

**2020**

**ANNUAL SCHOOL REPORT**

**Holy Spirit  
College**

Bellambi



**Holy Spirit College**

**LIVE BY THE TRUTH**

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## About this Report

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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 2021.

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

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Principal: Christopher Agnew  
Date: 26 March 2021

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## Vision Statement

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

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## Message from Key School Bodies

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### ***Principal's Message***

As Holy Spirit College continued to build on the successes of the past, 2020 was the year of many firsts and valuable initiatives. While still ensuring that the college was true to its foundational charisms of the Josephite Sisters and Marist Fathers it continued to be forward thinking by reviewing its new Vision and Mission Statements which in turn formulated the college's new values of resilience, integrity, spirit and excellence ensuring the continuation of a vibrant, contemporary Catholic education.

The college was impacted by the restrictions created by COVID-19 but a concerted effort was made by the community to ensure significant events and celebrations were still celebrated even though this was done through an online experience for all families. While the remote learning experience offered challenges the resilience of staff and students was evident. Of note was the Year 12 cohort who continued to work tirelessly with their teachers so it was well positioned for the HSC exams.

The college introduced a new student information system called Compass which dramatically improved communication between the school, students and parents. Assessment and assessment processes were a major focus for the college and as a result new assessment policies will be launched in 2021. Positive Behaviour for Learning (PB4L) allowed the college to work with relative stakeholders to review the expectations of students both inside and outside the classroom.

### ***Parent Involvement***

WOW – 2020 was a year nobody would have predicted. A year with a global pandemic that all but brought the world to a standstill. Borders were not only shut internationally, they were also closed domestically. Suddenly everyone was spending a lot of time at home with families learning to work and study remotely, together.

In a short period, the teachers at Holy Spirit College had to convert teaching theories and practices to be able to deliver them remotely. At the same time, students had to navigate how to communicate and understand this new learning environment. Parents, too, had to acquire new remote workplace practices while helping children to adjust.

Thank you to all the teachers, that actioned this task swiftly and made the experience as positive as they could for the students and for watching out for their mental health during this time. The passion and support demonstrated was much appreciated. The P&F and the parent community learnt to respect the teaching vocation so much more after the remote learning experience.

The P&F too learnt to work remotely holding its first-ever virtual meeting via Zoom. Thank you to all those that attended these meetings and the patience shown in the acquisition of these new skills.

Throughout 2020, the P&F continued their pledge to support Holy Spirit College. The P&F: purchased and installed 200 new lockers for students to hire; continued the support of the use of Edrolo for year 12 students; introduced the use of Edrolo for year 11 students; supported a parent information night - "Safe on Social Media" by Kirra Pendergast; purchased and paid for the installation of the all-weather sports/education area; continued to support the refugee families by supplying new school uniforms; continued to support a Parent Liaison Officer one day a week. This stopped mid-year when the 2020 officer retired; continued to support the increased resource of a School Counsellor one extra day per week; and supported the refurbishment of the toilet block. The research was conducted by the Student Representative Council.

Not only did the P&F financially support the college, but the committee was also often involved with consultations with the Leadership Team, which included but were not limited to providing feedback on the:

- updated Year 7 information booklet and the new sports uniform
- current and future building works at the college.

This year was also a transition year for both the Uniform Shop over to Noone's and the canteen to the school.

The committee wishes to thank the college for its approachability and openness with the P&F throughout 2020 and looks forward to a positive 2021.

*Parents and Friends Association, President*

### ***Student Leadership***

The Student Representative Council (SRC) of 2020 was an energetic and hardworking group of model students. They consistently represented the college with pride in a year with so many challenges.

Under the guidance of the captains, the SRC continued to build the profile of Charism Week in the college. A COVID-19 safe Marist Monday, Josephite Tuesday and Holy Spirit Day celebrated and raised awareness of the dual charisms of the school.

The SRC raised vital funds during the Valentine's Day fundraiser in order to provide much needed support for communities devastated by the summer bushfires. The SRC contribution to the Stormbirds initiative went a long way to helping students in need of support.

The students were also incredible supporters of many charities including St Vincent de Paul, Caritas and Catholic Mission. They supported these charities through fundraising initiatives and showed tireless effort in raising awareness of the numerous social justice issues in the world.

The SRC supported the college by its assistance at the Year 7 Enrolment Information Night and Orientation Day, Harmony Day, Refugee Week, Holy Spirit Day and Christmas@theSpirit event.

*School Leaders*

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## School Profile

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### **School Context**

Holy Spirit College is a Catholic systemic coeducational school located in Bellambi. It caters for students in Years 7 to 12 and in 2020 had an enrolment of 1,254 students.

The students come from a number of ethnic and socio-economic backgrounds and from as far as Helensburgh to Unanderra. In 1983 Holy Spirit College opened as a result of the amalgamation of St Paul's and Holy Cross Colleges. Although standing side by side on land bordered by Cawley and Gladstone Streets, the two schools had existed separately - St Paul's College as a year 7 to 12 boys' school in the care of the Marist Fathers, and Holy Cross College as a year 7 to 10 girls' school run by the Sisters of St Joseph. In 1983 Holy Spirit College began the task of building a new and proud identity, enhancing the traditions of St Paul's and Holy Cross Colleges.

The curriculum offered at the college is based on the requirements of NESAC and the students achieved outstanding results in the Higher School Certificate. The college aimed to present a curriculum that encouraged and motivated students with a variety of intellectual abilities.

### **Student Enrolments**

2020 Enrolments	
Boys	637
Girls	617
Total	1254
Aboriginal and Torres Strait Islander	24
LBOTE	233

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](http://www.hscdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2020.

### **Student Attendance**

2020 Attendance	Male	Female
Year 7	90%	90%
Year 8	89%	87%
Year 9	87%	86%
Year 10	85%	86%
Year 11	88%	86%
Year 12	92%	92%
Whole school	89%	88%

### **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.

COMPASS was the database used by the college in the daily electronic marking of the roll. The Homeroom teacher electronically marked the roll each morning indicating students who were present or absent. Classroom teachers electronically marked the class roll at the beginning of every lesson. Any discrepancy was communicated by email to SSC.

Student non-attendance was monitored closely by the staff in the Student Services Office. An SMS absence message was sent to one parent/carer of each student marked absent as soon as homeroom rolls were marked. The parent/carer replied either via a SMS or a written note.

If a student was absent for three consecutive days or more or if a pattern was noticed in their attendance, the Year Coordinator was advised and the parent/carer was notified with any concerns via a phone call and/or letter. This was followed up until a satisfactory explanation was received. If this action had unsatisfactory results, a parent meeting was scheduled with the Year Coordinator. If the matter was still not resolved the student and parent/carer were required to attend an interview with the Principal and Assistant Principal.

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

This complies with the CEDoW Student Attendance Policy and the School Attendance Guidelines and Procedures (February 2019).

### **Student Retention Rate**

<b>Year 10 Total Enrolment 2018</b>	226
Year 12 Enrolment at Census Date remaining in Year 12 at end 2020	172
Actual Retention Rate (%)	76%

### **Student Attainment in Senior Years**

<b>Years 11 - 12 2020</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	24%
% of students who have completed at least one (1) VET course in either Year 11 or 12	18%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	98%

### ***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 achieved the goal of providing relevant educational opportunities that support the career aspirations of the students.

<b>2020</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	28	29	171
University	-	-	112
TAFE/Tertiary	5	12	16
Employment	18	11	21
Other School	5	2	-
Other/Unknown	-	4	22

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## Staffing Profile

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There are a total of 109 teachers and 33 support staff at Holy Spirit College. This number includes 71 full-time, 38 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	4
Proficient	105
Highly Accomplished / Lead	0

### ***Teacher Attendance and Retention***

The average daily teacher attendance rate for 2020 was 94.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2019 to 2020 was 93%.

### ***Professional Learning***

During 2020 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 all staff. These days focused on:
  - Preparation for Remote Learning (whole staff)
  - Gifted and Talented Education (whole staff).
  
- B: Other professional learning activities provided at school level including CEDoW run courses:
  - De Courcy seminar (2 staff)
  - Sexualised behaviour in young people (1 staff)
  - Compass training (4 staff)
  - YAM training (1 staff)
  - Mentee training (2 staff)
  - Numeracy training (1 staff)
  - PB4L training (7 staff)
  - NCCD training (3 staff)
  - Learn Path Implementation (3 staff)
  - Designing a user focused MDM strategy (1 staff)
  - Duke of Edinburgh awards (1 staff)
  - HSC Science insights (3 staff)
  - Aboriginal & Torres Strait Islander Education (ATSI) conference (2 staff)
  - Walking on Country Together (1 staff)
  - Lab Technician training (2 staff)

- DRONE Licensed training (2 staff)
- Mini Cert of Gifted Education Certificate (8 staff)
- Legal Studies Association conference (1 staff)
- Early Career training (2 staff)
- History Teachers Association training (1 staff)
- NESAs HSC Disability Provision training (1 staff)
- Extension 1 Mathematics inservice (2 staff)
- Learning for Leadership (2 staff)
- Ancient History Webinar (2 staff)
- York Assessment (4 staff)
- Edval training (4 staff)
- MacqLit (2 staff)
- Minicoge Advanced (2 staff)
- SICT Workshop (2 staff)
- Unleashing Potential (2 staff)
- Refugee training (2 staff)
- Science Extension Webinar (1 staff)
- TECH 1 training (15 staff)
- First Aid Course (1 staff)
- Chemistry PD (1 staff)
- Ancient History Core Study (2 staff)
- Educating with a Mission Lense (22 staff)
- Paul Dillon - Vaping (8 staff)
- YARC training (4 staff).

The average expenditure by the school on professional learning per staff member was \$199.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$215.

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## Catholic Life & Religious Education

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*Integrity: the ability to be honest and to have the courage to maintain one's morals and values.*

*Integrity: a state of being, one that is holistic and undivided.*

2020 certainly challenged the college theme of 'Integrity'. It forced many to re-examine one's values and to assess the importance of what lies at the heart of one's humanity. This year highlighted the need for connection, belonging and acceptance in ways that the college community had perhaps never experienced before. Despite the numerous obstacles, the students continued to engage in genuine acts of Christian mission both within and beyond the college community.

The Holy Spirit College community was grateful for the significant presence of a Marist Father throughout 2020. He travelled from North Sydney every Tuesday and Thursday to engage in college life and provided Religious Education curriculum and classroom-based support. He also supported sacramental opportunities for staff and students in what was a liturgically challenging year.

The college Mission Team continued its work in determining and activating the spiritual direction of the school community.

A local priest also continued to be a very welcome support to the college community. With the assistance of the Diocesan Seminarian, they undertook the significant task of celebrating the college's Holy Spirit Day Mass online. The mass, live-streamed to the students, parents and carers was a testament to the priest's dedication to the college community.

Diocesan opportunities continued to be provided throughout 2020 for the students to develop and enhance their spirituality and faith life, particularly through LIVE online events.

The college community is proud of its Youth Ministry Leaders (YMLs) and their support of the work of the wider Diocesan Youth Engagement Plan.

The students, under the leadership of the SRC, were incredible supporters of many charities including St Vincent de Paul, Caritas and Catholic Mission. They supported these charities through fundraising initiatives and showed tireless efforts to raise awareness of the numerous social justice issues in the world.

### ***Religious Literacy Assessment***

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *Religious Literacy Assessment* program for 2020.

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## School Review and Improvement

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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 2020:***

#### **Mission Dimension 1 – Mission and Catholicity**

*Spiritual Formation (1.2, 1.4)*

Goal: Increase the effectiveness of the catholic dimension of the school through the enhancement of leadership.

*Spiritual Formation (1.5)*

Goal: Build and enhance the catholicity of Holy Spirit College with particular emphasis on developing the spiritual growth of staff and students.

#### **Mission Dimension 2 - Learning and Teaching**

*Student Achievement and Performance (2.1, 2.4)*

Goal: A positive learning culture characterised by high expectations, student voice and student self efficacy improves student learning growth and achievement.

*Literacy and Numeracy (2.2A, 2.2B)*

Goal: Quality differentiated instruction enables all students to achieve their potential with particular emphasis on gifted education, literacy and numeracy.

#### **Mission Dimension 3 - People and Culture**

*Student and Staff Wellbeing (3.1, 3.2, 3.4, 3.8)*

Goal: Use data-informed and evidence-based practices to target specific areas in staff and student wellbeing to enhance spirituality and academic achievement.

*Leadership Development (3.5)*

Goal: Develop a new student leadership model based on a new house system which will assist in creating student voice and engagement.

### ***School Review and Improvement components to be reviewed and rated in 2021:***

#### **Mission Dimension 1 – Mission and Catholicity**

*Spiritual Formation (1.1, 1.5)*

Build and enhance the catholicity of Holy Spirit College with particular emphasis on developing the spiritual growth of staff and students.

Goal: By the end of 2021, the Student Leadership framework will be revised and brought into alignment with the overall Vision and Mission of the college and a reflection of college priorities associated with spirituality.

## **Mission Dimension 2 - Learning and Teaching**

### *Student Achievement and Performance (2.1, 2.4)*

A whole school Teaching and Learning Framework will be operating to support the learning growth of all students.

Goal: By the end of 2021, the school will have developed a Teaching and Learning Framework which underpins the approach of teaching and learning within the college.

Goal: Whole school Literacy, Numeracy and Enrichment Plans will be established to enable learning growth for all students.

Goal: By the end of 2021, staff will feel confident in developing quality assessment focused on student growth.

## **Mission Dimension 3 - People and Culture**

### *Student and Staff Wellbeing (3.1, 3.2, 3.4, 3.8)*

A staff and student Wellbeing Plan will be operating that supports the wellbeing and mental health of all stakeholders.

Goal: By the end of 2021, the capacity of staff will be built through a focus on staff wellbeing and developing a shared responsibility for the pastoral care of all students.

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## Financial Summary

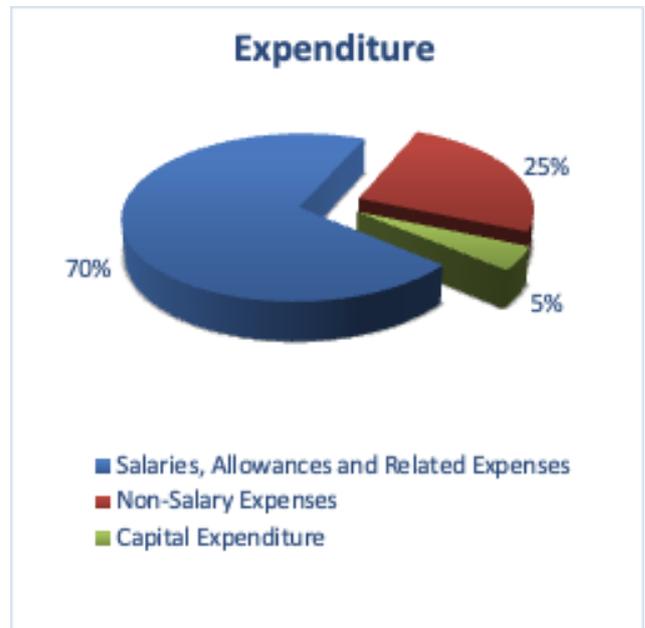
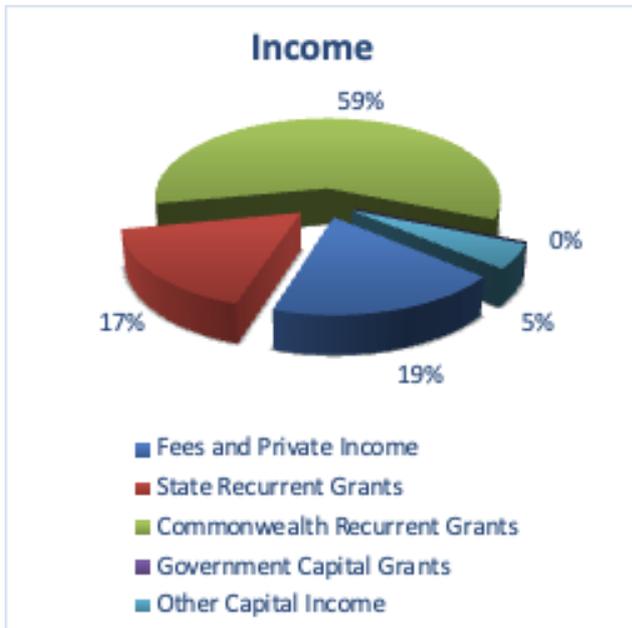
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Holy Spirit College did not receive any additional government grants for the school's financial year, 1 January 2020 to 31 December 2020. All major projects and expenses were paid through school funds, except where the P&F made donations towards the following projects: All weather sporting facility \$152,209; Edrolo \$28,752; and Student lockers \$43,230.

Major Works and expenditures for the period 1 January 2020 to 31 December 2020 - \$668,000 included:

- All weather sporting facility
- Student lockers
- Renovation and occupation of new Maintenance Office
- Installation and certification of CCTV system
- Tree removal
- New classroom furniture
- Installation of additional outdoor water filter/cooler units
- Purchase and installation of outdoor shade umbrellas
- Zoom room hardware installed for Conference Room
- Pilot multimodal zoom classroom
- Mobile Logitech Meetup system for remote teaching
- Maintenance of demountable buildings
- Roof and classroom repair
- Replacement of carpet
- Cleaning of gutters and general maintenance
- Garden and lawn maintenance
- COVID-19 consumables, signage, sanitisation stations and partitions
- Plumbing repairs
- Improvement works to Casey-Ryder Centre
- Renovation of Main Student Toilets
- Air conditioning installation and maintenance
- Renovation and establishment of Design and Innovation classrooms.

The following graphs reflect the aggregated income and expenditure for Holy Spirit College, Bellambi for the year ended 31 December 2020. This data is taken from the 2020 financial return to the Australian Government, Department of Education, and Training.



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## Student Welfare

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The Catholic education system is characterised by the spiritual and holistic education of each person. Holy Spirit College endeavours to provide a safe and supportive environment that is inclusive of all students. The pastoral care approach aims to connect messages of the Gospel with the challenges of contemporary life.

The pastoral care structures at Holy Spirit College supported students with a range of ongoing programs that fostered positive wellbeing whilst enabling a positive learning environment for students to achieve their full potential.

Each student resided in a homeroom, homeroom teachers played a vital role, particularly during COVID-19, in supporting each young person in accessing all aspects of school life and worked closely with Year Coordinators and the pastoral team. Year Coordinators and Assistant Year Coordinators addressed important wellbeing topics in assemblies and extended homeroom.

The pastoral program was delivered through extended homeroom, year group assemblies, targeted presentations and also incursions. The college endeavoured to address important and relevant wellbeing topics through various mediums and at different stages to address mental health, relationships, academic health, sleep hygiene, conflict resolutions, risk-taking and road safety. The college collected data that enabled the planning of an appropriate and relevant pastoral program, addressing the needs of a particular group at a particular point in time. In 2020 the involvement of external presenters was limited due to COVID-19 and the college attempted to respond to these measures whilst still providing appropriate pastoral support.

All students at the college had access to school based counselling services (subject to availability). Year Coordinators and their assistants facilitated restorative justice initiatives, social skill development and peer relationship support. If a student required counselling whilst at school, parents were to contact the child's Year Coordinator or the Leader of Pastoral Care for a referral form.

As a proud Catholic community, the college embraces Gospel values through the practice of restorative justice. Positive behaviour was an integral part of the college and all situations were resolved with a focus on respect for all individuals, this was underpinned by the philosophy of restorative justice, where all stakeholders had a voice and there was a strong recognition of the community and how choices impact others. The aim of the college was to resolve issues and to see students integrated back into college life so they could continue with their learning.

The college used specific practices and strategies to restore relationships and this was supported by a behaviour management system that ensured students were accountable for their actions and were given opportunity to reflect on their choices. The college conducted lunchtime reflections sessions, where students were supported to complete a reflection that is guided by the principles of restorative justice. Monday afternoon detention was utilised for more serious breaches of the college's policies and agreements.

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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2020.

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](http://www.hscdow.catholic.edu.au) or by contacting the school office.

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## Learning and Teaching

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### **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**

COVID-19 meant that the teaching and learning at the college had to significantly pivot. Term 1 concluded with all staff engaging in collaborative professional learning in order to be equipped with the necessary tools to deliver rich learning experiences to students via zoom, Google Classroom and video. The college continued to strengthen connections with parents and carers during this time to ensure all groups worked in partnership to support students' learning and wellbeing. This culminated in parent-teacher conferences being run via zoom.

The college continued to strengthen whole-school literacy and numeracy strategies. Data was examined and used to find and help students who were well below the 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 11 and 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). For 2020 the focus for KLA Coordinators and the Teaching and Learning Committee was quality assessment. Collaboratively teams worked to revise the college assessment policy and process to further assist students in developing accountability skills and ensure students were supported and encouraged to complete their tasks to their full potential. Further, the college promoted a program of rigorous learning objectives and assessment criteria which provided opportunities for meaningful teaching and learning emphasising critical and creative thinking.

2020 also saw a renewed reporting process through the introduction of COMPASS. The college revised and gave further clarity to student learning practices and provided further details on how a student was performing in relation to their cohort. The streamlining of Life Skills and Vocational Education reports were integrated into this system creating a more systematic approach.

In 2020 the college continued with the use of web-based AGAT ACER testing for incoming and current Year 7 students. This testing included the testing of reading, numeracy and science each semester for students in Years 7 to 10. The inclusion of an Enterprise Skills report in the Year 12 students' final report package continued in 2020.

### **Learning Technologies**

Holy Spirit College used digital technologies to support the learning, collaboration and teaching that continually took place. Professional development of staff primarily centred around COMPASS. 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
- 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
- researching and implementing new digital tools. Use of Zoom and other resources for remote learning.

## **Cross Curriculum**

### **Literacy and Numeracy 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.

The continued implementation in Words their Way assisted to develop students' reading and vocabulary within the context of English. Staff were provided with additional training in the diagnostic spelling test (*Words their Way*) which simultaneously increased staff understanding of the developmental relationship between spelling, vocabulary, reading and writing.

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. A focus on the improvement of writing and reading skills led to some whole school improvement in the teaching of writing and explicit teaching. Implementation was undertaken with specialist, regular fortnightly meetings with teachers to monitor implementation and provide support and feedback on student progress. By assisting teachers to develop text models in target groups, an increase in a shared understanding of best practice in literacy was able to be fostered using a backward design model. The targeted groups for these text models included Year 10 Catholic Studies teachers, Year 9 English teachers, Year 8 HSIE teachers and Year 8 Science teachers. This was the result of guided literacy audits of programs conducted with English, HSIE, Science and Catholic Studies KLA Coordinators at the end of 2020. As a result, 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.

Supplementary to these planned KLA based activities, the exigencies required by remote teaching enabled the Instructional Coach Literacy to implement Diocesan training for online writing feedback routines. Ongoing coaching and training took place on a needs basis for Holy Spirit College staff in areas such as providing voice feedback, using google docs rubrics, creating feedback comment banks and most importantly, teaching students how to assess their own writing using the Scribo add on to google docs.

All students from Years 7 to 10 completed the ACER PAT Reading Test 5th edition in December 2020. Data was analysed and English teachers trained and workshopped on communication of results with students and parents. Ongoing planning for improvement in disciplinary reading and use of the data to deploy interventions,

raise awareness of comprehension difficulties and chart student progress is undertaken by the Literacy Coordinator with core members of the support team.

### **Numeracy**

2020 brought many challenges, but with those challenges came opportunities. During home learning, students were able to access many online resources ensuring that their numeracy skills continued to grow. Students viewed online tutorials using Mathsonline, Hotmaths and nominated video links assisting them with numeracy across all KLAs.

NAPLAN was cancelled this year, leaving the PAT-Maths Assessment as the primary external test used to monitor student growth in numeracy. Analysis of this data was used to identify areas of strength and weakness in numeracy skills, which led to adjusted programs across many KLAs.

The numeracy coach was able to work 1 to 1 with many staff to increase numeracy content in the classroom and to build resources. Activities such as 'number busting' were also introduced to Years 7 and 8 as a warm-up exercise where students were required to represent numbers in different ways. Numeracy was also targeted in senior years using past HSC questions from HSIE, TAS, Science and PDHPE.

This year also saw the continuation of the QuickSmart intervention program designed for students who experience difficulties in numeracy. The program provided a framework with short and targeted lesson components for teachers and SSOs to use with their students. The aim of QuickSmart was to enable students to become automatic (quick) in their basic skills in order to move onto more complex problem-solving skills (smart). This year, students from Year 7 and Year 8 with difficulties in Mathematics, were asked to participate in the program with various successes.

### **Aboriginal and Torres Strait Islanders**

2020 started with a delicious pizza lunch in February. Then, during term 1, COVID-19 hit and the college went into lockdown. Remote learning made it extremely challenging for students to take part in any cultural activities. During this period all ATSI activities were cancelled. Once out of lockdown and back at school, restrictions were still in place and NAIDOC Week was moved from July to November.

During the year a group of twenty students from Years 7 to 10 came into the ATSI room to interact at recess and lunch. During this time the students played music, table tennis and great new friendships were formed.

COVID-19 did not stop NAIDOC Week celebrations. The theme of the Week was "Always Was, Always Will Be," recognising that First Nations peoples have occupied and cared for this continent for over 65,000 years. Students in Year 7 were lucky enough to have an Aboriginal Elder tell of his experiences. During the week, he also assisted the Stage 4 support class with the painting of 'Deadly Boomerangs'.

Also during NAIDOC week and following in the footsteps of last year, Year 7 were involved in the painting of the 'Integrity' mural. Each student placed their fingerprint on the painting to form the leaves on the trees. The annual mural, an initiative of the Principal, saw all Year 7 students have an input into a beautiful artwork which was displayed in the Casey-Ryder Centre.

Lastly, congratulations to the college's Aboriginal Elder who won the prestigious Mil-Pra AECG, Liverpool City Council Lord Mayor's choice award for his wonderful artwork titled, "Do trees feel pain when they burn?" An award much deserved by a very talented artist.

## **Environmental Group**

The Environmental group was involved in a number of ventures over the year. Members of the group were kept busy making the new recycling boxes. Two boxes were placed in each classroom, one for paper and one for plastic bottles and other items that were placed in the blue Vinnies bins. Holy Spirit College is proud to be the only high school in the Diocese that is still part of the Return and Earn scheme with six big blue bins placed in the Centre Area. These bins saved thousands of cans, bottles and poppers from landfill and raised money for local projects.

Bread tags were collected by the college community and over a kilo were sent to Terracycle as part of their recycling initiative. Collection of bread tags and used writing equipment will continue to be collected.

In June five members of the group participated in the Edmund Rice Sustainability Conference via zoom. The day was very productive. July included 'Tree Week' and the college took part in the Woodiwild Tree Planting Scheme, which so far has planted over one hundred native trees in areas around NSW.

Group members regularly read reflections and prayers celebrating environmental days such as the World Day of Prayer for the Care of Creation in September. Its theme this year was a Jubilee for the Earth. To celebrate the theme of new growth the group planted and grew some cherry tomatoes from seeds that had been collected from a rescued plant.

October and November were busy as both Enviro week and National Recycling week fell during this time. The group decided to also do some upcycling during Recycling week and made cute gift boxes from old plastic bottles.

## ***Meeting the needs of all students***

### **EAL/D Support**

EAL/D and refugee students in Years 7, 8, 9, 10, 11 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.

### **Gifted Education**

Holy Spirit College saw the introduction of the enrichment class in Year 7. This class aimed at providing high quality, authentically rigorous programs for highly able students within a nurturing Catholic environment with a genuine focus on the whole person. The program utilised best practice gifted and talented educational strategies, through specialist qualified staff, delivering a differentiated enrichment program to challenge and engage highly able students.

The college continued to support the extension of learning opportunities from Year 7 to 12 through the professional learning delivered to all staff in term two on differentiating the curriculum for highly able students.

### **Special Education Needs - Support Department**

2020 began with fires and floods and then the impact of COVID-19. During the first half of the year the students learnt how to learn differently and the students in the Support Department rose to the challenge. They were tested under tough situations and never disappointed. As the Support Department staff delivered work to the student's homes in the college bus, students were excited to see some familiar faces from the college. Parents too played their part in assisting with home learning and the staff was indebted to the energy they placed on ensuring that learning went smoothly.

Throughout the year, the students were supported by a dedicated band of School Support Officers (SSOs) who ensured that students were assisted in the many activities that they undertook. The staff worked on the premise that 'it's the process not the product', as many of the gains that the students make cannot be measured at the end of a lesson.

Three Year 12 students finished their eventful year with a graduation mass and prize giving ceremony. They were wonderful role models to students and are to be congratulated on their courteous interactions with staff and students alike. Thank you to the parents and carers who continually gave their support and encouragement for the work that was covered in the Support Department. It was a team effort and one that brought remarkable rewards on a daily basis.

### **Expanding Learning Opportunities**

#### **Competitions**

Holy Spirit College provided students with numerous opportunities across many KLAs. Listed below are some examples:

- Premier Reading Challenge
- Mathematics Challenge for Young Australians
- National META Rocket League Competition
- National META League of Legends Competition
- Chess Competition (Holy Spirit won six matches in a row to finish as runners-up in the South Coast division coming second to Smiths Hill High School).

#### **Representative Sport**

Holy Spirit College has a long history of great sporting successes. 2020 began well with many students keen to represent the college in the following sports: swimming, tennis, touch football, triathlon and oztag. Then there was news of COVID-19 restrictions and lockdown which disrupted all future sporting events.

Some of the highlights of Term 1 were:

- 25<sup>th</sup> Annual Diocesan Swimming Championships took place and the college swimming team was crowned the Diocesan Swimming Champions
- A great day of Oztag was held at Dalton Park. The Senior Girls Oztag team was crowned as South Coast Regional Champions
- Open Girls tennis team earned a place to represent the Diocese at the next level
- Two Year 9 boys were selected into the U15 Diocesan Touch Football team and two boys selected for the Diocesan Touch Football Opens team
- Four girls were selected for the 15's Diocesan Touch Football team and four girls for the Diocesan Opens.

Thank you to all the team managers and coaches, referees, parents and volunteers for their hard work and dedication and the willingness of the students to have a go and do their best. By Week 9 of Term 1 the world started to see the impact of a spreading pandemic and at local and state level every sporting event on the calendar was either cancelled or postponed indefinitely.

#### **Vocational Education and Training**

At Holy Spirit College students studied Hospitality – Kitchen Operations and Electrotechnology. Four Year 12 students were nominated for the Illawarra Vocational Education and Training Awards. Two students for Hospitality - Kitchen Operations and two students for Electrotechnology.

Congratulations to the two students who were awarded VET Student of the Year. One award for Hospitality and the other for Electrotechnology.

Three of the students enrolled in Electrotechnology secured electrical apprenticeships with BlueScope Steel.

There were seventeen students enrolled in a School Based Apprenticeship or Traineeship including Hair and Beauty, Automotive and Retail Services.

There were six students enrolled in TVET subjects offered by External Providers in 2020. Courses included Animal Studies, Early Childhood, Plumbing and Nursing.

There was one student enrolled in an IDMT course offered by CEDoW.

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## Student Achievement

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The school used a variety of assessment strategies at key points in the learning framework. These included teacher observation, projects and presentations. The school 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 annually.

### **NAPLAN**

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *National Assessment Program – Literacy and Numeracy (NAPLAN)* testing for 2020.

### **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 2020.

### **Higher School Certificate**

The 2020 Holy Spirit College HSC cohort was a very successful one by any measure. Despite dealing with the difficulties of a very interrupted school year, Year 12 2020 achieved some of the best academic results Holy Spirit College has ever achieved.

Many subjects achieved a result well above state average including:

- Legal Studies + 8%
- Science Extension +7.5%
- Society and Culture +7%
- Mathematics Standard 2 +5.5%
- PDHPE +5%
- Hospitality +4.75%
- Earth and Environmental Science +4.5%
- Studies of Religion 1 +4%
- English Standard + 3.5%.

There were a total of 81 Band 6s across many different subjects. One student achieved as an 'Allrounder' meaning they received a Band 6 in each subject studied. The Dux of the college received an ATAR of 99.55 and there were many other students with ATARs over 90.

In total, 45% of all results were either a Band 6 or Band 5 which was an amazing result for the college and one to be very proud of. The college was the top comprehensive high school in the Illawarra.

Congratulations to the 2020 cohort on not just these outstanding results but also on the leadership and resilience displayed in what was a very difficult and unusual year.

## Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.1	80.4	18.5
	State	10.8	77.7	11.5
English (Advanced)	School	0.0	25.5	74.5
	State	0.6	36.1	63.4
Mathematics Standard 2	School	12.0	51.1	37.0
	State	24.4	50.8	24.8
Mathematics Advanced	School	1.9	55.8	42.3
	State	4.2	43.2	52.6
Biology	School	0.0	63.8	36.2
	State	13.1	56.2	30.7
Ancient History	School	0.0	47.0	52.9
	State	15.6	51	33.4
Business Studies	School	16.2	56.7	27.0
	State	17	47.7	35.3
Music 1	School	0.0	10.0	90.0
	State	1.7	33.8	64.5
Studies of Religion I	School	1.9	17.3	80.8
	State	5.9	50.3	43.8
Industrial Technology	School	40.0	50.0	10.0
	State	19.2	57	23.8
Community & Family Studies	School	6.9	62.1	31.0
	State	8.9	57.1	33.9
Personal Dev,Health & Physical Education	School	10.0	35.0	55.0
	State	14.4	51.2	34.5

## Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	98	73.4	69.9
English (Advanced)	51	83.2	81.3
Mathematics Standard 2	101	73.6	68.4
Mathematics Advanced	53	77.7	79.2
Biology	49	75.7	72.4
Ancient History	18	78.4	72.1
Business Studies	38	70.1	72.0
Music 1	12	84.5	81.6
Studies of Religion I	53	41.3	37.7
Industrial Technology	11	65.5	69.5
Community & Family Studies	29	74.1	74.1
Personal Dev,Health & PE	42	77.6	72.5

## Comparative Performance over Time

School Performance (%)	2017	2018	2019	2020
English (Standard)	72.5	69.5	73.4	73.4
English (Advanced)	80.3	78.1	80.2	83.2
Mathematics Standard 2	NA	NA	73.2	73.6
Mathematics Advanced	NA	NA	NA	77.7
Biology	76.0	77.3	76.6	75.7
Ancient History	78.3	72.6	87.4	78.4
Business Studies	70.5	66.5	70.2	70.2
Music 1	86.0	88.2	81.5	84.5
Studies of Religion I	41.0	38.8	40.6	41.3
Industrial Technology	61.7	66.5	60.2	65.5
Community & Family Studies	77.1	76.1	80.7	74.1
Personal Dev,Health & PE	70.2	77.1	77.3	77.6

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## Parent, Student and Staff Satisfaction

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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.



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