



Holy Spirit College

A Catholic Coeducational Secondary College

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Annual Educational Opportunities Summary 2020

The purpose of the Annual Educational Opportunities Summary is to document some of the activities and opportunities provided to students in 2020. The activities and events were organised by Middle Leaders and classroom teachers for their subject areas. These activities were all implemented with the intention of providing students opportunities that extend, enrich and support their learning experiences at Holy Spirit College. Unfortunately, due to COVID 19 it dramatically impacted the College's ability to offer additional educational opportunities. For a more complete picture of the extra opportunities offered at the College, students please refer to the [2019 Annual Educational Opportunities Summary](#) available on the school website. Regardless, the college was able to offer the following experiences to our students in 2020.

Enrichment Coordinator

The Enrichment Coordinator was responsible for the continued development and implementation of the current year 7 Enrichment Class and incoming 2021 Enrichment Class. This included liaising with Tertiary and Educational Institution to facilitate student testing for the Enrichment Class and incoming year 7 students as well as staff training. Development and updating of information to the College Community through the College's Leadership Team and KLA coordinators. The Coordinator was involved in the tracking of accelerated student's and providing teachers support at point of need.

Literacy

2020 has been a busy and productive year for Literacy. Underpinning Literacy and academic achievement are developing students with a growth mindset who are academically flexible and self-motivated. In 2020, a year long project (iWILL project) was developed with the Year 10 Pastoral Coordinator & Literacy Coach to improve student goal setting and reflection. This initiative was shared with parents. The project, run as a trial in 2020, will be implemented in other year groups in 2021.

Students in Years 7 & 8 with reading difficulties completed the evidence-based, synthetic phonics MacqLit program. The program selected students that were experiencing difficulties with reading. Once completing this program, students are monitored and receive excellent assistance from the librarian to develop good reading habits. This information is shared with staff and shared with parents on a 5 weekly basis. Multiple staff have been trained in this program. The remote exigencies of COVID meant that MacqLit was delivered live via Zoom to ensure that student outreach and connection was made for these at-risk, Literacy students.

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In 2020, an evaluation of effectiveness of this program was undertaken by retesting students who had completed the program in the past. Results: collected quantitatively by retesting; and qualitatively by student interviews; showed that the improvement gains made in the initial withdrawal program was improved upon by students. Students reported increases in confidence and capacity to complete tasks as a direct consequence of improvements in reading.

To further develop staff and SSO competence in specialist diagnosis of reading comprehension difficulties, York Assessment of Reading Comprehension (YARC) training was completed with the Literacy coach as facilitator. The English Coordinator, EAL/D Coordinator and Literacy SSOs completed this training in advance of further initiatives to embed explicit teaching of comprehension skills such as inference and text reflection in 2021 programming.

Words their Way Word Study program Year 7 & 8 implemented in 2019 continued in 2020 with an initial screening test for students in Years 7 & 8 at the beginning of the year. The program develops students' vocabulary skills so that they are more equipped to deal with subject specific vocabulary across the curriculum.

Due to the cancellation of NAPLAN in 2020, PAT-R Reading Assessment (ACER 5th Edition) was the external test used to focus on student reading capacity. It has become increasingly apparent that there is a high correlation between reading capacity and academic achievement in the College and this was established by comparing report data with reading data. These parallels between reading performance and report data was established within all classes including Year 7 enrichment classes. In response to this correlation, greater focus was placed on training English teachers to interpret this data and tailor specific strategies to increase reading competence. In the interests of home-school partnerships, parents and caregivers were provided with their child's reading data with opportunities provided at half-yearly parent interviews to discuss and set goals for reading.

Students in Year 7 will undertake an online writing assessment in order to gauge their learning growth in writing using an online tool. These results will be compared with the initial diagnostic test undertaken by English teachers in February 2020.

The Literacy Coach undertook a number of staff development projects in HSIE, English, Science & Catholic Studies focussed upon improving the relationship between assessment and programming using backward mapping principles (Wiggins & McTighe 2005). The production of real and explicit text models for writing meant that students were provided with specific worked examples of texts in order to improve their writing. Consequently, the backward mapping initiative led to tangible improvement in writing with evidence drawn from student work.

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At the time of writing, plans are in place to refine the College's strategic direction for Literacy in 2021 with the Literacy Committee. Broader, more global changes to assessment processes are currently under discussion to be rolled out across more KLA's in 2021 which will lead to further developments in explicit teaching and Literacy.

Whilst the social restrictions of COVID 19 have restricted many student-centred activities, there have been opportunities to evaluate and reflect upon current initiatives as well as focus upon teacher development enhancing learning for students.

Numeracy

2019 saw the introduction of an intervention program designed for students who experience difficulties in numeracy called *QuickSmart*. The program provides a framework with short and targeted lesson components for teachers and SSOs to go through with their students. The aim of QuickSmart is to enable students to become automatic (quick) in their basic skills in order to move onto more complex problem-solving skills (smart). This year, students from Year 8 with difficulties in Mathematics were asked to take part in the program with various successes.

Year 9 and 10 students had the opportunity to compete in the Science and Engineering Challenge at the University of Wollongong. The challenges involved on the day focused around Science and Mathematics, where students use their skills to solve real-world problems. Holy Spirit College were division champions and invited to take part in the State Challenge held in Newcastle where the school placed 4th on the day.

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KLA Specific Activities implemented in 2020

Careers: 5 initiatives were implemented:

- Careers workshops Year 10
- Work Experience Week Year 11
- UOW Discovery Day Year 12
- ICAN Careers Expo Year 12
- Transition Planning Year 12

Creative Arts: 9 initiatives were implemented:

- College Band – Open Mornings
- Year 12 performance at Trivia Night
- Year 12 Graduation Mass - year 12 to perform?
- Musicians and Vocalists for College Assemblies
- Josephite Talent Showcase - Virtual Edition
- Year 12 Display Day for HSC 'Body of Works' for the College
- Years 9 and 10 'Senior Visual Arts Photography Display Day
- Adjustments of all programs to differentiate the curriculum according to the needs of our students e.g. Gifted and Talented educational strategies
- Year 10 Photography Display in College Resource Centre Terms 1 to 4

English: 15 initiatives were implemented:

- English ICAS Competition
- Hosted South Coast Public Speaking Competition
- Year 10 Extension English Class
- Literature Circles for students in Years 8, 9 and 10
- Weekly morning tutorials for English
- Woonona -Bulli and Corrimal Lions Youth of the Year competition
- Provision of Media Studies as a 100 Elective in Year 9
- Poetry in Action incursion - Year 7
- Implementation of Words Their Way in Year 7 and Year 8
- Targeted selection of texts to meet the interests and needs of students
- Stage 6 excursions - drama performances and HSC symposiums

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- Entry in the Whitlam Institute What Matters? writing competition
- Staff participation in English Teachers' Association webinar series and workshops in preparation for the new Stage 6 syllabus
- Provision of full range of levels in senior years including English as an Additional Language/ Dialect, English Studies, Standard English, Advanced English, Extension 1 English and Extension 2 English
- Opportunities in Public Speaking and Debating

HSIE: 19 initiatives were implemented:

- Australian History Mysteries Case Studies (Years 7-10 History)
- Geography in the News Quizzes (Years 7-10 Geography)
- Virtual Field Studies (Years 7-10 HSIE)
- Bellambi Beach and Local Community Studies (Year 8 Geography)
- Australian Securities Exchange Share Market Game (Year 9-10 Commerce & Year 11 Business Studies)
- Business Simulation Day and Planning (Years 9-10 Commerce)
- Food River Station Brand Muster Logo Competition (Year 9 Geography)
- Simpson Prize (Year 9 History)
- All My Own Work Program (Year 10 HSIE)
- University of Wollongong Business Incubator Program (Year 10 Commerce)
- Small Business Plan (Year 11 Business Studies)
- Mt Keira Fieldwork Excursion (Year 12 Geography)
- BlueScope Ltd Excursion (Year 12 Business Studies)
- Reserve Bank Zoom Lectures (Year 12 Economics)
- Ken Webb Lectures (Year 12 Modern and Extension History)
- Historiography Project (Year 12 History Extension)
- Personal Interest Project (Year 12 Society and Culture)
- Zoom Workshops and In-school Seminars (Year 12)
- ANZAC and Armistice Day Commemorations (All students)

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Languages: 17 initiatives were implemented:

- In-class extension for Year 7 students who have already studied languages and usage of Bloom's Enrichment Matrix: (Content/Analysis/Synthesis/ Evaluation/Product) in order to cater for students who possess a heightened level of interest in Languages
- Life Skills Immersion into Italian Language
- Online Interactive Language Tuition (Education Perfect, Duolingo, Hiragana apps)
- Origami lessons – Year 7 Japanese
- Calligraphy - Year 7 Japanese
- Setsubun Festival Mask making - Year 7 Japanese
- Carnevale Mask making - Year 7 Italian
- ATI Inc. Language Network Meetings
- Christmas Cards in Italian, French, Japanese
- Native Speaker of Japanese Tutor (M. Abel) - was engaged until the remote learning period.
- Introduction to Buddhism
- Food tasting experiences (all classes)
- Japanese anime drawing class
- Traditional Japanese kimono fitting
- Extended play with traditional Japanese toys
- Foreign film appreciation (all classes)
- Hiroshima Remembrance Day activities

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Maths: 9 initiatives were implemented:

- Mathematics Challenge for Young Australians run by the Australian Mathematics Trust
- Tutorial run before school on Thursdays
- A continued faculty focus on Differentiation and reading strategies to improve problem solving across all year groups and levels, with a specific focus on exam style questions.
- Run differentiated programs for Years 7, 8, 9 and 10
- Investigating Mathematics elective in Year 10
- Individualised thematic units for Life Skills students
- Staff participation in ongoing online workshops WINDSSM - Year 11 Maths Standard, Year 12 Maths Standard, Year 11 and 12 Mathematics Advanced, Year 11 and 12 Mathematics Extension 1 and Year 12 Mathematics Extension 2 to better prepare for the new senior Courses.
- A faculty focus on implementing Technology in the classroom to enhance student understanding.
- A continued faculty focus on Differentiation and reading strategies to improve problem solving across all year groups and levels, with a specific focus on exam style questions.

PDHPE: 9 initiatives were implemented:

- Students who demonstrate excellent skills in the practical units are encouraged to trial for the College's sporting teams which provide a pathway to possible Diocesan and NSW Combined Catholic Colleges Teams
- Students with significant skill development are often used as demonstrators, peer teachers, and/or referees in game play
- 8.1 PDHPE class this year consists of students who achieved an A in the majority of outcomes for PDHPE in Year 7. The aim was to extend them in both physical/theoretical aspects of the Year 8 course and provide above stage practical and theory enrichment
- Higher order questioning strategies in 9.1, 9.2 and 10.1, 10.2 PDHPE classes
- Students who have excelled in Stage 4 PDHPE are encouraged to select the extension elective course in Stage 5 – 'Physical Activity and Sports Studies'
- Stage 5 PDHPE high achievers are encouraged to select PDHPE Stage 6 courses
- Year 9 and 10 PASS students – assistance with field and track events at local Primary School Athletics Carnivals
- Year 11 and 12 PDHPE, Sport Lifestyle and Education students assist with junior PDHPE classes
- Years 7 to 10 PDHPE workbooks have a variety of differentiation activities to cater for all students

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Religious Education: 5 initiatives were implemented:

- Liturgies, Liturgical Preparation
- Leadership days including 'JJAM' the Josephite Leadership Program for the 2020 College Captains Youth Ministry Leaders - Training 'Live' Online Engagement Activities (Diocesan Youth Ministry Engagement Program)
- Reflection Days
- Year 9 and Year 10 Catholic Studies Enrichment classes
- 'Conversation with the Bishop' included year 12 student leaders.

Science: 13 initiatives were implemented:

- Use of LabQuest data loggers and sensing probes - Years 7 to 12
- Big Science Competition Year 7 - 10
- Development of skills with technology - data loggers, spreadsheets, databases, Google apps for education
- Year 7 Student Research Projects – Study water salinity of a local waterway
- Year 8 Student Research Project – Design a sustainable house
- Year 9 Student Research Project – Design and conduct an experiment that will test a hypothesis and answer a question
- Year 10 Student Research Project – How have developments in technology advanced our biological understanding?
- Year 11 Chemistry, Physics and Biology students encouraged to try out for the National Youth Science Forum.
- Stage 6 Biology, Chemistry, Physics students gained access to the HSC Study Lab website.
- Use of new STELR sustainable housing investigation kits in Year 8
- Environmental group
- Yr 12 EES online revision sessions facilitated by Australian Earth Science Education
- 5 Yr 12 students taking Science Extension.

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Support Department: 19 initiatives were implemented:

- Use of scribes for the Higher School Certificate examinations and Years 7 to 11 examinations
- Maintenance, replanting and development of Stage 6 garden in the Eastern Quad. Expansion of plant types and the planting of new vegetables
- Greenacres, House With No Steps, Flagstaff and Essential Employment and Training 'Taster Course' program for Stage 6 Life Skills students (SLES Program) for part of 2020.
- Years 10, 11 and 12 participation in Greenacres after school program
- Year 7 participation in Peer Support Program with mainstream Year 7, and Year 10
- SSO training in YARC Assessment and Implementation
- Year 7 Welcome barbecue attendance
- Participation in the Year 11 Retreat Day
- Life Skills student participation in MacqLit 'Reading Tutor Program'
- Life Skills participation in aspects of the QuickSmart program
- 'LIVE' Twilight retreat participation
- Post School Option program offered to all Stage 6 students
- Years 9 and 10 Life Skills students participation in mainstream elective subjects
- Extended Transition Program for Year 7 2021 Life Skills students
- Extended Transition Program for Year 7 2021 mainstream students with additional needs
- Greenacres Kickstart For Life Program
- School Leavers Employment Scheme (SLES)
- Participation in College Swimming Carnival
- Information Evenings

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TAS / VET: 13 initiatives were implemented:

- Nominations for VET Student of the Year – Illawarra region (Holy Spirit College students have taken out the VET Student of the Year in both Hospitality and Electrotechnology for 2019/2020)
- Expanded design briefs for selected students
- Wollongong Faculty of Engineering - NSW Senior High Schools Technology Competition
- Game Training' for Year 9 Information Software and Technology
- Stage 4 Graphics – extension perspective drawing tasks using Adobe Illustrator and SketchUp
- Stage 5 Marine and Aquaculture Technology – surfboard design unit
- Stage 5 Marine and Aquaculture Technology Lure construction and folio project
- Stage 5 Marine and Aquaculture Technology Fishing excursion to test lure prototypes
- Student Technology Panel Years 7 to 11 Wollongong CEO
- Year 12 Design & Technology / Industrial Technology Furniture display evening
- mBot construction and coding challenges
- Cardboard bridge research, design and build that will allow mBot to cross
- Micro Bits challenges in Stage 4 Digital & Information Technology and STEM

The Resource Centre: 11 initiatives were implemented:

- Creation of LearnPath guides to assist students and teachers with online resources
- Senior Research lessons.
- Reading assistance for students involved in the Macqlit program.
- Book talks for English classes year 7 -10.
- Assistance to students with their reading for pleasure choice.
- Coordination and assistance with the Premier's Reading Challenge.
- Homework afternoons.
- Book week and end of year recognition of avid readers
- Chess In-school activity.
- Book displays to assist with student topic areas, HSC research and study guides
- Coordination of All My Own Work including creating a LearnPath guide to assist teachers and students access relevant information.

Total of **150** opportunities provided in 2020

Compiled by Maria Silva Learning and Teaching Coordinator with the assistance of KLA/Support Department / Literacy & Numeracy & Resource Centre Coordinators

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