

Holy Spirit Catholic College, Lakemba
Annual School Report to the Community
2015



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Principal

Mr Raymond Martin

ABOUT THIS REPORT

Holy Spirit Catholic College is registered by the Board of Studies NSW, and managed by the Catholic Education Office Sydney(CEO), the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and the Catholic Education Office Sydney. This *Report* has been approved by the Catholic Education Office Sydney in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

At Holy Spirit Catholic College our goal is a quality Catholic education for each and every student. The aspiration is that every student strives towards her or his own personal best, and in so doing contributes to the Holy Spirit Catholic College community. We strive also for the education of young people based explicitly on the teachings, values and truth of Jesus Christ.

The College completed the Strategic Improvement Plan 2016 -2018 under the auspices of the Sydney Catholic Schools strategic plan New Horizons: Inspiring Hearts and Minds. It signals a clear determination to continue being an authentic faith-filled community, with a genuine commitment to staff and student wellbeing and focussed on student learning.

Parent Body Message

As a member of the Parent Consultative Committee, I work in partnership with Holy Spirit Catholic College's Principal and Executive and am kept up-to-date with the initiatives taking place in all areas of school life. This committee provides an excellent opportunity to give a parent perspective on issues.

The introduction of an SMS message system using the College's student management system to alert parents if their son or daughter is absent from school was an outcome of such consultation.

As a parent I also have many opportunities to work in partnership with the staff as a volunteer on the Holy Spirit Catholic College Finance Committee, on the Lakemba Council of Catholic Schools, at evenings like 'Meet the Teacher' for new parents, at the Parent Forums on specific topics and at the Walkathon.

Student Body Message

The 2015 Student Representative Council which included twelve Year 12 students assumed responsibility for a variety of aspects of Holy Spirit Catholic College life that included liturgy, prayer, fund-raising for charities and social justice, participation in extracurricular activities and implementing strategies supporting the 'Boomerang Effect' principles.

As leaders, we chose the theme – *Enriched by Christ's life, we shine in all we do* – which described our approach to the above responsibilities and, in particular, social justice. We continued with the College's core fundraising and charitable works projects but with a number of social justice

initiatives that included the winter sleep-out, the Red Cross Blood Drive and expanded the Homework Club Program. As part of the Year 12 gift to the school, we distributed wristbands to each student with the Boomerang message *Words, Thoughts and Actions Always Positive*. The Year 12 Leaders were also supported by other leadership groups at Holy Spirit Catholic College. Most notable were the Faith Development Leaders in Years 11 and 12; Year 12 Peer Mentors; Peer Support Leaders in Year 10; and Class Captains in Years 7, 8, 9, 10 and 11.

Holy Spirit Catholic College is a Catholic systemic Co-educational College located in Lakemba.

The school was founded in 1999 through the amalgamation of two adjacent Years 7-10 schools, MacKillop Girls' High and St John's College Lakemba. St John's College had been founded by the De La Salle Brothers in 1954, while MacKillop Girls' High had been founded and run by the Sisters of St Joseph since 1966. Both were Year 7-10 Regional schools within the Archdiocesan System. Holy Spirit Catholic College had Years 7-11 enrolled in 1999 with nine hundred and eighty-two boys and girls, and a staff of one hundred and ten. The first Year 12 classes were held in 2000.

A three-stage building program also began in 1998. This provided a Technology and Creative Arts centre, further classrooms, an amphitheatre and new administration and staff facilities. The building phase of the third-stage of the program which included creative and performing arts spaces for dance, drama and music and a multipurpose hall was completed in 2011.

Catholic life and culture is overt and explicit at Holy Spirit Catholic College. It is enhanced by the close relationship the school has with the six feeder Parishes of Belfield, Belmore, Campsie, Greenacre, Lakemba and Punchbowl. The De La Salle Brothers and Josephite Sisters provide generous support for staff in professional development as well as student leadership and through the work of a Religious Sister at the school.

Holy Spirit Catholic College offers a comprehensive co-curricula program through the wonderful generosity of the staff and parents, as well as the boundless enthusiasm of the students. This emphasis ensures that students experience a breadth in their education that engages gifts and abilities to be nurtured throughout their lives.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
461	578	955	1039

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 85% completed Year 12 in 2015.

The Catholic Education Office, Sydney has established trade training schools at Bankstown and Burwood. These schools provide exciting alternatives for students entering senior school seeking a vocational pathway as well as expanding subject offerings for students remaining at Holy Spirit.

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). The Catholic Education Office Sydney monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 90.86%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93.23%
Year 8	92.48%
Year 9	89.59%
Year 10	90.35%
Year 11	90.17%
Year 12	89.33%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Catholic Schools or designated Catholic Education Office Sydney officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2015	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	45%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	99%

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2015 Graduating Class	72%	15%	11%	2%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
84	33	117

* This number includes 68 full-time teachers and 16 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Building staff capacity
Term 2	Staff Spirituality Day
Term 3	Pastoral Care and Wellbeing, Anaphylaxis Training and Evaluation of Teaching Programs
Term 4	Cardiopulmonary resuscitation training, curriculum development and analysis of Higher School Certificate results

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	84
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

As a Catholic secondary school, Holy Spirit Catholic College provides comprehensive Religious Education through a variety of means, the most significant of which are as follows:

The classroom Religious Education program develops in each student:

- knowledge, understanding and appreciation of the message of Jesus Christ and of the Scriptures
- knowledge, understanding and commitment to what the Church believes, celebrates, lives and prays
- the ability and willingness to make sense of their personal experiences in the light of Scripture and the living traditions of the Church
- an appreciation of the value of religious learning as a life-long process
- the ability and willingness to praise God in prayer, celebration and service.

The integration of Christian values across the curriculum is achieved by:

- assisting students to integrate faith, culture and life experience
- providing a perspective from which to evaluate the content, structures and relationships within the school community
- re-connecting the religious dimension of life to the whole of education
- highlighting the need for love, compassion, justice and service in the wider curriculum
- employing the College Youth Minister whose aim is to promote service within the school and in the wider community, through leadership and social justice initiatives.

Liturgical and Prayer Life of the school aims to:

- assist students to prepare and experience a variety of prayer forms and liturgical celebrations through active partnership with local Pastors and parishes
- promote prayer in student's lives, in classroom activities, and in the celebration of the Sacraments
- enhance student's appreciation of prayer as a way of being in tune with life's experiences by enabling students to experience prayer as an awareness of the sacred and an

opportunity for a personal relationship with God

- provide experiences of the Eucharist capturing the story and tradition of the Catholic community at prayer in relationship with God and one another.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	27.82

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

The College follows the Board of Studies syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Sydney. The curriculum and the teaching and learning processes are informed by the document *How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools* in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers Board of Studies mandated and approved Courses as indicated below.

Religious Education

- Stage 4 - Religious Education
- Stage 5 - Religious Education
- Stage 6 - Catholic Studies 1U, Studies of Religion 1U and Studies of Religion 2U

English

- Stage 4 - English
- Stage 5 - English
- Stage 6 - English Advanced, English Extension 1, English Extension 2, English Standard, English Studies and Fundamentals of English

Mathematics

- Stage 4 - Mathematics
- Stage 5 - Mathematics Pathway 5.1, 5.2, 5.3
- Stage 6 - Mathematics 2U, Mathematics Extension 1, Mathematics Extension 2 and Mathematics General 1 and 2

Science

- Stage 4 - Science
- Stage 5 - Science
- Stage 6 - Biology, Chemistry, Physics and Senior Science

Human Society and its Environment

- Stage 4 - Geography and History
- Stage 5 - Australian History, Geography, Civics and Citizenship, History Elective, Commerce and Work Education
- Stage 6 - Ancient History, Business Studies, Economics, Geography, Legal Studies, Modern

History and Work and Community Studies

Technological and Applied Studies

- Stage 4 - Technology
- Stage 5 - Food Technology, Graphics Technology, Industrial Technology (Timber and Multimedia), Information & Software Technology and Textiles Technology
- Stage 6 - Computing Applications, Design & Technology, Engineering Studies, Industrial Technology (Graphics/Multimedia), Industrial Technology (Timber), Information Processes and Technology and Textiles and Design

Creative and Performing Arts

- Stage 4 - Music and Visual Arts
- Stage 5 - Dance, Drama, Music, Photography and Visual Arts
- Stage 6 - Drama, Music I, Photography, Visual Arts and Visual Design

Personal Development Health and Physical Education (PDHPE)

- Stage 4 - PDHPE
- Stage 5 - Physical Activity and Sport Studies and PDHPE
- Stage 6 - Community and Family Studies, PDHPE and Sport, Lifestyle and Recreation

Languages other than English

- Stage 4 - Arabic and French
- Stage 5 - Arabic and French
- Stage 6 - Arabic and French

Vocational Education and Training

- Stage 6 - Business Services, Children's Services, Construction, Hospitality and Retail.

The number of classes in each course varies according to resources and student interest. A number of students also complete studies at St Yon College, Bankstown, Southern Cross College, Burwood, TAFE, the Open High School and at Saturday School of Community Languages.

Particular features of the school's curriculum include:

- a comprehensive Learning Support Program
- a Gifted and Talented Program
- ability grouping of students in core subjects in Years 7–10
- a focus on individual students' aptitude and ability in Stages 5 and 6 to ensure a successful transition after school to further education and training
- placing significant emphasis on strengthening students' literacy and numeracy skills

- a volunteer homework club.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	33.53%	28.79%	11.76%	19.23%
	Reading	19.41%	28.99%	12.94%	15.56%
	Writing	21.30%	15.87%	20.12%	29.70%
	Spelling	40.00%	31.23%	10.00%	16.48%
	Numeracy	21.76%	26.07%	14.71%	16.70%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	14.45%	17.11%	35.84%	29.53%
	Reading	18.45%	21.59%	23.81%	23.32%
	Writing	14.37%	13.65%	40.23%	39.92%
	Spelling	26.59%	24.11%	15.61%	22.58%
	Numeracy	17.86%	24.42%	17.26%	17.60%

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2013		2014		2015	
	School	State	School	State	School	State
Studies of Religion I	86%	49%	69%	49%	83%	51%
English (Standard)	9%	7%	10%	8%	9%	8%
English (Advanced)	45%	53%	67%	59%	83%	58%
General Mathematics	7%	21%	0%	0%	0%	0%
Mathematics General 2 BDC	0%	0%	27%	25%	16%	26%
Mathematics	24%	49%	48%	54%	53%	52%
Ancient History	51%	35%	50%	33%	73%	33%
Business Studies	59%	35%	61%	37%	68%	36%
Legal Studies	59%	43%	71%	40%	61%	41%
Modern History	67%	47%	71%	43%	69%	44%
Retail Services Exam	67%	29%	33%	19%	50%	21%

Students again performed well across many Higher School Certificate subjects. A number of these courses consistently achieve results above the state average including Ancient History, Business Studies, Information Processes and Technology, Legal Studies, Studies of Religion 1 and II. The improvement in the results achieved by students in the Vocational Education Training Courses has continued. These results can be attributed to retention of highly accomplished teachers and teaching practices, and detailed analysis of data and professional discussion of further possible improvements.

In 2015 the number of students issued with a RoSA	14
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Student Welfare Policy

Pastoral Care is the total climate of care which exists in a school and this is reflected in the Pastoral Care Policy. It reflects the broad Christian ethos of individuals caring for and respecting one another.

Each student is assured of pastoral care by the nature of relationships. There is a happy and friendly climate within the school. The staff are caring and generous and are involved in extra-curricula activities. There is a solid commitment to developing the talents of each student and to enhancing their opportunities in life.

The College offers support to students in need with a Counsellor and Careers Advisor. Students are able to make appointments to see either the Counsellor or Careers Advisor. Parents can also request counselling for their sons or daughters if the need arises.

Staff at Holy Spirit Catholic College will recommend, when they judge it necessary, for students to be involved with outside agencies that have a greater level of expertise in meeting particular needs of certain students. It is the College's expectation that parents will support such recommendations in the best interest of the child involved.

No changes were made to this policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The Student Management System, which incorporates the College discipline procedures, is designed to encourage each student to achieve their personal best. The system allows students to earn merits in Years 7 to 10 and credits in Years 11 and 12 for achievement in a wide range of activities such as academic effort and excellence, community service and involvement in College life. The students are then able to achieve Bronze, Silver and Gold Awards.

At times the College will need to challenge students who interfere with the rights of others. A

major emphasis in all our attempts is to develop more responsible student behaviour. The College uses a level system to challenge inappropriate student behaviour. Teachers see themselves in partnership with parents in their attempts to have students recognise and change unacceptable behaviour.

The Principal, Assistant Principal or Pastoral Care Coordinator may determine that a student's misbehaviour is serious enough to warrant suspension either internal (exclusion from class) or external (exclusion from attending school). In extreme cases the Principal may organise a school transfer.

No changes were made to this policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in December 2013 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CEO website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in September 2012 and no changes were made to the policy this year.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the CEO website at this [link](#).

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility underpin all policies and procedures at Holy Spirit Catholic College. Some of the actions to promote respect and responsibility included:

- continued emphasis on the positive and on student achievement in classes and Newsletters and at Assemblies, Year Meetings, Sports Awards Night and Celebration Evening
- encouragement of opportunities for various forms of student initiative and leadership
- student involvement in a 'Sleep Out' for senior students, Red Cross Blood Drive, nursing home visits, working with local Catholic primary schools and involvement in St Vincent de Paul Night Patrol
- student representation at a variety of civic and church forums
- whole school approach to implement the 'Boomerang Effect' as a way improving positivity and resilience into the pastoral and academic life of the College.

The rights and responsibilities of students are embedded in lessons taught throughout the school day but are particularly reinforced through pastoral care meetings and are reflected in the student diary.

The College has continued to use the Marist Youth care model of Restorative Justice which is centred on relationship and responsibility. The onus is on accepting the consequence of action and the evaluation of the impact one person's behaviour has on another.

The College implements the Catholic Education Office Sydney *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2015

In 2015, the following priorities were achieved:

- Implementation of the key recommendations from the Cyclic Review of our School's Learning Improvement Journey process.
- Appointment of a Teaching and Learning Coordinator to continue to implement a number of identified projects commenced when the school was part of the Federal Government's Smarter Schools National Partnership.
- Embed whole school pedagogical approaches to ESL learners with a particular focus on writing and reading strategies.
- Explore strategies to expand the use of 'The Boomerang Effect' as an approach to positivity and resilience and to weave this philosophy into the pastoral and academic life of the school.
- Implementation of tracking processes to further identify types of bullying, its location and persons involved.
- Introduction of a club for identified students to provide opportunities for enrichment in mathematics through collaboration in solving problems set in situations which show the relevance of mathematics in students' everyday lives.

Priority Key Improvements for 2016

In 2016, some of the key priority areas will be:

- Launch the College's Strategic Improvement Plan 2016 - 2018 under the auspices of Sydney Catholic Schools Strategic Improvement Plan 2016 - 2018 *New Horizons: Inspiring Spirits and Minds*.
- Active involvement in preparation for and participation in World Youth Day 2016 for

both staff and students.

- Investigate and develop further opportunities for Years 7 to 10 to engage in social justice and service opportunities in the local community.
- Consolidate staff capacity to utilise *SMART* and *RAP* data to best meet student learning needs.
- Develop strategies for in-class engagement of more able students to improve learning gains.
- Integrate the Mindfulness Module of the *Boomerang Effect* into the existing suite of modules used by the College.
- Further enculturate all aspects of the *Boomerang Effect* program into the life and culture of the College.
- Develop a sustainable and affordable model for one-to-one student access to technology.
- Provide learning opportunities for staff to utilise the Google platform to inform teaching and learning.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

Parent feedback obtained through the Parent Consultative Committee and a number of other instruments used at the College indicated that there was a high degree of satisfaction with the College. In particular the parents reported being pleased with the safe and supportive environment being provided to their sons and daughters and the fact that the College caters for the full range of academic abilities. Of particular note are the numerous positive comments regarding the outstanding work the College does in meeting the needs of those students with significant learning needs.

The parents engaged well with a number of parent forums facilitated by the College Teaching and Learning Coordinator and indicated an overall satisfaction the way in which parents are given the opportunity to engage with staff at the College.

Student Satisfaction

Year 12 completed a Student Survey based on our Vision and Mission Statement. The survey included the statements below.

- Faith in God is developed among students at the College effectively through prayer, liturgy and Religious Education.
- This College provides a safe and happy environment for students.
- Student success is recognised and celebrated appropriately and fairly on both a personal and public level.
- Teachers care about their students and develop positive relationships with them.
- Teachers are able to work in a way that encourages students to achieve their potential.
- Students experiencing difficulties with their learning are given additional support from College staff.
- Teachers used a variety of learning experiences for students.
- Teachers used technology effectively to enhance learning in the classroom.
- The requirements of assessment tasks were always clearly explained in class.
- I believe that Holy Spirit College has prepared me well for future learning experiences.

The overall response of students to the survey indicated that in excess of 93% of the time they strongly agreed or agreed with each of the above.

Teacher Satisfaction

Teacher satisfaction was gauged through contributions into the goals and strategies in the 2015 Annual Improvement Plan and feedback through various forums.

There was significant teacher satisfaction with all aspects of school life and in particular:

- The promotion of the school's dual charisms of Saint John Baptist de La Salle and Saint Mary MacKillop as a clear expression of the Gospel message of Jesus in the life of the school.
- The comprehensive Religious Education program.
- The high quality learning spaces and facilities.
- The pastoral care that permeates throughout the College. Students and staff enjoy belonging and really feeling a part of the school community.
- The structures and processes that have enabled teachers to engage in meaningful and collaborative planning for the implementation of Curriculum.
- The extensive curricula and co-curricula opportunities provided for students. This emphasis ensures that students experience a breadth in their education that engages their gifts and abilities to be nurtured throughout their lives.
- Opportunities to engage with the wider community through numerous events.

SECTION ELEVEN: FINANCIAL STATEMENT

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$10,000,768	Capital Expenditure ⁶	\$535,457
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$11,581,168
State Recurrent Grants ³	\$3,134,252	Non-Salary Expenses ⁸	\$2,687,844
Fees and Private Income ⁴	\$2,861,453	Total Expenditure	\$14,804,469
Other Capital Income ⁵	\$271,527		
Total Income	\$16,268,000		

For the 2015 year the Holy Spirit Catholic College received \$27,168 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.