

2022

ANNUAL SCHOOL REPORT

Holy Spirit College

Bellambi



Holy Spirit College

LIVE BY THE TRUTH

About this Report

Holy Spirit College, Bellambi is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education, Diocese of Wollongong (CEDoW). CEDoW is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This report has been approved by CEDoW to ensure compliance with all the NESA requirements for registration and accreditation.

This report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the report will be presented to the parent body and be available on the school's website by 30 June 2023.

Further information about the school or this report may be obtained by contacting the school:

Holy Spirit College
2 Bond Street
Bellambi NSW 2518

Ph: 02 4285 2877
Email: info@hscdow.catholic.edu.au
Website: www.hscdow.catholic.edu.au

Principal: Chris Agnew
Date: 5 May 2023

Vision Statement

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

Message from Key School Bodies

Principal's Message

The college theme for 2022 was Resilience and was an opportunity for the community to reconnect. It is Holy Spirit College's sense of community that helps to build resilience in the students for the challenges and adversity that are inevitable.

The year began with staff and students moving into the new Mary MacKillop Centre. This new space of nine new classrooms and the centralisation of administration also includes careers, teaching and learning, mission and pastoral care. The second stage of the building project has also begun and includes a new resource centre.

The college was able to offer a full range of extracurricular activities including representative sport, public speaking, performing arts gala night and retreat program. Students and staff enthusiastically got involved and used their gifts and talents for the good of the college.

In consultation with staff and students a new Learning Framework was designed which will underpin this important area of the school moving forward. The college continued to maintain excellent academic results, with once again being one of the top performing high schools in the Illawarra for the Higher School Certificate. NAPLAN results showed strong growth in writing and excellent results in numeracy.

Parent Involvement

The Holy Spirit College's Parents and Friends (P&F) Committee works to positively promote community connection with the college and support the students and staff through financial contributions and consultative recommendations, when input is sought from the Leadership Team.

In 2022 the P&F pledged or contributed financially to:

- Yulunga Hall transformation
- Mother's Day Afternoon Tea and Father's Day Breakfast
- Welcome BBQ for Year 7 families
- the college's Environmental Group proposal for 3 recycling boxes per classroom throughout the entire school
- continuing to support the resource of a School Counsellor one extra day a fortnight
- continuing to support the use of the Edrolo program for Year 11 and Year 12 students
- supporting a parent information night webinar facilitated by Your Choiceez, on relationship education for teens.

Other than the financial contributions, the P&F Committee was actively involved in many aspects of college life such as:

- providing parent feedback on the school uniform
- running the BBQ at the college Open Day in March, utilising the opportunity to personally welcome new prospective families
- attending the Blessing and Opening Ceremony of the Mary MacKillop Centre and other community events held at the college.

The committee wishes to thank the college for its approachability and openness with the P&F and the P&F Office Bearers and community members who attended and contributed to meetings and decisions in 2022.

Parents and Friends Association, President

Student Leadership

The Student Representative Council (SRC) of 2022 consistently worked hard to be model students, represented the college and promoted Social Justice initiatives. Their success can be attributed to their excellent capacity to use Jesus as a role model. The SRC supported many charities including St Vincent de Paul, Caritas and Catholic Mission. They supported these charities through fundraising initiatives and showed tireless effort to raise awareness of the numerous social justice issues in our world. The SRC also supported the college through their assistance at the Enrolment Information Night, the South Coast Public Speaking Competition, coordinated R U OK Day, Harmony Day, Refugee Week, Holy Spirit Activities Day and Christmas @ the Spirit.

The 2022 SRC should be proud of its efforts and initiatives in continuing to build upon its sense of community and identity at Holy Spirit College.

SRC team

School Profile

School Context

Holy Spirit College is a Catholic systemic coeducational school located in Bellambi. The school caters for students in years 7 to 12 and has a current enrolment of 1227.

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 previously existed separately – St Paul's College as a 7 to 12 boys school in the care of the Marist Fathers, and Holy Cross College as a 7 to 10 girls school run by the Sisters of St Joseph. In 1983 Holy Spirit College was founded, combining the traditions of St Paul's and Holy Cross Colleges. Holy Spirit College holds the founders of the college in high esteem and gratitude. The desire of both these religious orders to educate and inspire young people remains at the heart of the college today.

The decision to combine the schools was made in 1981. The college commenced amalgamation at the start of 1983, even though Year 11 and 12 girls had attended classes at St Paul's in 1982. For some, the amalgamation signalled the end of an era. For those most concerned for the Catholic education of the youth of the region, it marked a new beginning. Holy Spirit College was named by Bishop William Murray towards the end of 1982.

Since 1983, the business of construction and renovation has not only been a physical one but also a spiritual one. The community of Holy Spirit College has now grown in an environment of respect and appreciation of the past and a tremendous enthusiasm and hope for the future

Student Enrolments

Boys	625
Girls	602
Total	1227
Aboriginal & Torres Strait Islander	27
LBOTE	457

The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.hscdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2022.

Student Attendance

Year Level	Male	Female
Year 7	86.7%	85.8%
Year 8	86.9%	85.7%
Year 9	83.5%	84.0%
Year 10	85.1%	82.1%
Year 11	88.8%	87.2%
Year 12	77.8%	75.8%
Whole School	85.1%	83.4%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents/carers, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

Holy Spirit College uses Compass to record attendance. The school attendance register (roll) is used to record student attendances. An SMS absence message is sent to one parent/carer of each student marked absent as soon as Homeroom rolls are marked. The parent/carer is to reply via SMS with a brief explanation which is recorded as the official notification. If the parent/carer is 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. An absence note in the diary is not acceptable. For extended absences related to illness, a doctor's certificate is required to explain the situation.

For ongoing absences, the college will notify parents/carers with any concerns via a phone call and/or letter. If absences continue, a scheduled meeting takes place which may involve the Year Coordinator, Leader of Pastoral Care, Assistant Principal, Principal and a CEO representative. For extended leave, an extended leave form must be completed by a parent/carer before a student goes on leave. Formal notification will be given if this leave is approved or not approved.

Student Retention Rate

Year 10 Total Enrolment 2020	228
Year 12 enrolment at census date remaining in year 12 at the end of 2022	173
Actual retention rate (%)	78%

Student Attainment in Senior Years

Years 11 – 12 for 2022	
% of students undertaking vocational training or training in a trade during years 11 & 12	2%
% of students who have completed at least one (1) VET course in either year 11 or 12	23%
% of students in year 12 attaining the award of Higher School Certificate or equivalent vocational education & training qualification	99%

Destination Survey

Destination data provides the college with information to assist the review of: (i) courses offered, and (ii) the degree to which the school has achieved the goal of providing relevant educational opportunities that support the career aspirations of the students.

2022	Year 10	Year 11	Year 12
Number of school leavers	11	26	173
University	0	0	115
TAFE / Tertiary	2	16	12
Employment	0	2	34
Other School	9	6	0
Other / Unknown	0	2	12

Staffing Profile

There are a total of 112 teachers and 40 support staff at Holy Spirit College. This number includes 80 full-time, 32 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	2
Proficient	110
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2022 was 90.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2021 to 2022 was 99%.

Professional Learning

During 2022 Holy Spirit College personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Holy Spirit College whole school development days involving (152) staff.

These days focused on:

- First Aid Training
- Student and Staff Wellbeing
- Teaching and Learning
- Staff Spirituality
- CPR and Anaphylaxis Training.

B. Other professional learning activities provided at school level including CEDoW run courses:

- Literatu Training (7 staff)
- NCCD Training (2 staff)
- Teaching Writing in History (1 staff)
- VET Training - Food and Beverage (3 staff)
- VET Training - Digital Media (1 staff)
- CSNSW HSC Data Analysis (4 staff)
- VET Trainer Induction (1 staff)
- School Sports Law (1 staff)
- Mini - COGE Course (2 staff)

- Preparing for the Physics Exam (1 staff)
- VET Training New Food and Beverage Course (3 staff)
- NAPLAN Training Coordinator (1 staff)
- Challenging Task Professional Learning (2 staff)
- Learning for Leadership (3 staff)
- Going Meta Review Session (3 staff)
- AAA Professional Development Conference (1 staff)
- Meet the Markers - HSC Science (4 staff)
- Crooked Science (1 staff)
- Positive Psychology (2 staff)
- Youth Mental Health (1 staff)
- Challenging Conversations (1 staff)
- BBI National RE Symposium (3 staff)
- Growth Coaching Accreditation (3 staff)
- Mathematics in Trades (2 staff)
- Apple Coaching Course (3 staff)
- NESA Curriculum Reform Conference (1 staff)
- Aspiring Leaders (2 staff)
- CCSI Colloquium (2 staff)
- Diocesan Mandatory Training (2 staff)
- CAA Annual Conference (1 staff)
- Open to Learning (5 staff)
- Data Analysis (1 staff)
- Mini -COGE (2 staff)
- Introduction to Adobe Illustrator (1 staff)
- Theory for Physics Teachers (1 staff)
- Online Transition to High School Workshop (1 staff)
- NAPLAN Coordinator Training (1 staff)
- NCCD Training (2 staff)
- EALD Training (2 staff)
- VET Hospitality Trainer Upgrade (3 staff)
- CEO Spotlight Innovation and Technology (3 staff)
- Lamplighters (3 staff).

The average expenditure on professional learning per staff member was \$803.

Catholic Life & Religious Education

The college theme for 2022, *Resilience*, was formally introduced to the community at the Opening Liturgy in February. On this occasion and throughout the year the school community has continued to recognise that Christ equips all to understand the journey of others and guides everyone in navigating their own. As Pope Francis urges us: “*Do not lose hope ... never lose faith ... be certain that God never abandons us.*” The college is truly blessed to have the continued pastoral and spiritual guidance of a local priest who has taken time to visit the college on numerous occasions this year both in facilitating Eucharistic celebrations and supporting classroom-based religious education.

In April, Holy Spirit College celebrated the completion of Stage 1 of the Building Program with the Blessing and Opening of the Mary MacKillop Centre. This occasion saw the broader community come together including members of the Josephite and Marist Orders by whom Holy Spirit College was founded. The contribution of both of these orders is also recognised in the connection we continue to hold with the consecrated Religious.

Fundraising occurred this year for Caritas - Project Compassion (\$1,580), and Catholic Mission (\$5,845). The CatholicCare Christmas Appeal also saw the collection and distribution of gifts to families in need in the Illawarra region.

A number of other significant events were able to be conducted once more this year after a hiatus due to the COVID-19 pandemic. This included a whole school mass and celebration for Holy Spirit Day and, in collaboration with the Office of the Bishop, a return of LIVE events. Year 12 Retreat, Year 11 Reflection Day, Year 10 Reflection Day and Year 8 Reflection Day were similarly embraced by the students in a true commitment to and celebration of the Catholic ethos.

The college Mission Team finalised its implementation of the CEDoW Educating with a Mission Lens Program in 2022. This significant initiative commenced in 2017 and has seen a dedicated emphasis placed upon the Catholicity of the college, in all facets of daily life.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2022 consisted of 161 Year 8 students who sat the Religious Literacy Assessment on 16 August 2022.

The performance of each student was described according to the Common Grade Scale (A to E).

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- ability to apply Catholic Social Teaching to their contemporary lives
- knowledge of Catholic sacraments and symbols
- knowledge of prayer.

The students' responses showed a need for them to develop their knowledge of the liturgical year especially in their ability to:

- link Church seasons to events and stories of the time
- identify Church practices.

In the assessment 7% of students were placed in the elementary level, 33% in the basic level, 46% in the sound level, 12% in the thorough level, and 2% were in the extensive level.

School Review and Improvement

School Review and Improvement (SRI) is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2022:

Mission Dimension 1 – Mission and Catholicity

Focus Area: Spiritual Formation

Strategic Intent Statement/Goal: By the end of 2022, the Staff and Student Spirituality Framework will be reviewed and embedded to enable our community to sustainably engage in the Catholic life of the college.

Mission Dimension 2 – Learning and Teaching

Focus Area: Student Achievement and Performance

Strategic Intent Statement/Goal: By the end of 2022, a college Teaching and Learning Framework will be developed and embedded into the learning culture of the college focused on deep learning and high expectations.

Focus Area: Literacy and Numeracy

Strategic Intent Statement/Goal: By the end of 2022, we will have built the capacity of staff in data literacy to drive student growth and improve teaching practice.

Mission Dimension 3 – People and Culture

Focus Area: Student and Staff Wellbeing

Strategic Intent Statement/Goal: By the end of 2022, an active staff and student Wellbeing Plan will respond to data that includes: strategies and resources to enhance relationships; shared pastoral responsibility and to embed staff and student wellbeing into operational practices.

School Review and Improvement components to be reviewed and rated in 2023:

Mission Dimension 1 – Mission and Catholicity

Focus Area: Formation in the Catholic Tradition

Strategic Intent Statement/Goal: By the end of 2023, staff and students will demonstrate greater engagement in the mission of the Catholic Church supported through eco-justice curriculum links and initiatives.

Mission Dimension 2 – Learning and Teaching

Focus Area: Students learning and wellbeing

Strategic Intent Statement/Goal: By the end of 2023 student engagement and wellbeing will be supported through a review of attendance policy and process and developing a proactive response to engagement in the classroom.

Mission Dimension 3 – People and Culture

Focus Area: Students learning and wellbeing

Strategic Intent Statement/Goal: By the end of 2023, we will have improved teacher knowledge of writing skills (and other transferable skills) through targeted professional learning to embed explicit writing strategies across the curriculum (Years 7-10).

Financial Summary

Holy Spirit College paid for all major projects and expenses through school funds and did not receive any additional government grants during the college's financial year, 1 January 2022 to 31 December 2022.

Major works and expenditures during the financial year totalled \$3,023,795. These included:

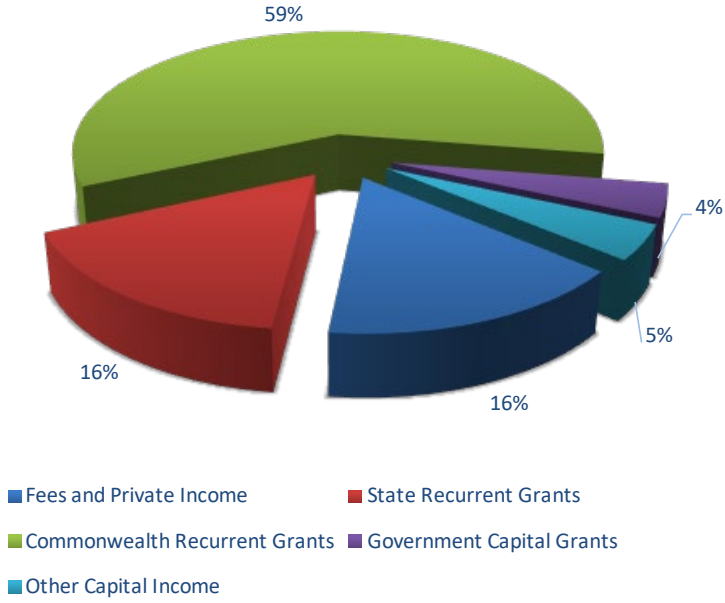
- new classroom furniture
- new sporting facilities, equipment and representative uniforms
- new ANZAC memorial
- upgrades to TAS classrooms and equipment (cafe, sewing hub)
- upgrades to the CCTV system and perimeter fencing
- upgrades to IT network infrastructure
- upgrades to classroom audio visual equipment
- roof restoration (Science Block)
- installation of safety detectors in the student toilet block
- general repairs and maintenance (electrical and plumbing)
- general garden and lawn maintenance
- general key system maintenance and upgrades
- general classroom repairs and upgrades
- general fire equipment and safety upgrades
- preparations for Stage 2 Building Project
- relocation of staff room, library and sport storage facilities
- COVID-19 consumables, signage sanitisation and partitions.

In addition, the P&F also made significant donations to the following projects:

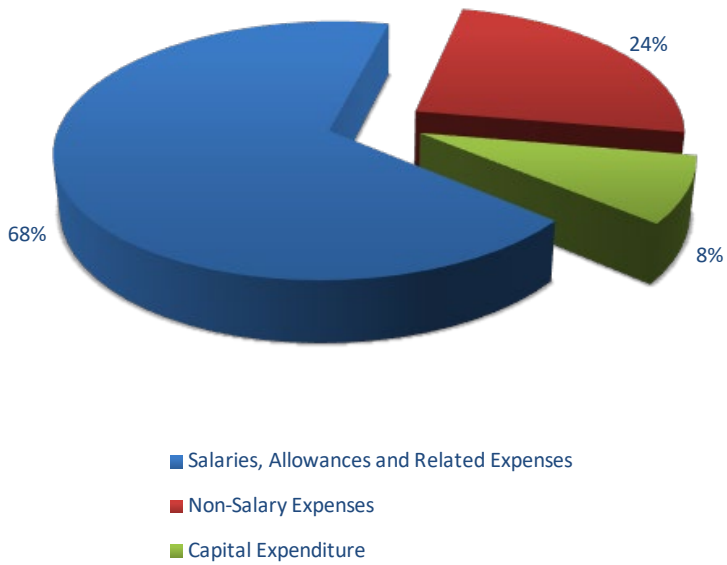
- school signage (\$53,645)
- Edrolo: (\$14,995).

The following graphs reflect the aggregated income and expenditure for Holy Spirit College, Bellambi for the year ended 31 December 2022. This data is taken from the 2022 financial return to the Australian Government, Department of Education, and Training.

Income



Expenditure



Student Welfare

Holy Spirit College uses the Positive Behaviour for Learning (PB4L) framework to determine areas of concern, explicitly teach positive behaviour and categorise behaviour into the four key college values; resilience, integrity, spirit, excellence (RISE). In 2022 the PB4L team determined a focus on technology and aimed to educate young people about how to function in the reality of a technology driven world, the college understands that technology has a time and place. The college is assisting students in being accountable and working with them to develop positive habits and attitudes towards technology and phone use. Surveys were conducted to provide insight into the attitudes and behaviour of students, staff and families to inform our decision and policy-making around technology.

In 2023 the House System will be implemented at Holy Spirit, this is partnered with a significant change to the timetable and the inclusion of a fortnightly pastoral period. This dedicated pastoral time will allow Year Coordinators and their pastoral team to develop targeted wellbeing lessons that address specific issues that the cohort is facing, explore meaningful content to work more proactively in the pastoral and wellbeing sphere and also have the opportunity to develop relationships with homeroom teachers and house peers. Included in the pastoral program are incursions and programs that equip students with skills in regards to relationships, decision-making and safety.

2022 was the third year the Case Collaboration process has been in place, this means that a select number of key staff review data and Tier 3 cases each week to provide a collaborative approach and determine the next best steps to support those students who may have complex needs.

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. All schools follow the CEDoW's *Student Pastoral Care and Wellbeing Policy* and the associated *Student Anti-Bullying Procedure*. 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 CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2022.

In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines are available on the school website: www.hscdow.catholic.edu.au or by contacting the school office.

Learning and Teaching

Introduction

At Holy Spirit College the approach to learning supports teachers to design experiences that are responsive to the needs and interests of individual students. Aimed to provide a learning environment that fosters and promotes students' spiritual, academic and emotional growth so that each student can reach their potential.

Curriculum and Pedagogy

2022 was an exciting time for teaching and learning at the college. Particularly as the school saw students return to classrooms, participate in extracurricular activities, engage in real-world learning and involvement in all aspects of college life.

As everyone returned to classrooms this year there was a focus on collaborative learning where students were able to connect with each other and their teachers. This allowed for authentic interaction with a focus on co-creation, peer assessment and student efficacy. Additionally, teachers collected a variety of data samples throughout the year to gain a more complete understanding of where students are at in their learning. This ultimately enabled staff to maximise student learning growth and provide targeted intervention to fill in any gaps in learning during the remote period. The college's Literacy and Numeracy Coach has been instrumental in assisting staff in supporting student learning through faculty mentoring.

The college introduced a Senior Commitment interview for all year 10 students returning to study at the college for Year 11 in 2023. These interviews were individualised and targeted on ensuring that students and families felt supported and developed a shared understanding of the responsibilities of moving into Stage 6. It is the college's hope that these interviews are the continuation of the partnership between school and home to support students in maximising their learning in Stage 6 and providing post-school pathways.

The college has also been involved in a three-year project of reviewing the current timetable structure. This review process involved student and staff focus groups, reviewing current research and engaging in dialogue with other schools. The changes to the timetable structure that will be introduced in 2023 prioritise deep learning and the transfer of skills for students. It is the school's belief that these changes will have a positive impact on the learning culture and support student and staff wellbeing.

The Teaching and Learning committee also finalised the Teaching and Learning Framework which will be published in the 2023 student diary. The framework focuses on promoting deep learning and high expectations while supporting the whole student. It also aims to highlight the strong connection between the college mission whilst combining the important connection between the pastoral care of students and their learning. These three intertwined aspects are at the heart of the college and will be used to guide the learning culture for students into the future.

Syllabus implementation

The college expanded the offerings for Stage 6 Students in 2022 by including the Year 12 Marine Studies and Year 11 Photography and Digital Media. These courses are aimed at practical based learning and foster hands-on teaching and learning units and classroom activities.

Additionally, the college continued to expand the VET opportunities afforded to students through the introduction of VET Frameworks for Hospitality Food and Beverage and Information Software Development. The college sees this implementation as critical in adapting to suit the needs of our varied students.

Lastly, the college is preparing for the implementation of the syllabus changes following the NSW Curriculum Reform. The English Faculty has been involved in a user trial of the new Year 7-10 English Syllabus and many staff provided feedback on the draft syllabus documents.

Learning Technologies

Holy Spirit College is a 1 to 1 BYODD college with staff and Years 9 to 12 students using Macbooks and Years 7 to 8 iPads. Teachers and students further developed their digital skills that were enhanced through the numerous COVID-19 lockdowns experienced in recent times.

Many of the 2022 course activities and tasks students undertook relied on more complex and innovative software solutions including podcasting, 2D and 3D design drawings, video production and website development. Google Workspace is heavily utilised across the college to share and collaborate resources and to create content from spreadsheets to multimedia presentations.

The college's digital textbook system called 'Box of Books' was successfully implemented in 2022 and despite some early teething problems was well received by teachers and students. Also, the college is using a new mobile management system for all devices called 'Kandji'. This allows students to use this 'self-service' styled system to download the software they require for their courses.

The college was fortunate to have three teachers become Apple Learning Coaches through additional training. This expertise will assist teaching staff to further develop their digital skills. The college acknowledges the support of the CEDoW Technologies team in providing support and expertise.

Cross Curriculum

Literacy Strategies

Holy Spirit College continued with a program to support carefully selected mainstream students identified, across a variety of measures, with low achievement in literacy and numeracy in Years 7 and 8. These students participated in Quicksmart Numeracy and MacqLit Literacy Interventions.

Students on the program are tracked in terms of improvement with a focus on a team relationship with parents and their core role in assisting the students to make up for lost time in reading. The parent night, run in March, provided a key opportunity to communicate with parents of students struggling with reading. The Resource Centre Manager, trained in the reading and interpretation of PAT data and fully cognisant of the MacqLit program provided support as part of the literacy team

in regularly meeting students on the program to ensure age-level appropriate and interesting reading materials.

Backward mapping of Year 8 programs and the provision of text models to assist writing was undertaken to develop interdisciplinary literacy in English, Science, HSIE and Catholic Studies. The Year 8 Diocesan Literacy Project Science, begun in 2020, was continued with deeper data focus and analysis in 2022 and reviewed with Science staff. The Year 10 Synoptic Gospel text model collaborative project was repeated in 2022 and developed again, with a deeper data focus. The direct implementation of specific text models enables students a clear focus on specific, subject-based writing requirements whilst improving teacher practice at the same time.

On a faculty level, both Science and Catholic Studies were engaged in more holistic audits of programs to ensure that literate rich strategies were incorporated into programs. Resources are also provided on the new Holy Spirit College Literacy website as a resource bank. Data, found in multiple platforms for different purposes, has also been consolidated with the training of staff in data available on Literatu.

All students in Years 7 to 10 completed the ACER PAT Reading Adaptive Test in February 2022 and November 2022. Data was analysed and English teachers trained and workshopped on communication of results with students and parents.

Numeracy Strategies

The development of the numeracy skills of students at the college has been a continued focus of programs and activities throughout 2022.

The QuickSmart Numeracy program is an intervention program delivered to selected Year 8 students. The program focuses on the understanding and recall of basic number facts, performance of elementary calculations, development of appropriate mathematics language, and problem-solving skills.

The primary aim of QuickSmart is for the students to develop automaticity, that is the ability to do things without occupying the mind with the low-level details required. It is usually the result of learning, repetition, and practice. The lessons emphasised the development of conceptual understanding to support their development of sound numeracy skills.

Students are selected to participate in the QuickSmart program based on data from past NAPLAN, PAT Maths assessment and academic results as well as teacher recommendation. The program was a successful support to students.

Numeracy Nibbles - Homeroom Challenge

A range of activities were held to increase awareness of, and highlight the importance of numeracy skills across all subject areas.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully (ACARA 2017).

Throughout the year Homerooms competed in Numeracy Challenges, tasked with solving a range of open ended problems. Points were awarded for each round and students were enthusiastic in their engagement with the challenges, fiercely competing for the Overall Winner's prize - a Homeroom Pizza Party! The Champion Year level was Year 7 with the greatest level of combined participation and achievement. The Runner Up Homeroom was 10.8, and the Winning Homeroom and recipients of the Pizza Party celebrations was 8.4!

Aboriginal and Torres Strait Islanders

'Resilience' was the 2022 theme for the annual mural. This initiative involved all Year 7 students having an input into an amazing artwork created by the college's talented Elder. The handprint of the 2022 Year 7 cohort will be present in the Casey-Ryder Centre for the life of the artwork.

The college's Aboriginal Education Assistant, devoted much of her day being involved in the classroom activities of the twenty five Aboriginal and Torres Strait Islander (ATSI) students. Not only was she involved in the classroom activities, she also opened the Indigenous Room at recess and lunch as a place where all students were welcome to interact by playing music, table tennis and forming great new friendships while being surrounded by ATSI cultural tools, artefacts and artworks.

Thankfully COVID-19 restrictions were gradually lifted allowing students and staff to gather as a community to celebrate significant events. In February, 'Sorry Day' was a focus for the college. March saw the commemoration of 'Close the Gap' and 'Harmony Day'. It is important that the wider college community has an increased awareness of the meaning of these days.

During May and June, acknowledgement activities were conducted for three significant dates for ATSI people. National Sorry Day, held on 26 May each year commemorates the day the Government acknowledged and apologised for the removal of Aboriginal children from their parents homes. This was closely followed by National Reconciliation Week, May 27 to June 3, which celebrates the journey for all Australians to come together to build better relationships with our first nations people. Students participated in activities during the week to signify the importance of reconciliation. These included Year 7 Catholic Studies students creating paper hands with their own special message expressing what Reconciliation means to them. These hands were then displayed in the Centre Area representing solidarity and unity in 'a sea of hands'. Mabo Day saw the closure of Reconciliation Week.

The College saw three Year 12 students successfully complete the 'NRL School to Work Program' which offers assistance for senior students to receive mentor support. Further to these awards, two junior students received 'Deadly Awards' which are sponsored by the Northern Illawarra Aboriginal Education Consultative Group.

Environmental Group

The Environmental group was busy this year and fully embraced the idea of being a Laudato Si school by joining the Laudato Si action plan.

The garden, started in 2021 thrived. Many new beds and crops were planted including a bush tucker garden and a native cottage bed. Students learnt the benefits of tending plants and concepts of sustainability and the garden was featured in a WIN news broadcast in early 2022.

Friday 4 March was Clean Up Day. Every homeroom embraced the day by bringing their recycling down to the main points around the school. The students were also shown a short video made by Year 12 surfers who are campaigning about litter going in the ocean.

Recycling is now part of the whole school culture. Every Friday morning all homerooms send volunteers to recycling points to recycle the bottles, cans, paper and soft plastics from the boxes in the classrooms. The recycling boxes are now new, smart and colour coordinated thanks to a generous donation from the P&F. The plastic bottles, cans and poppers still go to the Vinnies Return and Earn Scheme and the results have been pleasing with the school contributing to local projects. The college also collects bread tags and blister packs which are sent to Banish Recycling.

May saw members of the environmental group attend the Catholic Earthcare Youth Summit hosted by Mount St Benedict College via Zoom and shared ideas and discussed ways of improving biodiversity. May was also the month containing Laudato Si week from the 16th to the 24th and reflections and prayers were disseminated to the staff and students.

The highlight of the year was, no doubt, the clothing sale that took place on Holy Spirit Day. Members of the group worked hard sorting all the clothes and accessories that had been kindly donated by staff, students and their families and enjoyed haggling and getting money for the clothes. The sale raised over \$550. \$500 was donated to charity and the remainder was set aside for the environmental group to use to bolster the garden and supply seedlings and soil, mulch and other necessary paraphernalia.

The World Day of Prayer for the Care of Creation, September 1, marked the start of the season of creation. Members of the environmental group read prayers and reflections in assembly and homeroom and instigated an initiative to deal with the litter problem around the school. In 2022, there was a special event which was the Care of Creation Award. This yearly event will be given to a student who makes a significant contribution to environmentalism and the care of creation, both in and out of school.

The 2022 recipient was consistently involved with the college recycling program, clothing sale and community garden, regularly giving her time to weed the beds and care for the plants. She participated in the 2021 ERC Sustainability Conference and Catholic Earthcare Summit and was a strong advocate for sustainability within the college.

Meeting the needs of all students

Diversifying learning

Learning Support at Holy Spirit College was provided through inclusive education and allowed students with disabilities to participate in all aspects of school life. Learning Support Officers and Learning Support Teachers assisted students with diverse needs across all curriculum areas.

Collaboration between teachers and the Learning Support Department occurred as relevant information regarding students and strategies to assist in a classroom setting is shared. Students with identified learning needs are involved in a personalised planning process, where student directed goals are agreed upon and reviewed regularly.

Gifted Education

This year is the third year of the Enrichment Program for Years 7, 8 and 9 in English, HSIE, Mathematics and Science, where students complete the core curriculum with more challenging gifted and talented educational strategies embedded in their skills development. Teachers of Stage 5 gained professional program development under the guidance of Gateway Education. A further four members of staff completed their Mini Certificate of Gifted Education with the University of NSW via the CEDoW Professional Development taking the total to thirty three staff receiving additional qualifications in Gifted Education since the program's inception. Next year the Enrichment Program will include Year 10 English, HSIE, Mathematics and Science.

Special Education needs

The specialist setting provides an alternate pathway for students with a disability. In 2022, the setting had three multi category classes. Stage 4 consisted of Year 7 and 8 students. Stage 5 consisted of Year 9 and 10 students and Stage 6 consisted of Year 11 and 12 students. The classes were small in number and individualised programming catered for the needs of the individual students.

The students of Stage 5 engaged in elective classes in the mainstream setting. These included Food Technology, Industrial Technology Timber, Visual Arts and Japanese.

The students in the specialist setting participated in a number of off-site excursions including attending activities at Movement Five Kiama and attending the 'I did it' and 'the Circus Miraculous' performance, produced by the The Disability Trust. The students participated in Camps and activity days within the mainstream context also.

Expanding Learning Opportunities

Competitions

Poem Forest Competition - Year 8 students composed and submitted nature poems, with all compositions published on the Red Room Poetry website. The poem Daia, a whole-class composition by 8.1 English, was the winner.

Premier's Reading Challenge - Year 7 and students in 8.1 English participated in this and seven students completed the challenge in its entirety.

What Matters? Competition - students in Years 9 to 11 participated in this competition run by the Whitlam Institute

Big Science Competition

Junior Science Olympiad - two students were selected to participate in the training program.

Da Vinci Decathlon - a two day competition with seven hundred of the best and brightest students from across the region competing across ten different categories. Each category was underpinned with the theme of 2022, 'Causation' and points were awarded for creativity and the ability to display higher order thinking skills. Congratulations to the Year 9 team who achieved third in the Creative Producers and second in Legacy and the Year team placed third overall across all ten categories.

Tournament of Minds - a core group of Year 8 students participated in this competition

ICAS Mathematics Competition - sixty-seven students participated in this competition which is held in twenty countries. Nineteen students from Year 7 to 10 received a Credit and two students one from Year 7 and one from Year 8 received a Distinction.

Australian Mathematics Competition - Students from more than thirty countries participate in this competition. This year Holy Spirit College had fifty-four students compete with a total of twenty Credits and four Distinctions.

The Duke of Edinburgh Award

In 2022, the Bronze Adventurous Journey was very successful. Students hiked nearly thirty kilometres in two days through Heathcote National Park. In this short time, students experienced cancelled trains, rain storms, soaked tents, blisters, leeches and many other challenges, not to mention the aching feet and sore backs from carrying packs of everything needed both in and out of the National Park. The leaders at Black Diamond Adventures said this Bronze Award cohort was one of the most resilient groups they had ever come across! Congratulations to all. Looking ahead to the Silver Award in 2023!

Sport

2022 started with the promise of a return to most face-to-face sports after COVID-19 prevented them from taking place. The students and coaches were excited and began preparations only to be thwarted in many instances by the ongoing wet weather and rainfall due to La Nina.

The students participated in the following sports - tennis, swimming, cross country, athletics, football, basketball, touch football, rugby league, netball, oztag, league tag, surfing, mountain biking, cricket, skiing and snowboarding.

Some of the team highlights of 2022 included:

- U15 Boys Rugby League dominated Edmund Rice College in the Tom Anderton Shield
- Open Girls Football team won the Diocesan Championships and then competed at the NSWCCC
 - Knockout where they finished runners up
- college Athletics team won the Diocesan Carnival and many students went on to compete at the NSW All Schools event
- girls Year 7/8 and 9/10 Oztag teams won the Southern Zone Championships before making the semis in the State finals
- surf team finished second in the Pines Tag Team event
- the girls Snowboard GS team made the Australian Interschools Snowsports Championships.

Congratulations also to those students who were recognised for their sporting achievements at the Wollongong Diocese CDF Sports Awards in November:

- fifteen students were awarded Sports Council Medallions
- five students were recognised for their outstanding achievements in sport during 2022, receiving a NSWCCC Blue Award.

Overall, 2022 was a successful year for sport at Holy Spirit with results again proving that the college is still the strongest coeducational school in the region across a wide range of sports.

South Coast Public Speaking Competition

Holy Spirit College hosted the 30th Annual South Coast Public Speaking Competition. Thirteen schools from across the Illawarra participated and Holy Spirit College was placed equal second overall. Congratulations to all the students who participated. Two students from Year 7, one from Year 9 and two from Year 11 are to be highly commended. Special congratulations to two students from Year 8 who were placed first in their respective groups and to a Year 7, Year 9 and Year 10 student for placing third.

Vocational Education and Training

2022 was another year of excitement in VET. Hospitality – Food and Beverage, with an emphasis on café style skills was introduced this year. Electrotechnology and Hospitality – Kitchen Operation were popular with two classes in both Year 11 and Year 12.

VET subjects are always very popular as they give students on the job training through the Work Placement program and recognised prior learning towards TAFE competencies post high school.

The students' weeks of Work Placement were well received this year, with many students gaining part time employment and apprenticeships.

The CEO held its inaugural VET awards, and Holy Spirit College was successful. One student was awarded VET Electrotechnology Student of the Year and a teacher VET Electrotechnology Trainer of the Year. Another student received a Certificate of Excellence for Hospitality – Kitchen Operations.

At the Illawarra Workplace Training Awards Year 12 students received Certificates of Excellence for the following:

- two students for Hospitality - Kitchen Operations
- four students for Electrotechnology.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 7 and 9. The results provide valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Growth data from 2020 was not available for this cohort due to the cancellation of NAPLAN 2020 for reasons of the COVID-19 pandemic. In 2022, Holy Spirit College Year 9 students were above state average in reading, writing and numeracy. Specifically, Year 9 writing results were above state (1.3%) and national average (2.2%). Year 9 Numeracy was 6.8% above the National average. Significantly, spelling and grammar and punctuation were -1.2% and -6.5% below the National average.

Year 7 2022 reflects the need to undertake intensive work with this cohort with all areas below State average in all domains. Despite this, a maintenance of results in top bands in all domains in both Year 9 and Year 7 was achieved. The historical shift of students in the Year 7 cohort is explicable in the rise of students in the 2022 cohort in Band 5 results across all domains.

Significant work in punctuation, in particular, use of effective sentence level punctuation will benefit all cohorts. Deeper analysis of scripts across both cohorts reveals a significant need to reinforce the minimum standard of correct capitalisation and use of full stops in all written work, a key factor for the loss of NAPLAN marks in writing and in items pertaining to parts of the Language Conventions test.

Student Achievement in Bands

Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement.

NAPLAN % in Bands	Year Level	Year 7			Year 9		
		Bands 1 - 5	Bands 6 - 7	Bands 8 - 10	Bands 1 - 6	Bands 7 - 8	Bands 9 - 10
Reading	School	18	65	17	20	64	17
	National	15	56	27	23	54	21
Writing	School	22	52	26	23	61	16
	National	22	52	24	33	49	17
Spelling	School	16	56	28	20	65	16
	National	17	49	33	21	60	17
Grammar & Punctuation	School	20	60	20	26	59	15
	National	21	54	24	27	49	22
Numeracy	School	15	59	27	9	70	21
	National	19	48	32	19	59	20

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second band for each year (Band 5 in Year 7 and Band 6 in Year 9) are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

NAPLAN % at or above NMS		Year 7	Year 9
Reading	School	97	91
	National	94	90
Writing	School	95	92
	National	91	84
Spelling	School	95	92
	National	93	92
Grammar & Punctuation	School	93	91
	National	92	87
Numeracy	School	96	100
	National	92	95

Record of School Achievement

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

The RoSA was granted to 22 students in 2022.

Higher School Certificate

The college Dux received an outstanding ATAR of 98.35 with Band 6 results across eight of her ten units. She addressed the college and spoke about the importance of focusing on the things within your control. The need to select courses that you enjoy and not allow thoughts of scaling or moderation to come into the picture. She reiterated how essential it was to be present and participate in all that the college has to offer to ensure there is a balance within your schooling.

She was joined by twenty nine other students that had received a Band 6 across fifteen different courses. A Band 6 is a mark of 90 or more. This is an outstanding achievement that affords the students a place on NESA's Distinguished Achievers List. A further twelve students placed first in their courses across Wollongong Diocese.

It was pleasing to see that there was a significant increase in the number of Band 5 and 6 results from the previous year. Additionally seventeen courses achieved results of above State average.

The college also had five students nominated for *Shape* for their major projects. *Shape* is an annual exhibition of exemplary Major Projects developed by HSC Design and Technology students.

Band Performance (% in bands)		Bands 1 - 2	Bands 3 - 4	Bands 5 - 6
English (standard)	School	3.0	86.9	10.1
	State	12.0	72.5	15.5
English (advanced)	School	0.0	40.4	59.6
	State	0.9	32.0	67.2
Mathematics Standard 2	School	8.0	65.0	27.0
	State	18.2	52.7	29.1
Mathematics Advanced	School	2.5	57.5	40.0
	State	5.5	45.5	49.0
Biology	School	8.0	72.0	20.0
	State	20.3	52.9	26.8
Business Studies	School	5.9	79.4	14.7
	State	9.7	55.5	34.9
Music 1	School	0.0	9.1	90.9
	State	1.9	28.4	69.6
Studies of Religion 1	School	0.0	46.5	53.5
	State	4.0	55.1	40.9
Industrial Technology	School	33.3	66.7	0.0
	State	13.4	64.7	21.9
Community & Family Studies	School	7.3	41.5	51.2
	State	5.3	61.8	32.9
Personal Dev, Health & PE	School	5.7	77.4	17.0
	State	20.1	53.8	26.1

Student Achievement (Mean Performance)

Band Performance (%)	Students	School	State
English (standard)	102	71.0	69.9
English (advanced)	48	81.2	81.5
Mathematics (standard 2)	104	71.6	70.9
Mathematics (advanced)	40	78.0	78.3
Biology	51	70.8	70.0
Business Studies	35	71.0	74.0
Music 1	11	85.3	81.9
Studies of Religion 1	44	40.0	37.9
Industrial Technology	7	68.0	70.3
Community & Family Studies	42	77.8	74.8
Personal Dev, Health & PE	53	70.9	69.8

Comparative Performance over time

School Performance (%)	2019	2020	2021	2022
English (standard)	73.4	73.4	70.3	71.0
English (advanced)	80.2	83.2	80.1	81.2
Mathematics (standard 2)	73.2	73.6	69.2	71.6
Mathematics (advanced)	0.0	77.7	73.4	78.0
Biology	76.6	75.7	72.2	70.8
Business Studies	70.2	70.1	69.8	71.0
Music 1	81.5	84.5	85.0	85.3
Studies of Religion 1	40.6	41.3	39.1	40.0
Industrial Technology	60.2	65.5	74.0	68.0
Community & Family Studies	80.7	74.1	79.3	77.8
Personal Dev, Health & PE	77.3	77.6	74.6	70.9

Parent, Student and Staff Satisfaction

Parents, staff and students were surveyed to gauge their satisfaction with the college using the 'Tell Them From Me' survey. Parents were very supportive of the college and had very positive opinions about the learning culture and Catholic ethos. Learning was considered to be challenging and supportive of individual student needs in the classroom.

Extracurricular activities were considered appropriate and the pastoral needs of students were well supported by teachers. Communication was overwhelmingly considered to be positive, as were parental attitudes towards the college providing a safe and supportive environment as well as preparing students for life after school.

The student survey indicated students felt that a safe, supportive learning environment existed at Holy Spirit College and were proud of its Catholic identity. Students were appreciative of the variety of extracurricular and co-curricular activities offered and also believed they were helped in relation to non-school type issues. The vast majority of students felt that the classes they were in were challenging and that they were encouraged to do their best.

Staff at the college unanimously believed the college presented a thorough and effective Catholic education in a comprehensive school context that endeavoured to meet the learning needs of all its students. From a staff perspective, communication about student progress was considered appropriate and the college was effective in maximising learning opportunities. All staff believed that the college provided a safe and supportive environment. Staff believed students were well aware of their rights and responsibilities and were challenged to be good community minded citizens.



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG