



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision

Holy Spirit Colleges, Cooktown, Manunda, Edmonton

Motto	Transforming Learning Opportunities
Address	Cnr Burkitt & Amos Streets, Cooktown 4895
Postal Address	PO Box 591, MANUNDA QLD 4870
Phone Number	(07) 4252 9100
Email Address	office.holyspirit@cns.catholic.edu.au
Website	www.holyspiritcollege.qld.edu.au
MySchool Profile	https://www.myschool.edu.au/school/51504
Total Enrolments	112
Year Levels Offered	7-12
Student Population	Co-Educational
Principal	Mr Lucas Felstead
Parish Priest	Fr Frank Gordon
Parish Number	(07) 4053 1383



About our School

Holy Spirit College Cooktown and Cairns is a Years 7 - 12, co-educational Catholic college of the Diocese of Cairns, and as such is conducted in accordance with Catholic Christian philosophies and principles. At present our College has three campuses. The main campus is in Cooktown; this campus offers full-time and weekly residential facilities as well as day options for young people attending the College. The Associated campuses are in Manoora (Cairns) and Edmonton.

The College commenced operations as a registered Non-State School in 2015. Holy Spirit College is a Special Assistance school offering inclusive and non-discriminating learning opportunities to young people, who for a variety of reasons, find other educational environments unsuitable. Young people who enrol at Holy Spirit College come from a variety of socio-economic, language, cultural and religious backgrounds. We provide individualised educational experiences which cater to the different needs of all young people.

We work with young people who may be vulnerable and have a complexity of inter-related needs, to gain skills to continue their educational journey or find a pathway back to mainstream education opportunities or employment. The learning experiences are designed to enable the development of self-confidence and respect in young people and promote an optimistic life view. Participation and engagement are key elements in the philosophy of Holy Spirit College as it is through both that young people can build the skills needed in their future lives.

One of our core beliefs is that all young people are inherently good and through right choices "the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23. Our College maxim 'Transformative Learning Opportunities' has a practical focus, based on the application of the three core working principles of Right Relationships, Respect, Responsibility and Participation. The core principles are made visible in the ways we work together and in the organisational culture and practices. The principles establish a common understanding among staff, young people and families. Through these principles we have means to negotiate learning, resolve conflict, recognise rights and responsibilities.

The development of moral reasoning through the application of the principles supports young people to recognise their potential and future pathways, while assisting them to develop the knowledge, skills and attitudes essential to enjoying a healthy and satisfying life.

Characteristics of Student Body

Male	Female	Unspecified	ESL	% Catholic	% First Nations	% NCCD	ICSEA
65	47		0	7.6%	55.36%	66.07%	836

Enrolment Trend:

2017	2018	2019	2020	2021	2022
88	85	85	86	119	112

School Annual Improvement

Priority 1: Develop a relevant, accessible curriculum.

Smart Goal: Policies and processes clearly outlining teaching and learning expectations. Centralised planning, assessment and reporting templates.

Priority 2: Develop clear policies, processes and expectations.

Smart Goal: Staff able to articulate System and College policies. Staff able to articulate professional expectations.

Priority 3: Build the culture of the College through a cohesive understanding across all sites.

Smart Goal: Pride in a positive articulation of culture (respecting diversity in spirit of reconciliation) and work at HSC.

Distinctive Curriculum Offerings

At Holy Spirit College the curriculum is delivered through a student centered flexible timetable developed in response to each student's Individual Learning Plan, goals and identified wellbeing needs. Classes are small, with an average ratio of 15 students to every 2 adults. This enables the delivery of activities that are well planned, safe and supportive of individual needs. All classes are held in a vertical model, with Literacy, Numeracy, Health and Wellbeing being the core of the curriculum. As a pathway school, our focus is supporting our students towards the goal of: returning to a mainstream education setting, enrolling at TAFE, engaging in an apprenticeship, traineeship, work experience or employment.

Holy Spirit College staff are highly trained in trauma informed practices that assist classroom learning, self-regulation, positive relationship building and positive self-talk. This is achieved through a process of Operation by Principles, whereby students are encouraged to continually model their behaviour on: Right Relationships, Respect, Responsibility and Participation.

Young people at Holy Spirit College have opportunities to experience a balance of structured classes that are catered to their learning needs and choices with subjects and activities designed to be practical and engaging. The purpose of the learning experiences is to encourage young people to become responsible for their choices and to value their education as a pathway to reaching their goals. Choice subjects are designed to be engaging and cater for a wide range of interests.

Learning programs are developed with the intention to:

- empower young people to take personal responsibility for their learning
- support young people to become independent learners
- address deficits or gaps in literacy and numeracy
- develop in young people the skills and dispositions required in today's workplaces including collaboration, innovation and knowledge creation,
- recognise and celebrate the skills and knowledge of young people,
- enable young people to experience challenge within a safe and supportive learning environment
- provide a sense of achievement that is relevant and authentic.

Activities and subjects such as:

- Yoga
- Boxing
- Visual Arts
- Hiking
- Music
- Enable young people to build self-confidence and trust, in themselves and others.

Extra Curricular Activities

The College offers a variety of passive and active co-curricular programs including swimming, sports and outdoor education activities aimed at the inclusion and participation of all young people. The College offers a variety of programs including horticulture, music, visual arts, sports, fishing and recreational swimming. The College participates in the wider local community and is actively involved in community service initiatives including fund raising for charitable organisation through such activities as the Barista Course by making and selling coffee to the staff of a local community organisation.

On Wednesdays young people on all three campuses engage in on-country experiences where they work on relationships, team building, mindfulness, gratitude and self regulation strategies.

Social Climate

The College works towards providing an inclusive community of young people, staff and parents. We are an inclusive school that extends the personal hand of pastoral care to every member of a complex College environment. There is a strong personal and organisational commitment to growing an inclusive community where pastoral care and young people's wellbeing are obvious. There is a strong Pastoral Care structure in which all members of the College where staff play significant role in this work.

Each site strives to build a welcoming and inclusive culture of non-acceptance of bullying or any form of harassment. We work with students to develop more appropriate ways to interact with each other through right Relationships, Respect, Responsibility and Participation. Young people are assigned to mentors who assists them to build an understanding of their impact, both positive and negative, on other people and that all actions have consequences which may not be immediately noticeable.

The College uses a vertical structure system for young people's classes and as a small cohort, students interact and know each other. This can be especially helpful for newer students and with a teacher to student ratio of 1:9, social conflict is kept to a minimum through quickly identifying and resolving problems.

The Pastoral Care system across the College offers a well-developed, although continually evolving program to support and enhance student wellbeing, the aim of which is to nurture right relationships with students which are safe, respectful and help them see their full potential. The programs offered work towards ensuring specific issues are addressed as well as focusing on general wellbeing and resilience building.

Each activity begins with 'Circle Up' (Pastoral Care Group) after which, students agree on working behaviours for the following activity. In 'Circle Up' a variety of wellbeing and school matters are discussed along with a check-in with each student to gauge if there are any issues within the group or individuals and the young people can raise and discuss any issues or concerns.

Respect for others is essential to enabling the establishment of and support for positive relationships. The bullying of others is contrary to our principles and is not accepted within the College as it weakens morale, interferes with the effectiveness of the learning environment and is detrimental to the health and wellbeing of individuals and the community. This community addresses bullying by implementing educational activities to inform the young people about bullying and its related effects and protocols are used that sensitively and immediately manage incidents of reported bullying or harassment and provide support for the victim and perpetrator.

Parent Engagement

Parents are encouraged to participate in key learning experiences throughout the year. A variety of well-attended parent and local community functions are held as regular parts of the school calendar. Parents and carers are kept informed of their young person's development and progress in all areas.

As many of our families have had poor experiences with other educational places, home visits are an essential way of keeping parents/carers engaged with the College. The visits assist in engaging parents and families who may also have other barriers to them coming to the College such as, lack of transport, younger children or carer responsibilities.

Parent Satisfaction

MYP Corporation conducted a School Results Survey with parents of Holy Spirit College (Cooktown) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 1 out of a total of 9 eligible respondents. This equates to a response rate of 11.1%. Holy Spirit College (Cooktown) recorded an overall satisfaction score of 90% (4.51 out of 5).

- Best practice areas include: Bullying + Behaviour Management, First Nations, Improvement Processes, Learning + Teaching, Resources, Safeguarding Children, General, Leadership.
- Areas requiring attention include: Catholic Identity + Religious Education.

MYP Corporation conducted a School Results Survey with parents of Holy Spirit College (Cairns) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 13 out of a total of 31 eligible respondents. This equates to a response rate of 41.9%. Holy Spirit College (Cairns) recorded an overall satisfaction score of 77% (3.87 out of 5).

- Best practice areas include: General, Resources, Bullying + Behaviour Management, Learning + Teaching, Leadership.
- Fair to good areas include: Improvement Processes, First Nations, Safeguarding Children, Catholic Identity + Religious Education.

MYP Corporation conducted a School Results Survey with parents of Holy Spirit College (Edmonton) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 10 out of a total of 34 eligible respondents. This equates to a response rate of 29.4%. Holy Spirit College (Edmonton) recorded an overall satisfaction score of 82% (4.11 out of 5).

- Best practice areas include: Leadership, Bullying + Behaviour Management, Resources, Learning + Teaching, First Nations, Improvement Processes.
- Fair to good areas include: Safeguarding Children, Catholic Identity + Religious Education.

Staff Reporting

Qualification Highest level of attainment	Doctoral / Post-doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification		4	14	4	3

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	20	18.65
Non-Teaching Staff	25	22.91104
Indigenous	7	6.5

Professional Development	
Funds expended	\$8441.4
Staff Involved	100%

Major Professional Development Initiatives

The scope of the staff roles is broad in its depth and substance. It includes:

- Encouraging young people to better understand themselves and their emotional responses
- Helping the young people to develop positive skills in forming and maintaining relationships
- Supporting the young people and their families in times of emotional crisis or practical need
- Maintaining the close partnership between school, young person and parent/carer
- Working in partnership with other agencies who are involved with students e.g. Headspace, Child and Youth Mental Health; Youth Justice, Wuchopperen Health Service, Project Booyah and Child Protection and Support Agencies
- Supporting and mentoring young people who live independently
- Helping students to build capacity and resilience in social and emotional aspects of their lives
- Informally helping young people develop positive self-concept
- Supporting young people with issues of drug misuse and self-harm
- Networking with other government and non-government social support agencies which provide specialist assistance e.g. family mediation, counselling, anger management

Holy Spirit College is committed to the ongoing professional development and formation of staff. This continues to enrich the educational opportunities provided for our young people and models today's reality of lifelong learning.

In 2022 the main focus of professional development has been to engage all staff in learning about disabilities such as ASD, ADHD, ODD and OCD along with working with traumatised young people.

Teacher professional learning targeted in 2022 was:

- Trauma Informed Practices
- Youth Mental Health First Aid
- Culturally Responsive Teaching
- Working with young people on/with
 - Autistic Spectrum Disorder through online courses
 - Attention Deficit Hyperactivity Disorder

- Oppositional Defiant Disorder

Attendance and Retention

Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days	96.24%
Percentage of teaching staff retained from the previous year	41.18%

Staff Satisfaction

MYP Corporation conducted a School Results Survey with staff of Holy Spirit College (Cooktown) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 10 out of a total of 18 eligible respondents. This equates to a response rate of 55.6%. Holy Spirit College (Cooktown) recorded an overall satisfaction score of 73% (3.65 out of 5).

- Best practice areas include: First Nations, General, Safeguarding Children.
- Fair to good areas include: Leadership, Staff Engagement, Bullying + Behaviour Management, Resources, Improvement Processes, Catholic Identity + Religious Education.

MYP Corporation conducted a School Results Survey with staff of Holy Spirit College (Cairns) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 9 out of a total of 12 eligible respondents. This equates to a response rate of 75%. Holy Spirit College (Cairns) recorded an overall satisfaction score of 65% (3.25 out of 5).

- Best practice areas include: Safeguarding Children, First Nations.
- Fair to good areas include: Resources, General, Staff Engagement, Improvement Processes, Bullying + Behaviour Management.
- Areas requiring attention include: Catholic Identity + Religious Education, Leadership.

MYP Corporation conducted a School Results Survey with staff of Holy Spirit College (Edmonton) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 14 out of a total of 18 eligible respondents. This equates to a response rate of 77.8%. Holy Spirit College (Edmonton) recorded an overall satisfaction score of 69% (3.46 out of 5).

- Best practice areas include: First Nations, Safeguarding Children.
- Fair to good areas include: Leadership, Resources, Staff Engagement, Improvement Processes, Catholic Identity + Religious Education, Bullying + Behaviour Management.

Student Reporting Data

Average student attendance rates

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
53.24%	39.95%	47.82%	44.37%	43.33%	48.08%	45.11%

How non-attendance is managed by the School

Student attendance is recorded at every activity/lesson using the electronic administration system. At the beginning of each year parents/caregivers are requested to phone the office or send a written note indicating the reason their child is not attending school. Teachers follow up on non-attendance with the young people in their mentor group. Frequent or longer-term absences are referred to the leadership team for follow up.

Year 10 to 12 Apparent Retention Rate: 31.60%

Student Satisfaction

MYP Corporation conducted a School Results Survey with students of Holy Spirit College (Cooktown) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 0 out of a total of 9 eligible respondents.

MYP Corporation conducted a School Results Survey with students of Holy Spirit College (Cairns) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 22 out of a total of 40 eligible respondents. This equates to a response rate of 55%. Holy Spirit College (Cairns) recorded an overall satisfaction score of 73% (3.65 out of 5).

- Best practice areas include: General, First Nations.
- Fair to good areas include: Improvement Processes, Resources, Safeguarding Children, Learning + Teaching, Leadership.
- Areas requiring attention include: Catholic Identity + Religious Education.

MYP Corporation conducted a School Results Survey with students of Holy Spirit College (Edmonton) commencing 11 July 2022 and concluding 5 August 2022. Survey responses were received from 13 out of a total of 40 eligible respondents. This equates to a response rate of 32.5%. Holy Spirit College (Edmonton) recorded an overall satisfaction score of 71% (3.54 out of 5).

- Fair to good areas include: First Nations, Safeguarding Children, Resources, Improvement Processes, Learning + Teaching, Leadership.
- Areas requiring attention include: Catholic Identity + Religious Education.

Year 12 Outcomes

Number of students unless otherwise stated.

SEP	QCIA	QCE	VET	SAT	Cert I awarded	Cert II awarded	Cert III awarded	Cert IV awarded	Dip	No Outcomes	% Students QCE/QCIA/SAT/VET
0	0	0		0	0		0	0	0	0	0.00%

SEP - Senior Education Profile

QCIA - Queensland Certificate of Individual Achievement

QCE - Queensland Certificate of Education

VET - Vocational Education and Training

SAT - School-based Apprenticeship or Traineeship

No Outcomes - Number of Year 12 completers who were not:

- Participating in a SAT while at school; and/or
- Awarded a QCE, QCIA, or VET Certificate/Diploma

NAPLAN

NAPLAN results are available from My School Website:

<https://www.myschool.edu.au/school/51504>

Funding Reporting Data

School funding breakdown is available from My School Website:

<https://www.myschool.edu.au/school/51504>