

Annual School Report

Secondary



2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

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 2017.

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 2017

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

2016 was another year of blessings that came our way. For the tenth year in succession Holy Spirit College took out The Vince Villa Trophy for champion Sports school in the Wollongong Diocese. The Higher School Certificate results were very pleasing with the Dux receiving an ATAR of 96.8. This year a record number of students excelled in the Performing Arts, one student selected for Encore in Music, one for Onstage in Drama and one received a Callback for Dance. Reflection days, camps, excursions, exams, assessments, parent-teacher meetings, guest speakers, and productions such as 'Prometheus' and 'Alice in Wonderland' occurred for students of the College during the year.

Throughout 2016 the College continued its work with student leadership and worked collaboratively with Western Sydney University. This year the Catholic Education Office approved a Leadership Team in lieu of a Deputy Principal. They worked closely with the Middle Leaders and assisted in the smooth running of the College.

The College focus was on Stewardship and the Year of Mercy. Pope Francis reminded us of change in our times and how we as a Christian community can work together for the greater good. "Situations can change; people can change. Be the first to seek to bring good. Do not grow accustomed to evil, but defeat it with good." Along with parents, the staff acted in word and deed as positive educators for every student.

Parent Involvement

The Parents and Friends Committee (P&F) at Holy Spirit College was made up of very dedicated and passionate volunteers who had the College and its community in their best interest. The P&F this year donated over \$80,000 to the school for the following improvements and projects: plumbing and drainage of the Western boundary, new desks and painting of classrooms, resurfacing of the basketball courts with a non-slip surface, new netball uniforms and drones for STEM.

An application for a grant of \$19,000 from the Department of Family and Community Services (FACS) was successful and the money was used to extend the Centre Area so as to fit the entire school in a shaded area for school assemblies. Another initiative this year was the funding of the position of a Parent Liaison Officer, a role which included liaising between parents and the College staff, pastoral support and ongoing information sessions.

Parents and Friends Association, President

Student Leadership

The capacity of the Student Representative Council (SRC) provided the College with many enjoyable and leadership building experiences. The teamwork required to ensure the smooth running of fundraisers, discos, 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 group to be reviewed. The 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 embarked on a unique

leadership program developed with Western Sydney University. 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 school 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 1229 students in 2016. 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 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 BOSTES 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

2016 Enrolments	
Boys	630
Girls	599
Total	1229
Indigenous	24
LBOTE	70

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. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Year 7	93.9%	93.0%
Year 8	92.4%	92.1%
Year 9	92.2%	90.7%
Year 10	91.2%	91.9%
Year 11	93.1%	90.4%
Year 12	92.9%	93.3%
Whole school	92.6%	91.8%

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, 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 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 2014	194
Year 12 Enrolment at Census Date remaining in Year 12 at end 2016	165
Actual Retention Rate (%)	83%

Student Attainment in Senior Years

Years 11 - 12 2016	
% of students undertaking vocational training or training in a trade during Years 11 and 12	34%
% of students who have completed at least one (1) VET course in either Year 11 or 12	29.5%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2016	Year 10	Year 11	Year 12
No of School Leavers	16	32	156
University			116
TAFE/Tertiary	2	12	8

Employment	6	11	21
Other School	8	9	
Other/Unknown			11

Staffing Profile

There was a total of 96 teachers and 30 support staff at Holy Spirit College in 2016. This number included 69 full-time and 27 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 2016 was 94%. This did not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 98.4%. Two teaching staff retired in 2015.

Professional Learning

During 2016, 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 125 staff members.

These days focused on:

- WHS - Catholic Education Office
- HSC Counsellors - Staff and Student Wellbeing, and Student Intervention
- Rocky Biasi - Student Welfare & The Accidental Counsellor Follow Up
- Marist Father Charism92.6

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

- Wollongong CEO Network Days - 11 KLA Coordinators
- Learning for Leadership - 2 people
- Diocesan Literacy Planning - 2 people

- Specific Reading Disabilities on-line training - 2 people
- Naplan Data Analysis for Curriculum Coordinators - 2 people
- Gifted and Talented Network Meetings - 1 person
- Diocesan Learning Needs Policy Committee - 1 person
- VET Compliance Days - 3 people
- STEM Training Days - 2 people

The average expenditure by the College on professional learning per staff member was \$172.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$285.

Catholic Life & Religious Education

In 2016 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 8 and this will be extended to Years 9 and 10 in 2017. 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 Student Representative Council (SRC) became officially aligned with the Religious Education Department in 2016 and was hence facilitated by the REC and Liturgy Coordinator. This streamlined opportunities for students to conduct morning prayer and to be instrumental in the organisation of College Religious and Spiritual events such as Valentine's Day activities, activities for Anti-Bullying Day, Refugee Day and Harmony Day, Feast of St Joseph at St Francis Xavier's Cathedral, acts of service for Easter, fundraising for St Jude's School Tanzania, Blood Bank Drive in Term 2 and Term 3, and R U OK? Day.

Further sacramental and liturgical activities continued, 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 Mission 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'. The tangible opportunities included collections of grocery items, money and books for charities including Caritas Project Compassion, Catholic Mission, St Vincent de Paul, Father Chris Riley's *Youth off the Streets*, and Secondary Students' Diocesan Social Justice Day

The Student Catechist program continued in 2016 and again this year students attended the Diocesan Launch of Catholic Mission. Four staff members of the College and a group of Year 11 students participated in the Catholic Mission Immersion Trip to Timor Leste. A highlight of the year for the senior students was their participation in the Marist Youth Leader Program (Lismore) and the JJAMM Conference (Sydney).

The College again hosted the Diocesan 'Conversation with the Bishop' which enabled an opportunity to dialogue on an informal level with the Bishop of the Diocese of Wollongong. 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.

Year 10 students once more participated in an 'Islamic Immersion Day' embracing the commitment of the College to Interfaith Dialogue. Guest speakers from the Islamic Sciences and Research Academy attended this event.

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 for Year 8 students was successfully completed within schools across the Dioceses in 2016. The school cohort in 2016 consisted of 215 Year 8 students who sat the Religious Literacy Assessment (Part A) on 22 August 2016 and 225 completed the Extended Task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Disciples, Martyrs and Witnesses to the Faith.

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 knowledge of the teachings of Jesus 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 ways to live a Christian life in a society where this is seen as counter cultural.

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, 14.9% of students were placed in the developing level, 85.1% in the achieving level and 0% were in the extending level.

For Part B, 12.9% of students were placed in the developing level, 63.1% in the achieving level and 24% were in the extending level.

Combining Parts A and B, 11.8% of students were placed in the developing level, 84.4% in the achieving level and 3.8% were in the extending level for Religious Literacy.

Overall students performed 1.3% below Diocesan Average in Part A and were 5.5% above Diocesan Average in Part B.

School Review and Improvement

School Review and Improvement (SRI) is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning

orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2016:

Key Area 1: Catholic Life and Religious Education

1.3 Catholic Life and Culture

Goal: We seek to work together as a community to develop quality Catholic learning and maintain the authentic catholic culture in the community.

Key Area 2: Students and their Learning

2.3 Reporting student achievement

Key Area 3: Pedagogy

3.4 Planning, programming and evaluation

Goal: To develop systems within KLA's to improve the planning process for program development and collegial evaluation to improve student outcomes.

3.5 Assessment

Goal: That individual KLAs provide fair, ongoing, accountable and accurate processes for gathering assessment. That assessment procedures are in line with current BOSTES and CEO guidelines.

Key Area 4: Human Resources Leadership and Management

4.3 An ethical workplace culture

Goal: Review Practices

Key Area 5: Resources, Finance and Facilities

5.2 Use of resources and space

Goal: Master plan to be completed

Key Area 6: Parents, Partnership, Consultation and Communication

6.2 Reporting to the community

Goal: Introduce the role of Parent liaison to the College Community

Key Area 7: Strategic Leadership and Management

7.2 Innovation, development and change

Goal: Share decision with the student voice included in major issues.

School Review and Improvement components to be reviewed and rated in 2017:

Key Area 1: Catholic Life and Religious Education

1.4 Parents, parishes and the broader Church

Key Area 2: Students and their Learning

2.4 Integration of Information and Communication Technology

2.5 Pastoral Care

Key Area 3: Pedagogy

3.6 School climate, learning environment and relationships

3.7 Professional Learning

Key Area 4: Human Resources Leadership and Management

4.1 Recruitment, selection and retention of staff

4.4 Succession planning

4.5 Overall compliance with legislation and other requirements

Key Area 5: Resources, Finance and Facilities

5.3 Environmental stewardship

5.4 Financial Management

Key Area 6: Parents, Partnership, Consultation and Communication

6.3 Linkages with the wider community

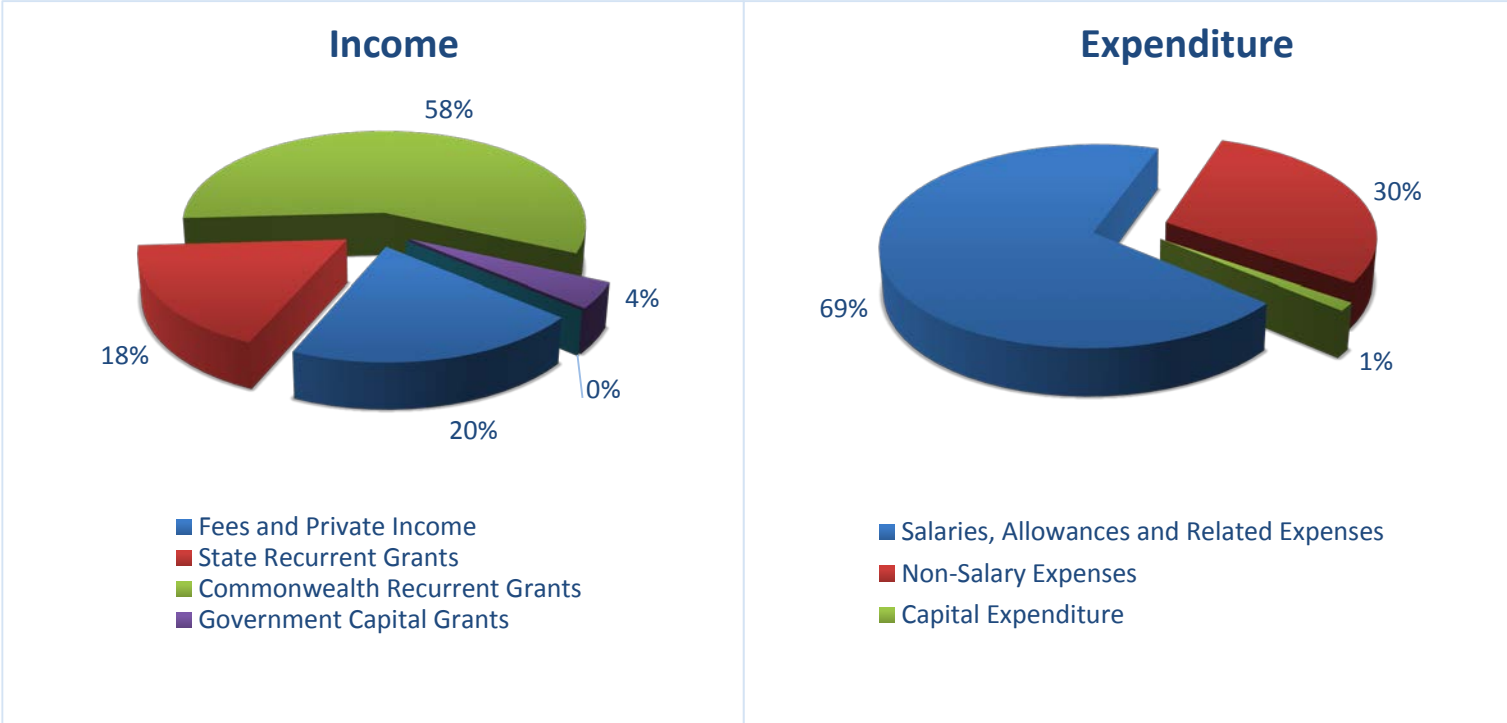
Financial Summary

Grants

Holy Spirit College did not receive any government grants for the school's financial year 1 January 2016 to 31 December 2016. All major projects and expenses were paid through school funds. Except where the Parents and Friends Association (P&F) subsidised the following projects: plumbing - \$63218, basketball court resurfacing - \$41036, furniture - \$15224 and extension to the Centre Area \$19000 was from a grant to the P&F by FACS.

Major Works and Expenditure from 1 January 2016 to 31 December 2016 - \$556,640.00

The following graphs reflect the aggregated income and expenditure for Holy Spirit College, Bellambi for the year ended 31 December 2016. This data was taken from the 2016 financial return to the Australian Government, Department of Education, and Training.



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

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’.

N.S.W. Legal Aid solicitors ran workshops on digital safety with Years 7 and 10 at the beginning of the year. Adam Schwartz, author of ‘Mum I Wish I was Dead’ shared his personal journey through depression from the age of 10 at an evening parent only forum, which was available to the general community.

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. Dannielle Miller, otherwise 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).

An 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 12 to 25 at an assembly.

Motivational speakers were invited to present to the whole College community at assemblies.

One of these was Heidi Haydon who is an Education Officer with Spinal Cord Injuries Australia. She spoke about her accident and the resilience she developed to overcome her trauma.

Another assembly featured Daniel Holdsworth who is an 'R U OK? Day' Ambassador and Dan Hunt a 'One Community' Ambassador for mental health with the National Rugby League (NRL). The Student Representative Council (SRC) organised activities targeting mental health including a 'R U OK? Day'. MindMatters was a driving force of a number of these initiatives and four staff members attended an inservice to further develop initiatives targeting resilience.

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.

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 2016.

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

The College continued to initiate, develop and implement educational strategies to assist staff in skills development to assist students reaching their potential.

Curriculum and Pedagogy

The Middle Leadership Team continued to focus on the development and analysis of the Australian National Curriculum. The year also focused on identifying strategies for literacy for refugee status students English as an Additional Language or Dialect (EAL/D). Staff inservicing on cross curricular STEM in Science, TAS and Mathematics was held with the intention of developing a design based TAS course for Stage 5 in 2017.

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. In 2016 the College continued with the use of a web based AGAT ACER testing for incoming year 7 students as part of a multipronged identification strategy that saw the inclusion of a creative writing component.

Technology supporting learning

The College focused on using Information Technology to support learning for all students as individuals and as team members where they actively collaborated and shared resources. Greater responsibility was placed on students regarding the use and maintenance of their device and accessing College services.

In 2016 a Student Technology Panel was formed, run by IT Support, to give students a voice in the technology services that ran and will run at the College.

The College focused on improving the performance of the Campus Wide Wireless Network with new access points and switches deployed. Technology Planning for the future centred around teachers and students having their own portable digital device as opposed to the use of Computer Laboratories.

Learning Technology initiatives that focused directly on improving student learning included:

- Support of the drafting, sharing, collaborating of digital content using Google tools especially Classroom
- Support of teachers in the classroom with an emphasis on planning assessment opportunities and how to give meaningful feedback using digital tools
- Support of Year 7, 8 and 9 and teachers in their learning and teaching with iPads
- Planning of the 'Bring Your Own Digital Device' (BYODD) programs for new Year 7 and 10 students for 2016
- The Independent Learning Project (ILP) in Year 7

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 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. All students in Years 7, 8 and 9 who demonstrated to be in need of extra support were assessed with running records reading tests and three level-inferential reading tests. These students also had their reports reviewed to determine the nature of underperformance.

To offset the potential for students with reading disabilities to continue to underachieve, research was undertaken in evidence-based reading programs and a direct instruction program, MacqLit was purchased for implementation in 2017. This has the potential to be used for intensive interventions for Year 7 students, students with additional learning needs and English as an Additional Language or Dialect (EAL/D) students. Students will be monitored and assessed on this basis.

The arrival of refugees and recent arrivals to the College posed challenges for mainstream teachers working with students with additional requirements. All English as a Second Language (ESL) students and EAL/D students in the College had their language skills assessed using the ESL Scales, as required by NSW DET EAL/D Support Document. These language assessments, oral, written and reading were communicated to staff. The provision of staff development and the implementation of English as a Second Language Preliminary Course will begin in 2017.

The Cross Curriculum Year 8 Spelling Program continued in 2016 with students completing a programmed series of spelling activities reinforcing rules and covering words from all the Key Learning Areas (KLAs).

The whole-school focus on writing 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 that looked at skills targeted by NAPLAN that were in need of revision and practice. A member from each KLA worked with the Literacy Coordinator to target a suitable skill area within the curriculum and these were presented to the staff. All strategies implemented were informed by evidence-based practice. Each KLA is also developing a Literacy strategy to work on areas that need developing in the next twelve months.

Further staff development work was undertaken in HSIE with Literacy Consultant Michael Murray and the Literacy Coordinator. Systematic programming was also undertaken in Year 7 Religion. Further work with staff in 2017 and the Literacy Continuum and the Common Grade Scale has been planned.

The Year 8, 9 and 10 Literature Circles, an initiative implemented in 2010, continued in 2016.

Indigenous

Twenty-four students who identified as Indigenous were enrolled at Holy Spirit College in Years 7 to 12. Indigenous Education at 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 of Personalised Learning Plans for each student of Indigenous background
- Awareness and Cultural Activities for Reconciliation Week
- Participation in Reconciliation Week Assembly and Art Exhibition and Sale
- 2016 Marist Fathers Education Scholarship Trust Award - awarded to a student of Indigenous background from Year 12 2015
- Keira Electorate Aboriginal Student of the Year Award - awarded to a Year 10 student
- Visit to significant Aboriginal cultural sites and Wollongong Art Gallery
- Two Nominations in the NSWAECC 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. 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 artist
- Organisation of whole year group presentations on Indigenous perspectives for the HSIE department

Aboriginal Education Assistants were actively involved in the curriculum and worked on Indigenous Literacy and Numeracy, Painting Programs and Cultural Awareness. All these activities enhanced the learning program for the whole College community.

Environment

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 College minimised 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. The increased use of iPads and computers in class and the submission of assignments online have also reduced paper use. 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, which was formed in 2015, consisting of students across all year groups continued to work well. The 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 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 and Science, Literature Circles and one on one withdrawal program for students with an identified learning need

2016 continued with the development and implementation of 100 hour elective courses and included the development of a Stage 4 STEM program for implementation in 2017. This year saw students identified with refugee status and consequential identification of language ability and were offered support as were their teachers.

During 2016 224 educational initiative activities were offered across all Key Learning Areas (KLAs) including the Learning Support Department. The intention of these was to provide students with additional educational experiences to extend students' learning beyond the regular classroom. All KLA programs had curriculum adjustment components embedded in the program and registers to track and document individualised student adjustments including enrichment or extension. Teachers attended the Diocesan KLA days and Gifted Network meetings to keep informed of current instructional strategies to further enable staff to assist students to reach their potential.

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 extension to include three Year 7 classes.

Special Education Needs

Holy Spirit College supported 58 funded students throughout 2016. Students who experienced Literacy and Numeracy issues were also assisted in class and through tutorials. 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 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.

Mainstream students were trained to act as Reader/Writers for Disability Provision students. Stage 6 Year 12 students received a 'Profile of Student Achievement' from the Board of Studies, BOSTES. Personal

Profiles (PP) reports for all funded students were developed and sent to parents/carers. The College was in its fourth year of the Catholic Education Commission's new PP process. Post school options were trialled by Year 12 Stage 6 students. The Profile of Student Achievement provided details on Life Skills syllabus outcomes achieved by students.

Year 7 2017 Life Skills students participated in a transition program operating over a five-week period in November 2016. Eight 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 emails sent with added information. A Support Department meeting was held every Wednesday Week B, with SSO's and any other staff who wished to attend. At the beginning of 2016, a meeting was held with all classroom teachers of Life Skills, differentiated and funded students, who presented with specific and individual needs.

Expanding Learning Opportunities

Competitions

Holy Spirit College presented students with a number of competitions across most KLAs.

In Science all of Year 8 students participated in UNSW Science Competition as well as The Big Science Competition for Year 7 to 10 Academic classes only.

In Mathematics students from Years 7 to 10 participated in the ICAS Mathematics Competition (UNSW), The Australian Mathematics Competition (AMT), the Mathematics Challenge for Young Australians (AMT), Talented Mathematics Day for Year 10 students and 'Work like a Mathematician' Day for Year 8 and 9 students.

In English all Year 8 students participated in the ICAS Writing Competition. Senior students took part in the Whitlam Institute's 'What Matters?' Writing Competition run by the Whitlam Institute. Congratulations to a student in Year 11 who won the competition.

Public Speaking

Students in 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 hosted the 26th annual South Coast Public Speaking Competition. Students from 16 schools in the region presented speeches. The College was proud to win the competition for the first time since 1991. Year 12 students also participated in the Lions' *Youth of the Year* the Public Speaking Competition.

Debating

This year the College had two Year 7 and two Year 8 debating teams who engaged in competition against other schools including The Illawarra Grammar School (TIGS), St Mary's Star of the Sea and Lake Illawarra High. The College were successful against TIGS and Lake Illawarra High. Students also participated in an Ethics Olympiad in 2016.

Representative Sport

For the tenth year in succession Holy Spirit College took out the coveted Vince Villa Trophy for Champion Sports School in the Wollongong Diocese. Holy Spirit College has a proud tradition in sporting ventures and 2016 proved to be no different. The College was again victorious in all three major Carnivals -

Swimming, Cross Country and Athletics at the Diocesan level. As well as this, Holy Spirit College won individual Boys Champions in Swimming and Girls Champions in Athletics.

The Representative Sport motto for 2016 was 'A Perfect 10!'. This referred to the Vince Villa trophy. Holy Spirit College was also crowned joint Champion in the Girls Overall Trophy and second in the Boys Overall Trophy.

Traditional Sports

The success, this year on the sporting field, was not only restricted to the major Carnivals. Holy Spirit was also successful in a number of traditional sports. In Basketball the Under 17 Boys were invited to the National Championships in Canberra. They came away with a Silver medal from these titles. The College also won a New South Wales Combined Catholic Colleges (NSWCCC) title in the Intermediate Girls Division. In Swimming, the Junior Boys 4 x 50 Medley Relay team won CCC Gold. Four other teams finished the year with CCC Silver, including Football, Netball and Tennis.

During the year the College won 12 Diocesan titles in traditional sports such as Football, Netball, Touch, Basketball, Volleyball and Tennis. Students also represented the College in less traditional sports such as Triathlon, Surfing, Equestrian and Mountain Bike Racing with success.

Thirty-three Holy Spirit athletes represented NSWCCC at NSW All-Schools Carnivals in a range of Sports. Eight of these athletes represented NSW All-Schools and one represented Australia at the Under 17 World Basketball Championships in Spain. The College continued to be an institution of high achievers in the sporting arena.

Vocational Education and Training

Courses offered in 2016 at Holy Spirit College, with Wollongong CEO as the Registered Training Organisation (RTO) was Electrotechnology and Hospitality Kitchen Operations.

Six students studied a VET subject externally at TAFE. Courses included: Early Childhood Education, Photography, and Human Services (Nursing).

There were two students enrolled in School Based Apprenticeships or Traineeships (SBAT), including Retail at KFC and Digital Technology at Holy Spirit College.

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 school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress 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.

Individual NAPLAN data and whole cohort data was made available to staff as well as areas needing development across the curriculum. The Literacy Continuum tracker and ESL Scales have been uploaded to Sentral and in 2017 students with poor Literacy will have a profile that explains the level of proficiency based on the Literacy Continuum. These results are compared to school reports for the students who are underachieving 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 7 points above state in Numeracy, 5 points above state in Reading and 6 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 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 2016: % 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	11%	56%	31%	18%	56%	23%
	National	17%	55%	26%	22%	56%	21%
Writing	School	18%	64%	16%	31%	57%	10%
	National	27%	56%	16%	38%	30%	12%
Spelling	School	14%	57%	27%	17%	62%	19%
	National	18%	53%	28%	23%	54%	22%
Grammar & Punctuation	School	15%	49%	34%	22%	55%	21%
	National	20%	51%	28%	27%	55%	16%
Numeracy	School	9%	55%	34%	12%	61%	24%
	National	15%	53%	30%	18%	58%	23%

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 2016: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	96%	95%
	National	95%	93%
Writing	School	96%	86%
	National	90%	83%
Spelling	School	95%	90%
	National	93%	90%
Grammar & Punctuation	School	96%	91%
	National	93%	91%
Numeracy	School	96%	97%
	National	96%	95%

Record of School Achievement

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 23 students in 2016.

Higher School Certificate

In 2016 Holy Spirit College once again produced some excellent HSC results. 41% of all examinations sat by students across all courses resulted in either a band 5 or a band 6, which was an improvement on 2015. The College received no band 1's. Twenty subjects achieved overall results above the state average. The Dux of the College received an Australian Tertiary Admission Rank (ATAR) of 96.9 and upwards of 12 students also received an ATAR above 90.

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.00	72.00	28.00
	State	12.67	73.83	13.47
English (Advanced)	School	0.00	42.00	58.00
	State	1.04	36.94	62.00
Mathematics General	School	8.00	62.00	34.00
	State	24.31	49.77	25.89
Mathematics	School	3.00	63.00	34.00
	State	7.79	39.51	52.67
Biology	School	0.00	81.00	19.00
	State	9.74	54.94	35.28
Ancient History	School	0.00	45.00	55.00
	State	17.42	51.54	31.01
Business Studies	School	0.00	56.00	44.00
	State	12.84	52.37	34.75
Music 1	School	0.00	0.00	100.00
	State	1.70	35.24	63.02
Studies of Religion I	School	2.00	28.00	72.00
	State	5.10	44.78	50.09
Industrial Technology	School	0.00	83.00	8.00
	State	22.14	51.82	26.01
Community and Family Studies	School	0.00	48.00	52.00
	State	14.15	54.87	30.95
Personal Dev, Health and Physical Education	School	0.00	57.00	39.00
	State	16.49	48.70	34.78

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	93	75.32	68.70
English (Advanced)	53	80.02	80.72
Mathematics General	111	74.73	68.51
Mathematics	32	75.28	77.84
Biology	67	72.96	73.71
Ancient History	20	78.22	71.16
Business Studies	25	75.22	73.21
Music 1	14	87.53	80.91
Studies of Religion 1	61	40.91	38.34
Industrial Technology	12	66.93	69.02
Community and Family Studies	31	80.19	72.20
Personal Dev, Health and Physical Education	61	75.76	72.13

Comparative Performance over Time

School Performance (%)	2013	2014	2015	2016
English (Standard)	68.90	71.47	71.25	75.32
English (Advanced)	79.69	83.47	81.77	80.02
Mathematics General	72.02	71.63	72.70	74.73
Mathematics	72.70	77.36	76.51	75.28
Biology	73.37	70.91	74.05	72.96
Ancient History	73.86	77.00	75.05	78.22
Business Studies	73.08	71.31	71.99	75.22
Music 1	84.54	92.13	83.49	87.53
Studies of Religion 1	41.80	41.82	42.72	40.91
Industrial Technology	69.14	57.31	66.62	66.93
Community and Family Studies	80.86	77.16	78.39	80.19
Personal Dev, Health and Physical Education	73.80	74.43	75.61	75.76

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 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. Staff believe students were well aware of their rights and responsibilities and were challenged to be good community minded citizens.



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