



# Holy Spirit College Mackay

## 2022 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**

1104

### **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-focused 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 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 self-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 Year 10 Transition to Senior Program, recognized as a lighthouse program, is focused 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](http://myschool.edu.au)

## Curriculum Offerings

### **Distinctive Curriculum Offerings**

Holy Spirit College's (HSC) 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' Program, as they prepare for Years 11 and 12. The QCE Senior System is progressing well, and our 2022 cohort graduated successfully.

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, Soccer, Cricket, and Touch Football.

**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 (but is 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 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 about 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 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.

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, Twitter, 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

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 Holy Spirit College Environment Group is a group of hard-working students that encourages 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 proposed the purchase of five waste stations to encourage the separation of waste which both minimises the amount of waste taken to landfill and maximises the amount of waste that is recycled. 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. The Environment Group students also recycle the organic waste collected on campus. The food scraps are recycled through two worm farms which produce valuable compost that is used to fertilise our gardens.

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

The staff and students at Holy Spirit College 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 28 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% male, 51% 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 several community development projects in developing countries.

## Average student attendance rate (%)

The average student attendance rate was 84.18%.

## 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-Students, Counsellors, Pastoral Care Officer, Pastoral Care Teachers, and Year Level Deans) ensure that pastoral support and welfare 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 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 2022, the Year 10 to 12 apparent retention rate was 74%.

## Staffing Information

### Workforce Composition

| Workforce Composition | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts            | 89.00          | 75.00              | 4.00             |
| Full-time equivalents | 83.97          | 58.23              | 3.22             |

### Qualifications of all Teachers

| Qualification – highest level of attainment | Percentage of staff with this Qualification |
|---|---|
| Doctoral / Post-doctoral                    |   |
| Masters                                     | 7.69%                                       |
| Bachelor Degree                             | 89.74%                                      |
| Diploma                                     | 2.56%                                       |
| Certificate                                 |   |

### Major Professional Development Initiatives

During 2022, HSC staff focused their professional development on their strategic goals.

Teaching staff received professional development from Dr Selena Fisk (Data Storyteller, Author and Teacher) on Data Analysis utilizing TrackOne.

Teaching staff engaged with Educator Impact to support the school culture for ongoing development and improvement of teaching practice.

'Teachers Teaching Teachers' (TTT) Professional Development continued in our Student Free Day in September. The initiative promotes an opportunity for teachers to share their knowledge, expertise and talents across a range of areas with their colleagues.

Staff participated in workshops run by Margaret Trevethan that explored how to have a meaningful prayer life in a contemporary cultural context. This occurred both at our Bishop's Inservice Day and our 'Teachers Teaching Teachers' Professional Development Day in September. Religious Education teachers were also afforded the opportunity to attend various workshops throughout the year with Derek Worden (Catholic Identity and Formation Coordinator, Diocese of Rockhampton) on unpacking the Religious Education Curriculum.

Staff received professional development on the Berry Street - Trauma Informed Practice throughout the year. This training enabled staff to better support the well-being and engagement of students.

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 \$126,700.

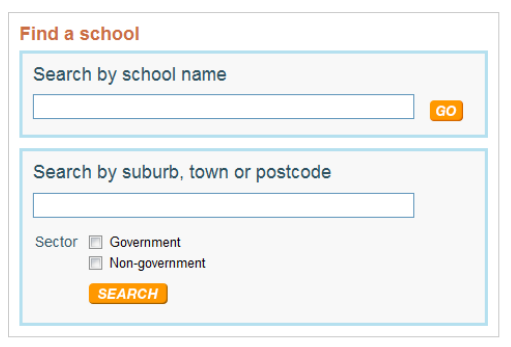
## Average Staff Attendance and Retention

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 91.23%.

Percentage of teaching staff retained from the previous school year was 93.62%.

## 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 search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there is a "Sector" section with two radio button options: "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 85% received an ATAR of 70 or above. Over 32% of students received an ATAR of 90 or above. All students who received an ATAR and applied for a University course received an offer, with 94% receiving their first offer and these included Engineering, Science, Physiotherapy, Pharmacy, Nursing, Education, Law, Arts, Business, Humanities, Commerce, Design, Communication, IT, Medical Technology, Design, Visual Arts, Forensic Science, Criminology, Exercise and Sports, and Psychology.

Three Students gained Accounting Cadetships and will incorporate their University studies with practical experience in Accounting.

Traineeships and Apprenticeships were gained in Electrical, Plumbing, Boiler Making, Diesel Fitting, Carpentry and Child Care. 121 VET qualifications were awarded to Year 12 Students ranging from Certificate I to Certificate III. Students were supported with flexible opportunities in learning to support and cater for different goals.



## Year 12 Outcomes

| Outcomes for our Year 12 cohort of 2022  | (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)   | 111   |
| Percentage of Year 12 students awarded a Queensland Certificate of Education (QCE)   | 95%   |
| 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                             | 60%   |
| Percentage of Year 12 students who undertook a School-based apprenticeship or Traineeship (SAT)                            | 12%   |
| Percentage of Queensland Tertiary Admission Centre (QTAC) applicants receiving their first preference for university study | 94%   |

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

#### Leadership, Partnerships & Resourcing:

- To improve teaching practice by responding to student feedback.

### Strategic priorities for 2023

#### 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 and teacher knowledge and identification of the 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.
- To improve leadership practice to enhance student outcomes.

### **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.