



Holy Spirit College Mackay

2021 Annual School Report



Catholic Education
Diocese of Rockhampton

Holy Spirit College, Mackay

Catholic Education Diocese of Rockhampton

Principal

Mrs Alison Wales

Address

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

Total enrolments

1033

Year levels offered

7 - 12

Type of School:

Co-educational

School Overview

Holy Spirit College (Years 7 -12) offers an innovative Middle School curriculum and a comprehensive Senior School program catering for both academic and vocational pathways. HSC's strong Catholic ethos and tradition emphasizes connectedness and continuity in curriculum through goal-focussed learning. With a focus upon our resilience-promoting school culture, HSC provides an environment for students which is characterized by warmth and positive interest, and by supportive adult-student interactions. At HSC we seek to 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. HSC boasts strong pastoral structures to support students to realize these ideals, together with a comprehensive program of camps and retreat experiences. Quite deliberately, our Year 7 transition program introduces students to the full breadth of learning areas, enriched by the secondary school experience of access to specialist teachers and facilities. Then, our Year 8 Program is focussed upon supporting students to identify their interests and abilities as they take their first steps in choosing electives. In Year 8, students have the opportunity to undertake and accept more self-responsibility across the College community. In Year 9, students - as leaders in the Junior College - make more focussed subject choices which begin to reflect their evolving and emerging future aspirations for a life-direction beyond their schooling years. Our Year 10 Transition to Senior Program, recognized as a lighthouse program, is focussed upon student-responsive curriculum. Then Years 11 and 12 enjoy a wide range of subject options across a broad set of academic subjects and vocational education and training options.

More information on our school can be accessed from myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

Holy Spirit College's (HSC) strong Catholic ethos and tradition emphasises

- (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' Program, as they prepare for Years 11 and 12. The new QCE Senior System is progressing well and our second cohort graduated in 2021.

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 student. The College continued to implement the Art and Science of Teaching as its pedagogical framework to support classroom practice.

Extra Curricula 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 are important and celebrated, we aim to develop a sense of fair play, participation and healthy rivalry by 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 include (but is not limited to): Netball, Rugby League, Rugby Union, Running Club, Hockey, AFL, Basketball, Soccer, and Cricket.

The Arts: There are also a range of groups that seek outstanding mastery across The Arts and exist to support interested and motivated students to strive for excellence in various forms of cultural activities. Opportunities with Cultural groups include Band, Choir, Dance Troupe, Drama Group, Drum Corps, Music Ministry, Woodwind Ensemble, Art Officials, Photography Club, Opti-MINDS and various Public Speaking and Debating competitions.

Community Service: At HSC there are groups that 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 (IMPACT) which inspire, motivate, promote Christian Teachings, the Environment Group and Z Club. Examples of other activities include raising funds for Project Compassion (Caritas), assisting St Vincent de Paul with their Winter and Christmas appeals, writing letters to the residents of 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 involvement in College Assemblies, Cultural Committees, Sporting Teams, and House Leadership.

How Information and Communication Technologies are used to assist learning

At HSC, the integration of ICT across the curriculum provides opportunities for all students to develop their skills as 21st Century lifelong learners. Embedded in this understanding is the incorporation of the social and ethical impacts of using technologies whilst enabling students to develop knowledge, understanding and skills related to their areas of interest.

Online learning professional development of Google Suite ICTS at HSC continued this year. Google Classroom and other Google suite applications created and supported the additional learning opportunities and skill development in ICTs of students and teaching staff. Online excursions were developed when these opportunities were not available due to travel restrictions or regional access to resources. The use of Screencastify continued in personalised recorded teaching lessons for students as an additional support in teaching and learning. The use of diagnostic testing tools such as PAT Maths and PAT Vocabulary assisted in designing student-centred learning. In addition, Curriculum Departments utilised many software programs such as Education Perfect, BrainPOP, Digital Textbooks, Data Loggers, On-line simulations, OneNote, Kahoot, Reading Plus and Kids A-Z to support learning and student engagement with the curriculum.

TrackOne, a data analytical tool, was utilised by teachers to consider students holistically in their learning. This included, internal and external results, studentship, behaviour and attendance. Additionally, strategies used to extend and support students were recorded in Class Placemats. Reflection on student achievement and goals was then considered.

Our Specialist subject areas utilised programs to assist in learning such as Hiragana Script in Japanese classes. Performing Arts accessed software to act as recording studios and for editing and creation of composition and performances. ICTs were used to support students within classrooms. Voice-to-text programs and devices assisted and enhanced collaborative learning in classrooms to support differentiated learning.

Holy Spirit College recognises the significance of ICTs in the future lives of its students and the importance to have these skills as lifelong learners and contributors to the community.

Social Climate

Strategies to Promote a Positive Culture

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

The introduction of Trauma Informed Education Practice has allowed staff to provide a learning environment that supports the wellbeing of all students, by understanding the individual needs and challenges of each student. By building positive relationships, we cater for the diverse needs of all learners.

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 themselves 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 achieve 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 throughout their secondary schooling.

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 and preventative measures via the College newsletter, email, and Facebook.

HSC continues to follow Diocesan policies on Student well-being and has established procedures concerning our students and their well-being/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 want to achieve. Regular personal development programs are offered to the students across all year levels.

Our Anti-Bullying guidelines provide a proactive approach in offering a safe, caring, respectful and supportive teaching and learning environment for students and staff.

HSC actively involves staff, students and families in promoting positive behaviour to reduce bullying behaviour. All members of the College community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

All Diocesan policies and school procedures are reviewed regularly 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 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 Subject Expo & Parent Information Evening.

As part of the transition process from Year 10 into Senior (Years 11 & 12) we provide individualised mentoring sessions involving Parent(s), Student and the Learning Pathways & Careers Program Leader. In addition, there are focused information sessions offered for parents and 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 and the College Board.

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

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

Regular communication is maintained with Parents/Carers through our weekly newsletter, website, Facebook, HSC App and Parent Lounge. 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 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 Holy Spirit College Environment Group encourages the 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 27 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: 46% male, 54% female; Senior School 49.5% male, 50.5% 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 (%)

The average student attendance rate was 91.43%.

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 an SMS alerting them of their child's absence. If the College does not receive any notification, we send Parents/Carers an email requesting an explanation for their child's absence. If no response from the Parent/Carer, it is then followed up by a phone call. Our multi-layered pastoral structures (AP-Welfare, Counsellors, Pastoral Care Officer, Contact Teachers, and Year Level Deans) 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. In 2021, the Year 10 to 12 apparent retention rate was 77%.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	86.00	73.00	2.00
Full-time equivalents	82.54	57.48	1.35

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	5.88%
Bachelor Degree	90.59%
Diploma	3.53%
Certificate	

Major Professional Development Initiatives

During 2021, HSC Staff focused their professional development on their strategic goals.

The Digital Learning Coordinator further developed the College's understanding of TrackOne (Studio learning Analytics) by providing data analysis training for all teachers.

Education Impact was introduced this year to create a school culture of ongoing improvement for teaching staff.

'Teachers Teaching Teachers' (TTT) – Professional Development was again provided to teaching staff on the Student Free Day in September. This initiative promotes an opportunity for teachers to share their teaching knowledge, expertise and talents with their colleagues. Following the introduction of TTT in 2020, this new initiative and opportunity for professional development has been well received by our teaching staff.

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 \$97,300.

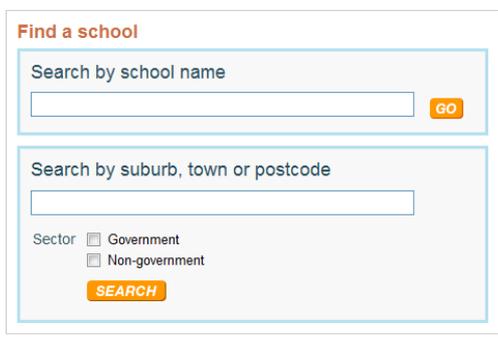
Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days, was 92.35%.

Percentage of teaching staff retained from the previous school year was 85.17%.

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).



The screenshot shows a search interface titled "Find a school". It features two search options: "Search by school name" with a text input field and a "GO" button, and "Search by suburb, town or postcode" with a text input field and a "SEARCH" button. Below the second search option, there are checkboxes for "Sector" with "Government" and "Non-government" options.

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 this, please contact the school for a paper copy of our College's NAPLAN results.

Key Student Outcomes and Value Added

Based on those students who received an ATAR and shared their results with Holy Spirit College, over 80% received an ATAR of 70 or above. Our top four students received ATARS of 98.5 and above. All students who received an ATAR and applied for a University course received an offer, with 96% receiving their first offer and these included Medicine, Engineering, Physiotherapy, Nursing, Education, Arts, Business, Justice, Commerce, Design, Communication, IT, Biotechnology, Planning, Criminology, Medical Imaging, Exercise and Sports, Forensics, Science, Social Work and Psychology.

Apprenticeships gained were Electricians, Plumbing, Boiler Making, Diesel Fitting, Carpentry and Child Care. 112 VET qualifications were awarded to Year 12 Students ranging from Certificate I to Certificate IV.

Year 12 Outcomes

Outcomes for our Year 12 cohort of 2021	(Data are available to schools from the QCAA and QTAC secure website using your existing security code)
Percentage of Year 12 students who received a Senior Education Profile (SEP)	107
Percentage of Year 12 students awarded a Queensland Certificate of Education (QCE)	97%
Percentage of Year 12 students awarded a Queensland Certificate of Individual Achievement (QCIA)	1%
Percentage of Year 12 students awarded a Vocational Education and Training (VET) qualification	54%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	4%
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving their first preference for university study	96%

Next Steps Survey

The report from the Queensland Government, *Next Step 2022 Year 12 Completers Survey* is available on our College website. This report details the post-school destinations of Year 12 completers from 2021. Annual survey reports are issued in November and will be uploaded to the College website as soon as they are available.

Strategic Improvement: Progress and Next Steps

Strategic progress in 2021

Catholic Identity & Ethos:

- To enhance student understanding of how to read/interpret the Bible with a recontextualised faith

Effective Teaching & Learning:

- To extend teacher implementation of data analysis using TrackOne
- To further develop the understanding and capacity of staff to differentiate learning and assessment to meet the diverse needs of students

Pastoral Support & Wellbeing:

- To implement Trauma-Informed Practice into Holy Spirit College's Pastoral Program

Leadership Partnerships & Resourcing:

- Respond to student feedback to improve teaching practice

Strategic priorities for 2022

Catholic Identity & Ethos:

- To enhance student understanding of prayer with a recontextualised faith

Effective Teaching & Learning:

- To improve the reading skills and abilities of all students across all areas of the Curriculum
- To improve the 6 dimensions of Deep Learning

Pastoral Support & Wellbeing:

- To continue to implement Trauma-Informed Practice into Holy Spirit College's Pastoral Program

Leadership Partnerships & Resourcing:

- To improve teaching practice by responding to student feedback

Parent, teacher and student satisfaction with the school

During our most recent formal Renewal and Review process, 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 Parents & Friends Association, the generosity of time, effort and commitment by those Parents regularly involved in College activities, and the inclusion of Parents & Friends Association and the College Board in decision making processes.