



Holy Spirit College Mackay

2019 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Mrs Alison Wales

Address

PO Box 8070
35 - 49 Baxter Drive
Mt Pleasant Qld 4740

Total enrolments

890

Year levels offered

Years 7 - 12

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

Holy Spirit College's strong Catholic ethos and tradition emphasizes

- (i) CONNECTEDNESS and
- (ii) CONTINUITY in curriculum intertwined with
- (iii) GOAL-FOCUSSED Learning.

Students transition into secondary schooling from Year 7 and experience a very broad curriculum. In Year 8, then, Students begin to refine their interests in relation to their abilities so that in Year 9 they can begin to make limited decisions in preparation for our Year 10 'Pathways into Senior' (TOPs) Program, as they prepare for Years 11 & 12. Introduction of the new QCE Senior System (Year 11 – 2019) is progressing well. Our first cohort will graduate in 2020.

HSC has a strong and proud tradition of academic excellence. HSC offers a comprehensive and academically challenging curriculum designed to cater for the learning needs of each individual student. The College continued to implement the Art and Science of Teaching as its pedagogical framework to support classroom practice.

Extra Curricular Activities

At HSC we actively encourage our students to participate in Extra Curricular activities. HSC's extensive Extra Curricular program provides our students with an abundance of opportunities to extend their learning beyond the classroom.

SPORT: HSC Sport is multi-dimensional in its approach to physical activity. Although success and winning is important and celebrated, we aim to develop sportsmanship, participation and healthy rivalry through offering Students a range of sports and activities in which to become involved. At HSC opportunities exist for individuals and groups to excel in their chosen sport(s). The range includes (but is not limited to): Netball, Rugby League, Rugby Union, Running Club, Netball, Hockey, AFL, Basketball, Soccer and Cricket.

THE ARTS: There are also a range of groups which seek outstanding mastery across the Arts and exist to support interested and motivated students to strive for excellence in various forms of cultural activities. Special features of College life across the Arts including our major stage Production and/or Theatre Restaurant where students have opportunities to participate and contribute across a full range of roles. Other opportunities with Cultural groups includes (but not limited to) Band, Choir, Dance Troupe, Drama Group, Drum Corps, Music Ministry, Woodwind Ensemble, Art Officials, Photography Club, Opti-MINDS and various Public Speaking competitions.

COMMUNITY SERVICE: At HSC there are also groups which seek to make an outstanding contribution to society through various forms of community service. Active groups include JAG (Justice Action Group), the Christian Leadership Committee, the Environment Group and Z Club. Examples of other activities include raising funds for Project Compassion (Caritas), assisting SVDP with their Winter and Christmas appeals, visiting residents at St Francis of Assisi Aged Care Home, raising awareness of social justice issues like Sweatshop labour, assisting with the packing of Birth Kits to send overseas and putting into practice Pope Francis Encyclical, Laudato Si by caring for our College environment.

LEADERSHIP: At HSC there are many formal and informal options for students to engage in personal growth via opportunities to provide leadership to fellow students. Involvement in the Student Representative Council (SRC) provides many opportunities for students to provide leadership to the College and broader communities. Other leadership opportunities include (but not limited to) involvement in College Assemblies, Cultural Committees, Sporting Teams and House Leadership.

Social Climate

Strategies to Promote a Positive Culture

HSC has two primary goals. First, to provide quality education for our students. Second, to achieve a sense of positive community for our students and between staff and parents.

With a resilience-promoting school culture, HSC provides an environment for students which is characterised by warmth and positive interest, and respectful adult-student interactions.

HSC provides a caring community in which individuals feel valued and a sense of belonging to the College. Students are encouraged to develop a love of lifelong learning, leadership skills and respect for self and others.

At HSC we seek to work together to assist our young people to find a life course that integrates and utilises their best ideals and supports them to face life's challenges in productive ways.

Our HSC Religious Education program seeks to bring a meaningful connection between Gospel values and our shared humanity. We endeavor to do this by creating a gentle and safe environment for students to discover and make sense of their place in the world, develop their relationships with others and their spiritual selves.

We boast strong pastoral structures (including counselling and support services) to support students to realise the above ideals.

Cyber Safety and Anti-Bullying Strategies

Our College has implemented Diocesan policies on Acceptable Use Agreements for students and staff for the use of the Holy Spirit College network, including computers, other ICT equipment and the internet. Appropriate guidelines are in place to deal with the use of mobile phones and other electronic devices. The College regularly communicates to parents and the College Community about cyber safety issues via the College newsletter, email and Facebook.

HSC continues to follow Diocesan policies around Student Wellbeing and has established procedures in relation to our students and their wellbeing/welfare such as the Responsible Thinking Process and Studentship Process. These programs are intended to educate students to think about their actions and what they really want to achieve. Regular personal development programs are offered to the students across all year levels.

The College Anti-Bullying Guide allows our students to receive their education free from humiliation, oppression and abuse. Our College has a number of social emotional learning programs in place to assist students in guarding against bullying at school. The College community is kept up to date regarding developments in this area. All Diocesan policies and school procedures are reviewed on a regular basis by the College Board.

Strategies for involving parents in their child's education

HSC's emphasis upon CONNECTEDNESS for students and CONTINUITY in Learning represents the foundation of a three-way PARTNERSHIP between students, staff and parents.

We work with parents to assist students to set clear goals, plan strategies to achieve the results they want, and to understand that effort is an essential ingredient to achieving dreams.

We provide written reports to students and parents on three occasions across the academic year. In addition, two rounds of PARENT-TEACHER-STUDENT face to face interview opportunities are provided.

A comprehensive set of Parent and Student Information Nights is provided each academic year including 'Supporting Your Senior Student' and Pathways Through Senior @ HSC Info Evening and Subject Expo.

As part of the transition process from Year 10 into Senior (Years 11 & 12) we also provide individualized MENTORING sessions involving Parent(s), Student and a Senior Staff member. In addition, there are also focused information sessions offered for parents (& students) to support the transition from Year 7 into Year 8, and then into Year 9, and into Year 10.

HSC also enjoys active parent support through our Parent & Friends Association (Key Educational and Social roles) and through the College Board (responsible for clarifying and defining the College's future).

The Principal provides a report at each Board and P&F Meeting. An Annual Report is provided at the AGM. Parents and community members are welcome at our weekly Mass in the Chapel and a number of other events, eg. Opening Mass, Graduation Day, Sporting carnivals and Cultural performances.

The staff at HSC work closely with our Parents/Carers (Parent groups) to build and promote positive relationships.

Regular communication is maintained with Parents/Carers through our weekly newsletter, website and Facebook. Our College uses email distribution lists to provide timely information to our Parents/Carers on a range of matters.

Reducing the school's environmental footprint

Regular monitoring and maintenance of the College air conditioners and regular cleaning of the filter systems enables the College to achieve cost savings in both operational costs, e.g. Power consumption and capital replacement costs. Installing dual flush systems to the toilet facilities, as well as turning the water off to these units during the school holidays, considerably reduces the College water usage. LED Lighting is installed throughout the College and a Solar Panel installation is in the approval stage.

The Student Representative Council's Environmental Group encourages the HSC Community to be aware of its waste and the impact it may have on future generations. The group's current focus is raising awareness of the damage to our environment caused by single-use plastics. Plastic containers are collected by the students and forwarded to the recycling plant. The College also recycles waste paper from throughout the College to assist in reducing our environmental footprint.

Characteristics of the Student Body

Our College welcomes a wide spectrum of students from diverse economic, social and cultural backgrounds across the 11 to 18 years age range. For example, a recent profile indicated that our Year 7 Students came from 32 different primary schools.

The school is a Catholic Co-educational Secondary College but students of all faiths attend HSC. The characteristics of the student body could be summarised as follows:

- Gender – Middle School: 53.2% male, 46.8% female; Senior School 53% male, 47% female
- Our Students display high levels of respect to their Peers and Staff
- Students actively represent the College and are well regarded in the community.

Students have a healthy understanding of social justice and are actively involved in supporting a number of community development projects in developing countries.

Average student attendance rate (%)

92.22%

Management of non-attendance

In relation to Student Attendance, our obvious primary concern is the pastoral care and welfare of students ensuring they are safe and Parents/Carers are informed of absences. The College offers a 24 hour dedicated phone number for Parents/Carers to report Student absences. Parents/Carers of Students who have been marked absent and have not notified the College, receive a SMS alerting them of their child's absence. If the College doesn't receive any notification, we send parents a letter reminding them that their son or daughter was absent. Our multi-layered pastoral structures (AP-Welfare, Counsellor, Pastoral Care Officer, Contact Teacher, Year Level Dean(s)) ensure that pastoral support and welfare remain our priority.

Year 10 to 12 Apparent Retention Rate

The completion of Year 12 is recognized as a significant factor in ensuring that our students are well placed to enjoy success in their future work and life. The Year 10 to 12 apparent retention rate was 77%

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	72.00	62.00	1.00

Full-time equivalents	70.76	44.80	0.66
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Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	1.37 %
Masters	5.48 %
Bachelor Degree	80.82 %
Diploma	12.33 %
Certificate	

Major Professional Development Initiatives

The most significant whole school focus area for major professional development in 2019 was the implementation of the new QCE system. The focus for professional development for Senior Teachers was on planning, delivering and assessing all new syllabuses. The integration across the curriculum of the developmental concepts of cognitive verbs, learning area specific terminology and assessment styles for Years 7 – 10 came into focus for whole school professional development. Skill development and effective use of the LEAP (Learning Engagement Assessment Program) data analysis software program to enhance data analysis skills continued as a priority for professional development in 2019.

The percentage of teacher participation in professional development was 100%

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$ 297,600

Average Staff Attendance and Retention

95.83 %

Percentage of teaching staff retained from the previous school year was 85.26 %

School Income

School income broken down by funding source is available via the My School website at www.myschool.edu.au (The School information below is available on the My School web site).

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 7 and 9 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

The College achieved a record 38.5% of students with results between OP 1 to 5. For all Queensland schools with an OP eligible student cohort, Holy Spirit College's OP 1 to 5 results were placed at 20th position in 2019. University opportunities included a wide range of offers including Law, Urban Planning, Earth Science, Veterinary Science, Midwifery, Physiotherapist, Design, Optometry, Engineering, Animation, and Education. Apprenticeships gained were Electricians, Plumbing, Boiler Making, Auto Electrical, Diesel Fitting, Carpentry, Draftsman, and Child Care.

Students achieved well in NAPLAN achieving 2nd out of 11 Mackay District high schools as an aggregate across all measures in both Year 7 and Year 9 NAPLAN results. The College was also placed 1st as an aggregate across the Diocese of Rockhampton spanning schools from Bundaberg to Mackay and west to Emerald.

Year 12 Outcomes were strong, demonstrating the College's goal to provide for all learners.

Year 12 Outcomes

Outcomes for our Year 12 cohort of 2018	(Data are available to schools from the QCAA secure website using your existing security code)
Number of students awarded a Senior Statement	71
Number of students awarded a Queensland Certificate Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	66
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	39
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	8
Number of students receiving an Overall Position (OP)	39

Percentage of OP eligible students with an OP 1-15	87%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE or VET qualification.	98.6%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	100%

Strategic Improvement: Progress and Next Steps

Strategic progress in 2019

Amongst a range of initiatives, 3 of our key Focus Areas in 2019 included:

- Continued and focused preparation for the implementation of the 'New QCE' in 2019 (with Year 11's in 2019 being the first group to experience the new system in Qld)
- Implementation of the 'Enhancing Catholic School Identity' (ECSIP) Project
- Implementation of our new (LEAP) Data Analysis Software Program.

Strategic priorities for 2020

- To enhance the Catholic Identity for the College Community.
- To extend teacher implementation of data analysis using Track 1.
- To further develop the understanding and capacity of staff to differentiate learning and assessment to meet the diverse needs of students.
- To implement Trauma-Informed Practice into the HSC Pastoral Program.
- To further develop the professional learning of teachers through observation, coaching and feedback.

Parent, teacher and student satisfaction with the school

During our most recent formal 'Renewal' and NSIT processes, Holy Spirit College was congratulated by the External Validation Team for the strong supportive relationships between Staff, Students and Parents. Parents interviewed were very positive regarding the efforts of the College to provide a high quality education to their Students. The Team commended the College on its positive welcoming atmosphere, the high esteem in which the College is held by members of the wider community, its efforts to develop open communication between the College Board and the P&F, the generosity of time, effort and commitment by those Parents regularly involved in College activities, and the inclusion of P&F and the College Board in decision making processes.