



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision

Holy Spirit College, Cooktown

Motto	Transforming Learning Opportunities
Address	Cnr Burkitt & Amos Streets, Cooktown 4895
Postal Address	PO Box 591, MANUNDA QLD 4870
Phone Number	(07) 4252 9150
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Email Address	office.holyspirit@cns.catholic.edu.au
Web Site	http://www.holyspiritcollege.qld.edu.au
Total Enrolments	86
Year Levels Offered	7-12
Student Population	Co-Educational
Principal	Erica Prosser
Parish Priest	Fr Frank Gordon
Parish Number	07 4053 1383





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About our School

Holy Spirit College Cooktown and Cairns is a Years 7 - 12, co-educational Catholic college of the Diocese of Cairns, Catholic Education Services and as such is conducted in accordance with Catholic Christian philosophies and principles. At present our College has two 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 campus is in Manoora (Cairns) and while it too offers years 7-12, co-education it is a day only option.

The College commenced operations as a registered Non-State School in 2015. Holy Spirit College is a Special Assistance school offers inclusive and non-discriminating learning opportunities to young people, who for a variety of reasons, found other educational environments unsuitable. Young people who enroll 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 to 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 and Responsibility. 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

The young people attending Holy Spirit College come from a large area. Those at the Cooktown Campus are predominately from the Hope Vale community with others from Wujal Wujal, Laura and Coen communities, with a small number coming from the Cooktown township. The cultural nature of the campus is 95.8% Indigenous.

The Manoora Campus does not have a catchment zone and young people come from all areas of Cairns from Kewarra Beach in the north to Gordonvale in the south and Kuranda to the west. The cohort come from a range of cultural backgrounds with 37% being Indigenous.

The total enrolment for 2020 which included full-time boarders at the Cooktown Campus.

School Annual Improvement

Priority 1: Develop the "Spirit Way" practice model based on research and data

Smart Goal: By the end of Term 2 - 2020 a 3 year curriculum overview and plan will be documented which is aligned with Australian Core Skills Framework and ACARA.



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Distinctive Curriculum Offerings

The college's curriculum approach includes a flexible timetable, small learning groups, and relevant curriculum. This enables the delivery of creative responses to the needs of individual young people, accounting for their cultural and spiritual backgrounds and history of trauma.

In order to meet the needs of young people, Holy Spirit College staff use a variety of practices including trauma informed practices to guide young people. The staff continuously adapt and change the curriculum to best serve the needs of the young people in all areas of education and wellbeing support.

All classes are held in a vertical model, with English and Mathematics being the core of the curriculum. The vertical model is based on young people's well-being and interests. As young people reach the age of 15 years the focus is on pathways planning through work experience, work placements, vocational education and training, school-based traineeships and apprenticeships, and TAFE Queensland courses.

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
- Water Polo
- Hiking
- Dance Fitness

Extra Curricular Activities

The College offers a variety of co-curricular programs including swimming, sports and whole of campus activities and outdoor education activities aimed at the inclusion and participation of all young people. The College offers a variety of other programs including horticulture, computer activities, board games, sports, and recreational swimming along with less active options. 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 Wednesday's young people on both campuses engage in team and relationship building activities through participating in whole of group challenges. During the year, some young people worked towards their own personal goals such as developing their fitness and skills to complete the Pyramid walk while others worked towards completing the Red Arrow Walk and then worked on reducing the time it took to finish the circuit. On other Wednesday's community work is undertaken to give back to the local communities.



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Social Climate

The College works strongly towards than 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 organizational 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 staff play significant roles.

There is an effective location specific program which is designed to build a 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 and Responsibility. Young people have a specific mentor 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 updating and evolving program across the college 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 day begins with 'Circle Up' (Pastoral Care Group) and this is held after each break. All members of each Campus are present. In 'Circle Up' a variety of wellbeing and school matters are discussed. The 'Circle Up' sessions make for a calmer and more focused environment. During these sessions staff can 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. Any form of bullying is contrary to the rights of the individual, weakens morale and interferes with the effectiveness of the work and learning environment and may be detrimental to the health and wellbeing of individuals. 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

The Annual Satisfaction Survey for Parents did not occur due to the COVID-19 pandemic. Regular feedback is sought from parents through regular interactions both formally and informally.



Staff Reporting Data

Qualification Highest level of attainment	Doctoral / Post- doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	1	7	13	6	6

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	12	11.80
Non-Teaching Staff	17	15.55
Indigenous	4	4

Professional development	
Funds expended	\$33,211.00
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 with self-inquiry and an understanding of their emotional responses
- 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 2020 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 2020 was:

- Trauma Informed Practices
- Culturally Responsive Teaching



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- Working with young people on/with
 - Autistic Spectrum Disorder through online courses
 - Attention Deficit Hyperactivity Disorder
 - Oppositional Defiant Disorder
- Mental Health First Aid
- Accidental Counsellor

Attendance & Retention

Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods up to 5 days	98%
Percentage of teaching staff retained from the previous school year	80%

Staff Satisfaction

The Annual Satisfaction Survey for Staff did not occur due to the COVID-19 pandemic. Regular feedback is sought from parents through regular interactions both formally and informally.



Student Reporting Data

Average student attendance rates:

YR 7	YR 8	YR 9	YR 10	YR 11	YR 12
63.87	57.13	59.94	58.7	64.64	59.44

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: 53.8%

Student Satisfaction

The Annual Satisfaction Survey for Students did not occur due to the COVID-19 pandemic. Regular feedback is sought from parents through regular interactions both formally and informally.



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NAPLAN

Reading, Writing & Numeracy Results - Year 7, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

Reading, Writing & Numeracy Results - Year 9, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.



Funding Reporting Data

Income 2020

Australian Government recurrent funding	\$3,152,346
State/Territory Government recurrent funding	\$378,223
Fees, charges and parent contributions	\$26
Other private sources	\$800,642
Total gross income (excluding income from government capital grants)	\$4,331,237

Deductions 2020

Income allocated to current capital projects	\$750,000
Income allocated to future capital projects and diocesan capital funds	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$50,597
Subtotal	\$800,597
Total net recurrent income	\$3,530,640