Vision Statement

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

Principal’s Message

When reflecting upon the role and contribution of a school and a Catholic School in particular, we look for the Good News of the Gospel. A school is a microcosm of society and the quality of relationships within a school fosters these qualities which bear witness to this “Good News”.

In particular at Holy Spirit College during the course of 2007 we have promoted the values of reverence, responsibility, respect and results. These are values which promote both a positive community and help to develop individuals with positive, resilient characters. It is the belief of our College that the development of character is central to the purpose of education. We also believe that Christian values help to form good character amongst students. It is our aim to graduate students who will be good citizens and well-developed individuals who are fully aware of their potential and able to express the dignity of their humanity in their daily lives.

Parent Involvement

The P&F raised over $80,000 through the management of the Canteen and Uniform Shop and other activities, to support the students of the College. The P&F have also introduced a Levy designed to raise about $60000 to support various needs of the school but especially information technology. The P&F in conjunction with the advice of the Principal determined how these funds are allocated. Parent representatives were also part of the College’s committees such as the Uniform, Canteen and Information Technology Committees. Parents were encouraged to be involved in the levels of their child’s education at the College at regular P&F Meetings. For senior staff appointments parents were included in the selection process.

Parent involvement includes examination supervision, assisting at athletics and swimming carnivals and mountain bike training. The College always experiences very positive support from parents at all school events for example parent attendance at the Gala night, Drama and Public Speaking nights and a range of Parent Information Evenings, Year 7 Independent Learning Project, Year 12 Society and Culture Information Evening, HSC, UAI and TAFE information evening and Bullying and Friendship for Year 8, 9 and 10.

Student Leadership

Holy Spirit College places a great significance in building better people for the future through education, dedication and commitment.

The Student Representative Council (SRC) plays an integral part in organising community based activities such as community fundraising, school fundraising, participation in World Youth Day and supporting various charities such as Project Compassion. The school captains also participated in the JAM and Christian Brother Camp in 2007.

The SRC along with teachers and College Captains work collaboratively to encourage and engage students to participate in the many great opportunities that Holy Spirit College has to offer.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>562</td>
<td>383</td>
<td>945</td>
</tr>
<tr>
<td>2006</td>
<td>554</td>
<td>402</td>
<td>956</td>
</tr>
<tr>
<td>2007</td>
<td>556</td>
<td>432</td>
<td>988</td>
</tr>
</tbody>
</table>

Student Attendance Rate for 2007

<table>
<thead>
<tr>
<th></th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>93.2</td>
<td>91.4</td>
</tr>
</tbody>
</table>

School Profile

Holy Spirit College was established in 1983 as a result of the amalgamation of St Paul’s College and Holy Cross College. It serves the Parishes of Northern Wollongong and in particular draws students from St Joseph’s Bulli, St Columbkille’s Corrimal, St John Vianney’s Fairy Meadow, St Michael’s at Thirroul, St Therese West Wollongong, St Brigid’s Gwynneville, St Francis Xavier Wollongong and as far south as Immaculate Conception Parish Unanderra. It is growing to be a six stream co-educational school for Years 7 -12. It draws students from a mix of socio-economic backgrounds and levels of ability.

The school is culturally diverse with students drawn from a number of ethnic backgrounds including Anglo-Celtic, Spanish, Italian, and Greek. Most, however, are second generation Wollongong families. The school endeavours to work closely with our Parish Priests, parents and the local community making Holy Spirit an integral part of the Wollongong Diocese.

The College is in a phase of growth and reached 988 students in 2007. In society there has been much discussion about the role of schools in forming good citizens. It has always been the goal of this school to educate good citizens. We also believe that Christians have the qualities and values to be good citizens. It is to this end that the College focuses on the values of Respect and Responsibility as qualities to develop in our students. To this we add the value of Reverence. These three core values, Respect, Responsibility and Reverence stand at the centre of all we do. Upon these values we seek to build results.

The educated person is one who develops the talents given to us by God. The College seeks to provide a safe and supportive environment in which students can grow and develop their social skills based on the values of faith, hope, charity and love. It also seeks to develop the concept of stewardship in all.

Staffing Profile

Number of staff in total: 69.4 (FTE)
Number of executive: 2 (Principal & Assistant Principal)
Classroom teachers: 68.9 (FTE)
Specialist support staff (18)
Administrative support (6)
Teaching staff experience average 21 years teaching, post graduate qualifications (21).

Staff Retention: 2% staff moved in and out of our school.

The average daily staff attendance rate for 2007 was 95.23%

Professional Learning: this involves all staff and the types of professional learning undertaken. 8% of staff time was dedicated to professional development.

School based expenditure on professional learning in 2007 was $17000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition
Culture of the Catholic School

Holy Spirit College has continued to engage and develop its relationship with the local parish communities. Frs. Schmitzer, McCarthy, O'Donoghue, Tien, O'Keefe, Peters and Whiteman have attended the College for Reconciliation, special celebrations and Graduation Masses. Corrimal, Bulli, Thirroul, Fairy Meadow and Unanderra Parishes conducted community Masses at Holy Spirit College this year. Regular meetings have been established with the Parish Priests in order to maintain and enhance links with the College. Father Honorio Hincapie, College Chaplain has been a constant source of spiritual involvement at the classroom and at the pastoral level. Thank you to all our priests.

The College has endeavoured to preserve links with the Josephite and Marist Orders. Prestigious awards were named after members of these communities and the College highest student achievers received these accolades.

Liturgy Coordinator role has continued to develop and part of this has been to liaise with Parish Priests in the organisation of liturgies and various celebration Masses and Retreats. Another aspect of this role has been the organization of the staff spirituality day. This year a guided pilgrimage of the Marist tradition in Australia was undertaken. It was a time of learning, reflection and appreciation of the proud Marist tradition kept alive throughout the College and forming a central place as the philosophy of our Retreat program. We are keen to keep alive the connection with the charism and history of the Marists and we are proud to be part of their story. The staff as a whole, reported very favourably on all aspects of the day. Following the success of this format, the staff are looking forward to more Marist updates and spirituality days.

World Youth Day events were undertaken with zest by the youth leaders.

The Annual Deceased Mass was a time of community reflection. It was extremely well supported, and many people travelled from across Australia to attend. We particularly thank Fr Whiteman for the special character he brings to this solemn celebration. The College continued its tradition of Holy Spirit Day, weekly staff prayer, Reflection Days and the Senior Retreats.

Our Social Justice Coordinator facilitates various charity initiatives and fund raising activities and this year we are especially involved with a Christmas Hamper Appeal targeting those in need in our own Diocese. The students have responded generously and we are keen to make a difference in the lives of those close to home and to be a real living hand of Jesus. It is all our responsibility to help each other. This year the staff and the students also donated funds to human rights groups and our local Surf Life-Saving group. Well done to all involved!

At all times Holy Spirit College endeavoured to foster the development of the students spiritually, academically and physically with justice for all. The culture was one of support, pastoral care and integration with the assistance of staff, parents and students - all acting spiritually, and inclusive of the wider community.

Student Welfare

Pastoral care initiatives

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 Gospel Values as a means of living out their daily lives.

These values are contained in the Diocesan and College’s Pastoral Care Policies. The school-based policy provided information on programs to support students and families, approaches to discipline, creating a safe school environment, codes of conduct and guidelines for suspension and expulsion.

The Restorative Justice Coordinator and Pastoral Programs Coordinator have led the focus of the whole College community on the implementation and consolidation of the restorative justice practices. This focus has been on relationships, responsibility and relevance.

Programs such as Peer Support, Seasons for Growth, Social Justice Programs and Young Carers Group have resulted in raised student awareness of a variety of social and emotional issues. Parents have also had the opportunity to participate in “Drug Proofing Your Child” course run by the Pastoral Coordinator.

Other services were available to members of the College community, such as the identification and facilitation for students who
require specific professional assistance through the counsellors from Centacare, as well as the availability of a local Police Liaison Officer to provide information regarding rights and responsibilities.

Motivational Media and Brainstorm Productions have supported the pastoral initiatives in the College through the medium of drama. Students also have had seminars from Rail Transport Authority, depression talks and Victims of Violence to increase awareness of safety issues.

Pastoral care initiatives covered a number of specific programs such as those listed in the College diary, including a Bullying and Harassment Policy and Behaviour Management. Also accessible is the KAST (Kids Advanced Skills Training) program, which operates within school to assist young people to deal with personal difficulties they may be experiencing.

The Complaints & Grievances Procedures can be found on the Catholic Education Office Website: www.ceowoll.catholic.edu.au then go to the link Policies.

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.

Financial Summary

The school directs all funds to meeting present needs as the aim is to provide the best possible learning facilities for students who are enrolled in the College. Special projects for 2007 included:

- The reconstruction of the main entrance road;
- Final payment of refurbishment costs;
- Continuing expenditure on computers;
- Provision of data projectors to 8 classrooms;
- Upgrade Molloy Corridor learning area.

The following graphs reflect the aggregated income and expenditure for Holy Spirit College for the year ended 31 December 2007. This data is taken from the 2007 financial return to the Australian Government Department of Education, Employment and Workplace Relations.

Learning & Teaching

Introduction

In 2007, Holy Spirit College has continued to review, assess and revise programs from Years 7-12 in all Key Learning Areas as an essential part of the teaching, learning cycle. KLA Coordinators have continued to provide leadership in areas of staff in-servicing, locating resources and the administrative function of assessment and reporting. The timing, structure and content of assessments were the focus of the Learning Community Project on Assessment. Board of Studies requirements for changes to Studies of Religion Syllabus have been implemented and the school review recommendations resulted in the restructuring of the PDHPE faculty. Innovative teaching and learning has continued to take place at the College.
**Curriculum & Pedagogy**

All KLAs have continued to implement the curriculum adjustments of special needs and students requiring support. The reporting process was improved with the inclusion of a pastoral page detailing student participation and awards. A staff development day provided a number of workshops on ICLT including Photoshop, podcasting, iLife, blogs and the integration of databases and spreadsheets. The Stage 6 Study Skills Program continued to operate and a Mentor Program was initiated for Year 12. The boys’ education program, The Excellerators continued for a select group of boys in Years 9 and 10. One special achievement for a student from the Visual Arts faculty was the nomination for ARTEXPRESS.

**Cross Curriculum**

**Literacy and Numeracy:** Based upon a school analysis of our SNAP, ELLA and Year 6 Placement Test results, the school has continued with a program to support mainstream students who are identified as experiencing difficulty with Literacy and Numeracy in years 7 and 8. In conjunction the literacy and numeracy assistant and the Literacy and Numeracy Coordinator have worked on a rotational basis with 42 Year 7 and 8 students. These tutorials have been on a one to one basis or in small group sessions to improve areas of weakness. The assistant has also spent time in low ability Mathematics and English classes as extra support for the students and teacher.

Teachers can also identify students with literacy difficulties and refer them to the Literacy and Numeracy Coordinator. This fosters a collaborative and ongoing interaction between staff to meet the literacy and numeracy needs of students.

The importance of numeracy and the need for improvement in this area across the diocese has been promoted at a school level. This has been achieved through posters and staff inservice on numeracy across all KLA’s.

ELLA, SNAP and Placement Test results were distributed, analysed and discussed by the Key Learning Area Coordinators. Coordinators and staff were informed and updated with information, strategies and analysis of results by the Stage 4 Learning and Teaching Coordinator and Numeracy Coordinator.

The Intensive Remedial Program was introduced in Term 4 to assist students in Year 7 who had not reached the benchmark in SNAP. This program ran for seven weeks and aimed at reinforcing basic student knowledge and skills in the numeracy area.

Lastly, 2007 also saw the continuation of the annual College Spelling competition for students in Years 7-10. This competition aims to raise the importance of spelling as a tool in student learning.

**Indigenous**

The College has applied for and received funding for a number of students who need support with their academic education mainly in the areas of Literacy and Numeracy. This year marked the acknowledgement of the Darwal people as the “traditional owners” of the land on which the College is built, through a ceremony at school where a local elder presented a plaque to the school. At Holy Spirit College eleven Aboriginal students are enrolled in Years 7 to 11 at present.

**Environmental**

Over the past year the school has investigated the need for water tanks and recycling at a school level. It is hoped that the school will receive national funding for this project in the near future.

**Meeting the Needs of All Students**

Holy Spirit provided students with a balanced and appropriate education.

**Diversifying Learning**

As a comprehensive high school, Holy Spirit College has used curriculum adjustment to cater for the diverse learning needs of all students. Strategies for curriculum differentiation were a focus of the Learning Teaching Coordinators.

**Gifted Education**

Following the CEO Gifted Education guidelines K-12 (2005) Holy Spirit College has continued to implement a variety of activities. These include:

- Continuation of the ‘Students with Potential’ Program which targets students in Yrs 10,11,12 and aims to motivate and empower them with the skills necessary to take responsibility of their own success;
• The Independent Learning Project continued for the top two Year 7 classes using Gifted and Talented Educational Strategies to develop higher order thinking skills. The final project sharing night was attended by parents, friends, staff and students with over 300 people in attendance;

• Enrichment Days for Year 8 included a technology gaming workshop with a University of Wollongong facilitator and a cartooning workshop with Cartooning Kingdom. This is part of a whole school enrichment strategy which will be organised by Stage 4 and Stage 5 Learning and Teaching Coordinators;

• KLA based events included workshops, excursions, competitions and special programs eg Year 11 students attended the ‘Modern Perspectives in Science’ at the University of Wollongong and a Year 9 student studied a specialised history subject via Open High School;

• Curriculum adjustments extended gifted students as appropriate;

• Recognition of special achievement at school assemblies and ceremonies eg a representative in Rugby League at a national level; winner of national writing competition;

• Staff provided with Learning Strategies Planners to assist staff in continuing to develop programs aimed at identifying, motivating and extending students to reach their full potential.

Special Education Needs

Each year the College reviews the special needs of students. In 2007, the continued focus was on the successful integration of identified students into KLA groups.

The College has a unique Stage 6 Higher School Certificate Life Skills group where students were at school for four days a week; one day per week was for work placement and community access. This program provided for the educational needs of the senior students while providing access to training for future work and self directed learning. This year also saw the introduction of a Business Services VET course.

Self directed learning

In 2007 the College provided a variety of opportunities for self directed learning across the curriculum from Years 7 – 12. The following are examples of such extension and enrichment activities:

• The Year 7 Independent Learning Project;
• myclasses Years 7-12;
• Independent Study Skills program developed following analysis of the DeCourcy results
• Senior study periods;
• Correspondence courses included Continuous Italian, History, and Biology;
• Saturday School of Community Languages included Spanish.

Expanded Learning Opportunities

Competitions

Holy Spirit College provides various enrichment activities that span across the curriculum and involve inter-school competitions. Such activities include: Tournament of the Minds, Mock Trial, Chess, Debating, APEX Public Speaking, Lions Club Youth of the Year, University of NSW English, Maths and Science competitions, Heywire, and the University Challenge Shield for Science and Engineering. Holy Spirit College also hosts the South Coast Public Speaking competition.

Cultural

Drama played a major role in the cultural life of the school. A school musical “Lucky Stiff” played to packed audiences at the Illawarra Performing Arts Centre. The drama group performed puppet plays at feeder primary schools. A series of works by students from Elective Drama was presented on a special performance night. The Dance Troupe performed at Class Act, RAW and the Opera House showcasing the dancing learnt throughout the year. The choir also performed at school Masses, assemblies, liturgies and the Gala Concert.

Debating/Public Speaking

The skill of debating and public speaking has been an explicit focus for the teachers of English in junior years. Holy Spirit College also won the annual Lions Club debate against Corrimal High.
Sport

Holy Spirit College, as an affiliate member of the Wollongong Diocese Sports Council aimed at providing sporting opportunities to all students. The College held major school based carnivals in Swimming, Cross-Country and Athletics with the major aim of participation, enjoyment and success. Students also have the opportunity of gaining selection into College teams to represent in Diocesan Carnivals and then follow available sporting pathways all the way to national teams.

Through the Wollongong Diocese, our students had opportunities to compete against other Diocesan schools in a number of sports for boys and girls including: touch, soccer, tennis, cricket, basketball, hockey, volleyball, rugby league and rugby union. Many of these sports also allow students to gain selection in representative teams.

The College also enters into NSW State Wide Knockout Competitions providing further opportunities for students to be involved in competitive sport. 2007 was our most successful year to date on the sporting field which culminated with the College being crowned Champion Diocesan School. This trophy is called the Vince Villa Shield and Holy Spirit achieved this by coming 2nd overall in the Diocesan Swimming Carnival, and winning the Diocesan Cross Country and Diocesan Athletics carnivals.

The following College teams were the winners of Diocesan gala days: U/15’s girls Touch, U/13’s, U/15’s and open boys Soccer, U/15’s boys Basketball, U/15’s girls Cricket, and the Rugby League teams retained the Tom Anderton Shield held annually against Edmund Rice College.

There were nineteen individual Diocesan award winners which is awarded to students who represent Combined Catholic Colleges or are selected in three Diocesan teams and there were five “blue” award winners for making NSW all Schools teams or being selected in two Combined Catholic Colleges teams.

It is our aim to continue to provide opportunities for all students at the College to pursue their sporting interests and attain their very best results.

Professional Learning

Focus areas/priorities

The College develops its Professional Development Plan through annual staff interviews in conjunction with the College goals. The three focus areas for 2007 have been:

- Improving student outcomes
- Assessment for and of learning.
- Mental Health staff training.

Vocational Education and Training

The percentage of students who have undertaking VET Courses compared to the total number of students undertaking Stage 6 in 2007 was 23%. One student undertook a school based traineeship. Students who completed at least (1) VET course compared to the total number of students undertaking Stage 6 this year is 16%. Prediction for 2008 is 46% of Stage 6 will be undertaking a VET course.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. Statewide literacy and numeracy testing programs provide information that assist in diagnosing individual learning needs and reviewing whole school teaching programs. Results must be seen in the context of the school community. Information on student progress is communicated regularly and parents are provided with opportunities for discussion. If further information is required about student achievement, please contact the school.

Higher School Certificate

In 2007, 121 students sat for examinations in the Higher School Certificate and 131 students received their HSC. The results from the 2007 cohort were strong with a number of high achieving students. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 20 (67%) were above the state average (% shown in brackets) and 10 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In General Mathematics there were 77 students:

18% of students achieved Bands 5 and 6 (compared with 23% statewide)
3% of students achieved Band 1 (compared with 4% statewide)

In Studies of Religion 1 unit there were 67 students:
72% of students achieved Bands 5 and 6 (compared with 38% statewide)
0% of students achieved Band 1 (compared with 0% statewide)

In English Standard there were 62 students:
0% of students achieved Bands 5 and 6 (compared with 3% statewide)
0% of students achieved Band 1 (compared with 6% statewide)

In English Advanced there were 59 students:
36% of students achieved Bands 5 and 6 (compared with 47% statewide)
0% of students achieved Band 1 (compared with 0% statewide)

In other subjects, the school received the following results:
In Community and Family Studies:
80% of students achieved Bands 5 and 6
0% of students achieved Band 1

In Music 1:
91% of students achieved Bands 5 and 6
0% of students achieved Band 1

School Certificate

In 2007, there were 184 students who received a School Certificate. Student achievement is reported as a percentage score and in Bands from 1 to 6 with Band 1 indicating that students are operating below minimum standard. Computing Skills is not reported in Bands.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score %</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – Literacy</td>
<td>75</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70</td>
</tr>
<tr>
<td>Science</td>
<td>75</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>72</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>77</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>81</td>
</tr>
</tbody>
</table>

Literacy and Numeracy Assessments

The English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) assess students’ literacy and numeracy achievements against outcomes in the K-6 English and Mathematics syllabuses but in the context of the secondary Key Learning Areas. Student performance is reported in four bands; Low, Elementary, Proficient and High. These are assessments are administrated early in Year 7. There were 169 students who sat for ELLA and 167 students who sat for SNAP in 2007.

National Benchmarks

The table below indicates as a percentage the Year 7 students achieving the national benchmarks.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>Year 7</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.2</td>
<td>91.7</td>
<td>91.4</td>
</tr>
<tr>
<td>Writing</td>
<td>98.9</td>
<td>97.6</td>
<td>92.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.1</td>
<td>80.4</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included as they have not yet been published.
Parent, Student & Teacher Satisfaction

At a Parents and Friends Meeting a survey was conducted in Term 4. All parents responses were in the ‘agree’ or ‘strongly agree’ categories, regarding college facilities and opportunities for learning and extra curricular activities. Parents believe that the College offers a safe and supportive environment for students. 2% of parents believe that the College could provide further information regarding the progress of their children.

The student survey was conducted in Term 4 with a sample of students from each year group. From the student survey, the overwhelming response was positive especially regarding a safe and supportive learning environment. 78% of students agree that the College offers a range of co-curricular activities, 22% would like more activities.

The surveys indicate an overall satisfaction with the College however the College is not complacent about the need to continually assess and meet the reasonable expectations of students and parents.

No formal staff survey was undertaken as the Catholic education office undertook a staff satisfaction survey which incorporated all our staff, teaching and non teaching, the results of which were presented at a staff meeting and discussed. The full copy of this survey is on access in the College Library. The survey indicates a high level of staff satisfaction with the working environment of the College.

School Renewal Priorities

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3 - 5 years. It is subject to regular evaluations.

The College has been working on the implementation of School Review and Improvement priorities (SRI) as the basis of developing the College plan and making judgements as to our progress.

Progress in 2007 Towards Achievements of School Renewal Plan

- Implement IT learning objects programme
- Continue focus on Year 7 Independent Learning Project programme
- Further develop ICLT infrastructure of the College
- Implement new community learning project focused on assessment

Priorities for 2008

- Continue to focus on the development of numeracy in 2008
- Implement SRI across the College
- Continue to investigate the issue of computer access across the College
- Support World Youth Day
- Construct a multipurpose learning space.

The information in this report has been verified and the priorities endorsed by the Director of Schools and the Head of School Services.

Peter Turner
Director of Schools

Mark Baker
Principal