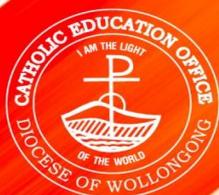


# Annual School Report

2014



## About This Report

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John Therry Catholic High School, Rosemeadow is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) 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 Action Plans.

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 BOSTES NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

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

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**Principal:** Karen Young  
**Date:** 25 March 2015

## **Vision Statement**

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*“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**

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### ***Principal’s Message***

Welcome to the 2014 Annual School Report of John Therry Catholic High School. The school has continued to flourish with an emphasis on the four key areas of growth for students, being; academic, social, spiritual and sporting. The school’s “Graduate Statement” has provided a means of measuring the school’s progress towards these goals. John Therry Catholic High School has continued to embrace a reflective approach in 2014 continuing 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 Parents’ & Friends’ Association (P&F). The school was established out of the desire by Catholic parents to have a Catholic Co-educational school in Macarthur. During 2014, parents 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 2014 included \$53,100 which was again deferred until 2015 to assist in the future construction of a school covered area for sport. P&F funds unspent now total: \$156,153. P&F consultation forums were held each term following each working bee.

*Parents and Friends Association, President*

### ***Student Leadership***

The John Therry student leadership team in 2014 consisted of Year 12 leaders: 2 Captains, 4 Vice-Captains, 8 House Captains and 14 Spiritual, Sporting, Social and Academic (SSSA) Captains: Spiritual (6), Sporting (2), Social (8) and Academic (6). A team of 30 students from Years 7 to 11 served as the Student Representative Council (SRC).

The SRC met fortnightly. They addressed student concerns. The SRC manages 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 student level system encourages personal excellence.

John Therry Week showcases the Sporting and Social life of the school. Champagnat Week focuses on the Spiritual and Academic life of the school.

*School Leaders*

## School Profile

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### **School Context**

John Therry is a Catholic Systemic co-educational secondary school located in Rosemeadow. The school caters for students in Years 7 to 12 and has a current enrolment of 926 students.

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.

### **Student Enrolments**

2014 Enrolments	
Boys	498
Girls	428
Total	926
Indigenous	44
LBOTE	301

The Diocesan Secondary 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](http://www.jtchsdown.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2014.

### **Student Attendance**

<b>2014 Attendance</b>	<b>Male</b>	<b>Female</b>
Year 7	90.8%	91.8%
Year 8	90.8%	89.8%
Year 9	92.8%	91.8%
Year 10	91.8%	91.8%
Year 11	89.8%	89.8%
Year 12	89.8%	85.7%
Whole school	91.0%	90.1%

### **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, monitors 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 SMS messages daily and 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 databases of Sentral and the School's Administration System (SAS) 2000. All roll marking, attendance records and procedures are in compliance with the the Diocesan Student Attendance Policy and the CEO School Attendance Guidelines and Procedures (Nov 2011).

### **Student Retention Rate**

<b>Year 10 Total Enrolment 2012</b>	170
Year 12 Enrolment at Census Date remaining in Year 12 at end 2014	127
Actual Retention Rate (%)	75%

### Student Attainment in Senior Years

Years 11 - 12 2014	
% of students undertaking vocational training or training in a trade during Years 11 and 12	60%
% of students who have completed at least one (1) VET course	60%
% of students attaining the award of Higher School Certificate or equivalent, vocational education and training qualification at the end of Year 12	100%

### Destination Survey

2014	Year 10	Year 11	Year 12
No of School Leavers	2	18	139
University			70
TAFE/Tertiary		4	29
Employment		10	35
Other School	2	4	3
Other/Unknown			2

### Staffing Profile

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There are a total of 71 teachers and 18 support staff at John Therry Catholic High School. This number includes 54 full-time, 14 part-time teachers.

#### Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2014 was 95.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 96 %.

### **Professional Learning**

During 2014, 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 a total of 71 teachers (full-time & part-time) and 18 Support staff (full-time & part-time). These days focused on:

- administration (start of new school year) and Work Health and Safety (WHS) cardiopulmonary (CPR) and First Aid training;
- data analysis, improving student outcomes, curriculum development & assessment;
- staff spirituality – Marist retreat at the Hermitage in Mittagong with focus on serving others;
- Pastoral Care, Professional Development and Performance Review (PDPR) & Catholic Education Office Compliance;
- School Review and Improvement (SRI);
- staff spirituality - Lamplighters Program; and
- Australian Institute of Teaching & School Leadership (AITSL) Standards for Teachers.

B. Other professional learning activities provided at school level including CEO run courses are broken into 8 main areas:

- **Religious Education, Catholic Life and Culture**
  - Marist Footsteps Programmes - 8 staff
  - Marist Staff Induction – 3 staff
  - Marist Next Generation - 2 staff
  - Marist Faith Formators Colloquium - 1 staff
  - Being Marist for School Support Officers – 2 staff
  - REC/Liturgy & Social Justice Networks – 2 staff
  - Lift Up Your Hearts- National Liturgy Conference – 2 staff
  - Lamplighters – 4 staff
  - Shining Lights – 3 staff
  - A Light for the World – 4 staff
  - eConference Pope Francis – 6 staff
  - Religious Literacy – 1 staff.
- **Curriculum**
  - Implementing Australian Curriculum – 18 staff
  - Year 7 Transition Program – 4 staff
  - Unpacking HSC Results – 3 staff

VET Training & Validation – 10 staff  
Literacy/Numeracy – 21 staff  
Gifted & Talented – 3 staff  
Subject Specific PD for Stage 6 – 12 staff  
Subject Specific PD for Stage 5 – 11 staff  
Subject Specific PD for Stage 4 – 10 staff.

- **Pastoral Care**

Senior First Aid – 65 staff  
Rock & Water - 1 staff  
React Facilitator Course – 1 staff  
Accidental Counsellor Training – 3 staff  
Positive Partnerships – 2 staff  
Suicide Prevention – 4 staff  
Resilience Building Strategies for Young People – 2 staff  
Reducing HSC Stress – 2 staff  
Peer Support – 2 staff  
CatholicCare Development Trauma Workshop – 13 staff  
Generation Next Mental Health – 2 staff  
Elite Minds NeuroSport – 2 staff  
MSPEC – 10 staff  
Positive Psychology – 3 staff  
Careers – 2 staff.

- **Technology (ICLT)**

eSmart – 8 staff  
Cyberbullying – 2 staff  
Web Authoring – 2 staff  
iPads – 6 staff  
21<sup>st</sup> Century Learning Design – 1 staff  
All Schools Technology Day – 3 staff  
Spotlight on Technology Conference – 2 staff.

- **Classroom/ Behavioural Management**

Cracking the Hard Class – 3 staff.

- **Careers & Learning Support**

Careers Advisor Networking – 1 staff  
Careers Training – 1 staff  
Career Transition for Students with Special Needs – 2 staff  
Learning Support - 4 staff.

- **Leadership & Administration**

Leadership Conference – 4 staff  
Timetabling – 1 staff  
Leading Learning Networks – 10 staff  
Learning for Leadership – 3 staff  
Growth Coaching – 26 staff  
BOSTES – 3 staff  
Library Administration – 2 staff

WH&S Training – 1 staff  
School Support Officer PD – 5 staff.

- **Indigenous Education**

Indigenous Education - 1 staff  
Closing the Gap Festival – 2 staff  
Dio Indigenous Committee – 1 staff  
Memorial Ceremony for Dharawal People Killed in the Massacre of 1816 – 1 staff  
Sorry Day – 2 staff  
Cultural Art, Dance & Music – 3 staff.

School based expenditure on professional learning in 2014 was \$35,615. This expenditure by the school averages \$665 per teacher. Additional support was offered in Key Learning Area's (KLA's) 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 \$523.

## **Catholic Life & Religious Education**

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### ***Priorities for students in 2014***

- Regular community celebration of students' Catholic faith through liturgy.
- Extending a sense of belonging to the global Marist community.
- Deepening an understanding of relationships with self, others and God.
- Knowing, understanding and applying the Catholic faith and further developing religious literacy.

### ***Highlights in 2014***

- The Principal and Religious Education Coordinator attending the Australian Liturgy Conference.
- Strengthening the school's 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. The John Therry involvement in preparations for the International Marist Conference in Nairobi; including the production of a short film about the school's sense of Marist belonging. Regular attendance at Marist Connect youth spirituality gatherings.
- Continuation of students training and acting as Catechist helpers in the local Public school.
- Continuing the school's commitment to Catholic organisations such as Caritas and St Vincent de Paul. John Therry hosted the Diocesan launch of Project Compassion; as well as

attended the Just Leadership Day and donated generously to Caritas and St Vincent de Paul. 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; as well as regular attendance at Parish masses with Our Lady Help of Christians (OLHC) parish.

- Students participated in the Corpus Christi Procession with the parish of OLHC, Rosemeadow and the Annual Catholic Club Mass. John Therry students attended the Conversations with the Bishop, a gathering of Year 12 students with Bishop Peter Ingham.
- 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 2014 included:

- Involvement at the Diocesan Caritas Just Leadership Day;
- John Therry Knitting Group and the donation of hand-made blankets to the Nagle Centre;
- 30 Participants in the Macarthur 24Hour Walk Against Cancer;
- St Vincent de Paul Winter Appeal and Winter Sleep Out;
- St Vincent de Paul Christmas luncheon; and
- Visits to the local Nursing Home.

Social justice action was accompanied by generous donations:

- Caritas Australia, Project Compassion: \$4524;
- St Vincent de Paul Society: \$1653;
- Macarthur 24 Hour Walk Against Cancer: \$1264;
- Marist Solidarity: \$88, and
- Autism: \$2185.

The John Therry community is a caring community which is clearly evident in these generous donations. They take most seriously the school motto *"To Know, Love and Relish what is Right and Just"*

### ***Religious Literacy Assessment***

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Dioceses in 2014. The school cohort in 2014 consisted of 147 Year 8 students who sat the Religious Literacy Assessment (Part A) on 18 August 2014 and 147 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 the religious tradition.

This high level of performance was particularly noticeable in their:

- recognition of the Great Commandment as a guiding principle in Jesus' ministry; and
- identification and Appreciation of the varieties of ministries and function within the Church and the reasons that people offer service to the Church.

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

- identification of the variety of ways in which people pray.

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, 57.5% of students were placed in the developing level, 41.8% in the achieving level and 0.7% were in the extending level.

For Part B, 41.9% of students were placed in the developing level, 50.3% in the achieving level and 7.8% were in the extending level.

Combining Parts A and B, 40% of students were placed in the developing level, 56.6% in the achieving level and 3.4% were in the extending level for Religious Literacy.

## School Review and Improvement

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School Review and Improvement (SRI) 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 2014:

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

- 1.2 Religious Education

- Goals: to review the Religious Education Curriculum to consolidate the integrated Religious Education/Pastoral Plan.

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

- 2.1 Rights and Responsibilities

- Goal: to 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

- Goal: to implement the Australian Curriculum as directed by BOSTES and to implement the Diocesan Numeracy Pilot program for Year 7.

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

- 4.3 An ethical workplace culture

- Goal: to raise awareness of the Diocesan Code of Conduct and review school policies and procedures in order to ensure they reflect current CEO policy updates.

- To employ Growth Coaching methodology in Professional Development Planning and Review (PDPR) for all staff.

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

- 5.3 Environmental stewardship

- Goal: to raise awareness in staff and students to the concept of Stewardship in the Catholic context.

**School Review and Improvement components to be reviewed and rated in 2015:**

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

- 1.4 Parents, parishes and the broader Church

- Goal: to review the school involvement in Parish.

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

- 2.4 Integration of Information and Communication Technology (ICT)

- Goal: to discern with staff and students, the behaviours and habits which facilitate effective learning and contribute to improved student outcomes through the use of technology.

- **Key Area 3: Pedagogy**

- 3.3 Teaching practices

- 3.6 School climate, learning environment and relationships

- Goal: to continue the Australian Curriculum as directed by BOSTES to continue the Diocesan Numeracy Pilot program for Year 7 and to enhance student engagement in their learning.

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

- 4.2 Professional development of staff

- Goal: to 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. To also employ Growth Coaching methodology in PDPR for all staff.

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

- 5.1 ICT Resources

- Goal: to continue to raise awareness in staff and students to the concept of Stewardship in the catholic context. Reduce use of paper by effective use of technology.

- **Key Area 6: Parents, Partnerships, Consultation and Communication**

6.1 Parent involvement

Goal: to increase parent involvement in achieving improved student outcomes using technology options easily accessible by parents.

## Financial Summary

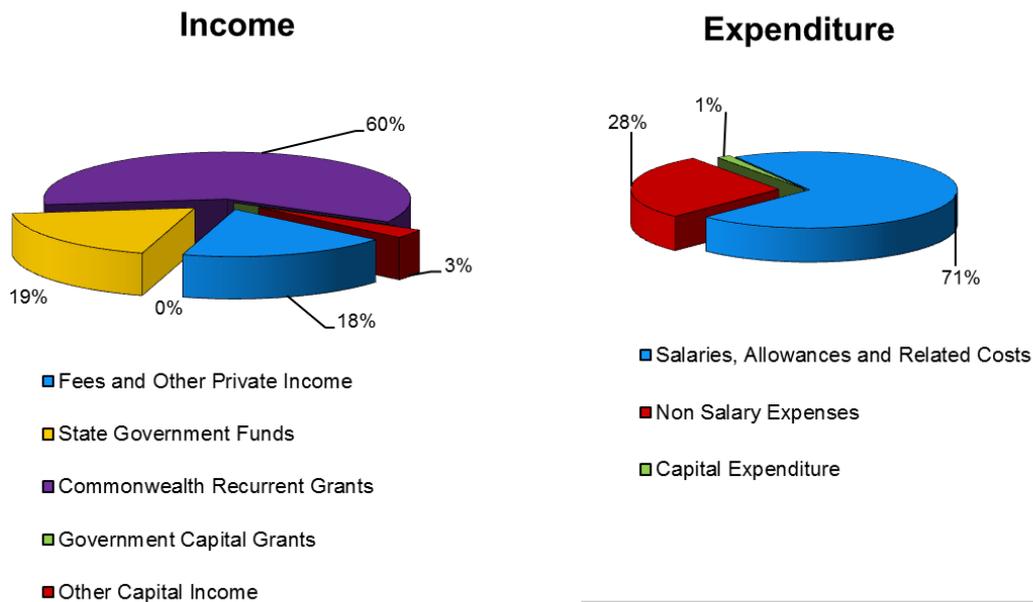
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With the cost of living continually increasing John Therry Catholic High School pays a large amount of money each year on basic utilities and maintenance costs.

In 2015 the school paid \$88,996 on electricity, \$21,458.00 for water, \$40,137.00 for cleaning, \$21,960 for mowing, \$19,661 for rates and waste removal and \$98,304 for insurance. The School's technology costs continue to increase with \$61,963 being spent on computers and \$11,000 being spent on apps for the student iPads.

Building and maintenance works carried out through the year included refurbishment of the school uniform shop at a cost of \$14,717, refurbishment and new furniture for the school library of \$21,228, new furniture and cupboards for the Board Room at a cost of \$16,020, new display cupboards were built in the school hall for \$11,527, a new portable stage was purchased for the Creative and Performing Arts Department for \$9,145 and ongoing painting around the school for maintenance purposes was carried out at the cost of \$23,992.

The following graphs reflect the aggregated income and expenditure for John Therry Catholic High School, Rosemeadow for the year ended 31 December 2014. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



## Student Welfare

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The Pastoral Team promoted positive reinforcement and engagement of students through 'positive psychology', with the newly introduced Weekly Pastoral Notice for students including goal setting, healthy habits and skills around the importance of positive thinking habits to build resilience. These goals were further encouraged with staff and at parent information evenings. Professional development on 'Suicide Prevention', 'Developmental Trauma', Learning Group resources and eSmart were focuses at whole staff Pastoral meetings.

Pastoral initiatives and programs that ran throughout the year included, "MindUP" that taught positive psychology and mindful-awareness utilising a brain-centric approach. The "iWoman" program was a collaborative endeavour between John Therry Catholic High School and Catholicare. It promoted positive behaviours and resilience for young women. Selected Year 7 and 8 girls participated in this. The DRUMBEAT program that fosters improved levels of personal, social confidence and healthy relationships targeted Year 9 students. The Peer Support program was also reintroduced to Year 8 students and will be used to facilitate the transitioning Year 7 students.

The Pastoral Team has continued with the sustainability level of the accreditation gained in eSmart. The committee has worked at providing initiatives that continue to engage students in positive digital citizenship. Pastoral days and iPad boot camp for Years 7, 8 and 9 included presentations and quizzes that modelled responsible use of the internet.

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, the program is facilitated by the Pastoral Coordinators and House Captains who drive the competition and actively motivate the students in their Houses to engage in all areas of the John Therry Community. 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.

In 2014, the Pastoral Team continued its focus on consolidating the school's Marist identity and connections. The School Captains were invited to the Marist Leaders Retreat at The Hermitage in Mittagong, while other leadership initiatives were also offered. The senior student leadership team was also active in promoting many initiatives throughout the year.

The Religious Education and Pastoral Planning Document was reviewed in 2014. 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.

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](http://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

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### **Introduction**

In 2014, the learning and teaching strategies were continually reviewed in order to improve the school's National Assessment Program – Literacy and Numeracy (NAPLAN), ESSA and HSC results. Emphasis was given to programming, as part of the School Review and Improvement goals and included embedding additional literary, numeracy and technological strategies. The analysis of NAPLAN Essential Secondary Science Assessment (ESSA) and Higher School Certificate (HSC) data continued to inform school priorities. Professional development focused on teaching methodology, visible learning initiatives and on the expansion of personalised digital learning supported by the 1:1 laptop and iPad program.

Literacy intervention programs were again implemented in Years 7 & 8 and evaluated following the NAPLAN examinations to address the need for improvement in literacy and numeracy across the curriculum. Numeracy intervention ran concurrently with Literacy classes. ICT/Literacy initiatives included the development of a bibliography pro-forma for use by all students. KLA tutorials continued in 2014 as part of the after school homework club. The Year 11 community service program allowed for peer interventions in a wide variety of areas and vertical learning groups allowed for greater peer mentoring in learning groups, 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; and
- implementing Professional Learning Communities (PLC).

### ***Curriculum and Pedagogy***

The 2014 HSC cohort consisted of 126 students of which 25.5% of the cohort of students achieved an ATAR in excess of 80. The school Dux achieved an ATAR of 97.85. The School also had 21 mentions on the Distinguished Achievers lists while there were also 157 Band 5s achieved in the examinations. Ancient History, Biology, Visual Arts, Standard English, Modern History, Mathematics General 2, Physics, IPT, History Extension 1, Studies of religion 2, Business Services (VET), Hospitality (VET) & Entertainment (VET) courses achieved above state average results. One Visual Arts student had her Major work accepted for the ARTEXPRESS exhibition at the Art Gallery of NSW in 2015.

Year 9 students engaged in a series of short courses that were skills based and designed to maximise student engagement. Focus areas included Financial Literacy, Rock and Water, Sustainable Living, Mentoring, Leadership and Study Skills. These short course programs will continue in 2015 to enhance students' Literacy and Numeracy skills in a variety of contexts.

In Stage 4, the emphasis on explicit teaching of the foundational skills of Information & Communication Literacy Technologies (ICLT) supported the classroom curriculum. This integrated cross-curricular approach was 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***

A broad range of assessment strategies were promoted including formative assessment (assessment for learning and assessment as 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 and informal assessment was used to monitor student learning. Tasks were varied to cater for the diverse learning needs of the students. Pre-tests and post-tests for units of work also informed learning and teaching priorities. Year 8 students participated in the Essential Secondary Science Assessment (ESSA) that assists students to see the relevance of science and to make meaning of scientific knowledge, understanding, skills, values and attitudes.

Information on student progress was communicated to parents on a regular basis 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 were held each semester.

### ***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 in 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 participated in boot camps to facilitate transition to use of iPads as a learning tool.

### ***Cross Curriculum***

#### *Literacy Strategies*

Consolidation of Literacy as a key competency across all Key Learning Areas was emphasised through the inclusion of Literacy strategies in programs. The focused Literacy lessons for Stage 4 students and Literacy intervention for students in Stages 4 and 5 continued in 2014.

#### *Numeracy Strategies*

A focused Numeracy Program for Stage 4 students supported the explicit teaching of concepts in the Mathematics classrooms. In 2014 John Therry participated in the CEO Wollongong, organised *Secondary Pilot Numeracy Intervention* program. Students who were identified through initial testing, using the *Counting On* test, were given focused learning and teaching experiences to improve Numeracy levels.

Once again in 2014, John Therry celebrated National Literacy & Numeracy Week. Students across all stages were engaged in a variety of fun and challenging activities including workshops, quizzes and competitions aimed at extending their literacy and numeracy skills.

### ***Meeting the needs of all students***

Throughout 2014, significant changes to school learning and teaching, and pastoral care structures across all stages were implemented to better support student needs. Initiatives to cater for the diverse needs of students included differentiated learning in mixed ability classrooms, the continuation of Stage 5 short courses, a peer support program, leadership courses and study skills activities, after school KLA tutorial program provided an opportunity for students to access assistance from KLA Coordinators and teaching staff with homework and assessment tasks. Supervised study was provided to assist HSC and preliminary HSC students develop sound study practices and better prepare for the HSC.

#### *Gifted Education*

In 2014, Australian Council for Educational Research (ACER) General Ability Test (AGAT) testing of Year 7 students, along with evidence from classroom learning, was used to identify gifted students. These students were then provided enrichment opportunities which included: the Year 10 Science Fair, participation in the University of Wollongong (UOW) Learning Labs program, the University of Western Sydney (UWS) Young Writers' Workshop and the International Competition and Assessments for Schools (ICAS) tests. The Catholic Education Office, Diocese of Wollongong, initiated the Year 7 and 8 Stretching Potential through Learning in Interactive and Challenging Environments in the Diocese of Wollongong (SPLICED) program and two of the schools' students won the prize as "Spectacular Splicers". Students once again took advantage of a wide variety of external competitions. These included the F1 Car Challenge, UWS Young Writers' Day, the Write4fun Competition, One Line Horror Story competition and

for the third successive year students won the top award in the ANZAC Schools Project.

#### *Indigenous Student Support*

In 2014 an Aboriginal Education Assistant (AEA) worked with the school to support Indigenous students and improve engagement with families.

#### *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. Again in 2014 John Therry worked in partnership with Mater Dei to facilitate a Stage 6 Life Skills program based at the school.

#### ***Expanding Learning Opportunities***

John Therry is an eSmart accredited school. The importance of being a positive digital citizen is continually stressed and strategies are imbedded in the learning and teaching programs at the school. In 2014, John Therry also committed to participating in the CEO supported *MoneySmart* program developed by the Australian Securities and Investments Commission (ASIC). *MoneySmart* units of work will be incorporated into existing KLA programs in 2015.

#### *Debating*

Students participated in the South Coast Public Speaking Competition, the Brother Jeffrey Barrington Oratory Competition. Junior students also participated in the MISA debating competition as well as public speaking workshops held during National Literacy & Numeracy week. Students also participated in the state-wide mock trials.

#### *Sport*

In sport, the school continued its involvement in the Macarthur Independent Schools Association (MISA) Sport Competition. At Diocesan level students participated in a variety of sports including cricket, baseball, softball, swimming, athletics, cross country, rugby league, rugby union, touch football, Oz tag, soccer, futsal, basketball, netball, hockey, volleyball, golf and tennis. John Therry also participated in the Marist Basketball and Marist Netball competitions in 2014. Other external competitions students participated in included: futsal, the Giants Cup for AFL, Berg Shield and Downie Shield for cricket, Bill Turner and GIO Cup for soccer, Wests Knockout and the Cochrane Cup for rugby league. Students also participated in a variety of non-competitive sports including gymnastics, modern dance, aerobics, zumba and drama sports. The Personal Development, Health and Physical Education (PDHPE) faculty coordinated the use of the school's gymnasium to be used for weights training by senior students before school. Students' service to the community was demonstrated by refereeing local primary schools events, managing regional carnivals and also assisting at local retirement centres.

#### *Vocational Education and Training (VET)*

Students completed the following VET courses in 2014:

- Construction (17 in Year 11 & 16 in Year 12);

- Hospitality (38 in Year 11 & 24 in Year 12);
- Information Technology (7 in Year 12);
- Business Services (5 in Year 11 and 8 in Year 12);
- Entertainment (13 in Year 11 & 11 in Year 12); and
- Sport Fitness and Recreation (12 in Year 11 & 13 in Year 12).

Students (9) also completed TVET courses in Tourism, Community Services, Animal Studies, Human Services, Sport, Fitness & Recreation, Electrotechnology and Media.

## **Student Achievement**

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The school used a variety of assessment strategies at key points in the learning framework. These included teacher observation, projects and presentations. The school also participated 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 was communicated on a regular basis and external assessment results were 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. Student performance in NAPLAN is reported in ten bands.

There were 187 students in Year 7 and 163 students in Year 9 who sat the NAPLAN test in 2014. Overall, in Literacy 87.5% of Year 7 students and 85% of Year 9 students achieved results in bands that were above or met the national minimum standard. In Numeracy, 92% of Year 7 students and 90% of Year 9 students achieved results in bands that were above or met the national minimum standard. In 2014, students continued to be targeted for school based intervention, including a comprehensive literacy and numeracy program that involved all students in Years 7-10 across each Key Learning Area and a focused intervention program for all Year 7 students. In addition, 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 were identified and trained to implement a program with younger students to support their literacy and numeracy needs.

### **Student Achievement in Bands**

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 2014: % 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	21%	63%	17%	29%	55%	16%
	National	18%	54%	29%	24%	49%	27%
Writing	School	48%	41%	11%	49%	45%	6%
	National	30%	54%	16%	39%	45%	17%
Spelling	School	21%	55%	24%	20%	66%	14%
	National	17%	51%	31%	20%	55%	26%
Grammar & Punctuation	School	31%	50%	19%	42%	44%	14%
	National	21%	49%	30%	30%	46%	25%
Numeracy	School	24%	64%	13%	37%	52%	11%
	National	19%	53%	29%	20%	51%	29%

#### 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 2014: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	90%	92%
	National	95%	92%
Writing	School	83%	71%
	National	89%	81%
Spelling	School	89%	92%
	National	93%	91%
Grammar & Punctuation	School	88%	85%
	National	93%	90%
Numeracy	School	92%	90%
	National	95%	97%

## 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 4 students in 2014.

## Higher School Certificate

The HSC results continued to show an improvement. The comparative performance over time shows the 2014 HSC results as an improvement over the 2013 HSC results in 9 of the 13 courses studied at John Therry (and all 7 Diocesan schools) and in 7 of the 13 over the period 2011 to 2014. The Band Performance in the 13 courses studied at John Therry (and all 8 Diocesan schools), shows:

- students in six subject areas: English (Advanced), Mathematics General, Biology, Ancient History, Hospitality & Legal Studies gained a higher percentage of Band 5s and Band 6s than the State;
- students in nine subject areas: English (Standard), Mathematics, Biology, Ancient History, Business Studies, Studies of Religion 1, Design & Technology, Community & Family Studies & PDHPE gained a higher percentage of Band 3s and Band 4s than the State;
- students in five subject areas: English (Standard), Ancient History, Biology, PDHPE & Community & Family Studies gained a lower percentage of Band 1s & 2s than the State;
- students in four subject areas: English (Advanced), Mathematics, Design & Technology & Hospitality received no Band 1s or 2s;
- student achievement (mean performance) was greater than the State in 5 of the 13 subject areas studied at John Therry (and all 8 Diocesan schools) the highest being in Hospitality but greater in 7 other subject areas studied at the school, the highest being in Visual Arts;
- student achievement (mean performance) was lower than the state in 8 subject areas studied at John Therry (and all 7 Diocesan schools) the greatest difference being in Business Studies.

## Student Achievement 2014

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 8 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	8.33	86.67	3.33
	State	14.26	77.52	8.23
English (Advanced)	School	0.00	52.38	47.62
	State	8.21	76.94	14.68
General Mathematics	School	24.29	44.28	28.58
	State	24.04	50.63	25.33
Mathematics	School	0.00	54.54	45.45
	State	8.45	37.66	53.88
Biology	School	11.11	59.26	29.63
	State	13.82	57.73	28.45
Ancient History	School	11.11	55.55	33.33
	State	16.30	50.61	33.07
Business Studies	School	17.39	52.18	26.09
	State	11.59	51.11	37.29
Legal Studies	School	30.00	20.00	50.00
	State	15.20	44.57	40.22
Studies of Religion I	School	14.52	50.00	32.26
	State	5.93	45.22	48.86
Design and Technology	School	0.00	64.71	29.41
	State	4.77	57.89	37.32
Community and Family Studies	School	5.88	70.59	17.65
	State	8.45	54.48	37.06
Personal Dev, Health and Physical Education	School	8.57	82.86	8.57
	State	11.12	58.17	30.70
Hospitality	School	0.00	56.25	37.50
	State	4.21	59.86	35.92

### Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	59	69.32	67.46
English (Advanced)	42	78.32	80.53
General Mathematics	68	70.16	68.89
Mathematics	11	77.20	78.37
Biology	27	73.36	71.65
Ancient History	9	73.20	71.68
Business Studies	22	70.16	74.00
Legal Studies	10	70.88	73.36
Studies of Religion I	60	35.11	38.15
Design and Technology	16	73.35	75.86
Community and Family Studies	16	72.38	74.37
Personal Dev, Health and Physical Education	35	69.13	72.86
Hospitality	15	77.31	75.23

### Comparative Performance over Time

School Performance (%)	2011	2012	2013	2014
English (Standard)	66.17	72.23	65.48	69.32
English (Advanced)	73.95	77.06	78.08	78.32
General Mathematics	64.83	66.52	64.61	70.16
Mathematics	64.30	79.05	71.04	77.20
Biology	68.56	68.78	71.51	73.36
Ancient History	70.28	63.65	77.20	73.20
Business Studies	71.10	76.63	68.06	70.16
Legal Studies	74.76	74.62	75.60	70.88
Studies of Religion I	36.27	35.92	34.80	35.11
Design and Technology	NS	77.55	71.42	73.35
Community and Family Studies	78.04	81.05	75.01	72.38
Personal Dev, Health and Physical Education	70.88	74.05	68.61	69.13
Hospitality	77.07	79.01	77.49	77.31

## Parent, Student and Staff Satisfaction

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Each year in Term 4 staff, students and parents are invited to take part in Annual School Satisfaction Surveys. Every student and every staff member is given access to complete the surveys on line. Parents are offered hard copies to complete at Parent Teacher interview sessions. All responses are anonymous. Information is collated and tables are formed. Feedback is given to staff at the first Staff Meeting of each new school year and to students though a whole school assembly in Term 1. Parents are given copies of the survey results at the Parents' and Friends' Annual General Meeting.

In general, students show satisfaction with all aspects of school life. In particular, over 90% of students who responded are proud of their school, feel safe and express they have opportunities to grow. 88% are satisfied with the range of extra curricula activities on offer at the school. 87% affirm teachers support their learning. There were very positive responses around the issues of Bullying and Harassment with 20% only who have encountered cyber bullying personally. 85% would recommend the school to others.

Parent satisfaction was strong with 95-100% responses in the affirmative for all questions except one. The exception was 85% felt *the school effectively communicates information about activities and events*. This is still a good response but an area identified for further development in 2015.

Staff responses showed Catholic Identity and school pride/connectedness questions ranged from 95 -99% in the affirmative. Opinions on student management were generally supportive and positive with positive responses of 85-97%. 92-98% of staff who responded felt student learning outcomes are maximised with their needs met and that the school has high expectations of the students. Anti-bullying policies and procedures are seen to be effective by 96% of staff. An area for development has been identified for 2014. Staff have indicated that consultation and contribution to decision making should improve. 22% feel complaints handling from staff is not a clear process.

