Holy Spirit College
Bellambi

Annual School Report
2009
About This Report

Holy Spirit College, a Catholic Secondary School, Bellambi is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO 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 and Training.

The Report also outlines information regarding School Review and 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 Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by the Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the college’s website by 30 June 2010.

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

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Corrimal NSW 2518
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Fax: (02) 4285 2914
Email: info@hscdow.catholic.edu.au
Website: www.hscdow.catholic.edu.au

Principal: Mr Mark Baker
Date: 22 March 2010
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

In 2009 we were part of a milestone in the history of Holy Spirit College highlighted by the opening of the Casey Ryder Centre. The Casey Ryder Centre is the final piece of the refurbishment of the College, which began in 2003. This Centre provides a modern flexible space that is to be used for whole-school assemblies, liturgies and sporting events. It is a facility that will add to every student’s experience of the College.

The Casey Ryder Centre is named after two members of the founding orders of Holy Spirit College. Father Bill Ryder SM was the first Principal at Holy Spirit College and Sister Maria Casey RSJ was the first Assistant Principal. In naming the Centre after these two individuals the College acknowledges their personal contributions to the education of the youth of this area and at the same time giving credit to the Josephite and Marist Orders without whom there would be no Holy Spirit College. The College continues in their spirit and seeks to be worthy of their vision, faith and commitment to the education of young people. This building will stand as a permanent monument to their work.

2009 was also the first year that Holy Spirit College achieved the aim set back in 2003 of becoming a six-stream school from Year 7 to 12. The Holy Spirit community now consists of 1040 students and 100 staff.

Parent Involvement

With the support of the school community and the continued acceptance of the P&F Levy, we were able to complete the first stages of the Casey Ryder Centre in 2009. The Centre provides a much needed facility for the school. It was pleasing that a project of this size was completed very close to budget and on time.

A huge thank you must go to the builder, Phil Ackerman, for his professionalism and management of the building. Our treasurer, Jim Fahey, should also be acknowledged for his input and financial control of the project. The P&F have also been able to make contributions to the continuing upgrade of the school’s IT network. This has enhanced student access to the latest technology and learning methodologies.

Congratulations to staff, students and parents for achieving many goals in 2009. We look forward to another successful year of working together as a school community in 2010.

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. The students work in collaboration with teachers to involve all in the many activities that take place within the College. Some of these activities included fundraising for the Leukaemia Foundation and for the local Surf Life Saving Association.

Through the exemplary leadership of the College captains, the SRC demonstrated an enthusiastic and creative approach towards school-based events. The student leaders participated in the organisation and implementation of several extremely enjoyable and rewarding events. Two themed discos, Valentine’s Day and Holy Spirit Day were held during the year; all of which were well attended and a huge success.

The work of the SRC is a valuable part of Holy Spirit College, as it brings together the school as a community.

School Captains

School Profile

Holy Spirit College is a Catholic Systemic co-educational secondary school located in Bellambi. The school caters for students in Years 7-12 and has a current enrolment of 1039. The students come from a number of ethnic backgrounds. Its mission is to promote the intellectual, spiritual, physical, emotional, social and moral growth of its students in a caring Christian environment within the Catholic tradition. The core values of the school are Respect, Responsibility, Reverence, Results and Relationships. Pastoral Care in the College is based upon principles of Restorative Justice. It uses an awards system and employs two school counsellors. The curriculum offered at the school is based on the requirements of the NSW Board of Studies and achieves sound results in the Higher School Certificate and School Certificate. It aims to present a curriculum that encourages and motivates students with a variety of intellectual abilities. The College has a Special Education Support Department and offers VET courses for Stages 5 and 6. The school’s extra curricular opportunities include retreats, camps, academic competitions, creative and performing arts, public speaking and a variety of sports. The school makes a valuable contribution to the local community through its involvement in fundraising.

Student Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>577</td>
<td>462</td>
<td>1039</td>
<td>13</td>
<td>139</td>
</tr>
</tbody>
</table>
The Diocesan Enrolment Policy and Procedures exist 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 the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

<table>
<thead>
<tr>
<th>2009</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.0%</td>
<td>92.0%</td>
<td>92.1%</td>
<td>87.8%</td>
</tr>
</tbody>
</table>

Management of Non-attendance
Homeroom teachers mark and monitor the class roll. If there is a series of unexplained absences, a phone call is made to the parent/caregiver to request a written explanation. The Year Coordinator and Assistant Year Coordinator are informed and follow up to ensure the correct procedures are followed.

Student Retention Rate

<table>
<thead>
<tr>
<th>Year 10 Total Enrolment 2007</th>
<th>184</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2009</td>
<td>123</td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>66.8%</td>
</tr>
</tbody>
</table>

Student Attainment in Senior Years

<table>
<thead>
<tr>
<th>Years 11 - 12 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during Years 11 and 12</td>
</tr>
<tr>
<td>% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification</td>
</tr>
</tbody>
</table>

Destination Survey

<table>
<thead>
<tr>
<th>2009</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td>12</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>University</td>
<td>-</td>
<td>-</td>
<td>85</td>
</tr>
<tr>
<td>TAFE/Tertiary</td>
<td>-</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>Employment</td>
<td>1</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Other School</td>
<td>5</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>
Staffing Profile

There are a total of 76 teachers and 29 support staff at Holy Spirit College. This number includes 63 full-time and 13 part-time teachers.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Category</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 Staff Retention

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 97%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 100%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of Holy Spirit College staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- writing Skills;
- cross curricula tracking of pastoral programs;
- Improving Numeracy with Thelma Perso in collaboration with Feeder Primary Schools;
- framework for classroom instruction and student learning;
- analysis of NAPLAN Results & DeCourcy Learning;
- Voice Care for staff;
- SRI meetings;
- Leading Literacy and Numeracy Course run by CEO; and
- Technology.

School based expenditure on professional learning in 2009 was $25,400. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Catholic Life & Religious Education

In 2009 Holy Spirit College continued to strengthen its solid relationships with our local parish communities. The College has undertaken a variety of sacramental and liturgical activities including reconciliation for Year 8, 9, 11 and 12, graduation masses for Year 10 and 12, and special commemorations such as the annual College Deceased Mass, and a liturgical celebration of the 100 years anniversary of the death of the Blessed Mary MacKillop. Each of our Parishes was provided with an opportunity to celebrate mass at the College. Further to this, Unanderra Parish students attended a combined mass at Immaculate Conception Parish on Tuesday, 5th May.

Regular luncheons were held at the College to maintain dialogue with our Parish Priests. These meetings allowed for ongoing review and improvement of the liturgical life of the school. Members of both the Josephite and Marist Orders were also invited to attend College functions – the highlight of which this year was the opening of the Casey Ryder Centre. The College was honoured to receive a Papal Blessing organised by Sr Maria Casey.

World Youth Day activities continued throughout 2009 under the leadership of the College “Crossroads Coordinator”. Easter celebrations included a Stations of the Cross and Liturgy in the College grounds. Year 7 and 9 students were both involved in Spirituality Days facilitated by the Catholic Mission and the Youth Mission Team respectively. An overnight retreat was held on the 2nd and 3rd July and was open to all students – a group of 20 students attended. The purpose of this retreat was to encourage students to focus on their relationship with God and one another.

Further reflection and retreat opportunities were provided to students in Years 8, 10, 11 and 12. Year 8 students attended the annual pilgrimage to Penrose Park, and staff also attended a Spirituality Day on Friday 4 December led by Chris Doyle. Each of these activities is designed to enhance community spirit, cohesion and relationships. Furthermore, seven students from Years 10 and 11 attended “Sharing the Gift” at Gerringong on Wednesday, August 5. This formation and training for Extraordinary Ministers of Holy Communion in schools, with the support of the student’s Parish Priests, enables them to assist at school and parish masses.

Two significant social justice projects were undertaken in 2009. Both the Winter Appeal and Christmas Appeal saw each homeroom class from Years 7-11 gather clothing, goods and gifts for disadvantaged families in the Illawarra region. Four senior students and the REC attended the launch of the 2009 Social Justice statement at the Australian Catholic University at Strathfield. Inspired by this experience, students will be involved in the St Vincent De Paul Night Patrol Bus in 2010.
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 during 2009 was the completion of the Casey-Ryder Multi-Purpose Hall. Repayments for this building are underwritten by the College Parents and Friends Association, who have established a family levy paid on an annual basis which 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 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction
Catholic schools are places of belonging, respect, justice, hope, celebration and quality learning and teaching. They are based on the dignity of the whole person and provide witness to the Gospel Values as a means of living out their daily lives. These values are contained in the Diocesan and College’s Pastoral Care Policies. The college-based policy provides 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 students 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, Positive Relationships Program and a Manners Program have resulted in raised student awareness of a variety of social and emotional issues. Parents have also been given opportunity to participate through education programs including alcohol and drug issues, cyber bullying issues and how to conduct safe parties. Other services were available to members of the College community, such as identification and facilitation for students who require specific professional assistance through the counsellors from CatholicCare.

Presentations from Lorin Nicholson and Motivational and Brainstorm Productions have supported the pastoral initiatives in the College through the mediums of music and drama.

Pastoral Care
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 operate within the school on a needs basis to assist young people with personal difficulties they may experience.

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 and Safe Work Environment are 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 Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.
Learning and Teaching

Introduction
In 2009 Holy Spirit College has continued to review, assess and revise programs from Year 7–12 in all Key Learning Areas (KLAs) as an essential part of improving outcomes for students. This year’s focus has been on improving students writing in all KLA areas. We are currently gathering data regarding student’s homework that will be the focus area for 2010.

Curriculum & Pedagogy
The College has continued to refine the Years 11 and 12 study programs and Year 12 mentor program. The Year 10 Continuers program introduces students to focus on study, research and subject skills for senior school so they are better prepared for Year 11. Currently staff are working on the development of the courses scope, sequence and program design for Electrotechnology and Legal Studies for 2010.

Assessment & Reporting
The College continued to refine the assessment and reporting system and this will be an area of focus with the implementation of new curricula. The staff participate every year in subject planning days, working collegially to develop valid assessment for and of learning based on syllabus documents. System Focus Days this year were on PDHPE, Creative Arts and Science and reviewed by the system.

Technology supporting learning
The College has spent $200,000 updating the technology for students. The provision of Rudd laptops included a professional development day for staff and students on how to use these laptops effectively, in teaching and learning.

The College has provided support by:

- allocating time to a staff member to provide support for staff using technology;
- increasing hours for SSO technology;
- employing 2 trainees in ICT;
- professional development on a staff day in Term 2;
- ongoing roll out of data projectors in GLA’s; and
- improving communication by updating the College’s email system and photocopying facilities.

Cross Curriculum
The College has also tracked across Year 7-10 programs the inclusion of strategies to improve student resilience to bullying and harassment and developing positive relationships. Literacy and numeracy continue to be a focus across KLAs with this year’s focus on writing and basic
number skills. NAPLAN results also showed the need to develop writing skills and the Learning Community Project was based on improving this area, working with all KLA Coordinators who then developed tasks with their teams to address the areas of writing including basic grammar and punctuation, paragraphing, sentence structure, spelling and proof reading of material.

Teachers also identified students with particular needs and these were referred to the Literacy and Numeracy Coordinator for ongoing support.

The College has continued to work with the primary schools to improve numeracy and has formed the NICS (Northern Illawarra Catholic Schools Group).

**Literacy and Numeracy strategies**

Based upon a school analysis of our 2008 NAPLAN 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, 8, 9 and 10. 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.

During Term 3 and Term 4, eleven Year 9 students participated in small group tutorials with the Literacy and Numeracy Coordinator. These students were identified by staff through assessment task results as needing extra support with literacy. The tutorials focused particularly on punctuation, simple sentence structure, spelling, proof reading, and paragraph structure. The students will also be identified to the 2010 Year 10 teachers to ensure they continue receiving support.

The National Assessment Program – Literacy and Numeracy (NAPLAN) tested Year 7 and Year 9 students in literacy and numeracy across the nation. As the Writing task was again a narrative – staff reorganised programs to ensure the text type was covered in Term 1.

NAPLAN results were distributed, analysed and discussed by the KLA 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. Areas of improvement were identified based on the SMART data.

As a result of 2008 and 2009 NAPLAN results the College has participated in a LCP Writing Project. The project aims to ensure writing literacy skills are examined across all KLAS. A whole-school approach to improving writing in the College will hopefully ensure that there will be a gradual shift in culture. The Literacy and Numeracy Coordinator, the English Coordinator and the 2010 incoming Literacy and Numeracy Coordinator in-serviced staff from each KLA about writing skills (spelling, simple sentence structure, punctuation and paragraphing). Each KLA then created a writing task for Year 8 to complete in Term 4, so that students became aware that writing matters in every subject area.
The LTC Numeracy Project, which was implemented in 2008, continued this year enabling Secondary Mathematics teachers at the College to further liaise with Primary Year 6 teachers from four of our feeder schools.

Indigenous

Fifteen Indigenous students are enrolled at Holy Spirit College in Years 7 to 11. Throughout 2009, a number of initiatives have been put into place that enabled the students to participate in tutorials, group work and cultural experiences. With funding available for Literacy and Numeracy, staff have guided students in terms 1 to 3 of 2009, to develop their reading skills and also ensure that they are organised with their assessments and homework. Along with this, they have developed a cultural group for the Year 7 students where they were able to examine their cultural heritage as well as research some of the significant events in Indigenous history.

In 2009, Holy Spirit College has been a part of the ‘Dare to Lead’ coalition, which is a strategic project that aims to make a difference to the improvement in the literacy outcomes of Indigenous students. At the commencement of every College assembly, a student representative reads a ‘Welcome to Country’. Year 7 students were also present at the opening of an exhibition of a series of Indigenous panels, exhibited at Bellambi Neighbourhood Centre.

In 2010, Room 34 will be a focus room for Indigenous heritage with the running of a Literacy and Numeracy program as well as the cultural group. We are hoping that an elder from the Bellambi area will be developing a mural with the cultural group in Room 34.

Environmental

The completion of the Casey Ryder Centre has provided Holy Spirit College with the opportunity to both collect rainwater and produce electricity using the Sun. Nearing the end of 2009 these are still only dreams because the Australian Government, through the Solar Schools Program, has yet to approve the College’s submission. When approval is a reality, the College will install two tanks with a combined capacity of 50,600 litres and 12 photovoltaic panels rated at 170 watts each. The collected water will be used to clean the undercover assembly area and the electricity produced will hopefully be fed into the electricity grid and possibly provide a source of income for the College as well as reducing our carbon footprint. In other areas, the College is continuing in its efforts to recycle paper, plastic and metal waste. Used printer cartridges are either recycled or refilled where possible. Teachers and groundsmen with the help of the Parents and Friends Association continue to develop the school environment. It has been seen that it is important to provide shade for students and to educate students in the benefits of using bins to create a clean and healthy college environment. When the College plants a tree it is locking up carbon until the tree is either burnt or it decays, so it is important that the current planting program is continued or increased.
It is important that other areas be investigated where the College can improve its environmental footprint so that Holy Spirit College fulfils its role in the stewardship of our planet.

**Meeting the needs of all students**

*Special Education*

March 2009 saw a change of Coordinator for the Support Department at the College. The initial aim of the change in leadership was to develop a Mission Statement, which was to evolve over the coming months.

Mission Statement:
“The Support Department at Holy Spirit College is committed to providing an inclusive and equitable education for students with a disability. This education is provided in a supportive and safe environment, which aims to meet the diverse educational needs of the students. The students are provided with opportunities and experiences to develop their talents and capabilities and to live life in all its fullness.”

The aim of the department is to encompass the concept of diversity, acceptance and respect. This was reflected in the activities undertaken by the department, such as Stage 6 Hospitality students catering for ‘The Biggest Morning Tea’. $1,200 was raised to support the Cancer Council of Australia. Stage 6 Hospitality went on to serve at a variety of functions during the year, such as the opening of the Casey-Ryder Centre and the South Coast Public Speaking Competition, putting their Barista and Hospitality skills to great use. They were also involved in the setting up for the Cancer Carers’ Luncheon at the City Beach Function Centre. The Stage 6 students participated in their own three-day Retreat at Mulgoa and Years 7 and 9 attended three-day camps with all other students. These events recognised the individual differences of the students, and SSO support at all venues meant that students could participate in a safe, nurturing and positive environment. The support department students benefitted from their integration with the whole school community, as there is a tolerance in the college community that celebrates diversity in each student.

Stage 6 students during Term 3, were also participants in a five-week program, in conjunction with the University of Wollongong, where they examined their everyday activities in relation to health and fitness. During 2009, Stages 4, 5 and 6 were involved in excursions, Retreat days, Reconciliation, Parish Masses, visiting guest speakers, discos, Soccer Gala Day, swimming and sports carnivals, Holy Spirit Day, as well as many representative sports days. Stage 6 students involved in VET courses performed exceptionally well, with one student being named Special Needs VET Student of the Year.

A significant aspect of the College structure is the integration of the special needs students into the mainstream classes. Students in Stages 4 and 5 are integrated into classes where they are supported by SSO’s where necessary. Practical classes such as Hospitality, Woodwork and Creative Arts require greater supervision and assistance due to the Occupational Health and
Safety nature of the subjects. Integration of the students has been very successful, as mainstream students are able to witness the determination of the special needs students, as well as working with the special needs students in an inclusive and equitable environment.

The Support Department also organised special provisions for students in Years 10, 11 and 12. Applications were made to the NSW Board of Studies for eligible students, and students in Years 8 and 9 were trained to act as readers and/or writers.

The Support Department prepared for School Review and Improvement (SRI) by ensuring that all aspects of department and school protocol had been observed.

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, (seven students in Year 10 and 11), in the form of monitoring students’ progress in their designated subject and providing 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 sixth time in 2009, with a new format titled “Night of the Notables”, adapted from a program used at several schools across Australia. An information evening for students and parents was held late in Term 1, and in Terms 2 and 3 students were allocated one double period per cycle to work on their projects, researching a notable person (dead or alive) who inspired them and made a valuable contribution to humanity. Improving on the technology component this year, each student displayed their work on an individual web page created on iWeb, including links to their speech recorded as a podcast, their research sites, essay plan, profile and bibliography. A sharing night was held on Wednesday, 9th September, in the College Hall and the computer laboratories. The students responded to the ‘Challenge Yourself’ theme of the Independent Learning Project. From all reports the students enjoyed being able to share their notable with the wider College community, and the evening received very positive feedback, with over 300
people in attendance. By being a cross-curricula project, students also have the opportunity to enjoy learning about a wide range of notables from their peers, as well as improving their own research, organisational, speaking, writing and time management skills. The ongoing ultimate goal, of course, is to foster a love of learning and skills that will stay with students throughout their life.

In 2009 Holy Spirit College continued with a whole school enrichment program for Stage 4 and 5. Stage 4 enrichment included a workshop on a Garage Band Music Enrichment Workshop and Science Recycling onsite excursion to Future Work. Stage 5 Students participated in a Science – Astrology activity at the Wollongong University’s Science Centre Planetarium and an English Enrichment Incursion conducted by a qualified sports journalist. 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.

Holy Spirit College, as documented in our Gifted and Talented Initiative Annual Report, provided students with over 110 enrichment opportunities across all KLAs in 2009. This report is available on the school’s webpage.

**Self directed learning**

In 2009 the College provided a variety of opportunities for self directed learning across the curriculum. The following are examples of such extension and enrichment activities:

- Year 7 Night of the Notables;
- senior study periods;
- correspondence courses included Italian Extension, Information Technology, Music 2, Spanish Beginners; and
- Saturday School of Community Languages - Modern Greek.

**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.

The College participated in the “Fish out of Water” competition from the trans culture mental health centre and we won this state wide competition and had two “runners up”. A Year 10 student received 100% in The Rio Tinto National Science Competition and received a national award at the Australian National University.

**Sport**

Holy Spirit College is an affiliate member of the Wollongong Diocese Sports Council aimed at providing sporting opportunities for all students. The College runs three major sports carnivals per year: Athletics being an all-school tabloid run event at Beaton Park Sporting Complex; and the other two carnivals being Swimming and Cross Country are competitor only events apart from Year 7 for who it is compulsory. The major aims of these carnivals are participation, enjoyment and achievement.

Students have the opportunity in these carnivals to gain selection into the College representative team and then follow available sporting pathways all the way into national teams. The College was crowned Champion School in all three major Carnivals at the Diocesan Championships this year - the first time in its 26 years history.

Through the Diocese of Wollongong, our students have the chance to compete against other Diocesan Schools in a number of Sports for boys and girls including: touch, soccer, tennis, cricket, basketball, volleyball and rugby league. Unfortunately this year the netball and hockey Diocesan carnivals were washed out due to poor weather. These sports also allow for pathway selections into further representative teams. This year the College was represented in Rugby Union and Netball in NSWCCC run knockout competitions. Students also represented the College in less traditional sports such as triathlon, surfing, golf and mountain biking this year.

The College has progressed from a successful 2007 and 2008 to once again improve its sporting profile by winning the Vince Villa Shield for the third year in a row. (Champion Sports School in the Diocese.)

Some examples of success in 2009 were:

- the U/14 Rugby League team making the Final in the NSW All-Schools Rugby League Competition run by the NRL;
- the Year 7/8 Rugby Union Team won the Fester Shield - a Competition run for all NSW Country Catholic Schools; and
- the intermediate boys freestyle relay team won at the NSW Catholic Schools Championships.
With 17 nominations for Secondary Diocesan Individual awards (representation in three Diocesan teams) and one nomination for a Secondary Blue Award (representation in two NSWCCC Teams) the College has the leading number of nominees from all ten affiliate Colleges in the Diocese.

Students are also recognised at the school level for achievements in sport with notification in newsletters and on our website. They also receive various awards on assembly for their achievements.

All students are encouraged to pursue their sporting interest and are supported as much as possible from all areas of the school community. With a committed staff and a continued focus on providing opportunities for all students at the College it is our aim to continue to achieve outstanding results and performances in a variety of sporting fields.

**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 up to 20 secondary schools and the College came equal 3rd in 2009. The College also participates in the Lions Club Youth of the Year and has an annual debate against Corrimal High School hosted by the Corrimal Lions Club. We participated in the Michael Kent Book Reading Competition conducted for Year 9 students by the Friends of the Wollongong City Library, and a Year 8 student was selected and sponsored by Rotary to attend their annual RYPEN leadership weekend where students’ skills in public speaking are fostered.

**Vocational Education and Training**

During 2009 40% of our Stage 6 students were involved in a VET course. For these students their VET course contributed to their HSC with some contributing to their ARAR as well as gaining a Certificate II or Statement of Attainment qualification in their chosen course.

In 2009 the College created two IT Traineeships – Certificate II. These positions were awarded to Year 10 students to work in IT support at the College. This initiative has worked very well during the year and the College has intention to continue with this program in the future.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the national literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.
NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May 2008. 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.

The College was pleased with the 2009 NAPLAN results received by the Year 7 and Year 9 students. For both cohorts, students were either at or above the National Minimum Standards in all areas of Literacy and Numeracy.

In Numeracy, 27% of Year 7 students received Bands 8 or 9 and 24% of Year 9 students received Bands 9 or 10. In the Literacy tests 32% of Year 7 students achieved Bands 8 or 9, and 21% of Year 9 students achieved Bands 9 or 10.

After closer analysis of the College’s NAPLAN results it became evident that writing is still an area for improvement and therefore the College will continue to endeavour to ensure writing remains a focus across all KLAs in 2010.

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. **Please Note: Figures have been rounded to the nearest whole number.**

<table>
<thead>
<tr>
<th>NAPLAN 2009: % in Bands</th>
<th>YEAR 7</th>
<th></th>
<th>YEAR 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 4 and 5</td>
<td>Bands 6 and 7</td>
<td>Bands 8 and 9</td>
<td>Bands 5 and 6</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>59%</td>
<td>33%</td>
<td>16%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>54%</td>
<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>6%</td>
<td>64%</td>
<td>30%</td>
<td>27%</td>
</tr>
<tr>
<td>National</td>
<td>20%</td>
<td>55%</td>
<td>23%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>59%</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>54%</td>
<td>27%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>8%</td>
<td>62%</td>
<td>30%</td>
<td>18%</td>
</tr>
<tr>
<td>National</td>
<td>20%</td>
<td>52%</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>53%</td>
<td>41%</td>
<td>10%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>54%</td>
<td>27%</td>
<td>19%</td>
</tr>
</tbody>
</table>
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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % AT or ABOVE NMS</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Higher School Certificate

In 2009, 116 students sat for examinations in the Higher School Certificate (HSC) and 120 students received their HSC. The results from the 2009 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, 25 were above the state average (86% shown in brackets) and 4 subjects scored below. Performance in our 4 largest cohort subjects is as follows:

In Studies of Religion there were 71 students with:
73% of students achieved Bands 5 and 6 (compared with 49% statewide)
0% of students achieved Band 1 (compared with 1% statewide).

In General Mathematics there were 68 students with:
29% of students achieved Bands 5 and 6 (compared with 25% statewide)
1% of students achieved Band 1 (compared with 7% statewide).

In English, Advanced there were 64 students with:
63% of students achieved Bands 5 and 6 (compared with 52% statewide)
0% of students achieved Band 1 (compared with 0.1% statewide).
In English, Standard there were 49 students with:
6% of students achieved Bands 5 and 6 (compared with 5% statewide)
0% of students achieved Band 1 (compared with 7% statewide).

School Certificate
In 2009 there were 163 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>80.92</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71.40</td>
</tr>
<tr>
<td>Science</td>
<td>78.39</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>76.32</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>75.48</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>82.84</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction
The College seeks the opinion and feedback of the Parents by the forum of the P&F Association. Focus groups are held during meetings on such issues as uniform; school time; academic results; future planning. The P&F is actively involved in the financial planning of the College. This year the parents were also asked to respond to an online Homework Survey. The feedback provided is most supportive and positive. The College staff completed the CEO Staff Satisfaction Survey this year with a positive good to high staff connection. The Principal in annual staff one to one interviews has also provided a forum to gauge staff satisfaction.
School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the students as their primary focus.

School Review and Improvement components reviewed and rated in 2009:

- Key Area 1: Catholic Life and Religious Education
  - 1.1 Vision and Mission
  - 1.2 Religious Education
- Key Area 2: Students and their Learning
  - 2.1 Educational Potential
- Key Area 3: Pedagogy
  - 3.1 Curriculum provision
- Key Area 4: Human Resources Leadership and Management
  - 4.1 Recruitment, selection and retention of staff
  - 4.2 Professional development of staff
  - 4.5 Overall compliance with legislation and other requirements
- Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources
- Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.1 Parent Involvement
- Key Area 7: Strategic Leadership and Management
  - 7.1 Planning for improvement

School Review and Improvement components to be reviewed and rated in 2010:

- Key Area 1: Catholic Life and Religious Education
  - 1.1 Catholic Life and Culture
- Key Area 2: Students and their Learning
  - 2.2 Rights and Responsibilities
  - 2.3 Reporting Student Achievement
• Key Area 3: Pedagogy
  - 3.2 Provision for diverse needs of Learners
  - 3.3 Teaching Practices

• Key Area 4: Human Resources Leadership and Management
  - 4.1 Recruitment, selection and retention of staff
  - 4.3 An ethical workplace culture
  - 4.5 Overall Compliance with legislation and other requirements

• Key Area 5: Resources, Finance and Facilities
  - 5.2 Use of resources and space
  - 5.4 Financial Management

• Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.2 Reporting to the community

• Key Area 7: Strategic Leadership and Management
  - 7.2 Innovation development and change