About This Report

Holy Spirit College Catholic Secondary School, Bellambi is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report 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 about 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 Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

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

Holy Spirit College
PO Box 63,
Corrimal NSW 2518
Ph: (02) 4285 2877
Fax: (02) 4285 2914
Email: info@hsc.woll.catholic.edu.au

Principal: Mr Mark Baker
Date: 27 March 2009
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

This year marked our twenty-fifth year as Holy Spirit College.

These years have seen the growth of a fine school very highly regarded by the community. It is of course, a history built upon the work of the Marist Fathers and the Josephite Sisters and the achievement of St Paul’s College and Holy Cross College.

With the achievement of the past in our minds and the hopes for the future in our hearts we have celebrated our Silver Jubilee. We now look forward to the promise of our future. It is in our traditions and faith that we find our purpose and strength. It is in the love of Christ that we find our Vision:

Jesus said to his disciples “As the Father has loved me, so I have loved you. Remain in my love. If you keep my commandments you will remain in my love, just as I have kept my Father’s commandments and remain in his love. I have told this so that my own joy may be in you and your joy be complete. This is my commandment: Love one another, as I have loved you. A human can have no greater love than to lay down their life for their friends. You are my friends, if you do what I command you. I shall not call you servants anymore, because a servant does not know their master’s business. I call you friends, because I have made known to you everything I have learnt from my Father. You did not choose me, no, I chose you; and I commissioned you to go out and bear fruit, fruit that will last; and then the Father will give you anything you ask him in my name. What I command you is to love one another.”

Parent Involvement

Congratulations to Staff, Students and Parents for a successful 2008, which was a fitting close to the first 25 years of Holy Spirit College.

The P&F have been successful in continuing to fund the school with contributions in excess of $80,000 towards the purchase of much needed computer resources during 2008. The P & F levy was introduced and the high level of acceptance of the Levy will see the school hall completed during the first half of 2009. Thank you to all families that have contributed and will continue to contribute to the levy.

It was also pleasing to see the high standard of the HSC results, which were the reward for the hard work and effort by both teachers and HSC students.

Parents and Friends Association, President
**Student Leadership**

Holy Spirit College aims to empower all students to achieve their greatest potential through a strong Catholic education.

The Student Representative Council (SRC) is a fundamental part of the Holy Spirit College community, which encourages everyone to get involved. The efforts of the SRC assist in the organisation of fundraisers and special events like the College 25th Anniversary celebrations. These events are very beneficial in bringing the school together as a community.

At Holy Spirit College the SRC work as a team with teachers to ensure everyone is involved in the school community and the great opportunities it has to offer.

*School Captains*

**School Profile**

This year the College celebrated its Silver Jubilee. It 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 to 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 has reached its capacity of 1060 students. It remains 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.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>2008</td>
<td>551</td>
<td>449</td>
<td>1000</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

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

Student Retention Rate

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Total Enrolment 2006</td>
<td>174</td>
</tr>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2008</td>
<td>138</td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>79.3</td>
</tr>
</tbody>
</table>

Destination Survey

<table>
<thead>
<tr>
<th></th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tafe/Tertiary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
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<td></td>
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<tr>
<td>Other School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Staffing Profile

There are a total of 77 teachers at Holy Spirit College.

School Leadership

Number of executive: 2 (Principal & Assistant Principal)
Specialist Teachers

Classroom teachers: 70.7 (FTE)
Specialist support staff: 16

Administrative Staff

Administrative support: 6.4

Teaching Staff Experience

Teaching staff experience average 22 years teaching, post graduate qualifications (23).

Teacher Standards

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

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | % |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | % |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Staff Attendance

The average daily staff attendance rate for 2008 was 96.66%.
The staff retention rate is high at Holy Spirit College with 98% of the teaching staff remaining for the 2008 school year.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of Holy Spirit College staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- Quality Teaching,
- Cross Curriculum Tracking,
- Homework and Assessment,
• Team-Teach (Training in positive handling strategies), and
• K-12 Numeracy Project.

School based expenditure on professional learning in 2008 was $21,000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

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 also endeavoured to preserve links with the Josephite and Marist Orders. Members of the orders attended our Silver Jubilee Mass and Celebration held on the 14th November. The highlight of this day was the naming of our yet to be built as the Casey-Ryder Centre named after Fr Bill Ryder, First Marist Principal of the College and Sr Maria Casey first Assistant Principal.

World Youth Day was a focus of College activities for 2008. The World Youth Day Coordinator organised and led a significant number of events both at the College and Parishes. These included the Journey of the Cross and Icon at each of our Parishes, Diocesan Mass at the WEC at which our students carried the Cross and Icon, Pilgrimage to WYD that involved 60 students and staff. WYD was embraced by the school community and Holy Spirit College was represented at all community activities.

The Annual Deceased Mass was a time of community reflection. It was extremely well supported, and many people travelled from across Australia to attend. Special thanks goes to 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.

We held our annual staff spirituality day lead by the College Religious Education Coordinator focussing on Personal Pastoral Journey and Community Development.

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 - Kanyini lives! This year following our visit to Kokoda in 2007 the College raised funds for the erection of a solar panel in Kagi for the village to have light.
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**

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.

In response to the student needs, staff participated in training of Team Teach to enhance management strategies.

Programs such as High School Transition, Peer Support, Social Justice, Social Skills, Peer Relationships and Young Carers Group have resulted in raised student awareness of a variety of social and emotional issues. Parents have also been given the opportunity to participate through education programs including alcohol and drug issues as well as in conducting safe parties. 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 have also participated in seminars from enlighten education, the Rail transport Authority as well as talks on depression and stress management.

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 are the Social Skills, Peer Relationships and Separation, Loss and grief programs, 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 is in a sound financial situation as indicated by the final balance report. Following a focused program of school fee recovery, the percentage of fee payments has continued to increase. This combined with the steady rise in enrolments has provided the College with a sound financial base. The major project begun in 2008 is the building repayments are underwritten by the College Parents and Friends Association, the P & F have struck a family levy paid on an annual basis that provides the revenue to meet the ongoing repayments of this project. The College Canteen and Uniform Shop continue to run at a healthy profit, which provide funds for the P&F to support projects such as Information Technology in the school.

The following graphs reflect the aggregated income and expenditure for Holy Spirit College for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
In 2008, 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. This year's focus was on homework and assignment work. The purpose of this was to improve outcomes, study skills and cross curricula tracking. There has been a focus within the English KLA regarding syllabus requirements. These include a change in the Area of Study and the prescribed reading list for all modules. The College has focused on using school data, including the National Assessment Plan for Literacy and Numeracy (NAPLAN) results, to develop learning and teaching programs to improve outcomes.

Curriculum and Pedagogy
The Stage 6 Study Skills Program continued to operate and the Mentor Program for Year 12 was implemented for a second year. A Continuers Program was introduced for Year 10 students in Term 4 to focus on study, research and subject skills for senior school. The boys’ education program, The Excellerators continued for a select group of boys in Years 9 and 10. A pastoral page detailing student participation and awards was included in the half yearly and yearly reports. Curriculum adjustments of students with special needs and those requiring support have been implemented by all KLAs.

Two Learning Community Programs were developed and implemented. One was on Cross Curriculum Tracking and Quality Teaching for Stage 4 and the other was a Numeracy Project to improve the transition between Primary and Secondary education. Staff development days included a workshop on Teacher Expectation and Student Achievement and time allocated for individual KLAs. As well as a staff development day that provided a number of workshops on ICLT including photoshop, podcasting, ilife, blogs and the integration of databases and spreadsheets, additional workshops for staff were offered after school hours.

Cross Curriculum

Literacy and Numeracy
Based upon a school analysis of our 2007 SNAP, ELLA and Year 6 GAT 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. The Literacy and Numeracy Assistant has worked with these identified students in their Mathematics and English classes in a variety of ways, including one to one assistance or in small groups to improve areas of weakness. This assistance has also provided extra support for the teachers of these classes.

The introduction of the Government’s An Even Start tutorial program assisted 26 Year 8 students in Numeracy, Reading or Writing based on their results in the 2007 ELLA and SNAP tests. These tutorials were conducted either on a one to one basis or in small groups of three. This enabled these students to receive targeted assistance in an area of need at a level suitable to them.
The National Assessment Program for Literacy and Numeracy (NAPLAN) tested Year 7 and Year 9 students in literacy and numeracy across the nation. Staff in-servicing of NAPLAN was ongoing throughout the year, with particular focus on the structure of the tests, the skills that were examined, the introduction of Bands and Standards and reporting to parents.

NAPLAN and GAT results were distributed, analysed and discussed by the Key Learning Areas Coordinators. Coordinators and staff were informed and updated with information, strategies and analysis of results by the Assistant Principal and the Literacy and Numeracy Coordinator.

Teachers can also identify students with literacy and numeracy 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 and a community level. The LTC Numeracy Project which was implemented this year, enabled Secondary Mathematics teachers at the College to liaise with Primary Year 6 teachers from four of our feeder schools. The project focused on the Stage 3 and Stage 4 Mathematics curriculum looking at ways to better equip students with skills in numeracy that are consistent, therefore bridging the gap between the transition from Primary to Secondary school.

During Literacy and Numeracy week, the College took part in a reading challenge where students, teachers and community members could share their thoughts about what they were reading on a blog site. Students from Year 7, 9 and 12 placed insightful contributions.

**Indigenous**

The College has applied for and received funding for a number of students from the Indigenous Education Fund who need support with their academic education mainly in the areas of Literacy and Numeracy. They also have one to one tutorials to help them with study and organisational skills. At Holy Spirit College ten Aboriginal students are enrolled in Years 7 to 12 at present.

It is traditional at school assemblies after the National Anthem and prayer that the assembly commences with the Darwal word for welcome, “Yulunga” and then “Kanyini” that loosely translates to connectedness. At the beginning of Mass and Liturgies there is recognition of the traditional owners of the land and their long stewardship.

**Environmental**

Over the past year the school has investigated the need for water tanks and recycling at a school level.

Incorporated into the yet to be constructed multi purpose learning space will be water tanks and solar panels with funding from the Federal Government’s Greening School Program.
Meeting the Needs of All Students

At Holy Spirit College we aim to provide all students with a diverse, balanced and appropriate education.

Diversifying Learning
As a comprehensive high school Holy Spirit College uses various forms of curriculum adjustment to cater for the diverse learning needs of all students. Strategies for curriculum differentiation are an ongoing focus for our stage 4, 5 and 6 Learning Teaching coordinators and all KLA coordinators.

Gifted Education
Holy Spirit College has continued with its school-based program called “Students with Potential”. Students’ progress in Year 10, 11 & 12 is recorded in the form of their initial placement test score in Year 7, half yearly and yearly reports and if applicable school certificate results. In monitoring students identified in Year 7 as being very able, we have focused on the subject area (or areas), which are at this stage apparently not as strong as may otherwise be expected specifically in the areas of Mathematics, English and Science.

We are providing support for a small pool of students, 11 students in 2008 (Year 10 to 12), in the form of monitoring students’ progress in their designated subject and provide additional assistance where required with teacher support. Students are able to negotiate with the coordinator what level of support they require to improve on these results through classroom teacher guidance.

The Year 7 Individual Learning Project (ILP) ran for the fifth time in 2008. A new feature this year was the students displaying their work on individual web pages created on iWeb, including links to their speech recorded as a podcast, their research sites, essay and bibliography. The fruits of their labour were presented at a Sharing Night for peers, family, friends and staff held on Wednesday 3rd September in the School Hall and the Resource Centre concurrently. Students enjoyed being able to share their special subjects with the wider College community, and the evening received very positive feedback, with over 300 people in attendance.

In 2008 Holy Spirit College continued with a whole school enrichment program for Stage 4 and 5. Stage 4 Enrichment included a workshop on web design and a Garage Band Music Enrichment Workshop. Stage 5 Students participated in a Science – Astrology activity at the Wollongong Science Centre Planetarium and a Physical Education Enrichment through a Melbourne based company. The aim is to have a sequential development of enrichment opportunities that are outsourced by specialists in their field. Each program is based on the top ranking students from a particular KLA area with the intention of building upon the Year 7 Integrated Learning Project.

Recognition of special achievements is given at school assemblies and in the weekly school newsletter.

Holy Spirit College Staff were provided with teaching journals - Secondary Strategy Planner.
These are journals that contain up to date educational strategies in thinking, learning and teaching. These include: Multiple Intelligences, Thinking Skills, Co-operative Learning, Graphic Organizers and Authentic Pedagogy. This was a valuable tool to keep staff informed of strategies that can be easily implemented in the regular classroom.

**Special Education Needs**

Each year the College reviews the special needs of students. In 2008, the focus was on the introduction of VET courses in Stage 6 for a work orientation.

The College has a unique Stage 6 Higher School Certificate Life Skills group where students are at school for nine days a fortnight and one day of Community Access and leisure visits. This program provided for the educational needs of the senior students while providing access to training for future work and self directed learning.

**Self directed learning**

In 2008 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 Yr 7 Independent Learning Project;
- myclasses Yrs 7-12;
- Senior study periods;
- Correspondence courses included Italian Continuers, Agriculture and French; and
- Saturday School of Community Languages included Spanish, Serbian and Macedonian.

**Expanding 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.

**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. This year we also had State title winners in Gymnastics and Surf-Life saving.

The College enters into NSW State Wide Knockout Competitions providing further opportunities for students to be involved in competitive sport. After the success of 2007, in which the College was crowned Champion Diocesan School, this year was always going to be hard to emulate. However, Holy Spirit actually surpassed the efforts of 2007 by again being awarded the Diocesan Champion School and that trophy is called the Vince Villa Shield. The College has achieved this by coming 2nd overall in the Diocesan Swimming Carnival, and again winning the Diocesan Cross Country and Diocesan Athletics carnivals.

The following College teams were the winners of Diocesan gala days: U/13’s girls Touch, U/13’s boys Rugby League. The girls Bill Turner Cup (soccer) team were Regional finalists and the Open Boys Soccer team were runners up in the NSWCCC Final.

There were twenty three individual Diocesan award winners which is awarded to students who represent Combined Catholic Colleges or are selected in three Diocesan teams and there were eight “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.

**Debating and Public Speaking**

Years 7-12 are involved in activities to enhance public speaking and debating skills. Holy Spirit College continues to host the South Coast Public speaking Competition for 16 local secondary schools, as well as participating in the Lions Club Youth of the Year. We were successful in the Michael Kent Book Reading Competition conducted for Year 9 students by the Friends of the Wollongong City Library, and we entered 4 teams in the inaugural St Mary’s debating day challenge held in November.

**Vocational Education and Training**

The following VET classes were offered in 2008:

YR 11 classes were: Hospitality (2 classes), Information Technology, Retail, Business Services (Lifeskills), Hospitality Food and Beverage (Lifeskills).

YR 12 classes were: Hospitality, Information Technology, Business Services (Lifeskills), Hospitality Food and Beverage (Lifeskills).

Eight students were undertaking T VET courses at TAFE.

During 2008 44% of our senior school were involved in a VET course. For these students, their VET course contributed to their HSC with some contributing to their UAI, as well as gaining a CERT II or Statement of Attainment qualification in their chosen course.

The following VET course will be offered in 2009:
YR 11: Hospitality (2 classes), Information Technology, Business Services, Hospitality Food and Beverage (Lifeskills), Business Services (Lifeskills).
YR 12: Hospitality (2 classes), Information Technology, Retail, Hospitality Food and Beverage (Lifeskills), Business Services (Lifeskills).

As well as 15 students undertaking either T VET courses at TAFE or school based Traineeships. Approximately 60% of our senior school will be undertaking a VET course in 2009.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. The National Assessment Plan for Literacy and Numeracy (NAPLAN) provides information that assists 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.

NAPLAN

The College was pleased with the 2008 NAPLAN results received by the Year 7 and Year 9 students. For both cohorts students were above the National Minimum Standards in all areas of Literacy and Numeracy.

In Numeracy, 35% of Year 7 students received Bands 8 or 9 and 30% of Year 9 students received Bands 9 or 10. In the Literacy tests 39% of Year 7 students achieved Bands 8 or 9, with 22% of Year 9 students achieved Bands 9 or 10.

After closer analysis of the College’s NAPLAN results it became evident that writing is an area for improvement and therefore the College will endeavour to ensure writing becomes a focus across all KLA’s in 2009.

Higher School Certificate

In 2008, 131 students sat for examinations in the Higher School Certificate and 136 students received their HSC. The results from the 2008 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, 16 were above the state average (% shown in brackets) and 12 subjects scored below. Performances in our 4 largest cohort subjects are as follows:
In General Mathematics there were 88 students with:
15% of students achieved Bands 5 and 6 (compared with 26% statewide), and
2% of students achieved Band 1 (compared with 6% statewide).

In Studies of Religion 1 unit there were 72 students with:
79% of students achieved Bands 5 and 6 (compared with 44% statewide), and
0% of students achieved Band 1 (compared with 1% statewide).

In English Advanced there were 71 students with:
0% of students achieved Bands 5 and 6 (compared with 6% statewide), and
0% of students achieved Band 1 (compared with 6% statewide).

School Certificate

In 2008 there were 181 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>78.58</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.18</td>
</tr>
<tr>
<td>Science</td>
<td>77.85</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>77.19</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>75.16</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>82.61</td>
</tr>
</tbody>
</table>
Holy Spirit College, Bellambi
Student Achievement 2008
National Assessment Program Literacy and Numeracy
Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. 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. Please Note: Figures have been rounded to the nearest whole number.

### NAPLAN 2008: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
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<tbody>
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<td><strong>Reading</strong></td>
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</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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### Student Achievement of National Minimum Standard

The lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

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Parent, Student & Staff 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 extracurricular activities. Parents believe that the College offers a safe and supportive environment for students. Parents also raised some challenges, which the College is happy to meet to try and improve the educational needs of all students. The College continued a healthy enrolment, especially for the 2009 Year 7 cohort.

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.

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.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

• Continued to focus on the development of numeracy in 2008
• Implemented SRI across the College
• Continued to investigate the issue of computer access across the College
• Supported World Youth Day
• Plan for the construction of a multipurpose learning space.

School Review and Improvement components to be reviewed in 2009:

• Implement the Institute of Teachers accreditation process.
• Continue to develop the SRI School Improvement process.
• Construction of the multipurpose learning space.
• Focus on Literacy, across curriculum, in particular writing – K to 12.