education: Email: privacy@bne.catholic.edu.au Phone: 07 3840 0400

5.4 PROCEDURE FOR EXPRESSING A GRIEVANCE

Step 1:

All issues of concern are to be addressed firstly with the relevant teacher. Contact can be made with the teacher via the school office or through a written note outlining the concern. The parents / guardians make a mutually agreeable time to meet. Issues are raised and discussed with the facts and context of the issue established. The aim of the process is to begin with resolution for all parties in mind.

Step 2:

At the meeting (Step 1) a follow-up appointment may be considered necessary, and this date / time is set at the first meeting. At the second meeting, the issues raised are discussed in more detail with the teacher and parent / guardians.

Step 3:

If at the meeting (Step 2), the issue was not resolved to the satisfaction of either party, then the Principal/or member of the Leadership Team or other relevant personnel (e.g. Guidance Counsellor) will be invited to attend the follow up meeting and the agreed action will be kept on file.

Step 4:

It is the strong preference of the school for issue resolution to be effected at school level. However, in the event that an issue remains unresolved after consultation with the school Principal / Leadership Team, at the request of either party, the matter can be referred in writing to the Brisbane Catholic Education Area Supervisor for assistance.

It is important that confidentiality is maintained, at all times, to ensure that the dignity of each person is preserved.

6. PARENTAL INVOLVEMENT

Because of the recognition of parents' role in education and the benefit which accrues from consistency between home and school values, appropriate involvement of parents in school life is highly desirable. Numerous opportunities throughout the year will be offered, both on a formal and informal level, for parents and teachers to collaborate. The following are some occasions when such participation will be sought.

- Parents are asked to become involved in the various aspects of religious education (e.g., Parish sacramental preparation) and are always welcome to join the school community in liturgical celebrations.
- The Parents' and Friends' Association hold their meeting on the second Tuesday of each month. All are welcome to attend.
- Throughout the year we have regular assemblies and celebration days. Parents are always welcome to join us. Notice of such events is communicated through the weekly newsletter.

- The education of children is a partnership. Therefore, it is important for parents to be involved in the formal reporting on the aesthetic, spiritual, social, physical and academic attainment of students at an individual parent/teacher meeting.
- Parents are invited to assist in the classroom as a volunteer helper-reading.
- Learning Support programs, such as Support-A-Reader, also provide parents with opportunities to be involved in the life of the school.

It is a State Government requirement that all parent volunteers read and sign a series of brief documents about how volunteers are expected to conduct themselves. This Volunteer Package is available from the school office. Parents are only required to attend to this documentation once in their association with Holy Spirit School.

7. UNIFORM

7.1 UNIFORM (Prep)

BOYS AND GIRLS

Shoes

- Plain black leather or leather-look lace-ups
- Plain black leather or leather-look joggers (full shoe) are acceptable
- High cut sports boots are not acceptable
- Canvas shoes are not acceptable (e.g. Volleys)

Sports Shoes

- Plain black

Socks

- Blue school socks (with Holy Spirit name)

Shirt

- Holy Spirit Prep Shirt

Shorts

- Holy Spirit Sports Shorts

7.2 UNIFORM (Years 1 to 6)

The school uniform policy has been developed through a collaborative process involving the P & F Association and staff. Parents are asked to monitor their children's observance of the school dress code. Inability to meet the code over short periods should be communicated to the class teacher. Students who continue to present for school in non-standard uniform items will be issued with a Uniform Infringement Notice and sanctions may apply.

BOYS AND GIRLS

Shoes

- Plain black leather or leather-look lace-ups
- Plain black leather or leather-look joggers (full shoe) are acceptable
- High cut sports boots are not acceptable
- Canvas shoes are not acceptable (e.g. Volleys)

Sports Shoes

- Plain black

Socks

- Blue school socks (with Holy Spirit name)

Hat

- A wide brimmed hat became compulsory for all students from Prep to Year 6. This is available from the Uniform shop only.

Winter Clothing

- Royal blue tracksuit top, with school logo on the front worn over the uniform.
- Plain royal blue tracksuit with school logo on the front of the track top.
- Royal Blue tights are available from the uniform shop.

Hairstyles and Headbands

- Hair must be neat, tidy and conform to general community standards. The colouring of hair is NOT acceptable. Students with long hair must wear hair tied back off the face. Royal blue bands, ribbons, royal blue scrunchies, (or ones made from school uniform material), are recommended for students with long hair. Severe undercuts, skinheads, mohawks, lettering, numbering or tracks in hair is unacceptable.

Jewellery

- The wearing of jewellery is not permitted (e.g. earrings, necklaces, nail polish, bangles, etc.). An exception to this would be the wearing of a simple religious cross on a fine chain. Single plain stud or sleeper in pierced earlobes
- Simple, functional watches may be worn.

7.3 UNIFORMS

There are 4 ways to order uniforms:

1. In-store at the School Uniform Shop during trading hours;
2. Via the "School Locker" App. This app is available to be downloaded via the App Store on your mobile device. Then search for Holy Spirit School Bray Park;
3. Online via the School Locker Website: <https://theschoollocker.com.au/schools/holy-spirit-school-bray-park>; or
4. By shopping in store at the School Locker Superstore at North Lakes which is located at Shop 9A 4 - 6 Burke Street, North Lakes.

When ordering through the app or website you will have the following options for delivery:

1. Collection from the School Uniform Shop during trading hours only;
2. Delivery to your child's classroom; or
3. Delivery to your home (delivery fee will be charged).

8. MEDICAL MATTERS

8.1 SICKNESS AND ACCIDENTS

The school will follow the current regulations of the Department of Health and Medical Services concerning exclusion and re-admission of pupils who have an infectious disease.

In the case of minor accidents or illnesses the matter will be dealt with by the supervising teachers.

In all cases of serious injury, parents will be notified immediately before seeking medical aid. In cases of emergency, medical assistance will be sought firstly and parents notified as soon as possible.

Parents will be notified of all injuries to the head as soon as possible.

Whilst it is acknowledged that the condition of a student's well-being can change throughout the day, parents are asked **not** to send obviously sick students to school.



8.2 MEDICATION AT SCHOOL

The following procedures for the administration of medication to students will be strictly observed.

- **ALL** medications should be forwarded to the school in the original packaging provided by the pharmacist. Instructions detailing the times/conditions, dosage for administration and name of the student should be printed on the original packaging by the pharmacist.
- **NO MEDICATION** will be given to a student without the appropriate authority forms being completed. This includes over the counter items. All items require a sticker with appropriate information from the pharmacist as per above.
- **MEDICAL FORM** Parents/guardians to fill out form for the administering of medication.
- **KEEPING OF MEDICATIONS** – Emergency medications are kept in an unlocked cupboard in the First Aid Room. All other medications are stored in a locked cupboard.
- **COLLECTION OF MEDICATION** - It is the responsibility of the parent/guardian to collect unused medication from Administration at the appropriate time. All medications need to be signed in and out by parents.

9. FINANCIAL MATTERS

9.1 SCHOOL FEES

➤ Tuition Fees

- Tuition Fees supplement the shortfall in Government funding to meet running costs such as cleaning, upkeep of school grounds, classroom resources, student accident insurance, rates, water, electricity, telephone, etc.
- Tuition fees do not include the Year 6 camp or the Year 5 leadership 3-day program which will be invoiced separately.

➤ Levies

- **Capital Levy:** All families with children at the school will be required to pay a capital levy to contribute to building costs. As a compulsory charge, this is not eligible for tax deductibility. The Capital levy replaces the 'Building levy'. This levy includes the previous Maintenance Levy.
- **P&F Levy:** This levy is to reduce fundraising requests which may put strain on the family budget. The P&F will use the levy to buy resources for the school or to implement agreed school projects.
- **Student Levy:** The Student Levy includes excursions, sport (including swimming), technology, stationery and maths/literacy textbooks/apps. The Tuition fees have been adjusted down to bring into line with required BCE sibling discount rates and this has meant the Student Levy had to increase.

➤ Payment Options

- Direct Debit is Holy Spirit School's preferred method of payment.
- Fees can be paid by direct debit, BPay, EFTPOS, BPoint credit card.

➤ Fee Concessions

- A family experiencing difficulty with the payment of fees may seek concessions.
- Fee concessions will be determined on the basis of a just and equitable formula using a Brisbane Catholic Education means-testing template.
- Any reduction in fees granted must be evaluated in terms of the financial needs of the family concerned.
- All families requesting assistance will be interviewed with a view to determining a just and equitable fee which is within their ability to pay.
- All special fee concession agreements become void at the end of the period for which they were negotiated. **This necessitates a separate application and interview to obtain fee concessions at the beginning of each school year.** There are pastoral benefits in this approach.
- Families needing concessions should apply directly to the School Principal, using the above-mentioned concession form.

9.2 SENDING MONEY TO SCHOOL

When you send money to school with your child for various payments please ensure that your child's name and grade is clearly marked on the envelope and also mark the purpose for which the money is intended (e.g. Carmen Smith, Year 1P, Book Club). Each morning the teachers will ask the children if

they have any notes, money, etc. to be sent to the School Office. These are placed in a satchel and forwarded to the Office.

10. SCHOOL SERVICES

10.1 RESOURCE CENTRE

The Lyn Robertson Resource Centre offers all students the opportunity to learn, read, research, problem solve and present in a modern, supportive learning environment.

Our Library borrowing system and catalogue is fully automated with all students having access to the system. Students are instructed on search techniques and retrieval procedures in order to locate specific resources in the Library. Students have direct access to the Library catalogue from their classroom as well as from home. Any donations of new books to the Library are greatly appreciated.

10.2 TUCKSHOP

The school operates a Tuckshop for all Prep – Year 6 students. A Tuckshop Menu and Price List will be sent home at the beginning of each term. The procedure for ordering is as follows:

- Lunch and Afternoon Tea are to be ordered in two separate paper bags each clearly marked with the child's grade, order and money enclosed.
- It is preferable that orders be left at the Tuckshop before school commences. Late orders will be sent up from the classroom, if necessary. Food will be delivered to the classes at first and second break.
- Where possible, please send the correct money.
- **On-Line ordering is also available.**

11. OUTSIDE SCHOOL HOURS CARE (OSHC)

Holy Spirit School introduced an Outside School Hours Care facility within the Parish / School Hall in 2005. The coordinator of this facility can be contacted directly on phone 3205 8040. Additional detail related to OSHC is located in a separate OSHC Parent Handbook.

Hours of Operation:

Before School:	6.30 am to 8.30 am
After School:	2.55 pm to 6.00 pm
Vacation Care:	6.45 am to 6.00 pm
Pupil-Free Days:	6.45 am to 6.00 pm



12. PROCEDURAL MATTERS

12.1 POLICIES

Smoking - is not permitted on school property.

Bus Travel – Holy Spirit School supports the code of behaviour developed by local school administration members and representatives of the bus companies that service our schools. Cases of mis-behaviour on buses will be communicated to parents.

12.2 PARENTING OR COURT AGREEMENTS

In instances where there are breakdowns in families and parent relationships, you are asked to keep the Principal fully informed of any formal (court sanctioned) or informal parenting agreements that may be in place. In addition, you **must** provide a copy of such agreements to the Principal.

12.3 PERMISSION TO TRAVEL

Parents **MUST** give consent for their child/children to travel by transport arranged by the school to excursions, sport and other cultural activities. Parents will be notified of all details pertaining to each activity prior to its commencement through a separate communication from the class teacher.



12.4 TRANSPORTING STUDENTS IN CARS

The use of private motor vehicles to transport children is kept to an absolute minimum. If private cars are used to transport students, the following procedures are followed:

(1) The driver of the vehicle must supply a certified copy of the following documentation to the Principal:

- i. Current driver's license
- ii. Motor vehicle registration
- iii. Comprehensive insurance (If a driver does not have this insurance on their motor vehicle, they cannot transport the student)

(2) No student is to be transported on their own with only one adult. (Two adults or more than one student)

(3) Each student must have their own seatbelt.

(4) A parent's permission must be obtained in writing.

12.5 MEDIA CONSENT FORMS

On enrolment at Holy Spirit School, parents/guardians will be asked to sign a 'Media Consent Form'. In essence, this gives the school and Brisbane Catholic Education permission to use photographic, video and audio information pertaining to students in school and Brisbane Catholic Education communications and media material.

12.6 ABSENTEES / LATENESS

In the case of children being absent, a written explanation or phone call stating the nature of the absence is required from parents. Please try to ensure that medical and dental appointments are made, if possible, outside school hours. Regular absenteeism is a cause for concern and ultimately, in such instances, Police intervention may be requested.

Children should present at school by 8.25am in readiness for the day's activities. Children who arrive late are required to go directly to the school office for a late notice to give to their teacher. Children who arrive after 8.45am are considered late and noted as such on the school roll. Similarly, the

incidents of children leaving school early should be kept at a minimum. Situations may arise where students are late to school or need to leave early but it becomes a concern for the school if this occurs regularly.

12.7 SUPERVISION

Holy Spirit School provides **formal supervision for all students from 8:10 am each day.**

After school, staff also provides formal supervision in the designated bus and drop off zone areas. **All** children instructed by their parents to wait on the school property prior to collection at the end of the school day **MUST** wait in the vicinity of the teacher providing supervision at the **designated** areas. Once the teacher completes this supervision, children are to sit and wait quietly at the Administration Building. Courtesy dictates that, parents who are late picking up students, inform someone in the school office that they have arrived.

The early arrival and late departure of students is an ongoing concern for school personnel. Please use the "Outside School Hours" facility in the hall. Students should not be on the school premises before 8.10am unless booked into Before School Care.

No child will be permitted to leave the school grounds during the school day without the permission of the Principal or Assistant Principal. Children are to be collected from the School Office.

No child will be given into the custody of an unknown adult without the written permission of the parent or guardian. Access to children by an estranged or divorced partner is a cause for increasing concern by school authorities. Unless the school has been provided with the Family Court documents which detail restrictions of access by a parent to a child, the school is not able to refuse reasonable requests for access by either parent. Parents in such situations are strongly urged to discuss the matter with the Principal or Assistant Principal.

For those parents who bring children to and from school by car please use the drop-off zone. Parents wishing to park and walk into the school must use the front Parish carpark. Only Staff are permitted to park within the School grounds.

12.8 EVACUATION DRILL

Evacuation and lock down of the school are drills that are carried out at regular intervals so that children are familiar with procedures should a fire or other emergency occur. When parents/caregivers are on the premises during a fire drill they must proceed to the Assembly Area, usually the oval. If a student is in their care, the student is to be escorted to the oval and returned to the class teacher. Officers from the Queensland Fire Service visit the school at least once each year to discuss with the children the hazards of fire and its prevention and ensure the school's evacuation program is operational.

12.9 BIKE/SCOOTER RIDERS

Children who ride to and from school must use bikeways where possible, wear a helmet for safety (compulsory) and park and chain their bikes or scooters to the bike rack provided. Bikes and scooters must be walked (not ridden) in school grounds.

12.10 CHILDREN'S PROPERTY

All children's property (clothes, books, etc.) must be marked with the child's name. Compliance with this direction will assist in the returning of lost property.



12.11 LOST PROPERTY

Lost property is located outside of the school office every day from approximately 8.00am - 3.00 pm for parents to peruse. All clearly named items are returned to the child's teacher. Unclaimed property is donated to charitable causes on a regular basis.

12.12 SCHOOL BUS TRANSPORT

This service is operated by Thompson's Bus Service. Telephone 3882 1200 for information on bus routes and times etc.

As a number of children travel by bus, they need constant reminders of conduct and safety. The school co-operates fully with bus companies to identify student bus passengers who are a danger or nuisance to others. A Code of Behaviour has been developed for use by all bus services associated with Holy Spirit School.

13. IMPORTANT DATES

TERM DATES FOR 2022

First Term:	Tuesday 25 January	-	Friday 1 April
Second Term:	Tuesday 19 April	-	Friday 24 June
Third Term:	Monday 11 July	-	Friday 16 September
Fourth Term:	Tuesday 4 October	-	Friday 2 December

14. BELL TIMES

8:10am	School Supervision of students in Friendship Court and Tuckshop Area
8:25am	First Bell – Move to Class
8:30am	School Commences – First Session
10:30am	First Break – Eating Time
10:40am	Play time
11:00am	Bell – Move to Class
11:05am	School Commences – Second Session
1:05pm	Second Break – Eating Time
1:15pm	Play time
1:35pm	Bell – Move to Class
1:40pm	School Commences – Third Session
2.55pm	School Finishes