

Annual School Report

JOHN TERRY



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2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

John Therry Catholic High School, Rosemeadow is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW and managed by Catholic Education Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by Wollongong CEDoW to ensure compliance with all Board of Studies, Teaching and Educational Standards (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 2016.

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

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Principal: Karen Young
Date: 9th March 2016

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

The school has continued to flourish with an emphasis on the 4 key areas of growth for students being academic, social, spiritual and sporting. The “Graduate Statement” has provided a means of measuring the schools progress towards these goals. John Therry Catholic High School has continued to embrace a reflective approach in 2015 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 Parent & Friends' Association (P&F). During 2015, parents discussed many issues with the School and contributed substantially to the financial wellbeing of the school. The P&F levy funds for 2015 were \$44,204.80. The P&F had accumulated funds for a number of years and following community consultation in 2015, these funds were spent on 2 new school buses, a 12 seater and a 25 seater, at a total cost of \$179,290 ex GST. P&F consultation forums continue to be held during morning tea each term following each working bee.

Parents and Friends Association

Student Leadership

The John Therry student leadership team in 2015 consisted of Year 12 leaders: 2 Captains, 4 Vice-Captains, 8 House Captains and 14 SSSA Captains: Spiritual (6), Academic (6), Sporting (2), Social (8) and 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, managed charity work and also 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 Leader

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 906 students.

Student Enrolments

2015 Enrolments	
Boys	478
Girls	428
Total	906
Indigenous	51
LBOTE	300

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.jtchs.dow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Year 7	91.7%	91.3%
Year 8	88.7%	88.6%
Year 9	88.5%	88.0%
Year 10	89.2%	88.1%
Year 11	90.3%	89.8%
Year 12	85.8%	88.1%
Whole school	89.0%	89.0%

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 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 SAS2000. Applications for exemption from school are directed to the Principal who consults with the Curriculum Coordinator to ensure learning outcomes, assessments and student progress is sustained where possible during a student's absence. All roll marking, attendance records and procedures are in compliance with the Catholic Education Office Student *School Attendance Guidelines and Procedures Policy (January 2015)*.

Student Retention Rate

Year 10 Total Enrolment 2013	176
Year 12 Enrolment at Census Date remaining in Year 12 at end 2015	144
Actual Retention Rate (%)	82%

Student Attainment in Senior Years

Years 11 - 12 2015	
% of students undertaking vocational training or training in a trade during Years 11 and 12	72%
% of students who have completed at least one (1) VET course in either Year 11 or 12	72%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

88% of Year 11 and 53% of Year 12 students undertook a vocational training course in 2015. Students completed the following VET courses in 2015: Construction (24 in year 11 & 11 in Year 12); Hospitality (45 in year 11 & 38 in Year 12); Business Services (5 in Year 12); Entertainment (18 in Year 11 & 11 in Year 12); Sport Fitness and Recreation (33 in Year11 & 9 in Year 12). Students (10) completed TVET courses in Tourism, Child Studies, Animal Studies, Information and Digital Technology, Fashion & Textiles, Electrotechnology and Sport Fitness.

Destination Survey

2015	Year 10	Year 11	Year 12
No of School Leavers	11	26	152
University	0	0	80
TAFE/Tertiary	1	12	38
Employment	0	5	29
Other School	9	4	0
Other/Unknown	1	5	5

Staffing Profile

There are a total of 65.1FTE teachers and 11.9 FTE support staff at John Therry Catholic High School. This number includes 58 full-time, 11 part-time teachers and 16 support staff.

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 2015 was 95.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 86%.

Professional Learning

During 2015, 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 69 teachers (full-time & part-time) and 16 Support staff (full-time & part-time).
These days focused on:
 - Administration (start of new school year) and WH&S (CPR & First Aid training)
 - Data analysis, improving student outcomes, curriculum development & assessment
 - Staff Spirituality – Marist retreat at the Hermitage in Mittagong
 - Pastoral Care, Changes to our Learning group system, PDPR & CEDoW Compliance
 - School Review and Improvement (SRI)
 - Staff Spirituality- Lamplighters Program
 - Australian Institute of Teaching & School Leadership (AITSL) Standards for Teachers
- B. Other professional learning activities provided at school level including CEDoW run courses are broken into 8 main areas:

Religious Education, Catholic Life and Culture

- Marist Footsteps Programs (5),
- Marist Staff Induction (5),
- Marist Bi-Annual Conference (4),
- Marist Animators Oceania Partnership Commission (1),
- Marist Leaders- Mystics & Prophets (1),
- REC/Liturgy & Social Justice Networks (3),
- Lamplighters (3),
- eConference Pope Francis (6),
- Religious Literacy (4),
- Australian Catholic Youth Festival (2),
- Diocesan World Mission Launch (1),
- Youth Ministry Open Day (2).

Curriculum

- VET Post Validation (9),
- Information & Digital Technologies VET Training (1),
- VET Construction Brick Laying Training (1),
- Gifted Education Conference (3),
- Gifted Education (2),
- Year 7 Transition Program (4),
- Unpacking HSC Results (3),
- Literacy/Numeracy (18),
- Subject Specific PD for Stage 6 (17),
- Subject Specific PD for Stage 5 (8),
- Subject Specific PD for Stage 4 (8),
- Improving Assessment & Feedback (7),
- Professional Learning Workshop (2).

Pastoral Care

- Senior First Aid (66),
- Rock & Water (2),
- React Facilitator Course (1),
- Accidental Counselor Training (3),
- Peer Support (2),
- Mental Health First Aid (3),
- MSPEC (10),
- Seasons for Growth (4),
- Good Grief (8),
- Wise Solutions (2),
- Boomerang Effect (1).

Technology (ICT)

- iPad Learning (6),
- Timetabling Software Training (5),
- eSmart (1),
- Cyber bullying (2),
- All Schools Technology Day (2).

Classroom/ Behavioral Management

- The Highly Effective Teacher (4).

Careers & Learning Support

- Careers Advisor Networking (1),
- Careers Training (1),
- Consistent Teacher Judgment for Students with Disability (1),
- Learning Support (4),
- Literacy Support Training (1).

Leadership & Administration

- Institute of Teachers (66),
- Timetabling (5),
- Leading Learning Networks (14),
- Learning for Leadership (3),
- Growth Coaching (14),
- BOSTES (3),
- School Support Officer PD (4).

Indigenous Ed

- Indigenous Education (1),
- Closing the Gap Festival (2),
- Diocesan Indigenous Committee (1),
- Memorial Ceremony for Dharawal People Killed in the Massacre of 1816 (1),
- Sorry Day (2),
- Cultural Art, Dance & Music (3).
- Aboriginal Education Community Conversation (2).

During 2015, John Therry personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

School based expenditure on professional learning in 2015 was \$50,952. This is an average expenditure of \$738 per teacher. Additional support was offered in 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.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$200.

Catholic Life and Religious Education

Priorities for students in 2015 were:

- regular community celebration of Catholic faith through liturgy;
- extending a 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 further developing religious literacy.

Highlights in 2015:

- The Ministry and Religious Education Co-ordinators attending the One Hearts Australian Catholic Conference;
- strengthening students' 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. Regular attendance at Marist Connect youth spirituality gatherings, and the Principal and members of executive team attending the bi annual Marist conference;
- continuation of students training and acting as Catechist helpers in the local Public school;
- continued commitment to Catholic organisations such as 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 OLHC parish;
- students participated in a combined school Mass with OLHC primary school to celebrate the Feast Day of Our Lady help of Christians. 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; and
- Year 10 students attending the Australian Catholic Youth Festival and Youth Ministry days.

Social Justice Report

Social Justice and community activity in 2015 included:

- Involvement at the Diocesan Caritas- Food for Life Day;
- John Therry Knitting Group and the donation of hand-made blankets to those in need in the local community;
- St Vincent de Paul Winter Appeal;
- solidarity for Syria Appeal;
- St Vincent de Paul Christmas luncheon; and
- visits to the local Nursing Home

Donations acquired from social justice action:

Caritas Australia Pancake day:	\$237.00
Project compassion:	\$1819.40
Rice Challenge:	\$300.20
St Vincent de Paul Society:	\$614.75
Marist Vanuatu Collection	\$1550.90
Syria and gold coin collections:	\$435.60

The John Therry community is a caring community and 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 2015. There were 154 Year 8 Students who sat the Religious Literacy assessment (Part A) on the 17th August 2015 and 154 completed the extended task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Disciples, Martyrs and Witnesses to the Faith. Each student was assessed on both Part A and Part B using the categories;

Developing, Achieving and Extending. Both sections allowed for a wide range of opportunities for students' knowledge and application to be assessed. Overall, the majority of students sat in the Achieving level, indicating both areas of achievement and areas for improvement.

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

- Understanding of Christian teachings about stewardship;
- knowledge of the Parable and Jesus as a model for living; and
- knowledge and understanding of the Beatitudes and The Golden Rule as a model for living.

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

- Knowledge of the outline of the Old Testament;
- knowledge and understanding of particular sacraments – specifically Confirmation; and
- drawing meaning from the Parables of Jesus for people today.

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, 55.3% of students were placed in the developing level, 44.1% in the achieving level and 0.7% were in the extending level, highlighting an increase of 2.3% of students reaching the achieving level than that of 2014.

For Part B, 45.8% of students were placed in the developing level, 48.4% in the achieving level and 5.8% were in the extending level. Combining Parts A and B, 42.7% of students were placed in the developing level, 56.6% in the achieving level and 0.7% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an ongoing 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 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

Goals: To continue the Australian Curriculum as directed by BOSTES. To continue the Diocesan Numeracy Pilot program for Year 7. To enhance student engagement in their learning

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

4.2 Professional development of staff

Goals: To raise awareness of the Diocesan Code of Conduct and review school policies and procedures to ensure they reflect current CEDoW Policy. To 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.

School Review and Improvement components to be reviewed and rated in 2016:

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

2.3 Reporting Student achievement

Goal: To improve student outcomes through parent involvement and better communication on each student's progress through the use of the parent portal and authentic feedback to students.

- **Key Area 3 – Pedagogy**

3.5 Assessment

Goal: To improve student outcomes through ongoing Records of Progress enabling stronger engagement by students and commitment from students.

- **Key Area 4 – Human Resources Leadership and management**
4.1 Recruitment, selection and retention of staff

Goal: To encourage and support highly accomplished teacher standards attainment.

4.4 Succession Planning

Goal: To employ Growth Coaching in PDP for all staff to foster improved mentoring.

- **Key Area 5 Resources, Finance and Facilities**
5.4 Financial management

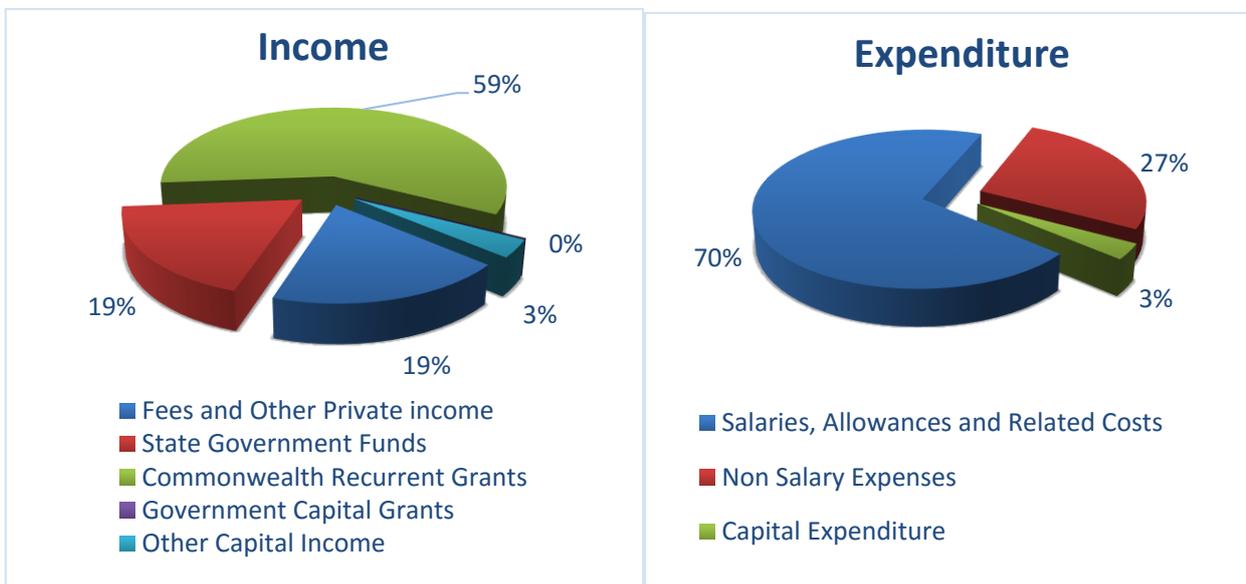
Goal: To analyse school expenses and reduce costs where possible.

Financial Summary

Expenses in 2015 included: \$88,996 on electricity, \$21,458 for water, \$40,137 for cleaning, \$21,960 for mowing, \$19,661 for rates and waste removal and \$98,304 for insurance. Technology costs continue to increase with \$61,963.00 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 \$14,716, refurbishment and new furniture for the school library of \$21,227, new furniture and cupboards for the Board Room at a cost of \$16,019.92, new display cupboards were built in the school hall for \$11,527, a new portable stage was purchased for the Creative and Performing Arts (CAPA) Department for \$9,145 and ongoing painting around the school for maintenance purposes were 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 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

A major achievement for the Pastoral Team in 2015 was the implementation of the schools internal Managing Student Pastoral and Educational Concerns (MSPEC) approach. This process is a whole school initiative, which supports positive behaviour, wellbeing and individualised learning needs. It has required the collaboration between KLAs and Pastoral team's. The schools internal MSPEC approach is based on the Diocesan policies of '*Path to life*', '*Diocesan teaching and learning framework*' and '*The Australian Professional Standards for Teachers*'. It is a collaborative approach between the KLA, Learning Support and Pastoral team's, which culminates in 2 fortnightly meetings with a case management school based response team. This approach has been effective in supporting teachers and year coordinators to provide quality classroom practice, intervention and case management processes proactively to ensure all students can achieve their highest possible learning outcome.

The House Cup competition provides the opportunity for students to contribute and earn house points, by participating in school events. Events are mapped according to the 5 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. It is facilitated by the Student Leadership team, Student representative council and teachers. The student level system serves to motivate and engage students in all aspects of school life. Students participation is recognised and students are able to move up levels towards gold level recognition.

The Senior Leadership Team and Student Representative Council have 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. Student Leaders are responsible for the organisation of events and have the opportunity to participate in their own leadership and spiritual formation. The Student Leadership Team was guided through a Marist leadership induction that helped them understand what it meant to be a servant leader within a Marist community. The Student Representative Council is made up of representatives from each year group. They met with the Pastoral Care Coordinators on a fortnightly basis, where they could generate ideas and discuss their year group's participation in the life of the school. A focus for the Pastoral Care Coordinators in 2015 has been up-skilling and developing the whole staff in the areas of pastoral care. Areas covered have included; mental health awareness, knowing students and their backgrounds, effectively dealing with students who have experienced trauma, decisive discipline and restorative justice. This area will continue to be a key focus for Pastoral Care in 2016.

The Religious Education and Pastoral Planning Document was updated and reviewed in 2015 to further embed Marist Values. 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.

The SENTRAL Database 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, supporting the internal MSPEC process and 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* is 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 2015.

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 2015, learning and teaching strategies were continually reviewed to improve the schools NAPLAN, ESSA and HSC results. The focus was to provide innovative learning and teaching experiences based on contemporary pedagogical research. The review included a focus on embedding additional Literacy, Numeracy and Technological initiatives, detailed analysis of the schools NAPLAN, ESSA and HSC data was undertaken as a part of this process. Much of the schools focus for professional development continued to be teaching methodology, visible learning initiatives and the expansion of personalised digital learning supported by the 1-1 laptop program for all students.

In 2015, 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 were developed through the use of KLA workshops and included the development of a bibliography pro-forma for use by all students. The increasingly popular KLA tutorials continued in 2015 after school as part of the homework club. The Year 11 community service program allowed for peer interventions in a wide variety of areas and the 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 (PDP) 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

In Stage 6, the 2015 HSC cohort achieved some strong individual and course results. There were 144 students who sat HSC examinations of which 20% of the cohort of students achieved an ATAR in excess of 80. The school Dux achieved an ATAR of 97.45 and was ranked 6th in Senior Science across the state. The School had one mention in the Top Achievers list and 27 mentions on the Distinguished Achievers lists while there were also 178 Band 5s achieved in the examinations. Graduating students were offered degree courses from universities throughout the state. Students in Business Studies, Drama, CAFS, Mathematics Extension 2, Human Services (VET), Physics, Society & Culture, Studies of Religion 1 and Visual Arts performed above state average and one Drama student's work was selected as one of 31 works for *On Stage*.

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 included MoneySmart programs, Financial Literacy, Rock and Water, Sustainable Living, Mentoring, Leadership and Study Skills. These short course programs will continue in 2016 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) 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

The school used a variety of assessment and reporting strategies at key points in the learning and teaching framework. The school's assessment policy included 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 assessment and semester exams as well as teacher observation, portfolios, projects and presentations were some of the ways student progress was assessed. Mid-point checks for formal assessment ensured students stayed on task. Pre-tests and Post-tests for units of work were also implemented. 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. Year 8 students also participated in the Validation of Assessment 4 Learning & Individual Development (VALID) 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 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.

Cross Curriculum

Literacy Strategies

Consolidation of Literacy as a key competency across all KLAs was emphasised with programs of work reflecting effective literacy strategies. In 2015 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 KLAs was accentuated with programs of work reflecting effective numeracy strategies. The focussed Numeracy Program for Stage 4 students supported the explicit teaching of concepts in Mathematics classrooms. In 2015, John Therry continued to consolidate on the CEDoW, organised *Secondary Pilot Numeracy Intervention* program. A consultant from the Australian Catholic University worked with Mathematics teachers to improve the quality of the Numeracy Intervention program. Students identified through initial testing, using the *Counting On* test, continued to be supported with focussed learning and teaching experiences and a Mathematics enrichment program also helped extend students in Numeracy.

John Therry celebrated National Literacy & Numeracy Week in 2015 - 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 and 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 2015, significant changes to the learning, teaching and pastoral care structures across all stages were implemented to support the development of future graduates and to more effectively respond to learner's diversity of needs. The diverse needs of students were 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 there was incorporation of Peer support, Leadership courses and Study skills activities in rotation during Term 1. The school 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. The school continued the KLA tutorial time after school providing an opportunity for students to have the expertise of the KLA Coordinators and teaching staff to assist with homework and assessment tasks. HSC and Preliminary HSC students had supervised study.

Gifted Education

The Gifted and Talented program was expanded in 2015 to include a larger number of students across Years 7 to 11. Diagnostic testing of Year 7 students in AGAT and NAPLAN assisted in identifying gifted students. Enrichment opportunities in Mathematics occurred through the creation of an extension year seven and nine class in preparation for continued syllabus acceleration. A selected

team of year ten students represented the school at the UOW Mathematics and STEM workshop. Year 10 students participated in the ANZAC Schools' Project which provided cross-curricular learning opportunities. Students assisted in active participation during the year five visits from local schools. Several year 8 students were selected for the Wollongong Catholic Education Office SPLICED projects and one student was published in the Diocesan St Teresa of Avila artist and writer's retreat. Year 9 students were invited to attend the UOW Learning Labs across a variety of subject areas.

Indigenous Student Support

In 2015, the school shared an Aboriginal Education Assistant (AEA) with other Diocesan schools to support Indigenous students with experiences of culture and 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

As an eSmart accredited school, students were made aware of the need and benefits of being a positive digital citizen through the learning and teaching programs at the school. In 2015, John Therry, as a certified MoneySmart school, committed to the wider education of students using *MoneySmart* units of work in English, Mathematics, HSIE, Science, Short Courses and ICT classes.

Debating & Public Speaking

In public speaking, students participated in the South Coast Public Speaking Competition, the Marist Oratory Competition and other external public speaking competitions. Junior students participated in the MISA debating competition and were involved in an all-day workshop organised by the University of Western Sydney (UWS) Debating Club as well as school-based debating and public speaking workshops.

Sport

In sport, John Therry continued its involvement in the Macarthur Independent Schools Association sport competition (MISA) winning the 2015 Championship.

The school also participated in Diocesan, NSW CCC and NSW All Schools competitions against other Catholic high schools in the Wollongong Diocese in various disciplines including cricket, AFL, 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 participated in the Marist Basketball competition as well as the Marist Netball competition. School teams also competed in regional school sporting events in Futsal, Rugby League and AFL.

Students' service to the community was demonstrated by refereeing local primary school events, managing regional carnivals and also assisting at local retirement centres.

Year 10 participated in a variety of leisure sports such as gymnastics, modern dance, aerobics, Zumba and drama sports. Additionally, 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

88% of Year 11 and 53% of Year 12 students undertook a vocational training course in 2015. Students completed the following VET courses in 2015: Construction (24 in year 11 & 11 in Year 12);

Hospitality (45 in year 11 & 38 in Year 12); Business Services (5 in Year 12); Entertainment (18 in Year 13 & 11 in Year 12); Sport Fitness and Recreation (33 in Year 11 & 9 in Year 12). Students (10) completed TVET courses in Tourism, Child Studies, Animal Studies, Information and Digital Technology, Fashion & Textiles, Electrotechnology and Sport Fitness.

Student Achievement

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.

NAPLAN

Each year, 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. In 2015, these assessments were administered in May. There were 143 students in Year 7 and 156 students in Year 9 who sat the NAPLAN test in 2015. The assessment program consisted of a number of tests over three days in the areas of Literacy and Numeracy. The Literacy component assessed areas such as reading, writing, spelling and grammar whilst the Numeracy component assessed number and data, measurement, space and geometry. Students were supplied with a report that provided their individual results in these areas as well as the state average. John Therry students achieved sound results in NAPLAN. Overall, in Literacy 86.5% of Year 7 students and 82.5% of Year 9 students achieved results in bands that were above or met the national minimum standard. In Numeracy, 93% of Year 7 students and 96% of Year 9 students achieved results in bands that were above or met the national minimum standard. In 2015, 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.

NAPLAN 2015: % 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	16%	68%	16%	29%	57%	14%
	National	17%	55%	29%	25%	54%	21%
Writing	School	41%	54%	6%	47%	50%	3%
	National	31%	54%	16%	41%	46%	13%
Spelling	School	22%	50%	28%	28%	56%	15%
	National	18%	51%	31%	24%	52%	24%
Grammar & Punctuation	School	25%	57%	18%	44%	48%	8%
	National	21%	51%	28%	31%	52%	17%
Numeracy	School	20%	69%	12%	26%	63%	10%
	National	18%	56%	26%	19%	57%	24%

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 2015: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	93%	87%
	National	95%	92%
Writing	School	81%	74%
	National	87%	80%
Spelling	School	88%	91%
	National	93%	90%
Grammar & Punctuation	School	84%	84%
	National	93%	89%
Numeracy	School	93%	96%
	National	96%	96%

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 10 students in 2015.

Higher School Certificate

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.

The HSC results continued to show an improvement. The comparative performance over time shows the 2015 HSC results as an improvement over the 2014 HSC results in 4 of the 13 courses studied at John Therry. The Band Performance in the 13 courses studied at John Therry show students in 9 subject areas -English (Advanced), Mathematics, Biology, Ancient History, Legal Studies, Design & Technology, Community & Family Studies, PDHPE & Hospitality (VET) gained a higher percentage of Band 3s and Band 4s than the state, students in 3 subject areas- Biology, Business Studies, Studies of

Religion 1 gained a lower percentage of Band 1s & 2s than the state while students in 3 subject areas- English (Advanced), Design & Technology & Community & Family Studies received no Band 1s or 2s. The student achievement (mean performance) was greater than the state in 3 of the 13 subject areas studied at John Therry. The student achievement (mean performance) was lower than the state in 10 subject areas studied at John Therry, the greatest difference being in Mathematics. The improved learning and teaching strategies supported by the Homework Club, the after-school tutorials, study days, networking with high achieving schools and faculties, all helped keep students learning as the focus for the best possible results.

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	18.47	73.84	3.08
	State	15.33	76.31	8.36
English (Advanced)	School	0.00	72.72	27.27
	State	0.87	41.26	57.87
General Mathematics	School	44.83	36.21	15.51
	State	25.09	49.02	25.90
Mathematics	School	21.74	43.48	34.79
	State	9.24	38.29	52.47
Biology	School	15.15	63.63	21.21
	State	15.73	56.13	28.14
Ancient History	School	23.07	61.54	15.38
	State	16.74	50.39	32.87
Business Studies	School	10.00	50.00	40.00
	State	11.46	52.21	36.33
Legal Studies	School	18.75	56.25	21.88
	State	10.07	49.32	40.60
Studies of Religion I	School	2.44	39.02	58.54
	State	4.40	44.59	51.01
Design and Technology	School	0.00	100.00	0.00
	State	4.86	58.92	36.22
Community and Family Studies	School	0.00	69.57	26.08
	State	8.99	61.18	29.82
Personal Dev, Health and Physical Education	School	13.95	72.09	9.30
	State	8.99	61.18	29.82
Hospitality	School	8.33	66.66	16.67
	State	3.43	59.36	37.20

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	62	64.84	67.10
English (Advanced)	55	76.41	80.43
General Mathematics	56	62.18	68.64
Mathematics	23	71.31	77.89
Biology	33	68.77	71.13
Ancient History	13	67.72	71.34
Business Studies	20	74.93	73.65
Legal Studies	31	68.41	74.60
Studies of Religion I	41	39.39	38.49
Design and Technology	11	74.04	76.25
Community and Family Studies	22	72.95	72.73
Personal Dev, Health and Physical Education	41	67.60	73.10
Hospitality	22	70.47	75.96

Comparative Performance Over Time

School Performance (%)	2012	2013	2014	2015
English (Standard)	72.23	65.48	69.32	64.84
English (Advanced)	77.06	78.08	78.32	76.41
General Mathematics	66.52	64.61	70.16	62.18
Mathematics	79.05	71.04	77.20	71.31
Biology	68.78	71.51	73.36	68.77
Ancient History	63.65	77.20	73.20	67.72
Business Studies	76.63	68.06	70.16	74.93
Legal Studies	74.62	75.60	70.88	68.41
Studies of Religion I	35.92	34.80	35.11	39.39
Design and Technology	77.55	71.42	73.35	74.04
Community and Family Studies	81.05	75.01	72.38	72.95
Personal Dev, Health and Physical Education	74.05	68.61	69.13	67.60
Hospitality	79.01	77.49	77.31	70.47

Parent, Student and Staff Satisfaction

Each year in Term 4 staff, students and parents are invited to take part in an Annual School Satisfaction Survey. Every student and 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.

Students

In general, students show satisfaction with all aspects of school life. In particular, over 96% of students who responded are proud of their school, feel safe and express they have opportunities to grow. 93% 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 only 8% of Year 12 students indicating that they had encountered bullying personally. 86% would recommend the school to others. 94% of students who responded affirmed that they had opportunities to grow and learn at John Therry.

Parents

Parent satisfaction was strong with 95-100% of responses in the affirmative for all questions except: *individual student's learning needs were maximised* with an affirmative response from 85% of respondents. This is still a good response but an area identified for further development in 2016.

Staff

There were a range of four questions for each category for staff surveys. Catholic Identity and school pride/connectedness questions ranged from 98-100% in the affirmative. Opinions on student management were generally supportive and positive with positive responses of 85-97%. 73% of staff indicated that Student management processes are effective. A review of processes will be addressed in 2016. 87-100% 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 2016. Staff indicated that consultation and contribution to decision making should improve and feel complaints handling from staff is not a clear process.



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