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***Welcome***

***to***

***Holy Spirit College***

***2018***

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# ***Our History***

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In 1983 Holy Spirit College opened as a result of the amalgamation of St Paul's College and Holy Cross College. Although standing side by side on land bordered by Cawley and Gladstone Streets, the two schools had previously existed separately. St Paul's as a Year 7 to 12 boys' school in the care of the Marist Fathers, and Holy Cross as a Year 7 to 10 girls' school run by the Sisters of St Joseph. In 1983, with Father William Ryder as Principal and Sister Maria Casey as Assistant Principal, Holy Spirit College began the task of building a new and proud identity, enhancing the traditions of St Paul's and Holy Cross Colleges.

Holy Spirit College celebrated its Silver Jubilee with the opening of the paved area in the eastern quad and the Casey-Ryder Centre (named after Sr Maria Casey and Fr William Ryder).

## ***Sisters of St Joseph***

The Sisters of St Joseph, a lay religious congregation, was founded in Australia in 1866 by Mary MacKillop, to meet the educational needs of outback children in Australia and to redress many of the social problems which were experienced in the early colony. Despite many disappointments, setbacks and controversies, Mary's tremendous courage, her faith and confidence in God and her belief in the value of the work of the congregation, resulted in the rapid and vibrant growth of the order which numbered 1000 by the turn of the century. The Sisters are presently involved in primary and secondary schools throughout Australia and New Zealand and are also engaged in a wide variety of other works.

## ***The Marist Fathers***

The Marist Fathers, an international order of priests and brothers, is dedicated to the service of God's people in the spirit of Mary. The order began in France in the early 19th Century when a group of young men were inspired by the image of Mary's presence in the early church. They exercise their ministry in various works throughout the world – secondary education, tertiary education and Christian formation, overseas missions, retreats, parishes, etc. In fact, Marists are called to work wherever it is felt that they can be of service to people in need. The Marist Fathers is one branch of the Marist Family – which includes Marist Sisters, Marist Brothers, Missionary Sisters of the Society of Mary and Lay Marists.

## ***Our House System***

Our House System marks the importance of our heritage.

Colin House is named in honour of Jean-Claude Colin, the founder of the Marist Fathers, the order which has served the community at Bellambi since 1962.

Gilmartin House is named in honour of the first Principal of St Paul's, Fr E M Gilmartin. With two priests, Father Gilmartin opened the school in 1962 with an enrolment of 60 boys on land left to the Marist Fathers by John Cawley 'for educational purposes'.

MacKillop House honours St Mary of the Cross MacKillop, the founder of the Sisters of St Joseph. This order opened a College for girls in 1966 on land west of St Paul's that was granted to them by the Marist Fathers.

Grant House is named in honour of the first Principal of Holy Cross College, Sr Angela Grant. Along with four other sisters, Sister Angela taught, literally, amidst construction and marched the students around the streets of Bellambi as there were no adequate areas for the girls to have sport or lunch.

## ***Educating the Whole Person***

Holy Spirit College seeks to educate the whole person. We do this in the belief that we are all born in the image of God and that our human potential is a gift we are obliged to develop to its fullest potential.

We aim to achieve this by promoting the key values of Reverence, Respect, Responsibility, Relationships, Results and Resilience. These values provide a firm foundation for all our actions at the College. In living out these values we are creating a school where students are encouraged to Respect themselves and others, to take Responsibility in their lives, to have Reverence for God and know they are loved, to form positive Relationships in their lives with both family and friends, to work towards having the Results they deserve and to be Resilient young men and women who make a positive contribution to the world.

We are educating the whole person born in the image of Christ.

## ***Religious Education***

The spiritual growth of your child is a fundamental aim of Religious Education at Holy Spirit College. At the heart of our community is the life and example of Jesus Christ. The College offers a rich array of classroom activities, prayers, liturgical and retreat opportunities allowing students to achieve a sense of solidarity with each other and with God. Our Catholic traditions, rituals, scriptures and symbolism are all experienced by students at a level appropriate to their development stage.

Religious Education is an integral part of a holistic approach to spirituality and Catholicism within the College. This approach is designed to enable students to grow in their fundamental understanding and expression of the faith.

Overall students are empowered to become agents of transformation and promote positive relationships in the wider community.

## ***Statements***

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### ***Vision Statement***

Holy Spirit College will be a Catholic learning community providing opportunities which empower all students to achieve their greatest potential.

### ***Mission Statement***

It is the mission of all members of the Holy Spirit College community to work collaboratively in promoting the intellectual, spiritual, physical, emotional, social and moral growth of our students in a caring Christian environment in the Catholic tradition.

We aim:

- to promote an awareness of God's place in our daily lives
- to facilitate a positive learning environment
- to celebrate a diverse community
- to provide a broad, balanced and challenging curriculum and extra-curricula
- to assist our students to grow in responsibility and self discipline
- to develop a community based on mutual respect and integrity
- to foster a greater awareness of and sense of responsibility to the wider community

All of this leads to the development of resilience within our students.

### ***Values Statement***

Holy Spirit College will work together as a community to develop quality Catholic teaching and learning and the positive values of Reverence, Respect, Responsibility, Relationships, Results and Resilience.

We seek to improve the learning of students using the Diocesan Quality Teaching Framework. We also seek to develop a culture of achievement that acknowledges and celebrates a broad range of curricular and co-curricular activities.

These statements are communicated to members of the College community by the:

- Interaction of students and staff in teaching and learning opportunities
- College website
- College newsletter
- Posters in classrooms
- School assemblies
- Enrolment material
- Course/Subject information booklets
- Parent Information Evenings
- KLA and Pastoral Care programs

## ***Goals and strategies for 2018***

- Hope
- College Building and Refurbishment Plans
- Assessment and Reporting
- Writing
- Literacy

## ***Corporal Punishment In Schools***

Recalling the United Nations Convention on the Rights of the Child, and mindful of state legal provisions that proscribe corporal punishment in schools, in particular, sections 35 and 47(h) of the Education Act 1990 (NSW), Holy Spirit College supports and complies with the legal instrument prohibition against corporal punishment in any form in any situation.

## ***School Improvement Plan***

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### ***Academic Goals***

The College aims to achieve a learning gain for all students and in so doing help students reach their academic potential. The academic goals for the Higher School Certificate are to move all subjects to state average and to increase the number of students who achieve Band 6 results.

The College will also implement programs to improve the NAPLAN results as evidenced on the MySchool website.

### ***Learning and Teaching***

- Analysis of RAP (Results Analysis Package – NSW Board of Studies) and Dr John De Courcy data to improve student results
- Analysis of Smart Data to improve pedagogy and student results
- Planning for the implementation of AITSL (Australian Institute for Teaching and School Learning) standards across teaching staff

### ***Pastoral Care Goal***

The College aims to promote healthy lifestyle and choices within a Catholic context. To achieve this it will continue to target the evolving social issues related to computer use within the College and the wider community.

## ***Facilities and Resourcing Goals***

### ***Grounds***

- Maintenance of internal and external areas of the school by repairing and refitting at least two classrooms per year on an annual cycle, as finance allows
- Daily maintenance of College grounds to provide an attractive learning environment
- Programmed maintenance of ovals and watering program

### ***Buildings/Facilities***

- Full site development plan
- Planning for eight new classrooms
- Administration demountable while planning and construction of new Administration Block
- Laundry in TAS area
- Water Monitors
- Update TAS and STEM classrooms

## ***School Development and Facilities***

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The decision to combine the schools was made in 1981, the same year that girls were introduced to St Paul's for Years 11 and 12. To some, the amalgamation signaled the end of an era. To those most concerned with the Catholic education of the youth in the region it marked a new beginning.

The College has progressively redeveloped since 2000 so that Holy Spirit College is a modern, well presented learning environment. This encourages students to do their best and provides the technological support expected in all areas of learning in the 21st Century.

In particular the College has:

- constructed the Grant Learning Centre as a multi-functional building incorporating a drama studio, classrooms and a designated Liturgy area
- rebuilt the TAS area including computer laboratories and hospitality rooms, incorporating a modern design and technology centre with learning classrooms that have data projectors and internet access in every room
- developed the Gilmartin Centre as a centre of music excellence
- developed the Molloy Corridor as a learning space
- constructed the Casey-Ryder Centre as a multipurpose building to cater to the whole school community for liturgies, assemblies, examinations, special events, meeting rooms and for use as a sporting facility
- developed a Resource Centre with excellent technology and print resources that are continually updated
- installed a wireless network across its entire campus
- obtained 'The Keira Community Grant' to extend the Centre Area
- refurbished Basketball Courts

The College is very proud of its facilities and we are blessed with large grassed areas for student recreation as well as four playing fields all located in a secure environment.

# ***School Fees***

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The Fees for 2018 are set out per student. The fees set out below exclude excursions, electives and laptops.

*\* Sibling / family discounts apply – see detailed fee policy for further information*

<b>Tuition Fees</b>	<b>Annual Fee</b>
Years 7 and 8	\$1,729.00 *
Years 9 and 10	\$1,868.00 *
Years 11 and 12	\$2,322.00 *
Building Contribution	\$901.00 *
P & F Levy	\$125.00 per family
Student Admin Fee	\$100.00
Technology Levy (Years 7 -10)	\$100.00
Technology Levy (Years 11 and 12)	\$200.00
ID Card	\$10.00
<b>Resource Fee</b>	
Year 7	\$650.00
Year 8	\$591.00
Year 9	\$355.00
Year 10	\$361.00
Year 11	\$230.00
Year 12	\$230.00
<b>Compulsory Retreat / Camp Fees</b>	
Year 7 Camp	\$350.00
Year 8 Reflection Day	\$50.00
Year 9 Reflection Day	\$20.00
Year 9 Camp	\$360.00
Year 10 Reflection Day	\$30.00
Year 11 Retreat	\$70.00
Year 12 Retreat	\$280.00

## ***Elective Fees (Years 9 to 12)***

Further fees may be incurred dependent upon elective subjects selected. Full details can be found in the 2018 Fee Policy located on the College website.

## ***Laptop Fees (Years 10 to 12)***

Further fees may be incurred subject to the BYOD program. Full details can be found in the 2018 Fee Policy located on the College website.

## ***Payment Options***

School fees can be paid by either BPay, Eftpos, Cash/Cheque, or Credit Card. Credit Card payments can be made on the College website for fees, excursions and events.

# ***About The School***

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## ***Junior School and Senior School***

Years 7, 8 and 9 represent students in our Junior School. Years 10, 11 and 12 represent students in our Senior School.

## ***Academic Care Coordinators***

The Academic Care Coordinator is a role that is designed to bridge the gap between academic potential and actual achievement in our students' studies. Should a student find barriers to their learning, the Academic Care Coordinators, in conjunction with the KLA Coordinators aim to support students through direct intervention and specific mentoring.

There are two Academic Care Coordinators within the College, one for the Junior School and one for the Senior School.

## ***Pastoral Care***

Pastoral Care is care of the individual, whether that individual is a member of staff, a student or a parent.

Pastoral Care is fundamental to the life of the College – fostering a positive atmosphere where people can interact in a meaningful way.

Pastoral Care provides the opportunity for growth and development of the gifts that each individual has.

Pastoral Care should promote happiness, safety, security, stability and belonging.

Pastoral Care is a visible witness to the school's mission – it is the atmosphere in which learning can/will take place.

Pastoral Care is a way of recognising individual competencies, strengths and achievements.

Pastoral Care guides each member in his/her development of self discipline and independence.

## ***Restorative Justice within the Pastoral Care Framework***

Restorative Justice is based on good teaching leading to good relationships. The Restorative Justice system encourages reflection rather than emphasizing punishment. However accountability for an individual's action is also emphasised – there are always clear consequences for inappropriate behaviour.

Restorative Justice is built on the principles of:

- Fostering student awareness of how their behaviour affects others
- Actively involving the student in making them accountable for their actions
- Acceptance of ambiguity
- Separate the deed from the doer
- Every instance of wrong-doing is a learning opportunity

Where relationships have broken down between students or between staff and students, restorative justice intervention can be offered to resolve the conflict and restore the relationship. Restorative Justice provides a framework with which to heal and 'restore' relationships when mistakes are made and conflict arises.

## ***Pastoral Care Programs***

Pastoral care initiatives cover a range of ongoing programs at Holy Spirit College.

### ***Peer Support Program***

This program works by educating Year 10 students to act as group leaders to Year 7 students. The group meets regularly in Term 1 and group leaders liaise with staff who have been trained as peer support teachers.

The overall objectives of the program are:

- Develop friendship between students
- Enhance and increase self awareness, self esteem and communication
- Develop leadership skills in older students
- Enable new students to integrate more easily and feel more comfortable in the new school environment.

### ***Pastoral Care Initiatives of the College***

The greater school community participates in anti-bullying productions:

- Year 7 view the production 'Respectfully Me'
- Year 8 'Cyberia'
- Year 9 'The Pack'
- Year 9 girls participate in another production called 'Crisis of Female Kind' which targets a range of contemporary issues

Year 9 boys participate in a similar program called 'Goodfellas'

Each year the Illawarra School Police Liaison Officer delivers a presentation about young people and the law to students from Year 7 to Year 10. Further to this, NSW Legal Aid solicitors run workshops on digital safety with students in Years 7 and 10.

Health expert Paul Dillon, an expert in the field of Drug and Alcohol Education, presents to students in Years 10, 11 and 12 over the course of one day. A representative from the external organisation 'Headspace' delivers a presentation at a whole school assembly to inform students about counselling, mental health support and other health services they offer for free to young people from 12 to 25 years of age.

At least one motivational speaker is engaged each year for a whole school assembly and other speakers are invited to the assembly on an availability basis.

Dannielle Miller, otherwise known as the 'teen whisperer' runs a one day workshop with Year 8 girls and follows up with a parent presentation at night in the Casey-Ryder Centre.

The College organises a wide variety of activities targeting mental health including 'R U OK? day' and other initiatives during Mental Health Week.

Year 11 students attend a Rotary Youth Driver Awareness (RYDA) course each November.

Year 10 students attend the bstreetsmart one day road safety forum at Homebush each August.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au).

Representatives from NSW Trains deliver a presentation to various year groups. This presentation is a workshop educating students about rail safety and Opal cards.

# ***Bullying and Harassment***

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## ***Safe Environment***

Holy Spirit College seeks to build a safe and caring environment where all students have the right to learn and take advantage of the education opportunities offered.

Bullying is a form of harassment. It is the wilful, conscious desire to hurt, threaten or frighten someone. It may occur because of a person's race, age, disability, sexuality or religious beliefs. This type of behaviour is unwarranted, unwelcomed and unsolicited. It undermines the right of the individual and has some effect on the morals and values that the College seeks to promote.

Bullying can take many forms:

- Physical - fighting, pushing, hitting
- Verbal - name calling, offensive language, insults, rumour
- Non-Verbal - offensive notes, graffiti
- Victimisation - threats to get/harm another, 'picking on'
- Exclusion - isolation
- Property - stealing, hiding, damaging
- Electronic - email, Facebook, social networks, SMS etc

**Sexual harassment** is any unwelcome conduct of a sexual nature where the purpose has been to offend, humiliate or intimidate, or in circumstances where a reasonable person should have anticipated the possibility that their actions could be interpreted in this way. Sexual harassment is unlawful under the Anti-Discrimination Act 1991 whenever and wherever it occurs, and whoever is the victim.

**Cyberbullying** is harassment using electronic means such as emails and social networking sites. Cyberbullying has negative implications as it affects the school community and relationships within it. Parents and teachers need to work together to educate students about the legal and moral consequences of Cyberbullying.

The College addresses Cyberbullying through education and where incidents arise, will make an appropriate response which may involve Restorative Justice or referral to the Police.

Students are encouraged to:

- intervene if they observe an incident of bullying or harassment and take some positive action to stop this
- make it clear to their peers that bullying or harassment is not acceptable
- report the incident of bullying or harassment to a Year Coordinator or a member of the College Leadership Team as soon as possible

Victims of bullying or harassment are encouraged to:

- initially ignore the bullying and not show that it is upsetting them. Many bullies will stop if they do not elicit a response
- face the bully and let him/her know that the behavior is unwanted and not justified. This step should be taken if the initial tactic is unsuccessful
- discuss the problem with parents and friends, who may be able to assist with strategies to deal with the problem
- notify a teacher, their Year Coordinator or a member of the College Leadership Team

Victims of sexual harassment can choose from the following actions:

- approach their Year Coordinator or a member of the College Leadership Team for advice, support and assistance

- ask the Principal or a member of the College Leadership Team to speak with the person accused of sexual harassment
- make an informal complaint
- make a formal complaint where other approaches are unsuccessful, or allegations are so serious that other approaches are inappropriate

The College aims to create an environment of understanding and cooperation in which victims of bullying and bystanders are empowered to seek help.

## ***Hands-Off***

The College has a Hands-Off Policy as all students have the right to feel physically safe at school.

No student should touch another student or their property inappropriately. In the general running of a school day inadvertent touch will occur and is to be expected. Also as part of the normal running of classes it may be appropriate for students to be touching. Students are constantly reminded of their rights and responsibilities in this area and are asked to adhere to the College expectations and rules. If breaches occur normal discipline procedures are to be followed.

## ***Responding to Bullying and Harassment***

Bullying and harassment is not tolerated at our College. Any report of bullying or harassment is investigated and appropriate action such as mediation with the Year Coordinator and/or Assistant Principal is taken. Confidentiality is assured.

An anti-bullying program is formally applied to Stages 4 and 5 students through their Catholic Studies Classes.

If needed, counselling is provided for both victim and bully.

Follow up is conducted by a member of the Pastoral Care Team after bullying incidents have been resolved.

## ***Merit Award System***

The College is committed to developing ways of recognising individual student achievement and reinforcing appropriate behaviour and positive contributions. The majority of students are well behaved and deserve immediate recognition that promotes self worth.

Individual Merit is given in the following ways:

- a year long cumulative merit award system
- presentations at school and year assemblies throughout the year
- mention in the school newsletter
- comments in the student diary
- End of Term Certificate presentations
- End of Year Presentation of Principal's Awards for criteria such as: School Spirit, Academic Excellence, Study and Sport all Rounder, Diligence and Commitment, Community Service, Sportsperson of the Year, Age Champion – Swimming, Cross Country and Athletics

# ***Policies***

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## ***College Uniform***

The wearing of correct school uniform is very important at Holy Spirit College as it creates a greater sense of equality among the student population despite the diverse socio-economic backgrounds of their families.

All students must wear their correct uniform to and from school daily. Uniforms are to be labelled, cleaned, pressed, properly repaired and worn neatly at all times. If a student is out of uniform they must have a note from parents explaining the reason and the duration of the time out of correct uniform. This note must be signed daily by the Homeroom Teacher. During examination times students are to be in full school uniform, including school shoes, with no extra jewellery or make-up.

All items of uniform must be purchased from the College Uniform Shop.

When accepting enrolment at the College, students and parents agree to support the College Uniform Policy.

### ***School Shoes***

- Shoes for both boys and girls must be black, lace-up, below the ankle and able to be polished.
- Shoes for both boys and girls must have a heel and are not to be more than 3cm high. Platform soles are not permitted.
- Buckle shoes or boots are not permitted.
- Leather surf or skate shoes or similar are not permitted.
- Shoes must not have logos or any colour.

### ***Sport Shoes***

- Shoes for both boys and girls must be recognised as a sporting shoe.
- Black soled shoes are not permitted.
- Basketball, surf, skate, canvas, slip-on or similar are not recognised as a sporting shoe and are not permitted.

## ***Summer Uniform***

### ***Junior Girls (Years 7 to 9)***

- Blue embroidered blouse (only white short sleeve unpatterned T-shirt underneath with no logos)
- Grey pleated skirt (below the knee) OR
- Grey shorts purchased from the College Uniform Shop – embroidered College crest on left leg OR School approved girls grey slacks
- White school socks (with two maroon stripes)
- Maroon jumper or cardigan with embroidered College Crest

### ***Senior Girls (Years 10 to 12)***

- Checked skirt (below the knee) OR
- Grey shorts purchased from the College Uniform Shop – embroidered College Crest on left leg OR School approved girls grey slacks
- White embroidered blouse (only white short sleeve unpatterned T-shirt underneath with no logos)
- White school socks (with two maroon stripes)
- Maroon jumper or cardigan with embroidered College Crest

### ***Junior Boys (Years 7 to 9)***

- Grey long trousers (purchased from College Uniform Shop only) OR
- Grey walk shorts embroidered with College crest on left leg (polyester/viscose - not elastic waisted, purchased from College Uniform Shop)

- Grey school socks
- Blue embroidered shirt (only white short sleeve unpatterned T-shirt underneath with no logos)
- Maroon jumper or vest with embroidered College Crest
- Black or grey belt

***Senior Boys (Years 10 to 12)***

- Grey long trousers (purchased from College Uniform Shop only) OR
- Grey walk shorts embroidered with College crest on left leg (polyester/viscose - not elastic waisted, purchased from College Uniform Shop)
- Grey school socks
- White embroidered shirt (only white short sleeve unpatterned T-shirt underneath with no logos)
- Maroon jumper or vest with embroidered College Crest
- Black or grey belt

***Winter Uniform***

***Junior Girls (Years 7 to 9)***

- Navy blazer
- Maroon jumper or cardigan with embroidered College Crest
- Grey pleated skirt (below the knee) OR
- School approved girls grey slacks
- Blue embroidered blouse (only white short sleeve unpatterned T-shirt underneath with no logos)
- Grey opaque coloured tights

***Senior Girls (Year 10 to 12)***

- Navy blazer
- Maroon jumper or cardigan with embroidered College Crest
- Checked pleated skirt (below the knee) OR
- School approved girls grey slacks
- White embroidered blouse (only white short sleeve unpatterned T-shirt underneath with no logos)
- Grey opaque coloured tights

***Junior Boys (Years 7 to 9)***

- Navy blazer
- Maroon jumper or vest with embroidered College crest
- Grey long trousers (purchased from College Uniform Shop only)
- Blue embroidered shirt (only white short sleeve unpatterned T-shirt underneath with no logos)
- Grey school socks
- Maroon and white striped junior school tie
- Black or grey belt

***Senior Boys (Years 10 to 12)***

- Navy blazer
- Maroon jumper or vest with embroidered College crest
- Grey long trousers (purchased from College Uniform Shop only)
- White embroidered shirt (only white short sleeve unpatterned T-shirt underneath with no logos)
- Grey school socks
- Maroon senior school tie
- Black or grey belt

## ***Representative Sports Jacket***

Only students who have been awarded a School Representative Sport Jacket are permitted to wear their jacket. Representative Sports Jackets are only to be worn with a sports uniform, they are not permitted to be worn with Summer or Winter Uniforms.

Year 11 and year 12 students are permitted to wear their Representative Sports Jacket each Thursday and Friday.

## ***Year 12 Senior Jackets***

Year 12 students are permitted to wear their Senior Jackets each Thursday and Friday only. During the HSC Trials and thereafter, students are permitted to wear the Senior Jacket everyday except for Mondays and any formal occasion.

## ***Sport / PE Uniform***

Jewellery is NOT to be worn during Sport/PE lessons.

Students must wear approved College caps/hats for sun protection during Sport/PE lessons.

### ***Girls***

- Maroon unisex shorts (must be of a modest length)
- White school socks (with two maroon stripes) or simple white ankle socks with no logos
- White and maroon sport shirt (only white short sleeved unpatterned T-shirt underneath)
- College cap or broad brimmed hat
- College tracksuit
- Rash vest (swimming)

### ***Boys***

- Maroon unisex shorts (must be of a modest length)
- White ankle school socks or sockets with no logos (purchased from the Uniform Shop only)
- White and maroon sport shirt (only white short sleeved unpatterned T-shirt underneath with no logos)
- College cap or broad brimmed hat
- College tracksuit
- Rash vest (swimming)

## ***Casual Clothes Days and Discos***

Holy Spirit College sometimes conducts 'Casual Clothes' days to raise funds for various charities. On these days students are able to wear appropriate clothing which includes:

- Closed in shoes
- Shirts with sleeves
- No midriff tops
- Shorts, skirts and dresses should be of modest length suitable for school activities

All students will be attired in a manner which reflects the Catholic ethos of the College.

# ***Grooming***

## ***Jewellery***

The following items of jewellery may be worn:

- College badge
- Watch
- 1 flat ring to a maximum width of 8mm
- 1 neck chain with crucifix or cross (provided it is not visible)
- 1 simple gold or silver stud per ear to a maximum of 4mm diameter (no pearl or gemstone or similar)  
No sleepers are allowed

No body/facial piercing (including clear retainers, tongue and microdermal piercings) or body art is allowed.

## ***Sun Protection***

The following may be worn:

- sunglasses
- College cap or broad brimmed hats
- Sunscreen

It is compulsory that all students wear the approved College cap or broad brimmed hat in any sun exposed areas of the College.

## ***Nail Polish and Make-up***

Nail polish and/or make-up are not permitted at any time. Students will be expected to remove it immediately. Acrylic or gel nails or tips are not permitted.

## ***Hair***

The hair of all students should be neat and tidy and off the face, suitable for a learning environment and within the boundaries of the College's expectations. These are at the discretion of the Principal.

- Hair must be neat and brushed. Hair capable of being tied back, must be tied back
- Hair must be neither grown nor groomed in an extreme or exaggerated fashion
- Hair needs to be in such a condition that it does not invite comment
- Shaved heads below a number 2 are not permitted
- All boys must be clean shaven
- Girls hair accessories: Maroon ribbon and hair accessories designed to match the College uniform are available for purchase from the College Uniform Shop.

# ***Digital Devices***

Students and parents are expected to familiarise themselves with the policies set out as follows:

The College relies on the support of parents to assist their child to abide by the conditions of use of their digital devices. It is important that parents help their children maintain a balance in their lives and place limits on their screen time. It is also crucial that parents have ongoing discussions about what is acceptable and appropriate when using their digital devices.

No digital device is to be used by a student outside the classroom unless directly authorised by a teacher.

If a parent needs to contact their child during school hours they are required to telephone the College on 4285 2877. Similarly if a student is required to contact a parent, they are to visit Student Services.

Any device, whether Sanctioned or Unsanctioned, used contrary to College policy may be confiscated.

## ***Sanctioned Devices***

Sanctioned Devices refers to iPads for Year 7, 8 and 9 and MacBooks for Year 10, 11 and 12 that the College has requested for students to use as a tool in their learning.

In 2018 Year 8 and 9 students can use either an iPad or a MacBook as their sanctioned device. If Year 8 and 9 students choose to use a MacBook as their sanctioned device, they must complete a MacBook transition form obtained from their Year Coordinator.

Sanctioned Devices are only to be used during class time at the direction of the teacher.

Inappropriate use of the Device during class time, or use of the Device outside of class time, may result in the Device being confiscated.

The College offers a Google Drive account for students to store their personal files. It is the responsibility of all students to backup their own files. The College takes no responsibility for digital resources that are lost or corrupted. Students are also encouraged to purchase a digital storage device so they may fully back up their digital device at home.

If a teacher believes the contents of a Sanctioned Device should be examined or monitored, approval will be sought from the Principal or the Principal's Delegate.

## ***Inappropriate Use of a Sanctioned Device***

Inappropriate Use of a Sanctioned Device by a student includes but is not limited to:

### *Minor Offences*

- Using the Sanctioned Device in class when they have not been directed to do so by their teacher
- Using the Sanctioned Device for purposes that run contrary to the lesson structure and/or College policy

### *Major offences*

- Aiding and abetting the piracy of digital resources
- Maliciously damaging a digital device
- Bullying or harassment
- Attempting to compromise the College Network or another user's account

If a student engages in inappropriate use of a Sanctioned Device the teacher may confiscate the device.

## ***Unsanctioned Digital Devices***

The College **does not** endorse bringing Unsanctioned Devices to school. These devices are a target for theft and can be used to compromise the privacy and safety of staff and students. They can also detract from the rich learning and social opportunities provided to students whilst participating in everyday College life.

Unsanctioned Devices are devices that are not required for a student's learning and they **MUST NOT** be used on College grounds or on school business unless under the direct supervision of a teacher.

Unsanctioned Devices include mobile phones, iPods, cameras, portable hard drives and wearable technology.

Unsanctioned Devices are to be kept in the student's school bag unless directed otherwise by a teacher.

Failure to observe this policy will result in the confiscation of the Unsanctioned Device.

From time to time teachers may allow students to use an Unsanctioned Device under supervision as a tool in class activities or in other appropriate circumstances. Inappropriate use of the device in these circumstances may result in the Unsanctioned Device being confiscated.

## ***Use of Phones and Taking of Photographs and Videos***

The taking of photographs/video footage on school grounds of students and teachers or any community member is strictly prohibited unless a student has been directed by a teacher to do so.

## ***Permission to Publish Student's Digital Resources***

The College occasionally captures audio, video or photographic images of students involved in school based activities. These captured images may be used for the purpose of educating students, promoting the College or celebrating the many good stories that occur in school life.

The school may publish images of students and/or samples of work. These images and works may be published in a variety of ways, including but not limited to, online and hard copy newsletters, the College website or intranet, Diocesan publications and websites, school annual magazines or promotional publications including local newspapers.

Parental consent is sought at the time of enrolment, as well as on an annual basis to publish images in this manner. If you do not consent to the College publishing images of your child in the manner set out you are required to provide written notification to the College.

# ***Bring Your Own Device (iPad)***

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In 2019, Year 7 students will be required to bring their own iPad for their schooling in a continuation of the iPad program commenced in 2014. It is envisaged that your child will use their iPad until the conclusion of Year 9 in 2021. Students in Years 10, 11 and 12 participate in the student MacBook program.

Students are required to bring their iPad to school each day, fully charged and ready for use. It is preferable that the device be designated solely for the student's use. Problems will arise if the iPad used by the student is the same device used by the family and is not available for the student to complete homework or bring to school.

At the commencement of Year 7 students participate in iPad Bootcamps. These workshops are designed to support and educate students in the operation, appropriate and responsible use of their iPad.

Further information regarding specifications for the device will be provided to parents on Orientation Day.

## ***Apps***

Digital textbooks will be made available to students. The charges for the textbooks are incorporated in the 'College Resource Fee' included in school fees.

Apps will be purchased in bulk by the College. These charges are incorporated in the Technology Fee component of the school fees. At the commencement of the school year the College will issue Unique Codes to the students to download the required Apps.

## ***Responsibilities***

iPads are the responsibility of students and parents.

Parents are reminded that Holy Spirit College is a Catholic High School and as such, the material contained on a device must be appropriate and should respect the ethos and philosophy of the College. Parents are responsible for monitoring the content of material which is contained on the device.

Any breakages, repairs or maintenance are the responsibility of the students and parents, regardless of whether or not they occur on school grounds or on school business.

We recommend families have in place insurance for the iPad which covers the iPad being lost, stolen or damaged while it is outside of the family home.

The school does not carry insurance for:

- the repair, maintenance or replacement of devices belonging to third parties
- any third party device being lost or stolen on school grounds or on school business
- any third party device while it is being transported to, from or on school grounds or school business.

## ***Proper Use***

- The proper use of the device is currently governed by the College's Digital Device Policies including:
  - Sanctioned and Unsanctioned Devices
  - Use of phones and taking photographs and videos
  - Confiscation of Student Property
- The College reserves the right to amend these policies and/or introduce new policies from time to time.
- Playgrounds are technology free areas. Devices are not to be used between lessons or in the playground before school, during recess, lunch and after school while on school grounds or on school business.
- The accessing of social media sites whilst on College grounds or on school business is prohibited. An example (but not an exhaustive list) of social media sites which are prohibited include: Kik, Snapchat, Instagram, Facebook, Twitter, Tumblr, Ask.fm, Qoohme or the like.
- The sharing of inappropriate and unsuitable material is not allowed.

- Students are only allowed to access their student email accounts through their device. Students are not allowed to access any other email account whilst on College grounds or school business.
- All material contained on the device must be suitable for the school environment and the College reserves the right to view material on the device at any time.
- Any student who is found to have unsuitable or inappropriate material on the device will have the device immediately confiscated in accordance with the College Confiscation Policy. In addition, students who have breached College policy may be placed on detention or suspended depending on the seriousness of the breach.
- Repeated breaches of the College policies may result in the student no longer being allowed to bring their own device to the school.
- Any unlawful material found on a device will be referred to the Police for investigation.

## ***Damaged iPads***

In the event that a student's iPad is damaged and is being repaired by a third party, the College will have iPads available from the Resource Centre which students will be able to borrow. The maximum period a student can borrow an iPad will be for 2 weeks. A late payment fee of \$10 per week will be charged for any device returned after the initial two week period.

## ***MacBook Program – Senior Students***

Holy Spirit College has continued to integrate technology into all learning and teaching areas to enhance learning and prepare students for their role in the digital world in which we live.

Students in Years 10, 11 and 12 participate in the MacBook program. This device can be used at the College and at home, enabling communication and collaboration among peers and teachers and connecting parents to their child's learning. Teachers are provided with digital tools to create learning plans, manage educational content, track student progress and more.

## ***Confiscation of Student Property***

When a teacher identifies that an item is to be confiscated, it will be given to staff in the Student Services Centre.

The property will be:

- logged into the confiscation data base by the teacher noting: date, student's name, item, teacher's name
- the property will be labelled or tagged (eg small items such as jewellery will be put into a sealed envelope with student name clearly noted)

Students may collect their property according to the following regime:

- First infringement: at Lunch Two on the FRIDAY of that week, or parents can pick up the confiscated item at the end of the school day
- Second and subsequent infringement: by parents, in person; or
- as determined by the College.

If the confiscated item is a prohibited item under NSW law (eg alcohol, tobacco, knives) it can only be collected by a parent, as allowable by law, even if it is the first or second offence.

At the end of the school year all remaining items of confiscated property will be disposed of as appropriate. (Reminder notes will be issued to parents in the College Newsletter during December).

# ***Attendance***

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## ***Compulsory Attendance***

Education in NSW is compulsory and all children from 6 years of age and under the minimum school leaving age are legally required to attend school.

Regular school attendance will help your child to succeed in later life. Attending school every day makes learning easier for your child and helps children to build and maintain friendships with other children.

It is a condition of enrolment that you send your child to school every day, unless sick. Students are expected to participate in all school activities including religious events, sporting events, excursions, camps and retreats.

### ***Late arrival***

Students must arrive on time for homeroom at 8.40am. A late arrival is recorded as a partial absence. An SMS late arrival message will be sent for unexplained late arrivals.

### ***Absence***

An SMS absence message will be sent to one parent of each student marked absent (without explanation) from homeroom. Parents are to reply via SMS with a brief explanation which will be recorded as the official notification. If for any reason parents are unable to respond to the SMS absence message, a written note must be sent to the College on the day of the student's return.

The Principal has the right to question a parent's or carer's requests for their child to be absent from school. The Principal may also request medical certificates or other documentation for long or frequent absences explained by parents as being due to illness.

If a student is unavoidably absent on examination days or when assessment tasks are due for submission, the College must be informed. This needs to be by telephone on the morning and an appropriate note and medical certificate provided to the College on the student's return.

When a student has accrued a total of 10 absences for illness (either consecutively or individually) without medical certificates having been provided, parents are required to provide a medical certificate for all future absences regardless of their duration.

## ***Homework***

It is a school expectation that students read every day.

The expectation of the school community is that homework will be given with the following guidelines:

- to consolidate learning
- to develop skills
- to extend learning

Homework is to be planned ahead of the lesson and explained to students. The time spent doing the work is to be explained to students and should be noted in the diary by students under teacher instruction. Homework may also include class work not completed in lesson time. Homework issued by the teacher should be checked and feedback given within a reasonable time frame.

Students should work on homework without extensive parental assistance.

Failure to complete homework will result in the following:

- Note in student diary – for first 3 offences
- Letter of concern for repeat offenders – after 3 offences
- Record keeping to assist in reporting and parent teacher interviews

As a rule students will not be given homework one week leading up to an assessment task for that subject, unless a student has not completed set class work. The students, within this week are expected to study, make summary notes and complete revision work in preparation for the upcoming assessment.

In the event that students have no teacher directed homework, revision and unit summaries should be prepared. Furthermore, Years 10 to 12 students should complete practice examination style questions for their subject areas such as past exams and Higher School Certificate examination papers.

Students should work on homework without extensive parental assistance.

***Special Needs / Learning Support - Homework Guidelines***

Students should work on homework without parental assistance. Homework must be appropriate to the students' ability.

# ***Curriculum***

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## ***Enrichment***

The College's mission is to provide opportunities for all students to reach their potential. Each Key Learning Area offers extension work in their own area when required. Currently the top banded Year 7 students participate in the STEM Project that utilises gifted and talented strategies to develop higher order thinking skills.

The College offers opportunities to student in Year 8 and Year 9 to participate in enrichment days. Days offered in the past have included computer game programming, writing with an author, cartooning workshops and science enrichment. As students move through the school and begin elective courses they can specialise and extend themselves in their chosen areas.

The College strives to provide students with a well rounded education across a range of learning experiences. The College annually reviews the enrichment program to meet the needs of each student cohort.

## ***Curriculum***

Consistent with the Catholic philosophy of education, Holy Spirit College endeavours to offer a curriculum which promotes the growth and development of the whole person. The curriculum has been structured towards this goal. We also endeavour to involve parents as much as possible in the education of their children. Consequently, reporting to parents and Parent/Teacher Days are important aspects of the College's curriculum.

## ***Reporting System***

Reports monitor academic achievement as well as homework, effort and attendance. Copies of reports are available electronically.

Parent teacher interviews are held twice yearly and are advised in the College newsletter and website.

### ***Years 7 to 10***

Semester 1 and Semester 2 reports are issued at the conclusion of Term 2 and Term 4 respectively and contain the A to E grading.

### ***Year 11***

Mid year and end of year reports are issued just after the middle of Term 2 and at the beginning of Term 4 respectively.

### ***Year 12***

Mid year and the end of year reports are issued at the beginning of Term 2 and at the end of Term 3 respectively.

## ***Literacy and Numeracy***

The development of Literacy and Numeracy skills is a whole school focus. Each KLA integrates activities to encourage all students to improve their skills. Various programs have been implemented to support students including the Year 8 Spelling Program, the Literacy and Numeracy Intervention Program and other initiatives as needed. A whole school focus on reading and writing has included staff development and programming of literacy strategies across the curriculum.

Holy Spirit College is consistently striving to meet the literacy and numeracy needs of students. To achieve this, an intervention program has been developed which focuses on improving the necessary skills required in the secondary curriculum. A School Support Officer and/or the Literacy and Numeracy Coordinator conduct the program in the Literacy and Numeracy Support Room.

Potential students are identified using a range of information gathered from KLA assessment tasks, AGAT test results, teacher recommendations and the National Assessment Program Literacy and Numeracy (NAPLAN), which is conducted in May each year.

The program involves students being released from a number of their timetabled classes each school cycle. They work in small groups or in one-to-one tutorials depending on the specific need of the student. Students may be selected to participate for a school term or the school year depending on their need. At the beginning of the program each student is given an entry assessment and a series of goals they need to work towards achieving. At the end of the each term and/or program the students are reassessed to gauge improvement or need for further intervention. Parents are also engaged in this process and meetings are conducted to discuss how parents can support their children.

## ***Special Needs / Learning Support Department***

The College is a fully comprehensive school and caters for students of all abilities. The College has an extensive support program developed to cater for students with learning difficulties and physical needs. The student population requiring additional support varies from year to year; planning is dependent upon the needs of the student, and changes are made each year. Integration is a feature of the learning support program and all students attend some mainstream classes. Where necessary the teacher or School Support Officer (SSO) makes curriculum adjustments to support the needs of individual children. The provision of extra classroom support in the form of an assistant is dependent on the needs of students.

The provision of Life Skills classes allows students to complete six years of education at a level suitable to their needs.

In Life Skills in the junior years, students focus on Literacy and Numeracy, as well as life skills to assist them for their future development. In Life Skills classes in the senior years, students have lessons that are vocation life skills and leisure focused to prepare them for transition into the workforce.

The Learning Support Department is located on the western side of the College and has a disabled toilet and change room facilities as well as a kitchen, laundry and tutorial rooms. The department is well equipped for one-to-one tutorials when necessary.

To enrol students with special needs or requiring learning support, Holy Spirit College follows the general enrolment procedure. Interviews are held with the Learning Support Coordinator and a representative of the Catholic Education Office to discuss the needs of your child and whether the College is an appropriate placement for them.

## ***Year 7***

The Year 7 program begins in the year prior to the student's attendance at Holy Spirit College. During that year the Year 6 Liaison Person visits local feeder schools to meet with the students and provide them with information regarding the College.

In Term 1 each year, two Open Mornings and one Information Evening are held for Year 6 students and parents. These events provide parents with an introduction to the College. Later, students who have been accepted for enrolment attend the College for an Orientation Day. On this occasion students are given a guided tour of the College, introduced to other students and participate in a student assessment exercise which provides information about their general reasoning capabilities, science, maths, reading, writing and spelling abilities. This information is used to assist with the early identification of the student's needs.

Students will be banded into classes in the core subject areas of English, Mathematics, Science, Visual Arts and Human Society and Its Environment. These core subjects are reviewed at the end of each semester.

All other subjects studied in Year 7 are done so in mixed ability classes.

Each student follows a common curriculum which consists of Religious Education as well as a range of subjects from the eight Key Learning Areas: English, Mathematics, Science, Human Society and Its

Environment, Languages, Technology and Applied Studies, Creative Arts (Performing and Visual) and Personal Development, Health and Physical Education.

This curriculum is common to all high schools in New South Wales. It is the Religious Education program and the school's emphasis on the spiritual growth of the child which gives our curriculum its special quality.

## ***Year 8***

Each student follows a common curriculum which consists of Religious Education as well as a range of subjects from the seven Key Learning Areas: English, Mathematics, Science, Human Society and Its Environment, Technology and Applied Studies, Creative Arts (Performing and Visual) and Personal Development, Health and Physical Education.

This curriculum is common to all high schools in New South Wales. It is the Religious Education program and the school's emphasis on the spiritual growth of the child which provides our curriculum its special quality.

## ***Years 9 and 10***

### ***Year 9***

During Term 3 of Year 8, the students attend an Information Morning followed by an Information Evening with parents during which the Key Learning Area Coordinators provide information concerning the student's elective choices for Years 9 and 10. The sessions are designed to make students aware of the demands and expectations of each of the electives.

Students choose two elective subjects and most electives are 100 hours. They will choose their remaining Year 10 (100 hour) electives during Year 9.

Electives offered to students in both Year 9 and 10 are:

Commerce	Drama
Food Technology	Graphics Technology
Industrial Technology – Timber or Multimedia	Information and Software Technology
Languages – Italian or French	Music
Physical Activity and Sport Studies	Textiles Technology
Visual Arts	Dance
Photography	Media Studies (Year 9)
Investigating Mathematics (Year 10)	Marine and Aquaculture Studies
Child Studies	

Students need to be aware that their elective choice will be recorded on their Record of School Achievement (RoSA). The RoSA is only accessible when the student leaves school.

### ***Year 10***

A Parent/Student Information Evening and Student Information Day are held in Term 3 for all Year 10 students. This begins a period of student counselling during which parents and students receive advice about the demands and difficulties associated with senior school study, and information about the subjects they wish to undertake in Years 11 and 12. We endeavour to ensure that the student's choices are commensurate with the student's past performances and abilities.

The Record of School Achievement (RoSA) is the credential that students will receive if they leave school prior to the completion of Year 12. It is an ongoing cumulative record of courses the student has completed in Years 10 to 12. It also provides opportunity to incorporate extra-curricular activities.

The criteria for being accepted into an elective subject is:

- Past school reports
- Application to study
- Academic ability
- Classroom behaviour
- Elective availability

## ***Years 11 and 12***

All candidates for the Higher School Certificate are required to study:

- At least 2 units of English
- At least 12 units of study in the Preliminary Year
- At least 10 units of study in the Higher School Certificate Year

At Holy Spirit College all students are also required to study a subject in Religious Education, being either Studies of Religion 1 or Catholic Studies. This is mandatory in both Years 11 and 12.

Other courses offered to the students for Year 11 and 12 include:

### ***Board Developed Courses***

- English as a Second Language (ESL), English Standard, English Advanced, English Extension 1, English Extension 2 (Year 12)
- Mathematics General (Year 11), Mathematics General 2 (Year 12), Mathematics, Mathematics Extension 1, Mathematics Extension 2 (Year 12)
- Ancient History, Modern History, History Extension (Year 12)
- Biology, Chemistry, Physics, Senior Science, Earth and Environmental Science
- Economics, Business Studies, Legal Studies, Geography, Society and Culture
- Design and Technology, Industrial Technology, Information Processes and Technology, Food Technology,
- Italian Beginners, Spanish Beginners
- Music 1, Visual Arts, Drama
- PDHPE, Community and Family Studies

### ***Vocational Education and Training Courses (VET)***

- Electrotechnology
- Hospitality

### ***Content Endorsed Courses (CEC)***

- Catholic Studies
- Computing Applications
- Exploring Early Childhood
- Marine Studies
- Work Studies
- Mathematics General 1
- English Studies
- Sport Lifestyle and Recreation
- Photography, Video and Digital Imaging

Enquiries about curriculum, student choices and change of courses can be made to the Curriculum Coordinator.

## ***Careers Office***

The Careers Advisor:

- is available for both parents and students of Years 10, 11 and 12
- provides students with relevant information to make informed choices regarding further education, training and employment
- assists students with employment applications, letters, resumes and interview techniques.
- assists individuals looking for Work Experience (mainly those students who are considering leaving school) and this assistance is approved on a case by case basis
- attends numerous meetings and training days to keep up to date with the latest trends in the job market
- In Term 4, Year 10 students are taken through resume and letter writing skills. Students experience a 'job interview' and guest speakers are invited to keep students up to date with post school options
- A year group email system has been established to disseminate information to students relating to post school tertiary options as well as employment prospects and apprenticeships
- Career Enrichment Days are arranged throughout the year for student participation including:
  - Discovery Day for Year 12 – students intending to go to university
  - Whitecard Course – for students wishing to work in construction or trades
  - RSA and RCG courses – giving students the opportunity to enhance their part-time work skills or full-time in the club or hotel industry
  - Careers Expo
  - Barista courses – giving students the opportunity to enhance their part-time and full-time work skills
  - Subject selection advice



# Results

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## Higher School Certificate Results

Student achievement is reported as a percentage score in Bands 1 to 6. Students who receive a Band 6 in their Higher School Certificate are operating at the highest standard (above 90%). A Band 1 represents students who are operating below minimum standard.

2013 Higher School Certificate Results					
Bands	6	5	4	3	2/1
Total	53	270	314	184	34/1
%	6.2	31.5	36.7	21.5	4/0.1

2014 Higher School Certificate Results					
Bands	6	5	4	3	2/1
Total	79	246	319	178	31/1
%	9.3	28.8	37.4	20.8	3.6/0.1

2015 Higher School Certificate Results					
Bands	6	5	4	3	2/1
Total	59	263	330	169	38/2
%	6.9	30.5	38.3	19.6	4.4/0.2

2016 Higher School Certificate Results					
Bands	6	5	4	3	2/1
Total	58	279	317	160	10/2
%	7	34	38.5	19.5	1/0

2017 Higher School Certificate Results					
Bands	6	5	4	3	2/1
Total	48	287	290	167	45/7
%	5.7	34	34.4	19.8	5.3/0.8

# Timetable

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The subjects studied at Holy Spirit College are arranged in a 10 day, six periods per day timetable. Periods on Monday are 48 minutes in duration. Periods on Tuesday through to Friday are of 52 minutes duration.

## ***Monday (Assembly Morning) 48 minute periods***

<b>Assembly</b>	<b>8.40AM</b>	-	<b>9.10AM</b>
Period 1	9.10am	-	9.58am
Period 2	9.58am	-	10.46am
<b>RECESS</b>	<b>10.46am</b>	-	<b>11.06am</b>
Period 3	11.06am	-	11.54am
Period 4	11.54am	-	12.42pm
<b>LUNCH</b>	<b>12.42pm</b>	-	<b>1.22pm</b>
Period 5	1.22pm	-	2.10pm
Period 6	2.10pm	-	2.58pm

## ***Tuesday, Wednesday, Thursday, Friday (52 minute periods)***

<b>HOMEROOM</b>	<b>8.40am</b>	-	<b>8.52am</b>
Period 1	8.52am	-	9.44am
Period 2	9.44am	-	10.36am
<b>RECESS</b>	<b>10.36am</b>	-	<b>10.56am</b>
Period 3	10.56am	-	11.48am
Period 4	11.48am	-	12.40pm
<b>LUNCH</b>	<b>12.40pm</b>	-	<b>1.20pm</b>
Period 5	1.20pm	-	2.12pm
Period 6	2.12pm	-	3.04pm

# ***Key Learning Areas***

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## ***Religious Education***

### ***Overview***

As a Catholic School, Religious Education is a required course of study at Holy Spirit College.

In Years 11 and 12, the Religious Education Department offers a choice of either Catholic Studies or Studies of Religion 1.

### ***Curriculum***

Courses offered are based on the Faithful to God: Faithful to People Syllabus taught throughout this, and other Dioceses in NSW Catholic schools.

In Stage 4 (Years 7 and 8) all students undertake a mandatory course that centres around the Old and New Testament, as well as key themes of people, communities and responding to God in accordance with Catholic values, morals and ethics.

Stage 5 (Years 9 and 10) requires all students to study selected key themes of the Church's tradition, Bible study and workings of religion in Australian society across time.

Stage 6 (Years 11 and 12) caters for senior students who elect to continue the key themes of Catholic Studies or study the Board Course, Studies of Religion 1, which requires a final HSC examination.

### ***Curriculum Enrichment and Modification***

Catholic Studies offers students the opportunity to be more involved and more active in Social Justice programs and Liturgical preparation. Furthermore, enrichment opportunities are offered within enrichment classes in Years 9 and 10, as well as school coordinated events for students in Years 11 and 12. Students in Year 10 also contribute to the Diocesan Catechist Program.

### ***Additional information***

The College has achieved an impressive record in academic performance in the Higher School Certificate in Studies of Religion 1. Over the past 7 years, more than 90% of students have achieved in the top 2 bands (Bands 5 and 6). Furthermore, students have achieved above the State average in every year the College has offered this course.

The College Retreat program enables students an additional opportunity to develop and express their spirituality. This important dimension is also catered for by numerous evangelisation opportunities offered throughout each school calendar year.

# ***Creative Arts***

## ***Performing Arts***

### *Overview*

The Performing Art faculty offers both mandatory and elective courses, with the main subjects being Music, Drama and Dance.

### *Curriculum*

In Stage 4 (Years 7 and 8) Music is a compulsory subject. Topics studied include: The Concepts of Music, Australian Music (mandatory), The Blues, Rock and Music and the Media.

In Stage 4 (Years 7 and 8) Drama is covered within the English syllabus.

In Stage 5 (Years 9 and 10) and Stage 6 (Years 11 and 12) Music, Drama and Dance are elective subjects. Topics are chosen from a range found in the Syllabus.

### *Curriculum Enrichment*

Students are encouraged to explore a diverse range of musical interests, which hopefully will result in a new found talent. Music, Drama and Dance are not only learnt for fun, but also promote a healthy regard for the arts and opens up the students' cultural world.

### *Choir*

This ensemble rehearses at lunchtimes. Repertoire covered caters for a variety of performance opportunities including; College Masses, Liturgies, Eisteddfods, the Gala Concert, Primary School performances, Assemblies, Concerts and other public performances. No experience is necessary, just a love of working as a team and singing.

### *Junior and Senior Jazz Bands*

The Holy Spirit College Jazz Bands rehearse weekly before school and at lunchtime. Our aim is to provide performance opportunities such as Eisteddfods, the Gala Concert, Primary School performances, Assemblies, Concerts and other public performances. Some playing experience is required.

### *Drama*

Drama provides a positive environment in which students can develop their self-awareness and self-confidence. Drama students at Holy Spirit College participate in a Drama Night, which caters for students who are interested in performance as well as those interested in directing, design or stage management.

### *Productions*

Performance opportunities at Holy Spirit College include plays and musicals. No previous experience is necessary with all students invited to audition. Previous shows include: Little Shop of Horrors, Pirates of Penzance, Mikado, Wizard of Oz, Snow White and the Huntsman, Prometheus on the Rock and Alice in Wonderland.

### *Dance Troupe*

The school dance troupe is a growing ensemble that rehearses weekly. Some dance experience is required with students participating in local Eisteddfods and public performances.

## ***Visual Arts***

### *Overview*

The Visual Arts faculty offers both mandatory and elective courses, with the main subjects being Visual Arts and Photography.

## *Curriculum*

In Stage 4 (Years 7 and 8) Visual Arts is a compulsory subject. The main topics studied include: Designing Art, The Sea, Animals in Art, In your Face, Aussie Icons, Monsters, Australia Aboriginal Art and Dragons.

In Stage 5 (Years 9 and 10) and Stage 6 (Years 11 and 12) Visual Arts is an elective subject. Topics are chosen from a range found in the Syllabus. The following forms are explored; Painting, Drawing, 3D Forms, (casting, carving, assemblage, kinetic works), Ceramics, Printmaking (lino printing, monoprinting, relief printing, etching) and Electronic (computer generated graphics).

In Stage 5 (Years 9 and 10) Photography is an elective subject. Topics may include Natural Inspirations, inspiring Installations, a likely story of significant events, poster art, portraiture, digital photograph manipulation.

## *Additional Information*

Students are encouraged to explore a diverse range of artistic forms and explore different media. They are exposed to both the national and international art world through historical and critical investigations. Students are required to attend exhibitions, enter competitions and exhibit their own work.

# **English**

## **Overview**

English is compulsory for all students at Holy Spirit College.

## **Curriculum**

Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:

- speak, listen, read, write, view and represent
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretive and critical
- express themselves and their relationships with others and the world
- learn and reflect on their learning through their study of English

Students will value and appreciate:

- the importance of the English language as a key to learning
- the power of language to explore and express views of themselves, others and the world
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, interpretively and critically
- the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

In Stage 6 the study of English enables students to recognise and use a diversity of approaches and texts to meet the growing array of literacy demands, including higher-order social, aesthetic and cultural literacy. This study is designed to promote a sound knowledge of the structure and function of the English language and to develop effective English communication skills.

## **Curriculum Enrichment and Modification**

The English faculty uses broad ability banding to form the classes from Years 7 to 10. There are some advanced classes in each year group, while the remainder of the classes are of mixed ability. In Senior

School, students have the choice of either English Studies, English as a Second Language, Standard or Advanced English, with the availability of Extension 1 and Extension 2 courses for those who have a greater interest in literature.

Holy Spirit College sponsors the South Coast Public Speaking Competition annually, which reinforces the English faculty's commitment to public speaking. Students are given other opportunities throughout the year to participate in public speaking and debating activities, including Lions' Youth of the Year.

## ***Human Society and Its Environment***

### ***Overview***

The HSIE faculty offers both mandatory and elective courses, with the mandatory subjects being History and Geography in Stages 4 and 5 (Years 7 to 10).

### ***Curriculum***

In Years 7 and 9, students are required to complete mandatory studies of the Australian Curriculum course in History and Geography.

In Years 8 and 10, all students undertake mandatory courses in Global Geography and the Australian Curriculum course in History.

Students in Years 9 and 10 are also able to select two elective subjects from the range offered to them. The HSIE faculty is currently offering Commerce, Geography and History as elective subjects.

In Stage 6 (Years 11 and 12) all subjects offered are electives. These subjects include: Ancient History, Business Studies, Economics, Geography, History Extension (Year 12), Legal Studies, Modern History, Society and Culture and Work Studies.

### ***Curriculum Enrichment and Modification***

The HSIE faculty uses some ability streaming in Years 7 to 10. In addition, we have smaller, more intensive support classes in some year groups to help those students with special educational needs.

There are advanced classes in each year group for Years 7 and 8 and the remaining classes are of mixed ability. In Years 9 and 10 there is one enrichment class with the remaining classes of mixed ability.

Students are regularly involved in many classroom enrichment activities. Some formal enrichment activities offered include the Mock Trial Competition, the Economics and Business Studies Competitions, the Sharemarket Games, the National History Challenge and the Simpson Essay Competition, as well as excursions.

## ***Languages***

### ***Languages Unlock the World***

We live in a global, multicultural society in which we strive to enrich our students spiritually, intellectually, educationally and culturally. Learning other Languages in Australia has many advantages and its importance is increasing daily.

Research supports the fact that learning a second Language results in students achieving greater creativity, divergent thinking and cognitive development compared to monolingual students.

Below are a few reasons for choosing to study a Language other than English:

- becoming bilingual improves business prospects
- it will help with careers in tourism
- to increase global understanding
- to improve employment potential
- to increase understanding of the English language

- to make travel more feasible and enjoyable
- to improve chances to enter certain university faculties
- to sharpen cognitive and life skills
- to expand study abroad options
- in order to appreciate international literature, music and film
- to make lifelong friends
- to increase self understanding and knowledge of culture

Cognisant of the advantages of second Language learning, the NSW Board of Studies has made it a mandatory requirement that all student complete 100 hours of a targeted Language in one academic year. The White Paper on “Australia in the Asian Century” acknowledges that building the Asia capabilities of young Australians is central to Australia’s future prosperity and it is with this in mind that Asian Languages are included in our curriculum.

There are currently more than 200 different Languages spoken in Australia and learning another Language is about recognising that 94% of the world’s people or about 6.16 billion currently speak a Language other than English.

At Holy Spirit College the languages that are taught in Year 7 are Chinese Mandarin, Italian, Japanese and French. Students can then improve on their Language proficiency in Stage 5 and Stage 6, or select to return to Language learning for their senior studies as Beginners in Stage 6. Either way, an experience in learning Languages will improve ability across all academic pursuits, increase creativity and enhance social literacy.

## ***Mathematics***

### ***Overview***

The Mathematics faculty offers courses developed by the Board of Studies in Years 7 to 12.

### ***Curriculum - Junior***

The Students in Year 7 are broadly banded on the results obtained in their placement tests. During Year 8 a further refinement of this grading process takes place.

When the students enter Stage 5, Years 9 and 10, they are more rigorously graded. The more able Mathematics students follow the Pathways 3 course. The majority of students follow the Pathways 2 course. The Pathways 3 course prepares the students for entry into the Stage 6 Mathematics and Extension Courses. The Pathways 2 course prepares students for the Mathematics General Course.

### ***Year 10 Elective – Investigating Mathematics***

In Year 10 students have the option to participate in Investigating Mathematics as an elective. This course has been designed to better prepare Pathway 3 students for Mathematics and Mathematics Extension 1.

### ***Curriculum - Senior***

In Stage 6, Year 11, the students are offered three levels of Mathematics. The majority of students choose Mathematics General.

Mathematics and Mathematics Extension 1 are for the more able students who may pursue further mathematical studies post school.

In Stage 6, Year 12, Mathematics General separates into two pathways: General 1 and General 2. The HSC Mathematics General 2 course is a Board Developed Course that is examined at the HSC, while the HSC Mathematics General 1 course is a Content Endorsed Course that is NOT examined at the HSC and does not contribute to a student’s ATAR.

In Year 12, students who are performing at the top of Mathematics Extension 1 may choose to undertake the Mathematics Extension 2 course.

### ***Assessment***

Assessment for learning in Mathematics is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, skills and understanding. In Years 7 to 10 students are assessed across the year and they receive a grade from the Common Grade Scale A to E.

In the programs, scope is given for extension work.

Throughout the year, students are offered the opportunity to be involved in various competitions and challenges. Courses of work are also able to be adjusted to meet the needs of students who experience difficulty with Mathematics.

## ***Physical Development, Health and Physical Education***

### ***Overview***

The PDHPE faculty offers both mandatory and elective courses, as well as a mandatory sport afternoon for students in Years 9 and 10.

### ***Curriculum***

In Stage 4 only the mandatory subject of PDHPE is studied. In Stage 5, students study the mandatory course of PDHPE but also have the opportunity to study the elective courses, Physical Activity and Sports Studies and Child Studies.

In Year 7 all students complete units on Aquatics Athletics, Fundamental Movements Skills, and a modified invasion game utilising the Sport Education in Physical Education Program (SEPEP). The theory components focus on coping with changes of starting secondary school, as well as with the challenges of puberty and meeting new friends.

In Year 8 the emphasis, in the practical aspects of the course, is on team games that utilise invasion and hitting and striking as their basis. In the theoretical aspects of the course Year 8 study the concept of holistic health by examining relationships, mental health, physical activity and effects of drug use.

In Year 9 the practical focus is in the areas of Target Sports, Athletics and Invasion Games, whilst the theory extends their understanding of relationships through topics of discrimination, as well as issues around the use/abuse of drugs and risk taking.

In Year 10 the practical focus is on Net and Wall Activities, Invasion Games and Fitness. The health topics are centered around risk taking, nutrition and careers.

The Elective Course (PASS) offers students an array of opportunities to study the syllabus' key concepts through varied movement contexts. The course requires students to be extremely interested and dedicated to physical activity, and willing to participate in activities that are conducted away from the school premises. Some modules that have been programmed to date include Surf Survival Certificate, Racquet Sports, Surfing, Outdoor Education, Coaching, Body Systems and Fitness.

The Elective Course (Child Studies), explores the broad range of factors that influence pre-natal and child development from ages 0-8 years. Modules include Preparing for Parenthood, Newborn Care, Play and the Developing Child, Food and Nutrition in Childhood.

Stage 5 students also have a sport activity afternoon. Students participate in a range of activities within their PDHPE class groupings. Students utilise a variety of community venues such as Fitness Centres, Tennis, Gymnastics, and Hangdog.

In Stage 6 students may choose from three offered subjects. These are Personal Development, Health and Physical Education (2 Unit, ATAR Course), Community and Family Studies (2 Unit, ATAR Course), Sport, Lifestyle and Recreation (2 unit Content Endorsed, non ATAR).

### ***Curriculum Enrichment and Modification***

Stage 4 and Stage 5 students utilise workbooks sourced from an external provider. These workbooks cover all topics outlined above as well as providing enrichment activities. Students with special needs have their work and assessments modified to suit their capabilities.

## ***Science***

### ***Overview***

The Science faculty offers compulsory courses in Stages 4 and 5 and elective courses in Stage 6.

### ***Curriculum***

In Stages 4 and 5 (Years 7 to 10) Science is mandatory. In Stage 6 (Years 11 and 12) the courses offered are Biology, Chemistry, Earth and Environmental Sciences, Physics and Senior Science.

In Year 7, the units of work studied are:

- Sports Science, Our Local Waterway, Our Natural Environment and Tides and Seasons

In Year 8, the units of work studied are:

- My House, My Body, Substances that changed the Illawarra and Geology of the Illawarra

In Year 9, the units of work studied are:

- Everyday Reactions, Keeping Myself Healthy, The Energy Revolution and A Changing World

In Year 10, the units of work studied are:

- DNA: Past, Present and Future, Steel Town, Make it Move and The Universe

In all Stages students are required to complete and report on an open-ended investigation.

### ***Curriculum Enrichment and Modification***

Science classes for Years 7 to 10 are organised into two bands – Advanced and General Ability. Student placement into classes is based on yearly assessment grades. Changes between bands may occur at the end of each year at the discretion of the classroom teacher and Science Coordinator based upon results, progress, behaviour and attitude.

Students may be involved in the National School Science Competition, the Big Science Competition and competitions related to their independent science projects.

## ***Technological and Applied Studies***

### ***Overview***

The Technology and Applied Studies (**TAS**) faculty offers both mandatory and elective courses for students in Years 7 to 12. The main subjects fall under the umbrellas of Technology, Industrial Technology and Design Courses.

### ***Curriculum***

In Stage 4 (Years 7 and 8), Technology is a compulsory subject. Class groups gain experience in areas of technology such as Timber, Graphics, Model Making, Textiles, Electronics, Food, Media, Information and STEM related activities. Classes are randomly allocated with the intention of keeping general and academic mixes as even as possible. Units run for approximately 8 to 10 weeks in each area of technology.

In Stage 5 (Years 9 and 10) TAS offers elective subjects including Food Technology, Graphics Technology, Industrial Technology – Timber, Textiles Technology, Information and Software Technology, Multimedia, Marine Aquaculture Technology and Design and Technology.

In Stage 6 (Years 11 and 12) students have the option of elective courses including Design and Technology, Information Processes and Technology, Food Technology, Industrial Technology – Furniture, Marine Studies and Computing Applications.

Students undertaking Senior Design and Technology and Industrial Technology-Furniture complete a Major Design Project and display works in a Creative Arts/TAS Exhibition Evening.

### ***Curriculum Enrichment and Modification***

Students are challenged to develop problem solving skills, think laterally and creatively to develop their own solutions to identified needs. Where possible, students are offered the opportunity to become involved in extension activities such as special projects and competitions (Young Designers, Sustainable Living and Australia Computing).

## ***Vocation Education and Training (VET)***

### ***Overview***

Vocation Education and Training (VET) in schools allows students in Years 11 and 12 to study vocational courses as part of their Higher School Certificate. These courses allow students to develop work related skills as well as continuing to further education at TAFE or university, with clear links to post school destinations. In combination with other parts of the Higher School Certificate curriculum, students can achieve a Higher School Certificate which enhances their post secondary opportunities.

### ***Curriculum***

At Holy Spirit College the following Industry Curriculum Frameworks are offered in Stage 6:

- Hospitality
- Electrotechnology

The courses offered are based on demand. Enrolment in EVET courses offered at TAFE may be negotiated.

All VET Industry Curriculum Framework courses are Category B courses. An optional written examination for 240 hour VET courses will be offered. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination.

### ***Workplacement***

Students are required to undertake a minimum of 70 hours workplacement for this course. Workplacement is a mandatory component and will be undertaken either one day per week or in blocks with a minimum of 35 hours each year. This is arranged in consultation with the VET Coordinator and Illawarra Workplace Learning.

### ***Assessment***

Holistic assessment will be used to assess students over the range of elements of competency that are covered in each unit. Students will be observed in class, they will complete assessment for each unit of work and be assessed as either competent or not yet competent.

### ***Additional information***

A number of our senior students are undertaking a VET course. Some take on two VET courses remembering that 35 hours of work placement is mandatory for each subject in both Years 11 and 12. Higher School Certificate results are excellent with students scoring above state average.