Annual School Report
Secondary
2018
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). The 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 2019.

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

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Bellambi NSW
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Email: info@hscdow.catholic.edu.au
Website: www.hscdow.catholic.edu.au

Principal: Christopher Agnew
Date: 1 April 2019
Vision Statement

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

Message from Key School Bodies

Principal’s Message

In this first year as Principal of Holy Spirit College Bellambi it was very obvious to observe and to be most impressed by the holistic Catholic education offered to the students who are supported by a professional, caring staff. There have been many highlights for the college community including the college’s strong commitment to social justice as was evidenced by the Immersion experience to Sarawak and the continued support of St Vincent de Paul Society throughout the year.

The college’s sporting reputation continued to grow after winning the Vince Villa Champions trophy for the twelfth year in a row. The School Production and the Performing Arts night were just two examples of the amazing opportunities offered to students and the enthusiasm of students to be involved in the life of the college.

Finally, the spiritual dimension is the life and heart of the college and highlights included the invigorating Youth Ministry program, school retreats and college masses which were true celebrations.

Parent Involvement

The Parents and Friends’ Committee (P&F) is made up of very dedicated and passionate volunteers who have the students and the college community in its best interests.

In 2018 the P&F pledged over $365,000 to the college for the following improvements and projects: air conditioning for the majority of classrooms, representative sports uniforms, shade shelters, an outdoor electronic announcement board, a 21 seater bus, funding for Year 12 Edrolo program and improvements to the Music rooms and the TAS kitchen and laundry. The committee also agreed to fund 1 extra day a week for the second counsellor as well as providing extra assistance in the Canteen and Uniform Shop.

In addition to financial assistance the P&F also hosted a Mother’s Day Afternoon Tea and a Father’s Day Breakfast which were well attended and very much appreciated by the college community.

Parents and Friends Association, President

Student Leadership

The Student Representative Council (SRC) in 2018 actively supported the Catholic ethos and implemented the college values into their everyday lives, by using Christ as a model for their leadership. The SRC allowed
students’ leadership skills to develop and flourish whilst immersing them in the life and culture of Holy Spirit College. The SRC enabled individuals from each year group to implement ideas into the college, alongside organising and running exciting events, fundraisers and religious experiences and thus created strong connections in the school community. In 2018 the SRC organised special school events, such as fundraising for the drought affected farmers, St Vincent de Paul’s Winter and Christmas appeals.

School Leaders
School Profile

School Context

Holy Spirit College is a Catholic systemic coeducational school located in Bellambi. The college caters for students from Years 7 to 12 and in 2018 had an enrolment of 1272.

The students came from a number of ethnic and socio-economic backgrounds and from as far north as Helensburgh and as far south as Unanderra. The college opened in 1983 as a result of the amalgamation of the Marist Fathers - St Paul’s College and the Sisters of St Joseph - Holy Cross College. The curriculum offered at the college is based on the requirements of NESA and the students achieved sound results in the Higher School Certificate. The college provided a curriculum that encouraged and motivated students with a variety of intellectual abilities.

Student Enrolments

<table>
<thead>
<tr>
<th>2018 Enrolments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>619</td>
</tr>
<tr>
<td>Girls</td>
<td>653</td>
</tr>
<tr>
<td>Total</td>
<td>1272</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander</td>
<td>34</td>
</tr>
<tr>
<td>LBOTE</td>
<td>95</td>
</tr>
</tbody>
</table>

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 2018.
### Student Attendance

<table>
<thead>
<tr>
<th>2018 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>93.1%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Year 8</td>
<td>89.8%</td>
<td>90.7%</td>
</tr>
<tr>
<td>Year 9</td>
<td>89.8%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Year 10</td>
<td>90.6%</td>
<td>89.0%</td>
</tr>
<tr>
<td>Year 11</td>
<td>90.1%</td>
<td>89.4%</td>
</tr>
<tr>
<td>Year 12</td>
<td>93.1%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Whole school</td>
<td>91.0%</td>
<td>90.5%</td>
</tr>
</tbody>
</table>

### Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, 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.

Student non-attendance was monitored closely by the staff in the Student Services Office. An SMS absence message was sent to one parent/caregiver of each student marked absent as soon as homeroom rolls were marked. The parent/caregiver replied either via a SMS or a written note. If a student was absent for 3 consecutive days or more or if a pattern was noticed in their attendance, the Year Coordinator/Assistant Year Coordinator was advised and a phone call or email was made to the parent/caregiver for explanation. This was followed up until a satisfactory explanation was received. If this action had unsatisfactory results, a parent meeting with the Academic Care Coordinator and the Year Coordinator was held. If the absence continued the Assistant Principal and the Principal were notified.

For single day unexplained absences, letters were generated to parent/caregiver every 3 weeks requesting a satisfactory explanation. In the event of foreseen extended absences for whatever reason, the parent/caregiver was required to complete and submit an Application for Extended Leave Form that was signed off by the Principal.

The college followed the Attendance policy document (2011) and the Diocesan Student Attendance and Roll Marking Procedures Handbook (June 2012) and Catholic Education Office Student Attendance Guideline and Procedures Policy (January 2015). This document was available on the college website and the Staff Handbook.
**Student Retention Rate**

<table>
<thead>
<tr>
<th>Year 10 Total Enrolment 2016</th>
<th>210</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2018</td>
<td>180</td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>86%</td>
</tr>
</tbody>
</table>

**Student Attainment in Senior Years**

<table>
<thead>
<tr>
<th>Years 11 - 12 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during Years 11 and 12</td>
<td>28%</td>
</tr>
<tr>
<td>% of students who have completed at least one (1) VET course in either Year 11 or 12</td>
<td>13%</td>
</tr>
<tr>
<td>% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification</td>
<td>98%</td>
</tr>
</tbody>
</table>

**Destination Survey**

<table>
<thead>
<tr>
<th>2018</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td>19</td>
<td>28</td>
<td>180</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>0</td>
<td>118</td>
</tr>
<tr>
<td>TAFE/Tertiary</td>
<td>2</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Employment</td>
<td>6</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>Other School</td>
<td>11</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Other/UNknown</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>
Staffing Profile

There are a total of 117 teachers and 32 support staff at Holy Spirit College. This number includes 95 full-time, 22 part-time teachers.

Teacher Accreditation Status

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

<table>
<thead>
<tr>
<th>Teacher Accreditation Status</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditional / Provisional</td>
<td>10</td>
</tr>
<tr>
<td>Proficient</td>
<td>107</td>
</tr>
<tr>
<td>Highly Accomplished / Lead</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Attendance and Retention

The average daily teacher attendance rate for 2018 was 95.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2017 to 2018 was 93%.

Professional Learning

During 2018 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 103 teaching staff and 32 SSO staff. These days focused on:
   - KLA Differentiation
   - KLA Writing
   - Improving student literacy
   - Educating through a Mission Lens
   - Restorative Practice
   - Understanding Personalised Learning and Support.

B. Other professional learning activities provided at school level including CEDoW run courses:
   - Network Meetings (16 staff)
   - Early Career (2 staff)
   - Staff Mentoring (2 staff)
   - Leadership for/in Learning (4 staff)
   - Literacy for Learning (12 staff)
- Leadership Retreat (5 staff)
- Lyn Sharratt Improving Literacy (5 staff)
- Edval Training (2 staff)
- Challenging Questions (1 staff).

The average expenditure by the school on professional learning per staff member was $255.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $540.
Catholic Life & Religious Education

In 2018 the college through its Religious Education Curriculum connected students to the core elements of the Catholic faith, its history and relevance in contemporary society. In the mission of evangelisation, the Diocesan Priests, Marist Fathers and the Sisters of St Joseph supported the college. Throughout the year members of the Religious Orders participated in college Masses and other events.

The college SRC promoted a high level of student engagement in Christian leadership and social justice initiatives. The connection between faith and action was evident in fundraising, spirituality and retreat days, and Diocesan religious initiatives. Additionally, students conducted morning prayer and assisted in the organisation of numerous college religious and spiritual events.

Sacramental opportunities and liturgical activities were conducted including retreats, Holy Spirit Day Mass, Year 12 Graduation Mass and special commemorations such as the annual Mass for the Deceased Staff and Students. A group of Year 11 students and staff participated in the Catholic Mission Immersion Trip to Sarawak, Borneo. Senior students participated in the Marist Youth Leader Program (Lismore) and the JJAMM Conference (Sydney). Year 12 students attended the Diocesan ‘Gathering with the Bishop’. The College Choir also provided music for the Diocesan Consoling Mass in September. Throughout 2018, Youth Ministry Leaders continued to organise and conduct opportunities for faith engagement for students from all year groups.

Year 10 students once more participated in an ‘Islamic Immersion Day’ embracing the commitment of the college to Interfaith Dialogue. This was conducted by speakers from the Islamic Sciences and Research Academy.

Religious Education staff participated in a number of professional development opportunities. Contributions from key members of the Religious Education staff continued to enable the redevelopment and resourcing of both the Catholic Studies and Studies of Religion programs as well as the development of a KLA website.

Religious Literacy Assessment

The Religious Literacy Assessment (RLA) for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2018 consisted of 223 Year 8 students who sat the RLA on 27 August 2018.

The performance of each student was judged in accordance with the Common Grade Scale (A-E).

As a result of the assessment students showed broad knowledge of the Catholic Tradition. This knowledge was particularly noticeable in student recognition of human rights and responsibilities. Furthermore, students were able to draw meaning from the actions and parables of Jesus and applied this example to their everyday Christian living.

The students need to improve their utilisation of source material in investigating key people and events relating to the early church.

In the assessment 3% of students were placed in the elementary level, 26% in the basic level, 55% in the sound level, 16% in the thorough level, and 0% were in the extensive level.
School Review and Improvement

School Review and Improvement (SRI) is an ongoing 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 2018:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and Mission

Goal: Promote the evangelising mission of the church by improving the engagement of the college with the wider church community, particularly in the Year of Youth. To proclaim the Kingdom of God through the continued refinement of creative, innovative and engaging curriculum.

Key Area 2: Students and their Learning

2.5 Pastoral Care

Goal: (i) Target the links between wellbeing and learning through inservicing in Restorative Practices. (ii) Review the purpose of and structure of agendas in Pastoral Care meetings and Students at Risk case meetings to make these more efficient.

Key Area 3: Pedagogy

3.2 Provision for the diverse learning needs of learners

Goal: Develop staff knowledge and skills around differentiation so that teachers can deliver quality learning experiences that challenge and engage all students so they become confident and independent learners.

3.7 Professional learning

Goal: Closer alignment between PD and SRI goals so that PD is strategic; NESA approved so staff meet their NESA maintenance requirements and college focus areas are addressed throughout the year.

Key Area 4: Human Resources Leadership and Management

4.2 Professional development of staff

Goal: PDP process and use of MyPad implemented in 2018 so that staff reflect on personal and college goals and receive feedback to improve practice.

Key Area 5: Resources, Finance and Facilities

5.4 Financial management

Goal: Ensure the financial sustainability of the college that will allow the best utilisation of college resources to assist in the learning gains of all students.
Key Area 6: Parents, Partnership, Consultation and Communication

6.1 Parent involvement

Goal: Encourage parent engagement in the college to assist in the learning gains of all students.

Key Area 7: Strategic Leadership and Management

7.1 Planning for improvement

Goal: The college has a highly developed culture of reflection and continuous improvement to assist learning improvement gains for all students.

School Review and Improvement components reviewed and rated in 2019:

Mission Dimension 1 - Mission and Catholicity

Spiritual Formation (1.1)

Increase understanding of and commitment to the college Vision and Mission by all members of the community.

Spiritual Formation (1.2, 1.4)

To support the development of staff spirituality guided by a staff mission team informed by a spirituality framework.

Mission Dimension 2 - Learning and Teaching

Innovation (2.2A, 2.2B, 2.5, 2.6, 2.8)

Develop a whole school strategic plan focussed on student learning growth.

Student Achievement and Performance (2.1, 2.3, 2.5, 2.6)

Increase learning growth opportunities for the college’s most academically capable students.

Mission Dimension 3 - People and Culture

Student and Staff Wellbeing (3.1, 3.2, 3.4, 3.7)

The wellbeing needs of students and staff are identified and effectively addressed to enhance the learning outcomes of students.
Financial Summary

Holy Spirit College did not receive any additional government grants for the school's financial year 1 January 2018 to 31 December 2018. All major projects and expenses were paid through school funds, except where the P&F subsidised the following projects: Tas Kitchen/Laundry renovations $34,419, Replacement of TAS Equipment $6,697, ICT Equipment $51,619, Sport Jerseys and Uniforms $10,517, Shade Shelters $3,622, Music Room renovations $15,163, Edrolo program $7,932 and purchase of a 12 seater bus $51,844.

Major Works and Expenditure from 1 January 2018 to 31 December 2018 - $434,467.

The following was carried out during 2018:

- air conditioning repairs and replacement
- continual electrical and plumbing repairs
- interior and exterior painting
- repairs to footpaths
- cleaning of roof and general maintenance
- replacement of carpet
- renovation of conference room
- tree removal
- grounds maintenance
- tinting of windows
- security system upgrade
- fencing replacement
- electrical tagging
- grease trap cleaning.

The following graphs reflect the aggregated income and expenditure for Holy Spirit College, Bellambi for the year ended 31 December 2018. This data is taken from the 2018 financial return to the Australian Government, Department of Education, and Training.
Student Welfare

Pastoral care supports students with activities to build and maintain a healthy adolescence. Catholic schools are places of belonging, respect, justice, hope, celebration and quality learning and teaching. They are based on the dignity of the whole person and provide witness to the Gospel Values as a means of living out their daily lives. The college aims to support students and families through the creation of a safe school environment.

In 2018 the college continued to positively work with students and their families providing ongoing support and guidance. The college held two well attended information nights for parents aimed at adolescent issues. The first on Mental Health, delivered by Headspace, and the second, a presentation session with Paul Dillon, to support and inform parents regarding dealing with teenagers and drugs and alcohol. These events were well attended and supported by the parent body as they both catered to meet the needs of various issues that parents and students are faced with. The college CatholicCare counsellors continued to be a valuable source of information not only when dealing with students and parents but also assisted staff when student issues escalated.

Restorative practices is an approach that continued to be used by the college to restore relationships. All staff attended a one day professional development course, delivered by an external expert, which built on and enhanced these skills. The pastoral care team engaged in a more specialised one day program on how to work with students and parents on more serious issues using the restorative approach. Some of the staff in the pastoral team also had training on mental health in order to support student wellbeing.

The college developed a range of activities that were utilised to cater for the needs of each year group:

- Peer Support with Years 7 and 10
- Productions - ‘Cybershorts’, ‘Cyberia’, ‘Respectfully Me’, 'Crisis of a Female Kind', 'Cheap Thrills' 'Wired' and 'Goodfellas'
- Cybersafety - NSW Legal Aid solicitors ran workshops for Years 7 and 10
- Guest Speakers - from the Nicole Fitzsimons Foundation and Headspace
- Health professionals workshops - by Paul Dillon from DARTA, Enlighten Education, YAMHS (Youth Awareness of Mental Health)
- Parent evening forums - Paul Dillon from DARTA and Headspace
- Motivational speaker -
- Other activities run by the SRC included 'R U OK? Day', the National Day of Bullying presentation and White Ribbon Day presentation
- Driver and road safety - 'RYDA', 'bstreetsmart' and NSW Trains Workshops.

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. No changes were made to these Diocesan documents in 2018.
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 can be obtained by contacting the school office.
Learning and Teaching

Curriculum and Pedagogy

The college and its KLAs continued to focus on the implementation of the Australian National Curriculum and the new NESA courses in English, Maths, Science and HSIE. There was significant preparation undertaken also on the introduction of the TAS and Personal Development, Health and Physical Education courses in Stage 4 for 2019. The college continued its push with literacy strategies, stepping up its collaborative work with Lyn Sharratt, including work around Learning Intentions, Success Criteria and the Gradual Release of Responsibility model of teaching and learning. Staff were inserviced on the work of Lyn Sharratt and a whole school approach to improvement in writing was undertaken.

Data was examined and used to find and help students who were well below stage in reading and writing through the intervention of programs: Words their Way and MacqLit. The Study Skills program - Edrolo - was further rolled out and continued to be a useful study tool for Year 12 students to assist their learning.

Assessment and Reporting

Holy Spirit College followed the CEDoW Assessment and Reporting Policy. It continued to review and develop appropriate assessment tasks and strategies across all year groups utilising the Diocesan Learning and Teaching Framework (DLTF) as a guide. In 2018 the college continued with the use of web-based AGAT ACER testing for incoming and current Year 7 students. This testing was extended in 2018 to include the testing of reading, numeracy and science each semester for students in Years 7 to 10. In addition the inclusion of a creative writing component was added to the testing of incoming Year 7 students to ensure a multipronged identification strategy. All students in Year 11 and Year 12 received an electronic Assessment Booklet. The inclusion of an Enterprise Skills report in the Year 12 students’ final report package introduced last year, continued in 2018.

EAL/D Support

EAL/D and refugee students in Years 7, 8, 9, 10 and 12 this year were provided both pastoral and academic support through individual and small group tutorials. Focussing on college practices, subject needs and specific English language skills, the students were able to develop their understanding of and access to curricula and receive necessary pastoral support to help them achieve their aims. This year also saw the first students to successfully complete the HSC ESL course and receive early entry to the University of Wollongong.

Learning Technologies

The college used digital technologies to support the learning, collaboration and teaching that continually takes place in the community. Professional development of staff primarily centred around G-suite. Staff acquired additional skill sets, specifically, the use of Google Forms and the New Google Sites. Podcasting and STEM specific technologies such as coding are other areas where staff continued developing further skills and learning opportunities. Another area that constantly needed to be addressed was staff and students coping with the constant updates that occurred with cloud services like G-suite in a BYODD environment.

The learning technology initiatives that focused directly on improving student learning included:
supporting the editing, sharing, collaborating of digital content using G-suite
use of Google Classroom to manage classroom resources, submissions and communications
a STEM focus especially Stage 4 Technology with MBots, 3D design printing and interface design
supporting Year 7 students in their transition to secondary school regarding the digital systems that exist at the college including the Year 7 HSIE iPad project on landscapes and landforms
planning and implementation of the BYODD programs in the college
STEM Extension Experience (SEE) in Year 7
researching and implementing new digital tools (eg Apple Classroom, iOS12.1, MacOS - Mojave Google File Stream, Team Drives, Adobe products).

The P&F assisted the college in 2018 by funding the purchase of additional digital resources including video equipment, STEM resources for students and some spare devices that can be loaned to students in case of emergencies.

Cross Curriculum

Literacy and Numeracy Strategies

Holy Spirit College continued with a program to support 28 carefully selected mainstream students identified (across a variety of measures) with low achievement in literacy and numeracy in Years 7 and 8. Increasing case-managed approach to these students took place involving the Resource Centre Manager, English teachers and staff across the curriculum.

For EALD students, the continued employment of a part-time English as a Second Language teacher improved the integration and language access for these students in 2018. The HSC ESL course was implemented with the first cohort completing the HSC in 2018. These students benefited from withdrawal and additional support to assist their understanding of the language of the curriculum.

Year 7 and 8 Words Study Program, Words their Way was rolled out in English classes in 2018 with students completing a programmed series of spelling activities reinforcing rules and covering words from all the KLAs.

The whole-school focus on writing resulted in the improvement of teaching and learning strategies across key subjects. The process recommended by the Diocesan Lyn Sharratt Leadership for Collaborative Learning is currently underway and will continue in 2019. This project entails a renewed focus on data and interventions for students with NAPLAN identified poor learning growth. Staff were workshopped on the second stage of this system reform and were part of a program of improvement in 2018 with a focus on the improvement of writing.

The NESA requirement for Band 8 for the HSC and the movement of NAPLAN online has meant the running and implementation a boot camp approach to assist targeted students to meet these requirements.

Staff development was a key factor in improving literacy and numeracy outcomes. In 2018, sixteen teachers completed the Literacy for Learning Course designed to target middle years literacies and develop more effective teaching. Teachers participated and completed additional academic homework in this course which will provide ongoing points of development in 2019.
Aboriginal and Torres Strait Islander Education

Thirty-four students, from Year 7 to 12, identified as Aboriginal and Torres Strait Islander (ATSI). ATSI Education at the college continued to be inclusive through Acknowledgement of Country at assemblies, continued involvement with outside agencies, the expansion of the ATSI Learning Space and provided programs and resources for individuals, small groups and year groups.

The Aboriginal Education Assistant (AEA) provided a focus for ATSI Education in the whole college community. All students of the college were exposed to many cultural experiences throughout the year, including:

- continuation of Personalised Learning Plans for each student of ATSI background
- awareness and Cultural Activities for Reconciliation Week
- participation in Reconciliation Week and significant dates such as Close the Gap Day
- two nominations in the NSWAECG Deadly Encouragement Awards
- ongoing participation in the Australian Indigenous Men Mentoring Experience Program (AIME)
- incorporated tutor days, where the AIME tutors attended the college once a week for tutor sessions with the students
- an AIME Taster Day for Year 7 and 8 students
- end of year celebration in Week 9 of Term 4 for all students
- cultural activities and aboriginal painting with a local ATSI educator.

Environmental

Holy Spirit College continued to implement the CEDoW Environment Education and Action Plan. The advent of the Return and Earn scheme saw the students collecting plastic bottles and cans and taking them to be recycled to generate funds for environmental projects at the school. In just two terms they raised nearly $400 after which the scheme was taken over by St Vincent de Paul to generate money for the local community. Since then the college has continued to raise funds.

The job of collecting the recycled paper from classrooms was taken over by students in Stage 5 Life Skills. The Environmental Group also invested in some ‘litter pickers’ to facilitate easier removal of litter, and they regularly went out to remove unsightly rubbish from the grounds. In Term 4 the students were also involved in clearing up the creek area of the college, spruced up some of the garden areas and extended the environment education program to the local community, spending time removing plastic from Bellambi Beach. The college design of a ‘green’ logo for the school is also underway with the Year 7 incorporating this into their “Stewards of Creation” topic.

One of the most enjoyable projects was the recycled clothing sales stall that the students ran. Members of the college brought in their “pre-loved” clothes which were sold for a very reasonable cost to other members of the college in two clothing sales. Each time over $300 was raised for various charities with the remaining clothes going to Vinnies shops to be sold.

In Term 4 the Environmental Group donated the rest of their Return and Earn money to buy paint to brighten up the large steps in the centre area. The group decided to reflect the words of the college song, “where the sunshine and the mountains meet the sea”, and ATSI Elder’s, (Uncle Kevin Butler) mural in the area and used
vivid shades of blue, green and orange to cheer up the area, as it has been long understood that colour can increase feelings of joy.

**Meeting the needs of all students**

Holy Spirit College supported sixty-four funded students throughout 2018. Students who experienced literacy difficulties in Years 7 and 8 were trialled with the MacqLit program. Life Skills students were involved in the MultiLit Reading Tutor Program. A number of mainstream students were supported with out-of-college excursion assistance. Disability provisions were provided for Years 7 to 12 students for exams and the Higher School Certificate.

The aim of the Support Department was to provide an inclusive and equitable education. Students in Years 7 and 9 attended three-day camps with full participation. School Support Officers (SSO) assisted at both venues and this meant that students participated in all experiences. All Stage 6 Life Skills students participated in ‘taster days’ that enabled them to experience placements at Greenacres, Essential Employment and Training and Flagstaff. Students in Years 11 and 12 Life Skills attended the retreat program with specialist teacher assistance. Students in Years 9 and 10 Life Skills were introduced to Greenacres at an after school program that was supported by parents/carers. Mainstream students were trained to act as readers and scribes for some disability provision students. Stage 6 Year 12 students received a ‘Profile of Student Achievement’ from NESA. All students and their parents were familiarised with the National Disability Insurance Scheme (NDIS) at their NCCD meeting.

Individual assistance was provided in-class and on excursions, when requested. Personal Profiles (PP) reports for all funded students were developed in consultation with parents/carers. The Profile of Student Achievement provided details on Life Skills syllabus outcomes achieved by students. Life Skills students received a specific Life Skills report.

Eight Year 7 2019 Life Skills students participated in a transition program operating over a two-week period in November 2018. Four mainstream students undertook an extended ‘transition to high school’ program. Profiles of all supported and additional needs students were maintained on Google Drive for all Holy Spirit staff to access. Profiles were updated throughout the year. A Support Department meeting was held Wednesday Week B, with SSOs and other staff who wished to attend. At the beginning of 2018, a meeting was held with all classroom teachers of Life Skills students, and differentiated and funded students who presented with specific needs.

**Gifted Education**

In 2018 the college saw the continuation of enrichment classes for students in Years 7 to 10. The college supported the continued professional development of staff members, at the University of Wollongong, in the differentiation for gifted students. The college reviewed the enrichment program offered to students in literacy and numeracy with the plan to implement changes for Year 7 2020.

**Expanding Learning Opportunities**

**Competitions**
Holy Spirit College provided numerous opportunities across most KLAs for its students in 2018. Listed below are some examples:

- ICAS English Competition
- Lions Youth of the Year competition in the Woonona and Corrimal Lions Club round
- Simpson Prize
- Australian Centre for Leadership for Women, International Women’s Day Essay Competition
- Big Science Competition
- Mock Trial Competition
- Australian Mathematics Competition
- UNSW ICAS Mathematics Competition
- The World Skills Competition.

Further information can be accessed via the college website through the Holy Spirit College Annual Education Opportunities Summary Report where 319 learning opportunities were provided for students at the college.

**Representative Sport**

For the twelfth consecutive year Holy Spirit College was successful in retaining the coveted Vince Villa Trophy for Diocesan Champion Sports School. The success on the sporting field was indicative of the hard work and dedication of the teachers/coaches and the willingness of the students to have a go and do their best and 2018 proved to be no different. The college was again victorious in all three major Diocesan carnivals - swimming, cross country and athletics. Holy Spirit College was also placed second in the girls and the boys Overall Vince Villa Trophies.

**Traditional Sports**

Success this year continued in a number of traditional sports: in triathlon, a student won CCC Gold, the Junior Boys Basketball team won the CCC Title and the Intermediate Boys 4 x 50m Medley relay team won the CCC Title. The Bill Turner Trophy Girls Football team was runner up among over 400 schools.

During the year the college won many Diocesan titles in traditional sports such as football, touch, basketball, rugby league and tennis. Students again represented the college in less traditional sports such as triathlon, surfing, equestrian and mountain bike racing with success.

Athletes from Holy Spirit College won 8 CCC State titles while eighteen Holy Spirit athletes represented NSWCCC at NSW All Schools Carnivals in a range of sports. Three of these athletes represented NSW All-Schools and one was selected in the Australia Schools Basketball Merit Team.

**Vocational Education and Training**

There were six students enrolled in VET subjects offered by External Providers in 2018. Courses included Nursing, Childcare, Vet Nursing, Animal Studies and Fashion Design.

There were four students enrolled in a School Based Apprenticeship or Traineeship including Hairdressing, Electrical, Information Technology and Retail.
Student Achievement

The college used a variety of assessment strategies at key points in the learning framework. These included teacher observation, projects and presentations. The college also participated 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 was communicated on a regular basis and external assessment results were discussed with parents on an individual basis.

NAPLAN

In 2018 Holy Spirit College Year 9 students were above state average in all areas of NAPLAN. Specifically, Year 9 reading results were well above state (+2.9) and national average (+3.3).

Attention to reading across the curriculum and in English may have been key contributors to reading growth in Year 9 where significant improvement in student numbers reaching Band 8 in reading were evident in 2018 compared with previous years. Overall, reading was 18 points above state average. Furthermore, Year 9 Reading growth was above average (school growth 49.3 vs state 44.1). Year 9 spelling growth was above state average (school 41.6 vs state 38.5).

Similarly, Year 9 numeracy was well above state (2.1) and national average (2.9) with average growth of 83%. Year 9 numeracy improved from 2017 with an increase in the numbers of Band 10 scores achieved, from 7% 2017 to 13% 2018. This is an improvement in growth data and tracking of same cohort’s performance from Year 7 2016.

Year 7 writing results were good with overall means (2.1) above state average and (4.1) above national. Year 9 spelling growth was above state average (school 41.6 vs state 38.5). Finally, Year 9 numeracy growth was school 51.1 vs state 48.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 7 and 9. It provides 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. 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. Please Note: Figures have been rounded to the nearest whole number.
National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100 as the students who did not complete NAPLAN are not allocated a Band.

**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.
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 36 students in 2018.

Higher School Certificate

The 2018 Year 12 cohort at Holy Spirit College were an extremely committed and diligent group of students who achieved some outstanding HSC results. The college had many subjects perform above state average and importantly the learning gain in most areas was positive. Overall, 40% of all HSC results were either a Band 6 or Band 5.

Some of the stand out results for individual KLAs, where students achieved either a band 5 or 6, in the following subjects:

- Music - 89% (including five out of the nine students who studied Music received a Band 6)
- Visual Arts - 53%
- Hospitality - 52%
- Studies of Religion 1 - 50%
- Legal studies - 50%
- Mathematics - 45%
- Community and Family Studies - 40%
- Biology - 37%.

These results reflected the efforts of a hardworking and mature group of students led by an experienced and capable staff.
**Student Achievement (Band Performance)**

<table>
<thead>
<tr>
<th>Band Performance (% in Bands)</th>
<th>Bands 1 and 2</th>
<th>Bands 3 and 4</th>
<th>Bands 5 and 6</th>
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### Student Achievement (Mean Performance)

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<td>81.5</td>
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<td>37.0</td>
</tr>
<tr>
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<td>Personal Dev, Health and Physical Education</td>
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<td>77.1</td>
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## Comparative Performance over Time

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<th>2016</th>
<th>2017</th>
<th>2018</th>
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<td>75.8</td>
<td>70.2</td>
<td>77.1</td>
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</table>
Parent, Student and Staff Satisfaction

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 they 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.