



# Holy Spirit College Mackay

## 2024 Annual School Report



**Catholic Education**  
Diocese of Rockhampton

## **Holy Spirit College, Mackay**

Catholic Education Diocese of Rockhampton

### **Principal**

Mrs Alison Wales – Semester 1

Mrs Camille Morris – Semester 2

### **Address**

35 – 49 Baxter Drive  
Mt Pleasant Qld 4740

### **Total enrolments**

1150

### **Year levels offered**

7 - 12

### **Type of School:**

Co-educational

## School Overview

**Holy Spirit College (HSC)** 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 emphasises connectedness and continuity in curriculum through goal-focused learning. With a focus upon our resilience-promoting school culture, HSC provides an environment for students which is characterised 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 realise 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. Our Year 8 Program is focused 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 responsibility across the College community. In Year 9, students as leaders in the Junior College, make more focused subject choices which begin to reflect their evolving and emerging future aspirations for a life direction beyond their schooling years. Our unique Year 10 Transition to Senior Program, recognised as a lighthouse program, is focused upon student responsive curriculum. Years 11 and 12 students 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](https://myschool.edu.au).

## 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 broad curriculum. In Year 8, students begin to refine their interests in relation to their abilities so that in Year 9 they can begin to make decisions in preparation for our Year 10 'Pathways into Senior' Program. Our 2024 graduates achieved outstanding results in ATAR and Vocational pathways. This year, an increased number of students achieved a Queensland Certificate of Education.

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 gives our students many 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, Soccer, Futsal, Cricket and Touch Football.

**The Arts:** There are a range of groups that seek outstanding mastery across The Arts. These groups exist to support interested and motivated students to strive for excellence in various forms of cultural activities. Opportunities with Creative Arts groups include (but is not limited to) Band, Choir, Dance Troupe, Drama Group, Drum Corps, Music Ministry, Rock Pop Mime, 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 which inspire, motivate, promote Christian Teachings, include Christian Leadership Committee (IMPACT), 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, raising awareness of social justice issues like Homelessness (backpacks for the homeless initiatives), 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 and provide leadership to fellow students. Involvement in the Student Representative Council (SRC) provides many opportunities for students to lead in the College and broader communities. Other leadership opportunities include involvement in Sporting Teams, House Leadership, College Assemblies, Creative Arts, Christian Leadership, Z Club and the Environment Group.

## How Information and Communication Technologies are used to assist learning

At Holy Spirit College, the integration of Information and Communication Technologies (ICTs) 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.

Google Classroom and other Google Suite applications supported additional learning and the further development of technology skills within the College. The use of technology such as Screencastify continued to 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. TrackOne was also utilised to record and reflect on student mentoring and student, parent, and teacher engagement in, and completion of, the Set Plan for Year 10 students.

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.

HSC 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

Holy Spirit College 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 allows 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.

Holy Spirit College is committed to improving and teaching positive mental health strategies to help our students become happier and more resilient. The introduction of the Resilience Program in 2024, is part of our student's curriculum. Students are taught the benefits of Gratitude, Empathy, and Mindfulness, and easy ways to practise these in everyday life.

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.

In 2024, Holy Spirit College introduced the use of lockers to students for their use, to provide safety of student belongings and an additional educational resource to enhance the learning needs for all students.

## Cyber Safety and Anti-Bullying Strategies

Holy Spirit College has implemented Diocesan policies on Acceptable Use Agreements for students and staff for 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 social media platforms.

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. All students upon entry to the College are educated about the College Anti-Bullying Guidelines. Anti-Bullying education for all year levels occurs through Pastoral Care Groups and year level assemblies throughout the year. The College response to bullying follows a three-step process which is adopted to protect the rights of all individuals. Support is provided by the Welfare Department to Students and Parents, and they have access to the College counselling services.

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 College procedures are reviewed regularly by the Leadership Team and the College Board.

## Strategies for involving parents in their child's education

Holy Spirit College'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 occur 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 Senior Leadership Team. In addition, there are focused information sessions offered for parents and students to support the transition into Years 7 to 9. Recognising the importance of Parent Engagement, Holy Spirit College has implemented the Parent Orbit App which offers parents access to student timetables, events, parent resources, assessment and payments. Parents can monitor assessment dates, feedback and attendance seamlessly.

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, e.g. Opening Mass, Graduation Day, Sporting carnivals and Creative Arts performances.

The staff at HSC work closely with our Parents to build and promote positive relationships. Regular communication is maintained with parents through our fortnightly newsletter, website, Facebook, Instagram, Parent Orbit App and Parent Lounge. Our college uses email distribution lists to provide timely information to our Parents on a range of matters.

## Reducing the school's environmental footprint

There are many ways in which we endeavour to reduce the College's environmental footprint of electricity, water and waste. For electricity, regular monitoring and maintenance of the air-conditioners and regular cleaning of the filter systems not only achieves savings in electricity usage and operational costs but has the longer-term benefits on capital replacement costs. LED lighting has replaced fluorescent lighting throughout the College, and this has made a significant impact on electricity use. To further decrease electricity use in the future, the College has been planning and budgeting to install solar panels. This project has been approved at CEDR level and is in the current Masterplan for installation. To minimise water usage, dual flush toilet systems have been installed throughout the College.

The Environment Group is a group of hard-working students who encourage the community to be aware of its waste and the impact it will have on future generations. The group's focus is raising awareness of the importance for our environment of recycling our waste. The Environment Group continues to encourage the separation of waste using the five waste stations to both minimise the amount of waste taken to landfill and maximise the amount of waste that is recycled.

HSC has now joined the Containers for Change for Schools program (COEX) which provides collection containers free of charge. Drink containers collected at the waste stations are sorted by the Environment Group students and forwarded to the recycling plant to collect the 10c per container refund. Funds raised from this activity are used to buy trees which are planted around the College which ensures we are promoting carbon capture as well as offering shaded areas for our students to enjoy. Drink container collection bins have been placed in Staff Common Rooms to provide staff with a convenient way to contribute to the recycling program. At all major events, such as sporting carnivals, members of the Environment Group placed drink container collection bins to ensure as many 10c recyclable containers as possible are collected and cashed in.

The College also recycles wastepaper to assist in reducing our environmental footprint.

The staff and students at HSC will continue to strive to creatively reduce the College's 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 21 different primary schools.

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

Gender – Middle School: 49% male, 51% female; Senior School 47% male, 53% 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 community development projects both within our local community and developing countries.

## Average student attendance rate (%)

The average student attendance rate was 88.91%.

## 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 are informed of absences. The College offers a 24-hour dedicated phone number, Parent Lounge and the Parent Orbit App (introduced in 2024) to report student absences. Parents 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, an email is sent to parents requesting an explanation for their child's absence. If no response from the parent, it is then followed up by a phone call. Our multi-layered pastoral structures (AP-Students, Head of Student Support, Counsellors, Pastoral Care Officer, Pastoral Care Teachers, and Year Level Deans) ensure that pastoral support and welfare of our students remain our priority.

## Year 10 to 12 Apparent Retention Rate

The Year 10 to Year 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 expressed as a percentage of those students who were in year 10 to two years previously. The inclusion of repeating and mature-age students and intra/inter-state movements into schools can result in apparent retention rates beyond 100 percent.

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 2024, the Year 10 to 12 apparent retention rate was 76.8%.

## Staffing Information

### Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	First Nations Staff
Headcounts	101.00	72.00	3.00
Full-time equivalents	92.40	59.31	2.79

### Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	11.88%
Bachelor Degree	81.19%
Diploma	6.93%
Certificate	

### Major Professional Development Initiatives

Holy Spirit College has a commitment to professional learning and devotes considerable time and resources to the growth of its staff. During 2024, HSC professional development was focused on the College's strategic goals.

Teaching staff received professional development in their Staff Learning and Development Days (SLDD) from Tracey Ezard (The Buzz Academy) with a particular focus on collaboration and developing learning communities. Tracey focused on three key areas – Collective Growth Mindsets, Compelling Environments, and Authentic Dialogue. Senior and Middle Leaders were introduced to the Buzz Academy and its resources which help to support ongoing leadership development and working in teams.

Teaching staff used this gained experience to further develop and support the school culture for ongoing development and improvement in collaboration.

Staff within Key Learning Areas, used several days across 2024 to learn and familiarise their understanding of the Australian Curriculum Version 9 and changes to the QCAA Senior Curriculum, whilst updating their subject programs to align with these changes. They also used Staff Learning and Development Days to update processes for reporting and giving feedback to students.

Teaching Staff participated in a workshop facilitated by Kristen Honeyball (Formation Identity and Religious Education Consultant, Catholic Education Office, Rockhampton) exploring Catholic Identity and Science & Religion. Religious Education teachers were also afforded the opportunity to attend various workshops throughout the year with Kristen, to unpack the revised Religious Education curriculum. On Bishop's Inservice Day, Kristen provided a

workshop which focused on action for Justice as integral to the Christian vocation and based on the dreams of Jesus to establish the Kingdom of God.

HSC continued its ongoing approach to Trauma Informed Practice through the implementation of the Berry Street Model. Staff were also given specific training in the Staff Learning and Development days from Kylie Cahill (CEO – Student Protection Officer) on Student Protection and mandatory training.

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 \$117,420.00.

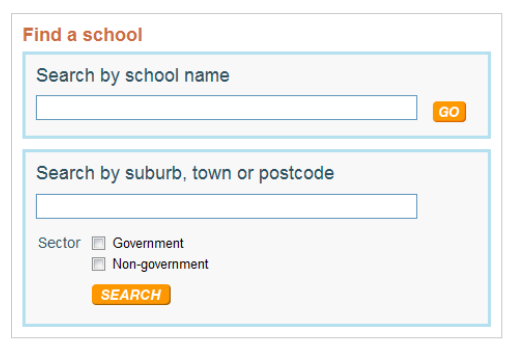
### Average Staff Attendance and Retention

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 90.33%.

The percentage of teaching staff retained from the previous school year was 84.85%.

## School Income

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

The image shows a screenshot of the 'Find a school' search interface on the My School website. It features two main search sections. The first section is titled 'Find a school' and contains a 'Search by school name' input field with a 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a corresponding input field. Below this, there is a 'Sector' section with two checkboxes: 'Government' and 'Non-government'. At the bottom of the second section is a 'SEARCH' button.

## 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](http://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

Based on those students who received an ATAR and shared their results with Holy Spirit College, approximately 75% received an ATAR of 70 or above. Over 19% of students received an ATAR of 90 or above. Students who received an ATAR and applied for a university course received an offer, with 90% receiving an offer to their preferred course. Students received offers in Medicine, Engineering, Science, Physiotherapy, Nursing, Education, Law, Arts, Business, Psychology, Bio-Medical Science, Speech Therapy, Occupational Therapy, Paramedicine, Design, Radiation, Justice, Veterinary Science and Digital Media. Traineeships and Apprenticeships were gained in Electrical,



Plumbing, Hairdressing, Diesel Fitting, Health Care, Carpentry and Childcare. 191 VET qualifications were awarded to Year 12 Students ranging from Certificate I to Certificate III. Year 12 Students were provided with flexible opportunities in learning to support and cater for different goals and career pathways.

## Year 12 Outcomes

Outcomes for our Year 12 cohort of 2024	(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)	100%
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)	0
Percentage of Year 12 students awarded a Vocational Education and Training (VET) qualification	67%
Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)	11%
Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving their first preference for university study	70%

## 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 2020. 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 2024

Catholic Identity & Ethos:

To continue to enhance student understanding of prayer with a recontextualised faith.

Effective Teaching and Learning

- To improve the reading skills and abilities of all students across all areas of the Curriculum.
- To improve student knowledge and identification of the elements of learning and the language used by teachers.
- For teachers to routinely set learning goals, success criteria and utilise direct instruction practices including feedback.

Pastoral Support & Wellbeing:

- To continue to implement Trauma-Informed Practice into Holy Spirit College's Pastoral Program.
- To implement The Resilience Project as part of HSC's Pastoral Program.
- To achieve school attendance of 95%.

Leadership, Partnerships & Resourcing:

- To improve teaching practice by reflecting AITSL standards.
- To strengthen a culture of collaboration and improvement within learning areas.

## Strategic priorities for 2025

### Catholic Identity & Ethos:

- Enhance students' understanding of social justice.

### Effective Teaching and Learning:

- Improve reading across all areas of the Curriculum.
- Improve students' A to E achievement.
- Students to be self-directed learners.

### Pastoral Support & Wellbeing:

- Implement trauma-informed practices.
- To develop students' resilience skills.
- To improve student attendance rate.

### Leadership, Partnerships & Resourcing:

- To enhance student engagement and learning opportunities.
- Support new staff with their transition.

## 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.