

Annual School Report

JOHN TERRY



RECTA SAPERE

2013



About This Report

John Therry Catholic High School, Rosemeadow is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

Further information about the school or this Report may be obtained by contacting the school:

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Principal: Karen Young
Date: 17th March 2014

Vision Statement

“To create a learning environment based on Catholic faith which empowers students and staff to achieve their potential as individuals in the wider community”

Message from Key School Bodies

Principal’s Message

Welcome to the 2013 Annual School Report of John Therry Catholic High School. Our school has continued to flourish with an emphasis on the four key areas of growth for our students being academic, social, spiritual and sporting. Our “Graduate Statement” has provided a means of measuring our progress towards these goals. John Therry Catholic High School has continued to embrace a reflective approach in 2013 extending a review of its policies and practices, surveying the community extensively on key issues and implementing a number of procedural and structural changes as a consequence.

Parent Involvement

Preservation of the heritage and Catholic traditions of the school is important to the Parent & Friends Association (P&F). The school was established out of the desire by Catholic parents to have a Catholic Co-educational school to which they could send their sons and daughters in Macarthur. During 2013, the P&F discussed many issues with the School and contributed substantially to the Catholicity and financial wellbeing of the school. The P&F expenditure of levy funds for 2013 \$38 229 was again deferred until 2014 to assist in the future construction of a school covered area for sport. P&F funds unspent now total: \$116 889. P&F consultation forums were held each term following each working bee.

Parents and Friends Association

Student Leadership

The John Therry student leadership team in 2013 consisted of Year 12 leaders: 2 Captains, 2 Vice-Captains, 8 House Captains and 14 SSSA Captains: Spiritual(2), Academic (2), Sporting (2), Social(8: Social Inclusion, Stewardship/Environmental, Creative Arts, Peer Mentorship) while a team of 29 students from years 7-11 served as the Student Representative Council (SRC). The SRC met fortnightly, wherein issues that concern the student body were raised, as well as the management of charity work and school events. All students from years 10, 11 and 12 have roles as Peer Mentors in the vertical Learning Group structures. House Cup points are gathered from merits gained from all aspects of school life: spiritual, academic, social and sporting. A Bronze, Silver, Gold and Gold Medallion personal student level system encourages strong school connectedness and personal excellence. John Therry Week showcases the

Sporting and Social life of the school while Champagnat Week has a whole school focus on the Spiritual and Academic life of the school with particular emphasis on Marist values.

School Leaders

School Profile

School Context

John Therry Catholic High School was established in 1981 to serve the large number of Parishes in the surrounding area. Although a Diocesan high school, the school's founding Principal was a Marist Brother. It is currently a six stream, comprehensive Catholic high school drawing its students from all educational sectors. Students enrol from over 25 different State primary schools but predominantly the students enrol from the Parishes of Our Lady Help of Christians, Rosemeadow, St John's Campbelltown and St Thomas More, Ruse. A number of students come from further outlying areas such as St Anthony's, Picton, St Paul's Camden, Appin and St Aloysius, The Oaks. Students come from a diverse ethnic background, and the school has an inclusive attitude for all students, as evidenced by such initiatives as the Stage 4, 5 & 6 Life skills classes. The school has a strong Catholic and social justice ethos and works with the Parish Priests and the community to develop and enhance student spirituality.

John Therry is a Catholic Systemic co-educational secondary school located in Rosemeadow. The school caters for students in years 7-12 and has a current enrolment of 938 students.

Student Enrolments

2013 Enrolments	
Boys	501
Girls	437
Total	938
Indigenous	46
LBOTE	263

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.jtchsdown.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Year 7	93.4	93.1
Year 8	91.3	92.8
Year 9	91.7	90.8
Year 10	89.4	91.5
Year 11	92.8	92.3
Year 12	90.7	92.5
Whole school	91.5	92.2

Management of Student Non Attendance

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

Daily roll marking in vertical Learning Groups is ratified by class roll marking each lesson. Late students and early leavers register details at the Student Office. Daily Absence Notifications are posted on noticeboards and distributed electronically to all staff for reference. Parents are contacted by phone where absences exceed 3 consecutive days without explanation. A weekly summary sheet of lateness, early leavers, explained and unexplained absences is distributed to the pastoral team for follow up. Parents are phoned, e-mailed or contacted by letter. Registered letters are sent to the last known address if a student leaves the school without notification and parent contact cannot be made to verify student's school attendance. All attendance records are registered and maintained through the electronic database SAS2000. All roll marking, attendance records and procedures are in compliance with the Catholic Education Office Student Attendance Guidelines and Procedures (Nov 2012).

Student Retention Rate

Year 10 Total Enrolment 2011	170
Year 12 Enrolment at Census Date remaining in Year 12 at end 2013	135
Actual Retention Rate (%)	79%

Student Attainment in Senior Years

Years 11 - 12 2013	
% of students undertaking vocational training or training in a trade during Years 11 and 12	76%
% of students who have completed at least one (1) VET course	54%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2013	Year 10	Year 11	Year 12
No of School Leavers	11	19	137
University	0	0	80
TAFE/Tertiary	4	11	40
Employment	2	2	12
Other School	5	3	1
Other/Unknown	0	3	4

Staffing Profile

There are a total of 69 teachers and 20 support staff at John Therry Catholic High School. This number includes 52 full-time, 17 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

**Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 95.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 90%.

Professional Learning

During 2013, John Therry Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. John Therry Catholic High School whole school development days involving 69 teachers and 20 Support staff.

These days focused on:

- Administration (start of new school year) and WH&S (CPR & First Aid training);
- Data analysis, improving student outcomes and curriculum development;
- Staff Spirituality – Marist retreat at the Hermitage in Mittagong;
- Pastoral Care, Professional Development, Planning and Review (PDPR) & CEO Compliance; and
- School Review and Improvement (SRI).

B. Other professional learning activities provided at school level including CEO run courses are broken into six main areas:

Religious Education, Catholic Life and Culture:

- Marist Footsteps Programs (2 staff);
- Marist Staff Induction (5 staff);
- Marist Next Generation (2 staff);
- Marist Immersion Workshops (1 staff);
- Marist Forum (1 staff);
- Marist Contemplative Retreat (1 staff);
- Marist Schools Conference (3 staff);
- REC/Liturgy & Social Justice Networks (3 staff);
- Australian Catholic Youth Festival (3 staff);
- Liturgical Ministries Training (1 staff);
- Lamplighters (4 staff);
- A Light for the World (1 staff);
- e-Learning Conference Gospel Mark (3 staff);
- Shining Lights (4 staff); and
- Religious Literacy (3 staff).

Curriculum:

- Implementing Australian Curriculum (4 staff);
- National Partnerships (12 staff);
- Year 7 Transition Program (4 staff);
- Unpacking HSC Results (3 staff);
- Collaborative Classrooms (3 staff);
- VET Hospitality Training (2 staff);
- Thinking & Learning Conference (2 staff);
- Record of School Achievement (RoSA) (4 staff);
- Literacy/Numeracy (14 staff);
- Visible Learning (LEAP) Conference (9 staff);
- Subject Specific PD for Stage 6 (17 staff);
- Subject Specific PD for Stage 5 (10 staff); and
- Subject Specific PD for Stage 4 (6 staff).

Pastoral Care:

- Senior First Aid (64 staff);
- Safe Partying (4 staff);
- Careers (1 staff);
- Bullying Conference (1 staff);
- Mental Health First Aid (1 staff);
- eSmart (8 staff);
- Technology (ICLT): eSmart (8 staff);
- Cyberbullying (2 staff);
- Web Authoring (2 staff); and
- iPads (6).

Leadership & Administration:

- Managing Staff & Performance (1 staff);
- Leadership Conference (4 staff);
- Timetabling (2 staff);
- School Law Seminar (1 staff);
- PHRIS Training (3 staff); and
- Growth Coaching (18).

Indigenous Ed:

- Indigenous Art (1 staff);
- Closing the Gap Festival (2 staff);
- Diocesan Indigenous Committee (1 staff);
- Memorial Ceremony for Dharawal People Killed in the Massacre of 1816 (1 staff); and
- Sorry Day (2).

School based expenditure on professional learning in 2013 was \$41 483.34. This expenditure by the school averages \$665 per teacher. This is in addition to expenditure of \$50 056 on professional learning opportunities surrounding the National Partnership Project. Additional support was offered in Key Learning Areas (KLA) based release time for program review and assessment task re-development. Middle leader points were converted to casual release time of 96 days in order to facilitate these planning days and also the casual costs associated with professional development, project support and in-service attendance.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$603.

Catholic Life & Religious Education

Priorities for students in 2013

Priorities for students were:

- Regular community celebration of our Catholic faith through liturgy;
- Strengthening their sense of belonging to the global Marist community;
- Deepening an understanding of relationships with self, others and God; and,
- Knowing, understanding and applying the Catholic faith and developing religious literacy.

Highlights in 2013

The Highlights in the area of Catholic life and Religious Education in 2013 were:

- Two teachers accompanied by the principal attending Catholic World Youth Day in Brazil. Five students and two teachers attending the Catholic Youth Festival in Melbourne;
- Strengthening our sense of the Marist charism and belonging to the Marist family. This was evidenced by the daily school involvement of two Brothers. Many staff and students have been involved in Marist events and programs. All staff attended the Hermitage at Mittagong for the Marist staff spirituality program;
- Increased numbers of students training and acting as Catechist helpers in the local Public school;
- Strengthening our commitment to Catholic organisations such as Caritas and St Vincent de Paul. John Therry attended the Diocesan launch of Project compassion, the Just Leadership Day and donated generously to Caritas and Vinnies. Celebrating the achievements of students through special liturgies to mark key milestones such as Year 12 Graduation and the Final Mass for the school year;
- Students participated in the Corpus Christi Procession with the Parish of OLHC, Rosemeadow and the Annual Catholic Club Mass. John Therry hosted the Conversations with the Bishop, a gathering of Year 12 students with Bishop Peter Ingham; and,

- Retreat and reflection days based on programs which are developed to suit the age and stage of all students.

Social Justice Report

Social Justice and community activity in 2013 included:

- Involvement at the Diocesan Caritas Just Leadership Day;
- John Therry Knitting Group and the donation of hand-made blankets to the Nagle Centre;
- Over 80 Participants in the Macarthur 24Hour Walk Against Cancer;
- St Vincent de Paul Winter Appeal and Winter Sleep Out;
- Staff attending the CEO Big Chill Out;
- St Vincent de Paul Christmas luncheon;
- Visits to the local Nursing Home; and,
- Assistant Principal went on an immersion to Santa Theresa (NT).

Social Justice action was accompanied by generous donations:

- Caritas Australia, Project Compassion: \$3 860.55;
- St Vincent de Paul Society: \$1 472.55;
- Macarthur 24 Hour Walk Against Cancer: \$815;
- Big Morning Tea: \$189.95;
- Leukaemia Council: \$634.20;
- Marist in the Asia Pacific (MAPS) \$418.95; and,
- Cancer Council: \$419.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of 128 Year 8 students who sat the Religious Literacy Assessment (Part A) on 20 August 2013 and 133 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Early Christian Communities* and undertaken during Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of key areas of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of the early Christian communities; and
- ability to apply Catholic ethical teachings.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- demonstrate their knowledge and understanding of the Setting of the Gospels.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge.

For Part A, 7.60% of students were placed in the developing level, 87.50% in the achieving level and 4.80 % were in the extending level.

For Part B, 22% of students were placed in the developing level, 60.90 % in the achieving level and 17.20% were in the extending level.

Combining Parts A and B, 11% of students were placed in the developing level, 79.70% in the achieving level and 9.2% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2013:

- **Key Area 1 - Catholic Life and Religious Education**

- 1.3 Catholic Life and Culture

- To develop a strong staff Spirituality and to consolidate an authentic Catholic school in the Marist tradition

- **Key Area 2 - Students and their Learning**

- 2.1 Educational Potential

- To introduce systems throughout the school that focus all on learning. These systems should increase accountability, be measurable and provide feedback to all parties. They should lead to improved learning outcomes for all students.

- **Key Area 3 – Pedagogy**

- 3.1 Curriculum Provision

- Develop a student centred, well-resourced educational plan which provides a dynamic, relevant, challenging, engaging curriculum and co-curriculum. Prior learning should be acknowledged and students should make informed decisions.

- 3.7 Professional Learning

- Develop an effective culture of ongoing learning and improvement, characterised by team learning and community engagement. Investment in staff Professional Development is

evident and staff take responsibility for their own learning.

- **Key Area 5 - Resources, Finance and Facilities**

- 5.2 Use of Resources and Space

- To develop a 20 year Master Plan that sets out sustainable future development to best meet the learning needs of students and the ongoing needs of the school.

School Review and Improvement components to be reviewed and rated in 2014:

In its second SRI Cycle the school is focussing on review of current policies and procedures; evaluation of effectiveness of learning and teaching strategies through analysis of evidence; consolidation of successful practices. The purpose of this work is the improvement of student outcomes.

- **Key Area 1 - Catholic Life and Religious Education**

- 1.2 Religious Education

- Review the Religious Education Curriculum.

- Consolidate the integrated RE/Pastoral plan

- **Key Area 2 - Students and their Learning**

- 2.1 Rights and Responsibilities

- Discern with staff and students, the behaviours and habits which facilitate effective learning and contribute to improved student outcomes.

- **Key Area 3 – Pedagogy**

- 3.4 Planning, programming and evaluation

- Implement the Australian Curriculum as directed by BOSTES

- Implement the Diocesan Numeracy Pilot program for Year 7

- **Key Area 4 - Human resources, Leadership and Management**

- 4.3 An ethical workplace culture

- Raise awareness of the Diocesan Code of Conduct and review school policies and procedures in order to ensure they reflect current CEO policy updates on Infopoint.

- Employ Growth Coaching methodology in PDPR for all staff

- **Key Area 5 - Resources, Finance and Facilities**

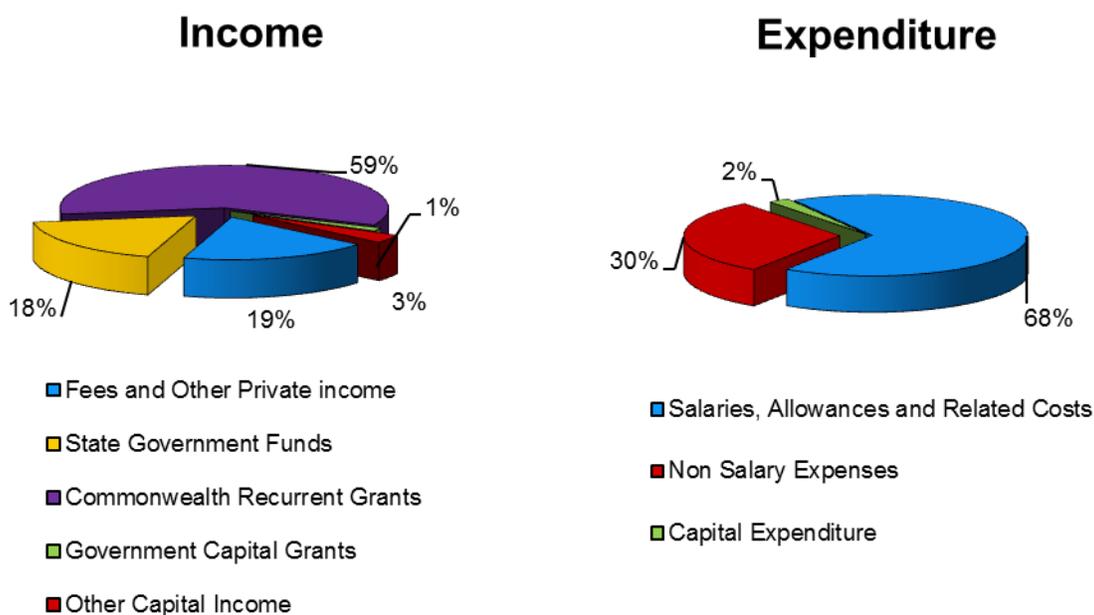
- 5.3 Environmental stewardship

- Raise awareness in staff and students to the concept of Stewardship in the catholic context.

Financial Summary

School improvement costs were significant in 2013: maintenance and grounds \$38 819; furniture \$29 515; mowing \$25 360 and cleaners \$34 044. Utilities such as Electricity \$94 744, Rates & Waste \$20 846, Water \$19 154 continue to increase with Insurance \$116 769. The ongoing costs in running a large organisation such as a high school and the maintenance of school buildings are significant. In 2013, \$121 194 was spent on maintenance. School fees assist greatly in supporting the projects across the school and providing the service our students need. Parents are continuing to support the school at working bees which reduce costs for garden maintenance in particular. Technology expenses include items such as: equipment \$60 904, consumables and software \$31 323, maintenance and repairs to laptops \$9 442, infrastructure installation and maintenance \$5 564.

The following graphs reflect the aggregated income and expenditure for John Therry Catholic High School, Rosemeadow for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

One major achievement for the Pastoral Team in 2013 was the attainment of our eSmart accreditation. This has been a sustained, collaborative project, which the committee has worked on over the past two years. John Therry was one of the first schools in NSW to achieve this status. This accreditation sets our school apart as one that actively endeavours to teach our students responsible and safe use of technology, modelling this practice through our pedagogy and policies. The accreditation was celebrated at an assembly that launched 'eSmart week' in term 4 2013. eSmart week involved a range of initiatives that actively promote positive digital citizenship. The committee will continue into 2014 as it works towards the final level in the process, sustainability.

The House Cup competition provides every student with the opportunity to contribute and earn house points, by participating in school events and showcasing their talents and gifts. The events that are associated with the House Cup competition in the school are mapped according to the five dimensions of school life, including: Academic, Spiritual, Social, Sporting, School Life & Learning. The House Cup continues to have a formative influence on the positive and collaborative culture of the John Therry community and is an excellent example of student leadership at John Therry, being facilitated solely by the House Captains who drive the competition and actively motivate the students in their Houses to engage in all areas of the John Therry Community. Inextricably linked to the House Cup is our student level system. In 2013 we continued to look for ways to positively motivate and engage students into all aspects of school life. One way that students actively do that is by moving up through our student level system. One of our graduating students in year 12 achieved the newly named 'Diamond' level, achieving Gold Medallion level twice over her six years at John Therry.

The Senior Leadership Team has been the driving force of many initiatives in the life of John Therry Catholic High School. They have encouraged participation in all areas of school life and have been a core group of students that could be relied upon to exemplify the school's graduate outcomes. The structure of the Senior Leadership Team has allowed the students to take ownership of certain areas of school life, with the Executive seeing the importance of creating extra positions for the 2013-2014 leaders. The inclusion of two extra Vice-Captains has allowed the SRC to have leaders that are specifically in charge of junior leadership and another set of Vice Captains who are responsible for the 'Promotions and Media' aspect of school life. There was also seen the need to create a Marist Spirituality role which meant that the students are able to respond to the Marist charism. In 2013 the Pastoral Team continued its focus on consolidating our Marist identity and connections. The Student Leadership Team was guided through a Marist induction that helped them understand what it meant to be a servant leader within a Marist community. The induction gave each student a greater understanding and respect for their roles and further opportunities to live out the Marist values in their work. The Student Representative Council has been encouraged to become more involved in representing their year group in a positive and affirming way. They were

challenged to engage in an application process that was reflective of their involvement at John Therry Catholic High School in all areas of school life and to participate in an interview process with a Pastoral Coordinator and Senior Leader. The Senior Leaders were given the opportunity to be part of appointing the SRC as they would essentially be the team that they would be able to use to foster encouragement and disseminate information to the younger year groups. The Student Representative Council met with the School Captains and Vice Captains on a fortnightly basis, where they could generate ideas and discuss their year group's participation in the life of the school.

The Religious Education and Pastoral Planning Document was further expanded in 2013. Year Coordinators used the information from this document to carry out explicit planning for their year groups that aligned with the pastoral and scriptural focus areas that were identified in the document. Year Coordinators composed and registered their Pastoral Plans using a Google Doc that was accessible to the school Executive and Pastoral Team. This process streamlined the planning and allowed for greater teamwork and collaboration between each staff member working specifically in Pastoral Care. It has also streamlined planning processes for 2014, with each Year Coordinator able to access the resources and strategies implemented by the previous Year Coordinator.

The student management database, Sentral, continued to be a valuable tool for use within the school community this year. Within the area of welfare, it provided readily available data for all staff to gain an insight into some of the concerns that students were experiencing, allowing the Pastoral Team to put in place the most appropriate interventions. It has also provided staff with information to allow them to recognise consistently high levels of achievement and has given the Year Coordinators opportunities to celebrate those successes with both students and parents.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2013.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

In 2013, learning and teaching strategies and experiences have been continually reviewed to improve our NAPLAN, ESSA and HSC results. There has been close analysis of student progress through the use of data such as NAPLAN, ESSA and HSC results. Much of the focus for professional development has been teaching methodology, visible learning initiatives and on the expansion of personalised digital learning at John Therry with the 1:1 laptop program for all students and the implementation of the iPad program in 2013.

In 2013, Literacy intervention programs were again implemented in Years 7-10 and evaluated following the NAPLAN examinations. Numeracy intervention also ran concurrently with the literacy program. ICT/Literacy initiatives were developed by all Key Learning Area (KLA) and included the development of a bibliography pro-forma for use by all students. KLA tutorials also continued in 2013 after school as part of the homework club. Vertical learning groups provided the opportunity for greater peer mentoring in learning each week. The homework policy was updated and the online study skills program (ELES) was made available to the whole school community on the school website.

National Partnerships

John Therry Catholic High School participated in the *Teacher Quality Principal Professional Learning National Partnership Agreement*. This provided the opportunity to focus on a range of initiatives designed to support the implementation of the Australian Institute for Teaching and School Leadership's (AITSL) *Australian Teacher Performance and Development Framework*. As a participating school the initiatives included:

- Middle Leader development
- Review and re-development of Professional Development Planning & Review (PDPR) for middle leaders and teachers using AITSL standards & Diocesan Learning & Teaching Framework (DLTF)
- Growth Coaching training for middle leaders
- Implementing Professional Learning Communities (PLC).

Curriculum and Pedagogy

In Stage 6, the 2013 HSC cohort achieved some strong individual and course results. There were 135 students who sat HSC examinations of which 25 students achieved an ATAR in excess of 80. The school Dux achieved an ATAR of 99.4. The school had two students in the All Rounder list which recognises students who have been placed on the Distinguished Achievers List for courses totalling 10 or more units. The School also had 46 mentions on the Distinguished Achievers lists while there were also 158 Band 5's achieved in the examinations. Graduating students were offered degree courses from universities throughout the state. There were 13 individual subjects which achieved results above the state averages. Of

particular note, were examination results in Visual Arts, English Extension 2, Ancient History, Music 1, Entertainment and Studies of Religion II. One Visual Arts student had her Major work accepted for the ARTEXPRESS exhibition at the Art Gallery of NSW in 2014. Two of our accelerated students finished with this year's Year 12 group.

In Year 7 and 9, students participated strongly in NAPLAN and Year 9 engaged in a series of short courses that are skills based and designed to maximise students' engagement. Focus areas have included Financial Literacy, Rock and Water, Sustainable Living, Mentoring, Leadership and Study Skills. These short course programs will continue in 2014 to enhance students' literacy and numeracy skills in a variety of contexts.

In Stage 4, the strong emphasis on explicit teaching of the foundational skills of Information & Communication Literacy Technologies (ICLT) has supported the classroom curriculum. This integrated cross-curricular approach has been further strengthened by an inquiry-based rotational short course program that systematically and explicitly addressed the ethical, efficient and effective use of mobile technologies.

Assessment and reporting

The school uses a variety of assessment and reporting strategies at key points in the learning and teaching framework. The school's assessment policy includes formative assessment (assessment for learning) to monitor student learning and to inform effective learning and teaching strategies as well as summative assessment (assessment of learning) to evaluate student learning. Formal assessment and semester exams as well as teacher observation, portfolios, projects and presentations are some of the ways student progress was assessed. Mid-point checks for formal assessment ensures students stay on task and the quality of work is high. Tasks were varied and catered to the diverse learning needs of the students. Pre-tests and Post-tests for units of work ensured the learning and teaching was specified, directed and effective. The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) for purposes of diagnosing individual learning needs and reviewing whole class teaching programs.

Information on student progress was communicated on a regular basis and through Interim Reports (for Years 7 and Preliminary HSC) and Semester Reports. External assessment results were discussed with parents on an individual basis. Parent Information Evenings and Parent-Teacher Meetings provided a formal platform for discussion of student progress.

Technology supporting learning

The integration of personalised technology as a tool for learning and teaching continued to evolve as the 1:1 program moved towards an iPad program. Personal iPads for each staff member as well as access to a breadth of technology at the school saw progress in technology supporting learning. Professional Development of staff on the effective use of technology in the classroom involved in-house and external in-services, including the Catholic Education Office supported video conferences and PD opportunities. Spotlights on innovative teaching

practices in an iPad environment were shared at staff meetings and staff development days. Years 7 & 9 students with their parents participated in boot camps to facilitate transition into the use of iPads as a learning tool.

Literacy strategies

Consolidation of Literacy as a key competency across all Key Learning Areas was emphasised with programs of work reflecting effective literacy strategies. In 2013 the focussed Literacy lessons for Stage 4 students and Literacy intervention for students in Stages 4 & 5 continued and the success of these interventions was seen in the improved NAPLAN results.

Numeracy strategies

The drive for Numeracy as a key competency across all Key Learning Areas was accentuated with programs of work reflecting effective numeracy strategies. The Numeracy Program for Stage 4 students supported the explicit teaching of concepts in the Mathematics classrooms. Once again in 2013, John Therry celebrated National Literacy & Numeracy Week - showcasing and rewarding achievements, providing experiences and workshops creating a climate of challenge and fun in which quizzes and competitions engaged students across all stages in an authentic way, testing their literacy and numeracy skills.

In addition to the academic development of every student, opportunities were provided for students to connect to the community and the natural world. Harmony Day, John Therry Week, 'Clean up Australia' day, Champagnat Week were celebrated with enthusiasm. These celebrations were supported with a Sustainability course in Year 9 and the Year 11 stewardship program.

Meeting the needs of all students

Throughout 2013, we have implemented significant changes to the learning and teaching and pastoral care structures across all stages to support the development of our future graduates and to more effectively respond to our learners' diversity of needs. The diverse needs of our students have been catered for through a variety of initiatives and within a variety of learning environments. These included differentiated learning in mixed ability classrooms, the continuation of Stage 5 short courses where we also incorporated Peer support, Leadership course and Study skills activities in rotation during term 1. We continued the expansion of individual programs of study/remediation to support students with significant literacy and numeracy skill development needs, as well as the extended access of Life Skills outcomes and content across all stages. We have continued the KLA tutorial time after school this year and this has been an opportunity for students to have the expertise of the KLA Coordinators and teaching staff especially with assistance in homework and assessment tasks. Year 11 and Year 12 had supervised study in both the library and in study lines and this facilitated sound study practices and an opportunity for staff input on the needs of our students preparing for the HSC. All of these initiatives have been planned and implemented within a data evidenced process to maximise effectiveness and best use of school resources. A technology rich

approach to learning and teaching particularly in 1:1 classrooms and the movement towards an iPad environment has enhanced student engagement with their learning.

Gifted Education

Our Gifted and Talented program has been enhanced with the Diocesan Gifted and Talent network and its frameworks have been incorporated into programming and planning. The use of AGAT testing for identification of gifted students took place in 2013 for Year 7 and Year 10 students as well as teacher identified students being targeted within each KLA. Enrichment opportunities for gifted students included: the Year 10 Science Fair, participation in the UOW Learning Labs program and the ICAS tests. The Catholic Education Office, Diocese of Wollongong, initiated Year 7 and 8 Spliced program took place at John Therry and two of our students won the prize as “spectacular splicers”. Our students once again took advantage of a wide variety of external competitions across the Key Learning Areas: English, Poetry, Short Story, Science, Geography, Computing Skills and Mathematics Competitions. These competitions allowed students to demonstrate high levels of competence. We participated and had success with: the F1 Car Challenge, UWS Young Writers' Day, the UWS Young Writer of the Year, the Write4fun Competition, One Line Horror Story Competition and were the State winners in the 2013 ANZAC Schools Project for the second year in a row.

Indigenous Student Support

In 2013 the school shared an Aboriginal Education Assistant (AEA) with other Diocesan schools to support the Indigenous students in our school with experiences of culture and support in accessing the curriculum. A priority was to improve parent contact.

Special Education needs

Once again the Satellite Stage 6 Life skills program in conjunction with Mater Dei Special School continued to provide many reciprocal learning opportunities for both Satellite and other students. The successful inclusion of Satellite students remains a strongly supported initiative.

Expanding Learning Opportunities:

In 2013, the school continued to implement its project, *Leaders Transforming Learning and Learners (LTLL)* in partnership with the Australian Catholic University. The approach was to develop in each of the students the attributes and values of the ideal John Therry Graduate. An annual review was done with all staff in order to determine current opportunities for the development of the *John Therry Graduate* in a continuum across years 7 to 12 in all aspects of school life.

Debating

In debating and public speaking, our students participated in the Rostrum Voice of Youth, the Lion's Club Youth of the Year Quest and the Plain English Speaking competition. Our junior

students participated in the MISA debating competition. An Inter-House debating competition across Years 7 to 10 was held in 2013. Students also participated in the State-wide Mock Trials.

Sport

In sport, John Therry continued its involvement in the Macarthur Independent Schools Association sport competition (MISA), at Diocesan, State, National and International levels in various disciplines including cricket, baseball, softball, swimming, athletics, cross country, rugby league, rugby union, touch football, Oz tag, soccer, futsal, basketball, netball, hockey, volleyball, golf, tennis and wheelchair tennis. John Therry participated in the Marist Basketball competition in 2013 and other local competitions such as Berg Shield and Downie Shield for cricket, Bill Turner Cup for soccer and Arrive Alive for rugby league. Students also participated in a variety of leisure sports such as cheer leading, dance exercise, aerobics, zumba and martial arts. The PDHPE faculty coordinated the use of the school's gymnasium to be used for weights training by senior students before school.

Vocational Education and Training (VET)

Students completed the following VET courses in 2013: Construction (25 in year 11 & 15 in Year 12); Hospitality (40 in year 11 & 26 in Year 12); Information Technology (11 in Year 11 & 11 in Year 12); Business Services (18 in Year 11 and 3 in Year 12); Entertainment (13 in Year 11 & 10 in Year 12); Sport Fitness and Recreation (22 in Year 11 & 8 in Year 12). Students (11) completed TVET courses in Tourism, Community Services, Metals & Engineering, Animal Studies, and Community Recreation.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. John Therry students achieved sound results in NAPLAN. In Overall Literacy 88.5% of Year 7 students and 88.3% of Year 9 students achieved results in bands that were above or met the national minimum standard. In Numeracy, 98% of Year 7 students and 88% of Year 9 students achieved results in bands that were above or met the national minimum standard. A

smaller group of students were identified with specific literacy needs and these students received additional, intensive literacy intervention which supplements the standard literacy lessons. In both literacy and numeracy, selected senior students have been identified and trained to implement a program with younger students to support their literacy and numeracy needs.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assessed aspects of Literacy and Numeracy in Years 7 and 9. It provided valuable information about student achievements in Literacy and Numeracy. Analysis of the results was used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2013: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	30%	56%	14%	27%	62%	11%
	National	17%	56%	26%	22%	54%	25%
Writing	School	43%	43%	14%	43%	47%	10%
	National	26%	55%	18%	37%	44%	19%
Spelling	School	20%	54%	27%	21%	65%	14%
	National	15%	52%	34%	17%	58%	25%
Grammar & Punctuation	School	35%	43%	22%	40%	45%	14%
	National	22%	49%	27%	26%	52%	23%
Numeracy	School	28%	61%	11%	31%	58%	10%
	National	18%	54%	27%	25%	45%	30%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2013: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	95%	94%
	National	96%	94%
Writing	School	83%	82%
	National	91%	83%
Spelling	School	92%	92%
	National	95%	93%
Grammar & Punctuation	School	84%	85%
	National	92%	89%
Numeracy	School	98%	88%
	National	95%	91%

Record of School Achievement

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

The RoSA was granted to 20 students in 2013.

Higher School Certificate

The HSC results continued to show an improvement. The comparative performance over time shows the 2013 HSC results as an improvement over the 2011 HSC results in 10 of the 13 courses studied at John Therry (and all 7 Diocesan schools) and in 7 of the 13 over the period 2010 to 2013. The Band Performance in the 13 courses studied at John Therry (and all 7 Diocesan schools), students in 4 subject areas- English (Standard), Mathematics, Business Studies & Community & Family Studies gained a higher percentage of Band 5s and Band 6s than the state, students in 10 subject areas -English (Standard & Advanced), General Mathematics, Mathematics, Biology, Ancient History, Legal Studies, Studies of Religion 1, PDHPE & Hospitality gained a higher percentage of Band 3s and Band 4s than the state and students in 8 subject areas- English (Standard & Advanced), Mathematics, Legal Studies, Studies of Religion 1, PDHPE & Hospitality gained a lower percentage of Band 1s & 2s than the state. The student achievement (mean performance) was greater than the state in 6 subject areas, the highest being in Ancient History. The improved learning and teaching strategies supported by the Homework Club, the after-school tutorials, study days, networking with high achieving schools and faculties have all advanced the improved results.

The Higher School Certificate is reported according to a standards-referenced approach. The results for all 2 unit courses are reported as a percentage, referenced to standards with a mark of 50 representing minimum standard. Achievement is also reported in Bands 1 to 6 with Band 1 representing below *minimum* standard. For 1 unit or extension courses marks are reported out of 50. The following courses represent those that have been studied in all 7 Diocesan schools and that have a Diocesan candidature greater than 100. Hospitality has also been included as the highest candidature of all VET courses and is based on the examination mark only.

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	21.54	78.47	0.00
	State	20.96	72.18	6.87
English (Advanced)	School	0.00	56.86	43.13
	State	1.51	45.40	53.08
General Mathematics	School	26.51	60.24	12.04
	State	23.70	55.14	21.16
Mathematics	School	5.88	82.36	11.76
	State	7.32	43.23	49.46
Biology	School	9.09	72.72	18.18
	State	8.10	58.77	33.13
Ancient History	School	8.33	25.00	66.66
	State	16.16	49.14	34.69
Business Studies	School	17.86	53.58	28.57
	State	11.42	53.39	35.19
Legal Studies	School	4.17	54.17	41.67
	State	11.08	45.97	42.94
Studies of Religion I	School	12.50	69.65	17.86
	State	5.91	45.47	48.62
Design and Technology	School	5.26	68.42	26.32
	State	2.88	59.94	37.19
Community and Family Studies	School	5.88	52.94	41.18
	State	10.41	55.44	34.14
Personal Dev, Health and Physical Education	School	21.05	60.53	18.42
	State	17.10	54.32	28.58
Hospitality	School	0.00	55.00	45.00
	State	3.30	61.66	35.03

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	65	65.48	65.48
English (Advanced)	51	78.08	79.06
General Mathematics	82	64.61	67.46
Mathematics	17	71.04	77.39
Biology	33	71.51	73.99
Ancient History	12	77.20	71.98
Business Studies	28	68.06	73.63
Legal Studies	24	75.60	75.00
Studies of Religion I	56	34.80	38.16
Design and Technology	19	71.42	76.10
Community and Family Studies	17	75.01	73.50
Personal Dev, Health and Physical Education	38	68.61	70.98
Hospitality	20	77.49	75.68

Comparative Performance over Time

School Performance (%)	2011	2012	2013
English (Standard)	66.17	72.23	65.48
English (Advanced)	73.95	77.06	78.08
General Mathematics	64.83	66.52	64.61
Mathematics	64.30	79.05	71.04
Biology	68.56	68.78	71.51
Ancient History	70.28	63.65	77.20
Business Studies	71.10	76.63	68.06
Legal Studies	74.76	74.62	75.60
Studies of Religion I	36.27	35.92	34.80
Design and Technology	NS	77.55	71.42
Community and Family Studies	78.04	81.05	75.01
Personal Dev, Health and Physical Education	70.88	74.05	68.61
Hospitality	77.07	79.01	77.49

Parent, Student and Staff Satisfaction

An expanded satisfaction survey addressing a broad range of areas was made available electronically to all Parents, Students and Staff. 436 responses from Students (Years 7 to 12) were received.

Student concerns diminished across all areas in 2013 with satisfaction with John Therry 93%, engagement 94% (opportunities to grow and learn) and general wellbeing 91% (encouraged to achieve personal bests) showing marked improvements in percentages except in complaints handling where students understanding of where to seek support dropped from 83% to 73%. This matter will be further investigated. Very positive results were evident in incidences of Cyber safety with only 19% reporting cyber bullying was a concern to them. 29% of students reported problems with harassment or bullying in 2013. 90% of students reported they felt safe at school. The impact of the e-Smart program appears evident in these results. The Homework club after school was accessed by 52% of students.

All Staff were encouraged to respond. We received 46 responses from Staff in 2013. 15% of the responses continue to identify students' lack of understanding of their responsibilities as an area for further development, all other areas such as the Catholic Tradition, learning outcomes, student safety and parent involvement showed positive responses in excess of 92%.

Although all parents were distributed the survey electronically and additional opportunities at Parent Teacher interviews were offered, only 42 responses were received. However, most areas were positive. 17% of parents identified a need for better communication in relation to their child's progress and 12% in relation to school events. There was general satisfaction 90% -100% in areas such as Catholicity, learning outcomes, preparation for future employment, extra-curriculum offerings and staff interest in their child's welfare.

In general, results of the survey were positive. School initiatives such as the e-smart committee and Smart Technology policy will continue in 2014. A tightening of procedures in relation to student management to ensure a more consistent implementation by all staff will be a priority for 2014. Complaints handling procedures for students and parents will be reviewed to ensure all members of the school community are well informed of the procedures and have easy access to the process. Parent communication will be improved through the electronic distribution of weekly newsletter (emailed weekly), improvements to the website as well as additional phone calls in relation to student underachievement. Introduction of additional Information nights and the use of SMS to communicate student absence and lateness will be introduced in 2014.

