

# Annual School Report

2015



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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Holy Spirit College, Bellambi is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW 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 Wollongong CEDoW to ensure compliance with all Board of Studies, Teaching and Educational Standards (BOSTES) NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2016.

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

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Principal: Amanda Wilson  
Date: 24 March 2016

## Vision Statement

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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

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

2015 was again a year of significant achievements both academically and across a range of extracurricular activities. Student results in the Higher School Certificate (HSC) were very pleasing with the Dux achieving a n Australian Tertiary Entrance Rank (ATAR) of 99.6. The college for ninth consecutive year again won the Vince Villa trophy for the top sporting school in the diocese. Students were provided with a wide range of opportunities to meet their individual needs including; reflection days, camps, excursions, representative sport, the school drama production and many guest speakers.

Through 2015 the College focussed on students, their needs, families and their relationships. Pope Francis encouraged parents to be close to their children. "They need you. Just as St Joseph was close to Jesus in his physical, psychological and spiritual growth, you too must be guardians in wisdom, age and grace". Along with parents, the staff strived in word and deed to be positive educators for every student.

### ***Parent Involvement***

The Parents and Friends' Association (P&F) was made up of very dedicated and passionate volunteers who had the school and its community in their best interest. The P&F donated \$100,000 to the school for the purchase of 58 computers and iPads and were involved in the planning for improvement and expansion to the College. This included partial funding of a dedicated senior study space. The Northern Illawarra Catholic Schools (NICS) Gala Performance was again held at the school in 2015. The P&F were heavily involved in liaising with local Catholic Primary Schools to assist in the smooth running of the event. Another initiative of the P&F was the formation of a Refugee Committee which was made up of a few members from the committee who made contact with refugee families from the school community. They assisted them with language barriers and helped out with queries regarding what went on at the College.

*Parents and Friends Association, President*

### ***Student Leadership***

The capacity of the Student Representative Council (SRC) provided the College with many enjoyable experiences. This paid tribute to the incredibly capable and intuitive group. The teamwork required to ensure fundraisers, discos, spiritual ceremonies and special occasions ran smoothly, proved to be crucial, especially in the organisation of larger events such as Holy Spirit Day. Fellow student's coordinating events within the school provided excellent opportunities to advocate and address relevant issues on behalf of fellow members of their year group.

The SRC, chaired by the School Captains, allowed for dialogue to be created between year groups, providing a stronger sense of community within the College. The council led by example and demonstrated the core values of the College not only at special events, but also in everyday school life. This encouraged school spirit to be exemplified and developed further amongst the school community.

## School Profile

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### **School Context**

Holy Spirit College is a Catholic Systemic co-educational secondary school located in Bellambi. The school catered for students in Years 7 to 12 and had an enrolment of 1212 students. The students came from a number of ethnic 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 Marist Fathers - St Paul's College and the Sisters of St Joseph - Holy Cross College. The curriculum offered at the school is based on the requirements of BOSTES and 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**

2015 Enrolments	
Boys	651
Girls	561
Total	1212
Indigenous	23
LBOTE	43

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 Diocesan Policy in 2015.

### **Student Attendance**

2015 Attendance	Male	Female
Year 7	93.2%	94.5%
Year 8	92.6%	91.7%
Year 9	91.1%	92.4%
Year 10	91.1%	89.7%
Year 11	92.3%	92.2%
Year 12	93.2%	91.0%
Whole school	92.2%	92.0%

### **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, monitors 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 and Assistant Principal 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 absences for whatever reason, the parent/guardian was required to complete and submit an Application for Exemption form that was signed off by the Assistant 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 school website and in the staff handbook.

### **Student Retention Rate**

<b>Year 10 Total Enrolment 2013</b>	207
Year 12 Enrolment at Census Date remaining in Year 12 at end 2015	170
Actual Retention Rate (%)	82%

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

<b>Years 11 - 12 2015</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	33%
% of students who have completed at least one (1) VET course in either Year 11 or 12	33%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

### **Destination Survey**

<b>2015</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	11	24	185
University			

TAFE/Tertiary		7	
Employment	2	7	
Other School	8	8	
Other/Unknown	1	2	

## Staffing Profile

There were a total of 93 teachers and 31 support staff at Holy Spirit College. This number included 60 full-time and 33 part-time teachers.

### **Teacher Standards**

Teacher qualifications fell 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 Staff

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2015 was 95.9%. This did not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 98.9 %.

Holy Spirit College has a growing school population which resulted in an increase of teaching staff from 2014 to 2015 with only 1 teacher retiring.

### **Professional Learning**

During 2015, Holy Spirit personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. Holy Spirit whole school development days involved 124 staff. These days focused on:
  - Danielle Miller - Girl Essentials - 'Love the skin you're in'; and
  - Paul Dillon - 'Temptations': The role of pastoral care in preventing or at least delaying self-harm.
  
- B. Other professional learning activities provided at school level including CEDoW run courses:
  - Learning for Leadership 2015 Program CEDoW;
  - Raising the Ceiling - Gifted and Talented Education Conference CEDoW (1 Staff);

- Legal Studies Education Conference (3 Staff);
- History Teachers Association State Conference (1 Staff);
- SSO Effective Communication Strategies (9 Staff);
- VET Network Conference (1 Staff);
- The Accidental Counsellor KLA Coordinators (8 Staff);
- Growth Coaching (12 Staff);
- National Principal Conference (1 Staff);
- AJASS Principals Conference (1 Staff); and
- Teacher Librarian Professional Learning Community (3 Staff).

The average expenditure by the school on professional learning per staff member was \$131. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$164.

## **Catholic Life & Religious Education**

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In 2015 the College through its Religious Education Curriculum connected students to the core elements of the faith, its history and relevance in contemporary society. A new curriculum document was introduced into Year 7 and this will be extended to Year 8 in 2016. In the mission of evangelisation, the Diocesan Priests, Marist Fathers and the Sisters of St Joseph have supported the College. Throughout the year members of the religious orders participated in College Masses and other events.

The College undertook further sacramental and liturgical activities including Retreats, Holy Spirit Day, Year 12 Graduation Mass and special commemorations such as the annual College Deceased Mass. The school continued its commitment to fundraising for Catholic Missions and St Vincent de Paul. Both organisations offered an opportunity for the College to offer practical support in following Christ's message of 'Love for our neighbour'. These tangible opportunities included collections of grocery items, money and books for charities.

The Student Catechist program continued in 2015 and again this year students attended the Diocesan Launch of Catholic Mission. Two staff members of the College and a group of Year 11 students participated in the Catholic Mission Immersion Trip to Mongolia. A highlight of the year for the senior students was their participation in the Marist Youth Leader Program (Lismore), the JJAMM Conference (Sydney) and the Australian Catholic Youth Festival (Adelaide).

In May students from the Year 9 Enrichment class and Year 11 SRC members, participated in a 'Conversation with the Bishop', an opportunity to speak on an informal level with the Bishop of the Diocese of Wollongong. The Principal's Vocal Ensemble with other members of the College Choir provided music for the Diocesan Consoling Mass in September. Each of these activities was designed to enhance community spirit, cohesion and relationships.

Interfaith dialogue was an important initiative stemming from the Second Vatican Council (1962-1965). College staff had been concerned by the tone of fear and suspicion against those of the Islamic faith prevalent in the media. Subsequently as a consequence a day was arranged where the Year 10 students were able to receive a different message through positive engagement with Islamic adherents. A Diocesan Catholic priest who is a member of the 'Illawarra People for Peace' group and guest speakers from the Islamic Sciences and Research Academy attended this Interfaith Dialogue opportunity.

Religious Education Staff participated in a number of professional development opportunities including a large cohort participating 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 for Year 8 students was successfully completed within schools across the Dioceses in 2015. The school cohort in 2015 consisted of 200 Year 8 students who sat the Religious Literacy Assessment (Part A) on 17 August 2015 and 200 completed the Extended Task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Early Christian Communities. The performance of each student was described as developing, achieving or extending.

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

- knowledge of the sacrament of initiation; and
- knowledge of the major themes, people and events of the Hebrew story.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- recognise specific scriptural references and explain their significance to the faith tradition.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge.

For Part A, 35.8% of students were placed in the developing level, 63.7% in the achieving level and 0.50% were in the extending level.

For Part B, 31% of students were placed in the developing level, 54.8% in the achieving level and 14.2% were in the extending level.

Combining Parts A and B, 25.8% of students were placed in the developing level, 72% in the achieving level and 2.2% were in the extending level for Religious Literacy.

Overall students performed above Diocesan Average in Part A and B combined.

### **School Review and Improvement**

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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 2015:**

- **Key Area 1: Catholic Life and Religious Education**  
1.3 Catholic Life and Culture
  
- **Key Area 2: Students and their Learning**  
2.2 Right and responsibilities  
2.3 Reporting student achievement
  
- **Key Area 3: Pedagogy**  
3.2 Provision for the diverse needs of learners  
3.3 Teaching practices
  
- **Key Area 4: Human Resources Leadership and Management**  
4.1 Recruitment, selection and retention of staff  
4.3 An ethical workplace culture  
4.5 Overall compliance with legislation and other requirements  
4.3 An ethical workplace culture
  
- **Key Area 5: Resources, Finance and Facilities**  
5.2 Use of resources and space  
5.4 Financial Management
  
- **Key Area 6: Parents, Partnership, Consultation and Communication**  
6.2 Reporting to the community
  
- **Key Area 7: Strategic Leadership and Management**  
7.2 Innovation, development and change

**School Review and Improvement components to be reviewed and rated in 2016:**

- **Key Area 1: Catholic Life and Religious Education**  
1.3 Catholic Life and Culture
  
- **Key Area 2: Students and their Learning**  
2.3 Reporting student achievement
  
- **Key Area 3: Pedagogy**  
3.4 Planning, programming and evaluation  
3.5 Assessment
  
- **Key Area 4: Human Resources Leadership and Management**  
4.1 Recruitment, selection and retention of staff  
4.3 An ethical workplace culture  
4.5 Overall compliance with legislation and other requirements
  
- **Key Area 5: Resources, Finance and Facilities**  
5.2 Use of resources and space  
5.4 Financial Management

- **Key Area 6: Parents, Partnership, Consultation and Communication**  
6.2 Reporting to the community
- **Key Area 7: Strategic Leadership and Management**  
7.2 Innovation, development and change

## Financial Summary

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### Grants

Holy Spirit College did not receive any government grants for the school's financial year 1 January 2015 to 31 December 2015. All major projects and expenses were paid through school funds.

### Major Works and Expenditure from 1 January 2015 to 31 December 2015

Rafter replacement	\$997.00
Ramps and stairs to Marine Aquaculture rooms	\$8,650.00
Repairs to cladding, ceilings and structure of buildings	\$8,909.00
Concrete	\$7,909.00
Large ceiling Fans for Casey-Ryder Centre	\$29,500.00
General maintenance to buildings	\$31,953.50
Perimeter gates	\$6,975.00
Installation of windows	\$49,052.69
Bike Fencing	\$9,720.00
Replacement of chemical store exhaust	\$6,690.00
Painting – Internal and External	
Programmed Maintenance contract	\$88,843.66
Rencord Pty Ltd	\$12,180.00
Maintenance of Grounds	\$116,275.16
Textbooks for all KLAs	\$101,613.04

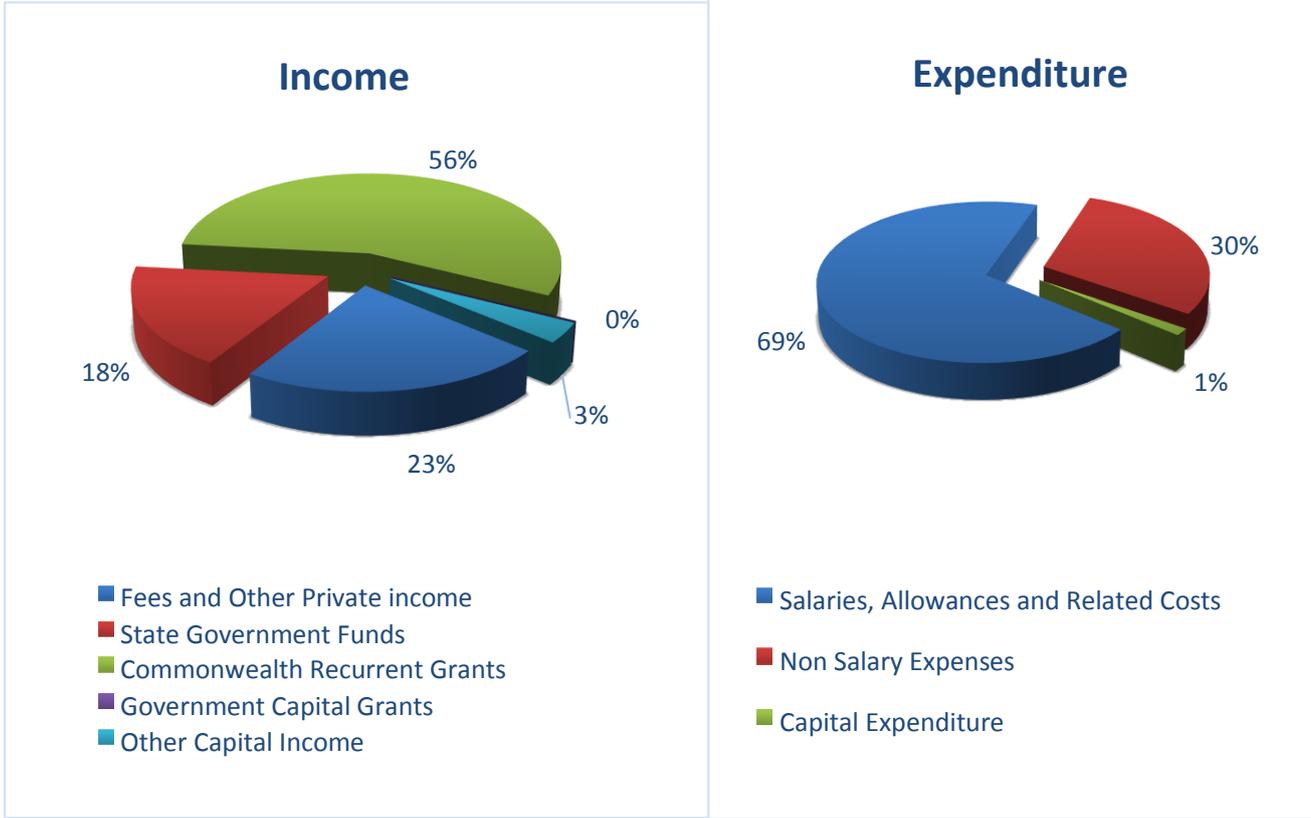
### Major Works due to damage to staff study

Repairs to roof in staff study and admin area	\$4,500.00
Replacement of carpet in staff study and stairwell	\$19,230.00
WHS report and testing for staff study	\$5,608.18
Extra power to relocate staff from staff study	\$2,724.00
Extra waste removal	\$1,181.15
Cleaning of blinds	\$773.30
Extra Cleaning in staff study	\$4,890.91

### Major works to be carried prior to 31/12/15

Demountable fit out	
Classroom Furniture	\$1297.00

The following graphs reflect the aggregated income and expenditure for Holy Spirit College, Bellambi for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education, and Training.



## Student Welfare

### Introduction

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

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 'Cybershorts', 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'.

New South Wales Legal Aid solicitors ran workshops on digital safety with Years 7 and 10 at the beginning of the year. The Federal Police ran a parent only talk at night on the same topic, which was available to the general community.

An expert consultant in the field of Drug and Alcohol Education, presented to Years 10 to 12 over the course of one day. External organisation Headspace delivered a presentation to inform students about counselling, mental health support and other health services offered for free to young people from ages 12 to 25.

Motivational speakers were invited to present to the whole school community at assemblies. A presenter from the Melanoma foundation spoke about sun protection and skin cancer at a whole school assembly. A National Rugby League (NRL) player and community ambassador for mental health spoke about mental health during Mental Health Week in October. A consultant known as the “teen whisperer” ran a one day workshop with Year 8 girls, and followed this up with a parent presentation at night in the Casey - Ryder Centre (CRC). Other activities run by the SRC targeting mental health included 'R U OK day.' Year 10 watched a production 'Wired', targeting depression, stress and resilience.

Year 11 students attended a Rotary Youth Driver Awareness (RYDA) course in November. Year 10 Physical Activities Sport Studies students attended the 'bstreetsmart' a one-day road safety forum at Homebush in August.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the 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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2015.

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**

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### **Curriculum and Pedagogy**

The Middle Leadership team continued to focus on the development and analysis of the Australian National Curriculum. The year also focussed on the development of student writing skills in inferential comprehension throughout all aspects of the curriculum. In Stage 5 the College expanded and changed it electives structure providing students with a larger range of 100 hour elective choices.

### **Assessment and Reporting**

The College 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. The College implemented web based student reporting where parents and students accessed school reports via the school server.

### **Technology Supporting Learning 2015**

The College focussed on using Information Technology to support the learning of all students as individuals and as team members where they actively collaborate and share resources. Professional development of staff centred on effectively using the Google suite of tools including Classroom, Drive, Sheets, Documents, Drawing and YouTube and iPad workflows. Substantial College resources were allocated to maintain podium computers in each classroom and equip the network to support over 1300 wireless users.

Digital device policies continued to be rationalised to ensure students had a balanced approach to using technology. Students experienced a number of learning opportunities through interactive theatre and guest speakers on the qualities of being a good digital citizen.

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

- supporting the drafting, sharing, collaborating of digital content using Google tools;
- supporting teachers in the classroom with an emphasis on planning assessment opportunities and how to give meaningful feedback using digital tools;
- supporting Year 7, 8 and 9 and teachers in their learning and teaching with iPads;
- planning the Bring Your Own Digital Device (BYODD) programs for new Year 7 and 10 for 2016; □ the Independent Learning Project (ILP) in Year 7; and □ researching and implementing new digital Apps.

## **Cross Curriculum**

### *Literacy and Numeracy Strategies*

The National Assessment Program – Literacy and Numeracy (NAPLAN) assessed Year 7 and Year 9 students in Literacy and Numeracy across the nation. Based upon a school analysis of our external and internal assessment, the College continued with a program to support mainstream students who were identified as having low achievement in Literacy and Numeracy in Years 7, 8 and 9. Selected students attended tutorial sessions with the Literacy Student Support Officer in targeted groups. The Spelling Program for Year 8 continued in 2015, in which students were guided through a programmed series of spelling rules and activities to help them improve their spelling skills.

The whole-school focus on writing in 2015 resulted in the improvement of teaching and learning strategies across key subjects. Staff meetings were used to revise language activities for use in the classroom.

The Year 8, 9 and 10 Literature Circles, an initiative implemented in 2010, continued in 2015. Year 7 avid readers and the Year 8 Literature Circle were given the opportunity to attend the Kids Own Australian Literature Awards and met contemporary authors to discuss their work.

National Literacy and Numeracy Week was combined with Book Week activities in 2015 and celebrated with the implementation of the Book Brag. All Year 7 students designed a Book Brag where they promoted their favourite novel in a prepared presentation. Students voted for the best Book Brags and prizes were awarded.

### *Indigenous*

Twenty-three students who identified as Indigenous were enrolled at Holy Spirit College in Years 7 to 12. Indigenous Education in the College continued to be inclusive through:

- Acknowledgement of Country at assemblies,
- continued involvement in outside agencies and;
- expansion of the Indigenous learning space providing programs and resources for individuals, small groups and year groups.

The Indigenous Education Facilitator provided a focus for Indigenous Education in the whole College community. Indigenous and non-Indigenous students were exposed to many cultural experiences throughout the year, including:

- continuation on Personalised Learning Plans for each Indigenous student;

- awareness and cultural activities for Reconciliation Week;
- school visit by Indigenous author – Boori Pryor for Year 8;
- 2015 Marist Fathers Education Scholarship Trust Award – awarded to a Year 12, 2014 Indigenous student;
- school visit to St John’s Nowra, to participate in National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations with the Indigenous school community of Nowra;
- ongoing participation in the Australian Indigenous Mentoring Experience Program (AIME) incorporating tutor days, where AIME tutors attended the College once a week for tutor sessions with the students. An AIME Taster Day for Year 7 and 8 students was held;
- Year 12 Farewell Morning Tea for Indigenous students, parents and friends;
- cultural activities and Aboriginal painting with a local Indigenous Leader;
- organisation of whole year group presentations on Indigenous perspectives organised by the Human Society and its Environment (HSIE) department; and
- active involvement with Aboriginal Education Assistants working on Indigenous Literacy and Numeracy, painting programs and cultural awareness.

All these activities enhanced the learning program for the whole school community.

### *Environmental*

Holy Spirit College continued to try to reduce its environmental footprint by reducing waste, producing electricity from the sun and collecting rainwater for use in the gardens.

The College attempted to minimise the use of paper by using electronic copies of textbooks where possible and by reducing the amount of paper copies of work distributed to students. Newsletters, information letters, permission notes and other administrative notes were made available online negating the need to print copies for each student.

A student environmental group was formed this year. This group consisted of students across the year groups. It had the task of implementing initiatives that will improve the College environment and encourage all students to understand how they can make a difference in the quality of their surroundings.

It was envisaged that the selection of this group of students will be successful in its venture and will implement improvements that will have a long lasting influence on the College.

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

Holy Spirit College continued to revise and develop programs that met the needs of the students. Such programs included: literacy support and extension with specific groups in English, Maths, Science and Literature Circles; one on one withdrawal program for students with an identified learning need.

This year continued the development and implementation of 100 hour electives courses including a mathematics elective extension strand. In 2015 the College offered 190 enrichment activities across all Key Learning Areas (KLAs) including the Support Department with the intention of providing students with additional educational experiences to extend students’ learning beyond the regular classroom. All KLA programs had curriculum adjustment components embedded in program registers to track and document individualised student adjustments. The Diocesan Learning and Teaching Framework (DLTF) coding of assessment tasks continued to ensure the intellectual quality of tasks. The Independent Learning Project (ILP) (Year 7) continued with further reflection and refinement.

### *Learning Support*

Holy Spirit College supported 60 funded students throughout 2015. A number of mainstream students were supported with tutorials, out-of-College excursion assistance and disability provisions for exams and the Higher School Certificate. The aim of the 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 events and this meant that students participated in these worthwhile experiences.

A number of Stage 6 students participated in 'taster days' that enabled them to experience placements at Greenacres, Essential Employment and Training and Flagstaff. Stages 5 and 6 Life Skills students displayed their artwork at the iDo Expo, which was attended by parents and students.

Stages 4, 5 and 6 students were involved in excursions, retreat days, parish Masses, visiting guest speakers, discos, swimming and sport carnivals, Holy Spirit Day, as well as many representative sports days. Students in Stage 5 (Year 9) studied elective subjects, as well as being involved in sport afternoon activities. Practical classes such as Stage 6 Hospitality, Woodwork and Creative Arts required greater supervision and assistance due to Work Health and Safety (WHS) requirements. Some mainstream wood and textile classes received SSO support, again due to the WHS issues.

Mainstream students were trained to act as Reader/Writers for Disability Provision students. Stage 6 Year 12 students received a 'Profile of Student Achievement' administered by (BOSTES). Personal Profiles (PP) reports for all funded students were an ongoing process. The College was in its third year of the Catholic Education Commission's new PP process. Post school options were available to Year 12 Stage 6 students. The Profile of Student Achievement provided details on Life Skills syllabus outcomes achieved by students.

Year 7 2016 Life Skills students participated in a transition program operating over a five-week period in October/November 2015. Three mainstream students undertook an extended 'transition to high school' program. Profiles of all supported students were maintained on 'Groups' for all Holy Spirit staff to access. Profiles were updated throughout the year and in conjunction with email messages. A Support Department meeting was held every Wednesday Week B with SSO's, and any staff wishing to attend. At the beginning of the year, a meeting was held with all classroom teachers of Life Skills, differentiated and funded students, who have presented with specific individual needs.

## **Expanding Learning Opportunities**

### *Competitions*

In 2015 Holy Spirit College participated in numerous competitions that were KLA or cross curricula based. These competitions provided students with opportunities to compete with a wider and at times national cohort. Some of these included Essential Secondary Science Assessment (ESSA), Mathematics and English Competitions.

### *Public Speaking*

Years 7 to 12 remained involved in activities to enhance public speaking skills within their formal English program and in extra-curricular activities. Holy Spirit College continued to host the annual South Coast Public Speaking Competition for up to 20 secondary schools. The College was proud of the efforts of the students who participated. Of particular note, the College also participated again in the Lions Club *Youth of the Year* for the Corrimal and Bulli branches of the Lions Club, where the school had four very talented participants. The College won both local competitions and then went on to participate in the Regional final. It was a great honour for both the College and the student to reach this level of the well-renowned competition.

## *Debating*

This year the College initiated two Year 7 debating teams who engaged in competition against other schools including TIGS, St Mary's and Woonona High School. Furthermore, the College increased its contribution to public speaking in the area by hosting debates.

This year students participated in an Ethics Olympiad where the College was represented by two teams of five that debated against each other at school using specific prescribed ethical cases. One team met against Edmund Rice College (ERC) in a formal competition.

## *Sport*

For the 9th year in succession Holy Spirit College (HSC) took out the coveted Vince Villa Trophy for Champion Sporting School in the Wollongong Diocese. Holy Spirit College has always had a proud tradition in sporting ventures and 2015 proved to be the most successful ever. The main focus in 2015 was to be successful in all three major carnivals; swimming, cross country and athletics. This goal was achieved. As well as this, HSC won individual Boys Champions in Swimming and Athletics and 2<sup>nd</sup> in Cross Country, while girls were Champion School in Athletics, 2<sup>nd</sup> in Cross Country and 3<sup>rd</sup> for Swimming. All of the students were aware of the goal setting in sport and this contributed to the year's success.

Holy Spirit College basketball teams again lead the way with New South Wales Combined Catholic Colleges (NSWCCC) titles in the intermediate boys and intermediate girls' division. The intermediate girls' triathlon team were crowned NSWCCC Champions and the junior girls 4x100m athletics relay team CCC achieved Gold for 4 state titles. The under 17 boys' basketball team again qualified for the national titles in December.

Other team results of note this year included: Football (Soccer) the under 15 years Bill Turner Trophy girls' team was runner-up to the Westfield's team in a nation-wide competition. The open girls' team were runners-up in the CCC Competition and the open boys and Year 10 boys gained a bronze medal in the CCC Knockout.

In 2015 the College won 9 Diocesan titles in sports including Soccer, Netball, Touch, Basketball, Cricket and Tennis. Students also represented the College in less traditional sports such as Triathlon, Surfing, Equestrian and Mountain Bike Racing. Holy Spirit also had national representatives in basketball, indoor cricket, rugby 7's and indoor soccer in 2015.

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

Courses offered in 2015 at Holy Spirit College, with Wollongong CEDoW being the Registered Training Organisation (RTO) were:

- Electrotechnology - Career Start; and
- Hospitality - Kitchen Operations.

Eight students studied a VET subject externally at TAFE. Courses included: Early Childhood Education, Photography, Signcraft, Media/Journalism, Nursing and Automotive Light Vehicle. Twelve students studied external courses with providers such as Karabar, Open High School, Joanne Grace School of Dance, Aerospace Training and Saturday School Smith's Hill. Courses included Music Extension, Information and Digital Technology, Certificate II in Aviation Flight Operations, Software Design and Development, Dance, Earth and Environmental Science, French Beginners, Italian Beginners and Stage 5 Spanish, German and Italian.

There were seven students enrolled in School Based Apprenticeships or Traineeships (SBATS), including Retail at KFC, Subway and McDonalds, Information and Digital Technology at Holy Spirit College and Painting and Decorating at Novotel Wollongong.

## Student Achievement

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

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.

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 were the mean scaled score of 4 points above State in Numeracy, 8 points above State in Reading and 10 points above State in Punctuation and Grammar. In conjunction with this were the above State average scaled scores for learning growth in all areas except Writing. Students recorded a growth in Punctuation and Grammar of 11 points above State average, 7 points above State in both Reading and Spelling and 4 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 2015: % 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	7%	59%	34%	14%	64%	22%
	National	17%	55%	29%	25%	54%	21%
Writing	School	27%	52%	20%	39%	55%	6%
	National	31%	54%	16%	41%	46%	13%

<b>Spelling</b>	<b>School</b>	11%	51%	39%	14%	60%	26%
	<b>National</b>	18%	51%	31%	24%	52%	24%
<b>Grammar &amp; Punctuation</b>	<b>School</b>	10%	54%	35%	22%	61%	16%
	<b>National</b>	21%	51%	28%	31%	52%	17%
<b>Numeracy</b>	<b>School</b>	11%	62%	27%	7%	64%	30%
	<b>National</b>	18%	56%	26%	19%	57%	24%

### Student Achievement of National Minimum Standard

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

<b>NAPLAN 2015: % AT or ABOVE NMS</b>		<b>YEAR 7</b>	<b>YEAR 9</b>
<b>Reading</b>	<b>School</b>	97%	93%
	<b>National</b>	95%	92%
<b>Writing</b>	<b>School</b>	93%	83%
	<b>National</b>	87%	80%
<b>Spelling</b>	<b>School</b>	95%	92%
	<b>National</b>	93%	90%
<b>Grammar &amp; Punctuation</b>	<b>School</b>	96%	94%
	<b>National</b>	93%	89%

<b>Numeracy</b>	<b>School</b>	97%	98%
	<b>National</b>	96%	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 26 students in 2015.

### Higher School Certificate

In 2015 Holy Spirit College again produced some excellent HSC results. 37.4% of all examinations sat by students across all courses resulted in either a band 5 or band 6, which is similar figure to previous years. The College only received two band 1's which equates to 0.2%. Twenty subjects achieved overall results above the state average. The Dux of the College received an ATAR of 98.2 and upwards of twelve students also achieved an ATAR above 90.

<b>Student Achievement (Band Performance)</b>				
<b>Band Performance (% in Bands)</b>		<b>Bands 1 and 2</b>	<b>Bands 3 and 4</b>	<b>Bands 5 and 6</b>
<b>English (Standard)</b>	<b>School</b>	0.93	90.65	3.74
	<b>State</b>	15.33	76.31	8.36
<b>English (Advanced)</b>	<b>School</b>	0.00	45.10	52.94
	<b>State</b>	0.87	41.26	57.87
<b>General Mathematics</b>	<b>School</b>	11.61	56.25	25.00
	<b>State</b>	25.09	49.02	25.90
<b>Mathematics</b>	<b>School</b>	9.09	45.45	43.18
	<b>State</b>	9.24	38.29	52.47
<b>Biology</b>	<b>School</b>	2.22	62.22	31.11
	<b>State</b>	15.73	56.13	28.14
<b>Ancient History</b>	<b>School</b>	16.13	32.26	48.38
	<b>State</b>	16.74	50.39	32.87

<b>Business Studies</b>	<b>School</b>	3.13	78.13	15.63
	<b>State</b>	11.46	52.21	36.33
<b>Legal Studies</b>	<b>School</b>	3.13	53.13	40.63
	<b>State</b>	10.07	49.32	40.60
<b>Studies of Religion I</b>	<b>School</b>	0.00	8.47	88.14
	<b>State</b>	4.40	44.59	51.01
<b>Design and Technology</b>	<b>School</b>	6.67	46.66	6.67
	<b>State</b>	20.83	52.45	26.73
<b>Community and Family Studies</b>	<b>School</b>	1.85	55.55	33.34
	<b>State</b>	8.99	61.18	29.82
<b>Personal Dev, Health and Physical Education</b>	<b>School</b>	6.90	31.03	55.17
	<b>State</b>	13.44	54.18	32.38
<b>Hospitality</b>	<b>School</b>	0.00	40.91	36.37
	<b>State</b>	3.43	59.36	37.20

#### Student Achievement (mean performance)

<b>Mean Performance (%)</b>	<b>Students</b>	<b>School</b>	<b>State</b>
<b>English (Standard)</b>	102	71.25	67.10
<b>English (Advanced)</b>	50	81.77	80.43
<b>General Mathematics</b>	104	72.70	68.64
<b>Mathematics</b>	43	76.51	77.89
<b>Biology</b>	43	74.05	71.13
<b>Ancient History</b>	30	75.05	71.34
<b>Business Studies</b>	31	71.99	73.65
<b>Legal Studies</b>	31	75.04	74.60
<b>Studies of Religion I</b>	57	42.72	38.49
<b>Design and Technology</b>	26	73.69	76.25
<b>Community and Family Studies</b>	27	78.39	72.73
<b>Personal Dev, Health and Physical Education</b>	49	75.61	73.10

<b>Hospitality</b>	17	81.58	75.96
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### Comparative Performance Over Time

<b>School Performance (%)</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>English (Standard)</b>	71.45	68.90	71.47	71.25
<b>English (Advanced)</b>	77.26	79.69	83.47	81.77
<b>General Mathematics</b>	69.79	72.02	71.63	72.70
<b>Mathematics</b>	78.67	72.70	77.36	76.51
<b>Biology</b>	76.78	73.37	70.91	74.05
<b>Ancient History</b>	72.59	73.86	77.00	75.05
<b>Business Studies</b>	70.55	73.08	71.31	71.99
<b>Legal Studies</b>	79.42	72.12	72.13	75.04
<b>Studies of Religion I</b>	41.26	41.80	41.82	42.72
<b>Design and Technology</b>	75.84	77.29	73.59	73.69
<b>Community and Family Studies</b>	79.36	80.86	77.16	78.39
<b>Personal Dev, Health and Physical Education</b>	76.27	73.80	74.43	75.61
<b>Hospitality</b>	80.39	79.17	79.66	81.58

### Destination Survey

- 175 Year 12 students left Holy Spirit College at some point during 2015.
- 169 completed their Higher School Certificate at Holy Spirit College.
- 162 students responded to the survey.
- 95% (91/96) of those who chose to study at university enrolled at Wollongong University.
- 81% (114/141) of those students eligible for an ATAR received at least one university offer.
- 8% (13/169) enrolled at a Private College.
- 5% (8/169) enrolled at Wollongong TAFE.
- 11% (19/169) chose full-time/part time employment.
- 9% (15/169) started an apprenticeship, cadetship or traineeship.
- 69% (117/169) continued studying on a full time basis.

## Parent, Student and Staff Satisfaction

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Parent survey results were supportive of the College with positive opinions received about the learning culture and Catholic ethos of the school. Learning was considered to challenge individual student needs and extra-curricular needs were considered to be appropriate. Parents also felt that the pastoral support of the school met the needs of students very well. Overwhelmingly, there was a positive result regarding communication between the school and respondents believed that in general students were well prepared for life after school.

The student survey indicated students felt that a safe learning environment existed at Holy Spirit College and strong Catholic identity that was supportive and encouraging of learning. Students appreciated extra-curricular and co-curricular activities and believed there was support from the school in relation to non-school type issues. The vast majority of students felt that their learning at the College was challenging, however, there was a small proportion of students that disagreed.

Staff unanimously believed the College presented a thorough and effective Catholic education in a safe and supportive environment. Communication about student progress was considered to be appropriate and it was felt that the College was effective in catering for individual needs of students and effectively maximising learning opportunities and potential of students. Staff deemed that students were aware of their rights and responsibilities and challenged to be community-minded citizens.



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