

Annual School Report

Secondary



2017



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

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 2018.

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

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Principal: Amanda Wilson
Date: 30 March 2018

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

2017 saw the finalisation of the master plan for Holy Spirit College securing the future of learning spaces for the students. This year has seen an ever changing landscape with the arrival of demountables and the demolishing of the convent. This master plan developed as a result of the growing college population that parallels the growing population of the Northern Illawarra. Staff development was a priority in assisting teachers to improve student outcomes with a highlight being staff development with Glen Pearsall which focussed on engaging students in their learning. The college was successful in winning the Vince Villa trophy for the 11th time, highlighting the opportunities available to the students and for individuals who achieve at both National and State levels. The school play was a highlight of the Creative Arts calendar along with the Gala Concert. The NICS program continued with the Maths and Science Day held at the college for students in Years 5 and 6. Students engaged with the community through events such as the Immersion to Cambodia and KidzWish. As the current principalship concludes this year, it has been a pleasure and a privilege to be part of the Holy Spirit College journey.

Parent Involvement

The Parents and Friends' Committee (P&F) at Holy Spirit was made up of very dedicated and passionate volunteers who have the college, students and its community in their best interest.

The P & F donated over \$365,000 to the college for the following improvements and projects: new flooring for the Casey-Ryder Centre, replacement of sick bay beds, a new canteen roller door, resources for the Technology, Music and TAS departments, sport uniforms and funding for Edrolo for students in Year 12.

In addition to financial assistance, throughout the year, the P & F hosted parent forums such as An evening with Paul Dillon - expert in the field of Drugs and Alcohol Education, Wollongong Wolves Gala Day and iPad tutorial for Year 7 parents.

Parents and Friends Association, President

Student Leadership

The Student Representative Council (SRC), chaired by the School Captains, allowed for dialogue to be created between year groups and hence provided a stronger sense of community within the college. In addition the college continued its leadership program with the Year 12 SRC members attending the Marist Youth Leadership Camp.

The teamwork required to ensure the smooth running of fundraisers, spiritual ceremonies and special occasions, proved to be central especially in the organisation of larger events such as Holy Spirit Day. The ability of students to run events, within the college, provided excellent opportunities for issues relevant to the corresponding age groups. The SRC led by example and demonstrated the core values of the college not only at special occasions, but also in everyday school life, allowing for school spirit to be exemplified and developed further amongst the college community.

School Leaders

School Profile

School Context

Holy Spirit College is a Catholic Systemic co-educational secondary school located in Bellambi. The school caters for students in Years 7 to 12 and had an enrolment of 1269 students in 2017.

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 aimed to present a curriculum that encouraged and motivated students with a variety of intellectual abilities.

Student Enrolments

2017 Enrolments	
Boys	629
Girls	640
Total	1269
Aboriginal and Torres Strait Islander	30
LBOTE	96

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 2017.

Student Attendance

2017 Attendance	Male	Female
Year 7	93.1%	93.7%
Year 8	90.3%	90.2%
Year 9	90.8%	90.6%
Year 10	89.6%	87.3%
Year 11	91.7%	91.6%
Year 12	93.0%	91.8%
Whole school	91.4%	90.8%

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. If a student was absent for 3 days or more without explanation the Assistant Year Coordinator was advised and a phone call was made to the parent/guardian for explanation. This was followed up until a satisfactory explanation was received and if this action had unsatisfactory results, the Year Coordinator or a member of the college Leadership Team were notified and became involved.

For single day unexplained absences, letters were generated to parent/guardian every 2 weeks requesting satisfactory explanation.

In the event of foreseen extended absences for whatever reason, the parent/guardian was required to complete and submit an Application for Exemption 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 staff handbook.

Student Retention Rate

Year 10 Total Enrolment 2015	201
Year 12 Enrolment at Census Date remaining in Year 12 at end 2017	169
Actual Retention Rate (%)	84%

Student Attainment in Senior Years

Years 11 - 12 2017	
% of students undertaking vocational training or training in a trade during Years 11 and 12	29%
% of students who have completed at least one (1) VET course in either Year 11 or 12	27%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	99.7%

Destination Survey

2017	Year 10	Year 11	Year 12
No of School Leavers	13	26	165
University	0	0	112
TAFE/Tertiary	1	5	11
Employment	3	14	27
Other School	9	5	0
Other/Unknown	0	2	3

Staffing Profile

There are a total of 100 teachers and 30 support staff at Holy Spirit College. This number includes 72 full-time and 28 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

*Australian Education Institution – National Office of Overseas Skills Recognition

Teacher Attendance and Retention

The average daily teacher attendance rate for 2017 was 96.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2016 to 2017 was 96%.

Professional Learning

During 2017 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 101 staff.

These days focused on:

- Glen Pearsall - Peer evaluation and Reflection
- Educating through a Mission Lens
- Marist Father Identity and Charism
- Michael Murray Whole School Literacy Plan.

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

- Lynn Sharrett Improving Literacy (4)
- KLA Leading Learning Network Meetings (KLA Coordinators - 9)
- Gifted and Talented Network Meetings (1)

- IT Google for support and teaching staff for reducing paper for stewardship.

The average expenditure by the school on professional learning per staff member was \$283.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$509.

Catholic Life & Religious Education

In 2017 the college through its Religious Education Curriculum connected students to the core elements of the Catholic faith, its history and relevance in contemporary society. A new curriculum document was introduced into Year 9 and 10. 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.

The Diocesan Priests, Marist Fathers and the Sisters of St Joseph continued to support the college. 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. The Student Catechist program continued in 2017 and students attended the Diocesan Launch of Catholic Mission. A group of Year 11 students and staff participated in the Catholic Mission Immersion Trip to Cambodia. Senior students participated in the Marist Youth Leader Program (Lismore) and the JJAMM Conference (Sydney).

The college hosted the Diocesan 'Conversation with the Bishop'. The College Choir also provided music for the Diocesan Consoling Mass in September. Throughout 2017, Year 12 'We Stand' leaders continued to organise and conduct opportunities for faith engagement for students from all year groups. Also this year students and staff participated in the Australian Catholic Youth Festival.

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. A large cohort participated in the Certificate of Religious Education and Masters of Theology courses. Significant 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.

Religious Literacy Assessment

The Religious Literacy Assessment Program (RLA) for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2017 consisted of 204 Year 8 students who sat the RLA on 21 August 2017.

The performance of each student was described as developing, achieving or extending.

As a result of the assessment students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their appreciation of what it means to be human by identifying the core rights and responsibilities shared by all people. The students needed to better identify the purpose of the college motto in articulating the Catholic identity and mission of the college.

These results were a significant improvement from those of 2016.

In the assessment 14.6% of students were placed in the developing level, 80.3% in the achieving level and 5.1% were in the extending 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 2017:

Key Area 1: Catholic Life and Religious Education

1.4 Parents, parishes and the broader Church

Goal: Continued PD and staff formation in the 'Educating with a Mission Lens' Program.

Key Area 2: Students and their Learning

2.3 Reporting student achievement

Goal: Review of reporting for Stage 6 to assist students when presenting portfolios to universities or employers.

Key Area 2: Students and their Learning

2.4 Integration of Information and Communication Technology (ICT)

Goal: Designated PD day on recent advances in the use of Google classroom and other applications. This could include sharing staff expertise.

Goal: Review the introduction of Macbooks or equivalent earlier than Year 10.

Key Area 2: Students and their Learning

2.5 Pastoral Care

Goal: Develop a behaviour management flow chart which outlines teacher, middle leader and executive responsibilities in terms of managing student behaviour.

Key Area 3: Pedagogy

3.6 School climate, learning environment and relationships

Goal: Increase avenues for students to have voice in the college through google forms and other online application.

Goal: Reviewed Parent Information nights and timing of Parent Teacher interviews.

3.7 Professional learning

Goal: Alignment between PDP, SRI, and school determined PD priorities.

Key Area 4: Human Resources Leadership and Management.

4.4 Succession planning

Goal: Strengthen leadership capacity and enhance ongoing leadership development through middle leader appraisal process.

Key Area 5: Resources, Finance and Facilities

5.3 Environmental stewardship

Goal: Further explicit student driven initiatives to create a greater culture of Christian Stewardship.

Key Area 6: Parents, Partnership, Consultation and Communication

6.3 Linkages with the wider community

Goal: To maintain the extensive connections with the wider community.

School Review and Improvement components to be reviewed and rated in 2018:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and Mission

Key Area 2: Students and their Learning

2.5 Pastoral Care

Key Area 3: Pedagogy

3.2 Provision for the diverse learning needs of learners

3.7 Professional learning

Key Area 4: Human Resources Leadership and Management

4.2 Professional development of staff

Key Area 5: Resources, Finance and Facilities

5.4 Financial management

Key Area 6: Parents, Partnership, Consultation and Communication

6.1 Parent involvement

Key Area 7: Strategic Leadership and Management

7.1 Planning for improvement

Financial Summary

Holy Spirit College did not receive any additional government grants for the school's financial year 1 January 2017 to 31 December 2017. All major projects and expenses were paid through school funds. Except where the P&F subsidised the following projects: Casey-Ryder Resurfacing - \$ 80,136; sick bay beds - \$ 1,050; canteen roller door - \$ 1,685; resources for IT, Music and TAS - \$ 26,854 and sports shirts - \$ 5,500.

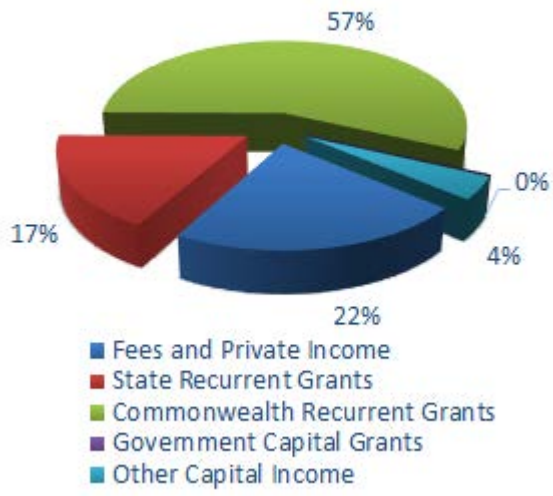
Major Works and Expenditure from 1 January 2017 to 31 December 2017 - \$117,512.

The following was carried out during 2017:

- replacement of carpet in various areas of the college
- renovation of laundry including flooring
- continual electrical and plumbing works
- interior and exterior painting
- concrete cancer repairs
- widening of concrete footpaths
- repairs to fascia and rust in joinery to workshop
- replacement signage
- graffiti removal
- removal and relocation of covered walkways
- fence replacement
- installation of multipurpose flooring in the Casey-Ryder Centre
- smart box archive system
- outdoor furniture for students' use
- repairs to flag poles.

The following graphs reflect the aggregated income and expenditure for Holy Spirit College, Bellambi for the year ended 31 December 2017. This data is taken from the 2017 financial return to the Australian Government, Department of Education, and Training.

Income



Expenditure



Student Welfare

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 based policy aimed to support students and families through the creation of a safe school environment.

Pastoral Care aimed to support students with a range of programs to foster a healthy adolescence. The Peer Support program which ran throughout Term 1 aimed to integrate Year 7 into high school and was facilitated by a select group of Year 10 student leaders.

The greater college community participated in anti-bullying productions: Year 7 viewed the production 'Respectfully Me', 'Cybershots', Year 8 - 'Cyberia' and Year 9 - 'The Pack'. Year 9 girls participated in another drama production called 'Crisis of a Female Kind' which targeted a range of contemporary issues. Boys in Year 9 participated in a similar program called 'Goodfellas'. NSW Legal Aid solicitors ran workshops on digital safety with Years 7 and 10.

Health professional Paul Dillon, an expert in the field of Drug and Alcohol Education, presented to Years 10 to 12 over the course of one day, and later that evening he facilitated a parent only forum, which was available to the general community. Dannielle Miller, otherwise known as the 'Teen Whisperer' ran a one day workshop with Year 8 girls, and followed this up with another parent presentation at night in the Casey-Ryder Centre (CRC). Guest speaker Michael Sattin delivered a presentation to the whole school community to inform students about disabilities, resilience, mental health support and other health services offered for free to young people from 12 to 25 years of age. Motivational speakers were invited to present to the whole college community at other assemblies. One of these speakers was Kate Fitzsimons from the Nicole Fitzsimons Foundation.

The Student Representative Council (SRC) organised activities targeting mental health including a R U OK? Day. Year 11 students attended a Rotary Youth Driver Awareness (RYDA) course in November. Year 10 students attended the 'bstreetsmart', a one day road safety forum at Homebush in August. NSW Trains delivered a workshop in small groups over three days to Years 7 and 8 and the main area covered was safety around platforms and crossings.

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 Dioceses' 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 2017.

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

Introduction

The college continued with the development and implementation of educational strategies to assist staff in skills development in order to enable students to reach their potential.

Curriculum and Pedagogy

The Learning Team continued to focus on the implementation of the Australian National Curriculum and planning and preparing for the new NESA subjects in English, Maths, Science and HSIE. The college focused on literacy strategies, identifying students with literacy needs and created data walls. A whole school improvement plan was implemented with a writing focus in order to improve all students' learning gain.

A study skills program - Edrolo - was purchased and implemented 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 2017 the college continued with the use of web-based AGAT ACER testing for incoming and current Year 7 students. In addition the inclusion of a creative writing component was added to the testing to ensure a multipronged identification strategy.

All students in Year 11 and Year 12 received an electronic assessment booklet.

This year saw the inclusion of an Enterprise Skills report in the Year 12 students' final report package.

Technology Supporting Learning

The college continued to focus on using a range of digital devices to support learning. Professional development of staff focused on Google Classroom and more generally GSuite. GSuite is progressively being used as the prime digital tool in learning, teaching and communications at Holy Spirit College. The use and knowledge of Google Forms, Sheets, Docs and Slides, Classroom, Drive and Sites continued to evolve and flourish.

The ICT initiatives that focused directly on improving student learning included:

- supporting the editing, sharing, collaborating of digital content using GSuite
- use of Google Classroom to manage classroom resources, submissions and communications
- a STEM focus especially in Years 7 and 8 Technology
- supporting Year 7 students in their transition to secondary school regarding the digital systems that exist at the college
- planning and implementation of the BYODD programs for Year 7 and 10

- STEM Extension Experience (SEE) in Year 7
- researching and implementing new digital tools (eg Google File Stream, Adobe Sparkpage, Google Keep, Desmos).

Cross Curriculum

Literacy and Numeracy Strategies

The college continued with a program to support mainstream students identified with low achievement in literacy and numeracy in Years 7 and 8. A combination of report data, primary teacher qualitative reports, NAPLAN data and the WARP test were used to select these students for reading support. The groups offered students at the same level an intensive intervention. A team approach with parents and the Resource Centre librarian ensured that students completed home reading with texts carefully selected at their level. Approximately twenty-four students accessed this program. Communication with parents at a parent night was repeated again in 2017 with an information night for all parents with children participating in the MacqLit program and ongoing support through the use of google classroom records that track student home reading.

For English as an Additional Language or Dialect (EALD) students, the employment of a part-time English as a second Language teacher improved the integration and language access for these students in 2017. 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.

The Cross Curriculum Year 8 Spelling Program continued in 2017 with students completing a programmed series of spelling activities reinforcing rules and covering words from all the Key Learning Areas (KLAs). In order to update and improve the approach to spelling and vocabulary, the evidence-based 'Words their Way' program was trialled in English and will be implemented within English lessons in Year 7 and 8 in 2018. 'Words their Way' will replace the cross-curricular program.

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. This project entails a renewed focus on data and interventions for students with NAPLAN identified poor learning growth. Staff were workshopped on the first stage of this system reform and will be part of a program of improvement in 2018 with a focus on the improvement of writing.

The NESAs requirement for Band 8 for the HSC and the movement of NAPLAN online has meant the running and implementation of three trials with whole cohorts participating.

Aboriginal and Torres Strait Islander Education

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

The Aboriginal and Torres Strait Islander Education assistant (AEA) provided a focus for ATSI Education in the whole college community.

All college students 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 NSWAECEG Deadly Encouragement Awards
- ongoing participation in the Australian Indigenous Mentoring Experience Program (AIME) incorporated tutor days, where the AIME tutors attended the college once a week for tutor sessions with the students
- additionally an AIME Taster Day for Year 7 and 8 students was held
- end of year celebration was held in Week 9 of Term 4 for students and parents
- cultural activities and Aboriginal Painting with a local ATSI artist
- organisation of whole year group presentations on ATSI perspectives for the HSIE department.

AEAs were actively involved in the curriculum and worked on ATSI Literacy and Numeracy, Painting Programs and Cultural Awareness. All these activities enhanced the learning program for the whole college community.

Environmental

This year Holy Spirit College continued to reduce its environmental footprint by reducing waste, producing electricity from the sun and collecting rainwater for use in the gardens. The increase use of technology has also seen the continued reduction of paper usage in the college.

The college embraced the gospel value of stewardship with paper recycling boxes in each classroom. The newly invigorated Environmental Student Group raised over \$300 by running a recycled clothing sale. They also implemented the plastic bottle recycling and collection to take advantage of the 'return and earn' government initiative which started on 1 December. The college vegetable garden was relocated and expanded with the assistance of the Support Department.

The Environmental Group had the task of implementing initiatives that improved the college environment and encouraged all students to understand how they can make a difference in the quality of their surroundings. The work of this group will have a lasting influence on the college environment.

Meeting the needs of all students

Holy Spirit College supported sixty-two funded students throughout 2017. Students who experienced literacy difficulties in Years 7 and 8 were trialled with the MacqLit program. A number of mainstream students were supported with out-of-college excursion assistance and Disability Provisions for exams and the Higher School Certificate.

The aim of the Learning 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 8 to 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 NESAs. All students and their parents were introduced to the National Disability and Insurance Scheme (NDIS) through a meeting held at the college. Individual assistance was also provided when requested. Personal Profiles (PP) reports for all funded students were developed and sent to parents/carers. The Profile of Student Achievement provided details on Life Skills syllabus outcomes achieved by students.

Year 7 2018 Life Skills students participated in a transition program operating over a four-week period in November 2017. Four mainstream students undertook an extended 'transition to high school' program. Profiles of all supported 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 any other staff who wished to attend. At the beginning of 2017, 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 2017 the Gifted and Talented Coordinator continued to support and track accelerated students. Staff continued to use the DLFT to identify the intellectual quality of assessment tasks as well as extending students through differentiation and extension through KLAs. Students were also given extension opportunities by participating in the National Science and English Competitions and the implementation of a STEM focus for Stage 4. Throughout the year, the Gifted and Talented Coordinator participated in Gifted Education Diocesan Network meetings.

Expanding Learning Opportunities

Competitions

Holy Spirit College provided numerous opportunities across most KLAs for its students in 2017:

- English ICAS Competition
- Lions Youth of the Year competition at the Woonona and Corrimal Lions Club round
- Whitlam Institute What Matters? writing competition
- Australian Centre for Leadership for Women, International Women's Day essay competition
- Mock Trial Competition

- “Pietro Tedeschi” IATI inc. poster competition
- Australian Mathematics Competition
- UNSW ICAS Mathematics Competition
- The Big Science Competition.

Further information can be accessed via the school website through the Holy Spirit College Annual Education Opportunities Summary Report where 260 learning opportunities were provided to students at the college.

Representative Sport

For the eleventh 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 is 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 2017 proved to be no different. The college was again victorious in all three major carnivals - swimming, cross country and athletics - at Diocesan level. Holy Spirit college placed second in the girls and the boys Overall Trophy.

Traditional Sports

The success this year continued in a number of traditional sports. In triathlon, the Year 9/10 Girls team won CCC Gold. Other teams finished the year with CCC Silver, including football and tennis.

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

Twenty-six Holy Spirit athletes represented NSWCCC at NSW All-Schools Carnivals in a range of sports. Seven of these athletes represented NSW All-Schools and one was selected in the Australia Schools Basketball Merit Team.

Vocational Education and Training

Courses offered in 2017 at Holy Spirit College, with Wollongong CEO as the Registered Training Organisation (RTO) were Electrotechnology and Hospitality - Kitchen Operations.

Two students studied a VET subject externally at TAFE - Certificate II in Plumbing and Certificate II in Beauty (Make-up).

There were four students enrolled in School Based Apprenticeships or Traineeships (SBAT), including Retail at KFC, Digital Technology at Holy Spirit College, Storeroom Operations at Reece Plumbing and Office Administration with a local cleaning company.

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

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

Individual NAPLAN data and whole cohort data was made available to staff, as well as areas that needed development across the curriculum. These results were compared to school reports for the students who underachieved in literacy.

NAPLAN results were used to inform classroom practice, the tutorial intervention program as well as the design and implementation of whole school programs and learning strategies. The Year 9 cohort demonstrated above state average scores in all areas of NAPLAN. Of particular note was the mean scaled score of 12 points above state in numeracy, 15 points above state in reading and 12 points above state in punctuation and grammar. The students had above state average growth in punctuation and grammar of 11 points above State average, 7 points above State in both reading and spelling and 12 points above State in numeracy. Writing will continue to be an area for improvement across the college. The Year 7 data suggested that although the mean scaled scores were above State average in all areas, student growth in literacy was less than expected when compared with the Year 5 scores.

Student Achievement in Bands

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

NAPLAN 2017: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	10%	63%	27%	6%	65%	29%
	National	16%	53%	29%	21%	56%	21%
Writing	School	26%	56%	19%	20%	62%	18%
	National	28%	53%	17%	37%	46%	15%
Spelling	School	12%	52%	36%	11%	63%	26%
	National	16%	50%	33%	22%	54%	22%
Grammar & Punctuation	School	14%	59%	27%	13%	64%	23%
	National	19%	51%	29%	25%	54%	19%
Numeracy	School	10%	63%	27%	7%	60%	32%
	National	14%	52%	33%	16%	58%	24%

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.

NAPLAN 2017: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	95%	96%
	National	94%	92%
Writing	School	93%	93%
	National	88%	82%
Spelling	School	94%	95%
	National	93%	91%
Grammar & Punctuation	School	95%	94%
	National	92%	89%
Numeracy	School	96%	96%
	National	95%	96%

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 28 students in 2017.

Higher School Certificate

The 2017 Holy Spirit College HSC cohort again produced some excellent results. These included:

- more than a dozen students with an ATAR over 90
- highest ATAR of 95.85 and second highest of 95.75
- 30 students on the Distinguished Achievers List. These students achieved a Band 6 in one or more subject
- 40% of all results were either a Band 6 or a Band 5
- only 6% of all results were either a Band 1 or a Band 2
- 18 Band 6s were achieved in Studies of Religion I and seven in Legal Studies.

Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.12	83.15	15.73
	State	13.66	70.31	16.02
English (Advanced)	School	0.00	40.98	59.02
	State	1.37	34.88	63.75
Mathematics General 2 BDC	School	17.17	54.55	28.28
	State	25.41	48.84	25.75
Mathematics	School	10.00	54.00	36.00
	State	9.11	37.22	53.68
Biology	School	4.17	60.42	35.42
	State	11.95	48.49	39.56
Ancient History	School	0.00	46.15	53.85
	State	18.39	45.12	36.49
Business Studies	School	13.33	70.00	16.67
	State	12.72	50.59	36.69
Music 1	School	0.00	12.50	87.50
	State	1.35	32.98	65.68
Studies of Religion I	School	3.08	26.15	70.77
	State	4.31	45.65	50.04
Industrial Technology	School	35.71	50.00	14.29
	State	25.06	52.46	22.48
Community & Family Studies	School	0.00	58.62	41.38
	State	11.50	58.26	30.23
Personal Dev,Health & Physical Education	School	17.86	53.57	28.57
	State	18.66	50.46	30.88

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	92	72.48	69.19
English (Advanced)	61	80.27	80.96
Mathematics General	105	70.78	68.51
Mathematics	50	74.10	77.96
Biology	48	76.01	74.30
Ancient History	14	78.34	71.67
Business Studies	32	70.49	73.17
Music 1	9	86.00	81.45
Studies of Religion 1	66	40.95	38.77
Industrial Technology	16	61.66	67.54
Community and Family Studies	32	77.10	72.71
Personal Dev, Health and Physical Education	58	70.15	71.03

Comparative Performance over Time

School Performance (%)	2014	2015	2016	2017
English (Standard)	71.47	71.25	75.32	72.48
English (Advanced)	83.47	81.77	80.02	80.27
Mathematics General	71.63	72.70	74.73	70.78
Mathematics	77.36	76.51	75.28	74.10
Biology	70.91	74.05	72.96	76.01
Ancient History	77.00	75.05	78.22	78.34
Business Studies	71.31	71.99	75.22	70.49
Music 1	92.13	83.49	87.53	86.00
Studies of Religion 1	41.82	42.72	40.91	40.95
Industrial Technology	57.31	66.62	66.93	61.66
Community and Family Studies	77.16	78.39	80.19	77.10
Personal Dev, Health and Physical Education	74.43	75.61	75.76	70.15

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. Extra-curricular activities were considered appropriate and the pastoral needs of students were well met 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 that a safe learning environment existed at Holy Spirit College with a strong Catholic identity that was supportive and encouraging of learning. Students were appreciative of the extra-curricular and co-curricular activities on offer 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, however, there was a small proportion of students that disagreed.

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 college provides a safe and supportive environment. Staff believe students were well aware of their rights and responsibilities and were challenged to be good community minded citizens.



CATHOLIC EDUCATION
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