

Annual School Report Secondary

2016



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 2017.

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

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Principal: Karen Young

Date: 31.03.2017

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

John Therry Catholic High School has continued to flourish in 2016 with an emphasis on the 4 key areas of growth for students being academic, social, spiritual and sporting. The “Graduate Statement” provided a means of measuring the schools progress towards these goals. John Therry Catholic High School has continued to embrace a reflective approach in 2016 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 and Friends Association (P&F). During 2016, parents discussed many issues with the School and contributed substantially to the financial wellbeing of the school. The P&F levy funds for 2016 were \$44,204.80. Funds were spent on 2 large fans for the School Hall at the cost of \$43,024. P&F consultation forums continued to be held during morning tea each term following each working bee.

Parents and Friends Association, President

Student Leadership

The John Therry student leadership team in 2016 consisted of Year 12 leaders: 2 Captains, 4 Vice-Captains, 8 House Captains and 12 SSSA Captain's: Spiritual (4), Academic (6), Sporting (2), Social (4) and a team of 16 students from years 7 to 11 served as the Student Representative Council (SRC). The Student leadership team and SRC met fortnightly.

School Leaders

School Profile

School Context

John Therry Catholic High School 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 967. 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. The school 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

2016 Enrolments	
Boys	520
Girls	447
Total	967
Indigenous	69
LBOTE	321

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. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Year 7	91.9%	88.8%
Year 8	89.3%	90.1%
Year 9	88.4%	87.0%
Year 10	87.6%	83.1%
Year 11	88.5%	88.1%
Year 12	88.7%	90.7%
Whole school	89.4%	87.8%

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 available in the electronic attendance system so teachers can see current student attendance information. 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 are distributed to the pastoral team who contact parents by phone, e-mail or 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 are 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 2014	151
Year 12 Enrolment at Census Date remaining in Year 12 at end 2016	120
Actual Retention Rate (%)	79%

Student Attainment in Senior Years

Years 11 - 12 2016	
% of students undertaking vocational training or training in a trade during Years 11 and 12	67%
% of students who have completed at least one (1) VET course in either Year 11 or 12	67%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

70% of Year 11 and 58% of Year 12 students undertook a vocational training course in 2016. One hundred and thirty five (135) students completed the following VET courses in 2016: Construction (13 in Year 11 & 11 in Year 12); Hospitality (41 in Year 11 & 23 in Year 12); Business Services (1 in Year 12); Entertainment (12 in Year 11 & 16 in Year 12); Sport Fitness and Recreation (18 in Year 12). Twenty (20) students completed the following TVET courses in Tourism, Animal Studies, Information and Digital Technology, Child Studies, Electrotechnology, Health Services, Automotive, Transport & Logistics, Beauty Therapy, Hairdressing, Information Technology and Graphic design.

Destination Survey

2016	Year 10	Year 11	Year 12
No of School Leavers	15	22	119
University	0	0	49
TAFE/Tertiary	1	7	13
Employment	1	6	29
Other School	11	6	0
Other/Unknown	2	3	28

Staffing Profile

There are a total of 72 teachers and 17 support staff at John Therry Catholic High School. This number includes 66 full-time, 10 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 2016 was 94%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 81 %.

The school retention rate was lower than normal due to a number of staff on maternity leave returning to school and staff taking on promotional positions in other schools. These factors accounted for half of the staff changes with the remainder being staff finishing temporary teaching positions.

Professional Learning

During 2016, 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. Whole school development days involving a total of 72 teachers (full-time & part-time) and 17 Support staff (full-time & part-time).
 - *Administration (start of new school year) and WH&S (CPR & First Aid training)*
 - *Data analysis, improving student outcomes, curriculum development & assessment*
 - *Staff Spirituality – ‘Our Daily Bread’*
 - *Pastoral Care, Restorative Justice and Suicide prevention.*
 - *Literacy development – focus on writing.*
 - *School Review and Improvement (SRI)*

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

- Religious Education, Catholic Life and Culture: Marist Footsteps Programs (11), Marist Staff Induction (8), REC/Liturgy & Social Justice Networks (2), Lamplighters (6), Religious Literacy (2), Our Daily Bread PD Day (82).
- Curriculum: VET Construction Training (1), Gifted Education workshop (2), Literacy/Numeracy (66), Subject Specific PD for Stage 6 (17), Subject Specific PD for Stage 5 (6), Subject Specific PD for Stage 4 (6).
- Pastoral Care: CPR (66), Rock & Water (2), Marist Youth Care (3), Mind-fullness training (1), Mental Health First Aid (2), Mind Matters PD (2), Suicide prevention training (75).
- Technology (ICLT): Cyberbullying (2), All Schools Technology Day (2).
- Classroom/ Behavioural Management: ECT workshops (7), ECT mentor training (6),
- Careers & Learning Support: Careers Advisor Networking (1), Learning Support Network (1). Literacy PD and school wide planning (10).
- Leadership & Administration: Institute of Teachers (66), Leading Learning Networks (14), Learning for Leadership (5), Growth Coaching (14), BOSTES (3), School Support Officer PD (14), Leadership development (4)
- Indigenous Education: Indigenous Education (1), Closing the Gap Festival (2), Diocesan Indigenous Committee (1), Memorial Ceremony for Dharawal People Killed in the Massacre of 1816 (5), Sorry Day (2), Cultural Art, Dance & Music (3). Aboriginal Education Community Conversation (2).

School based expenditure on professional learning in 2016 was \$37,324.01. This expenditure by the school averages \$491.11 per teacher. Additional support was offered in Key Learning Areas (KLA) based release time for program review and assessment task re-development. Middle leader points were converted to casual release time of 96 days in order to facilitate these planning days and also the casual costs associated with professional development, project support and in-service attendance.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$489.

Catholic Life & Religious Education

Priorities for students in 2016

Priorities for students were regular community celebration of our 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 2016

The strengthening of the area of Catholic life and Religious Education in 2016 included:

- The Ministry and Religious Education Coordinators attended the One Hearts Australian Catholic Conference.
- The strengthening our sense of the Marist charism and belonging to the Marist family. Many staff and students were 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, middle leaders and executive staff attending various Marist faith formation retreats and conferences.
- The continuation of students training and acting as Catechist helpers in the local Public school.

- The 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 hosted the Conversations with the Bishop, and attended a gathering of Year 12 students with the Bishop.
- Retreat and reflection days based on programs which were developed to suit the age and stage of all students.
- Senior students attended the CEO catholic youth festival.

In a practical way the Catholic Life of the school was supported by Social Justice and community initiatives which included:

- Involvement at the Diocesan Caritas- Food for Life Day
- John Therry Knitting Group and the donation of handmade blankets to those in need in our community
- St Vincent de Paul Winter Appeal- Cans, Cash and clothes
- Winter sleep out and support of 'One meal makes a difference'
- St Vincent de Paul Christmas luncheon
- Visits to the local Nursing Home
- KidsView conference where visitors from the Philippines spoke about poverty in their country
- Fund raising for Marist Solidarity

Social Justice action was accompanied by generous donations:

- Caritas Australia Project compassion: \$ 2901.90
- St Vincent de Paul Society: \$ 4496.50
- Marist Solidarity: \$ 1415.40

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 2016. There were 144 Year 8 Students who sat the Religious Literacy assessment (Part A) on the 17th August 2016 and 145 completed the extended task (Part B) on the 28th August 2016. Both sections allowed for a wide range of opportunities for students' knowledge and application to be assessed. Overall, the majority of students placed 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 the Teachings of Jesus, the Sacred Scriptures and the Liturgical Year.

For Part A 63.20% of students were classified into the “Achieving” category, a definitive improvement from 2015 which was 44.70%.

For Part B 58.90% of students were classified into the “Achieving” category, a definitive improvement from 2015 which was 48.40%. 6.80% of students achieved a result in the “Extending” category improving upon 2015 by 1%.

For the overall result, combining Part A and Part B, 58.80% of students were classified into the “Achieving” category, an improvement from 2015 of 0.10%. 1.50 % of students achieved a result in the “Extending” category improving upon 2015 by 0.80%.

There has been an overall improvement in performance when Part A and Part B are viewed separately and in a combined manner. 41 students were placed above the Diocesan overall average for both Parts A and B combined.

School Review and Improvement

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 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.

School Review and Improvement components to be reviewed and rated in 2017:

Key Area 1 - Catholic Life and Religious Education

1.1 Vision and Mission

Goal: to ensure all staff have a clear understanding of the school vision and mission statements, particularly new staff

Strategy: review and modify the induction process for new staff including beginning and new teachers, temporary and casual teachers, new support staff.

Key Area 2 - Students and their Learning

2.5 Pastoral Care

Goal 1: to improve the school learning culture to emphasise a personal value for learning and appropriate positive behaviours for learning

Strategy: implement BOWL (positive behaviours for learning approach) and review all procedures, processes and accompanying documentation

Goal 2: to improve external examination results in NAPLAN, ESSA & HSC through developing the literacy and numeracy capacity of staff and students.

Strategy: implementation of the staff and student Literacy & Numeracy Project

Key Area 3 – Pedagogy

3.2 Provision for the diverse needs of learners

Goal 1: to cater to the needs of the increasing number of students and their complexities of need

Strategy: expand the provision of life-skills support and review Special Needs faculty structures

Goal 2: to cater for and challenge higher ability students across all areas of school learning

Strategy: embed extension strategies and opportunities for capable students across all KLAs

Key Area 4 - Human resources, Leadership and Management

4.5 Overall compliance with legislation and other requirements

Goal: to ensure compliance with legislation e.g. Government, BOSTES and Diocesan policies, procedures etc.

Strategy: review processes and policies and ensure compliance

Key Area 5 - Resources, Finance and Facilities

5.3 Environmental Stewardship

Goal: to initiate and sustain a school response to Laudato Si.

Strategy: establish a joint committee of staff and students to support and sustain a student and staff collaboration approach to environmental matters across all areas of school life

Key Area 6 – Parents, Partnerships, Consultation and Communication

6.2 Reporting to the community

Goal: to increase parent & community involvement in their child's learning and personal growth

Strategy: continue to improve the school's website and parent portal and use of social media.

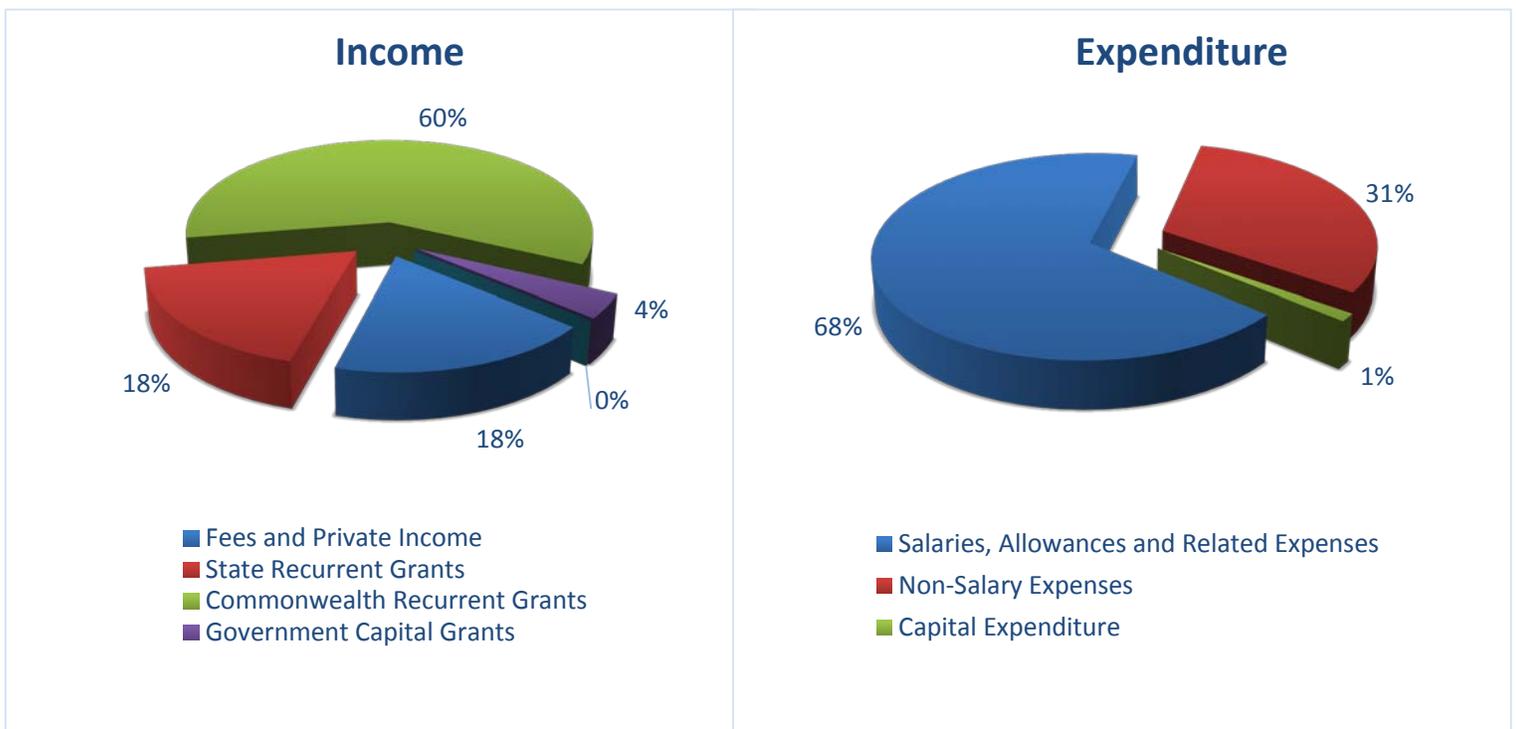
Financial Summary

John Therry Catholic High School pays a large amount of money each year on basic utilities and maintenance costs

In 2015 we paid \$88,996 on electricity, \$21,458.00 for water, \$40,137.00 for cleaning, \$21,960 for mowing, \$19,661.27 for rates and waste removal and \$98,304 for insurance. Our technology costs continue to increase with \$61,963.00 spent on computers and \$11,000.00 spent on apps for the student iPads.

During 2016 building and maintenance works carried out through the year included refurbishment of our uniform shop at a cost of \$14,716.87, refurbishment and new furniture for the school library of \$21,227.61, 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 \$11,527.30, a new portable stage was purchased for the CAPA Department for \$9,145.00 and ongoing painting around the school for maintenance purposes was carried out at the cost of \$23,992.00.

The following graphs reflect the aggregated income and expenditure for John Therry Catholic High School, Rosemeadow for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

A new Learning Group structure for 2016 was implemented to better accommodate the needs of students. Learning groups were vertically streamed for Year 7, 8 and 9. This allowed for Learning Mentors, Year Coordinators and Assistant Year Coordinators of the junior years to work closely with their year groups. Learning group time, year meetings and stage-based events have been successfully implemented with a team of team of teachers dedicated to each year group. These teachers all worked towards the set pastoral and educational goals for their year group. The senior year groups, Year 10, 11 and 12 remained vertically streamed. This structure enabled a positive culture focusing on senior study, career paths,

leadership and community engagement. The Year Coordinators and Learning Mentors worked collectively to address concerns that generally affected all senior students. Students developed a collaborative approach to learning and senior study which added to the success of the approach.

A major achievement for the Pastoral Team in 2016 was a review of the Pastoral Levels Sequence. The purpose behind this review was to create a clear and concise document that combines pre 2016 documents and further supported behaviour management policies of Decisive Discipline and Restorative Justice Principles. There were many stages to this review that included staff input and work from Key Learning Area (KLA) and Pastoral Care Teams. This review was supported by the Education Officer Behaviour- Secondary from the Catholic Education Office.

The John Therry Pastoral Sequence Document will be implemented at John Therry for 2017. The continuum of behaviour outlined in this document, from Gold Level, students achieving at an exceptionally high level, to Orange Level, students receiving targeted interventions, enables a clear guide for students, staff and parents of the expectations of students at any level and further supports our ability to meet the individualised needs of each student.

Closely linked to the levels sequence is the House Cup Competition, which assists to positively motivate and engage students in all dimensions of school life: Academic, Spiritual, Social, Sporting, School Life and Learning.

The John Therry Pastoral Levels Sequence further supports the implementation of the internal MSPEC (Managing Student Pastoral and Educational Concerns) approach. This process is a whole school initiative, which supports positive behaviour, wellbeing and individualised learning needs. John Therry's 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 Care teams, which culminates in two 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. With the support of Catholic Education Officer Behaviour- Secondary staff, the John Therry internal MSPEC team has been able to provide more informed Individualised behaviour and support plans that are student centered and provide quality teaching tips and behaviour reinforcements to support staff with the implementation of individual student strategies.

This year, John Therry welcomed an additional school counsellor, who together with the current counsellor was able to provide assistance for students who may have significant pastoral needs. The school Counsellors worked in collaboration with the Catholic Education Officer Behaviour- Secondary staff to develop a social skills program based on the skills of *'Mindfulness'* for small groups in secondary schools. Select teachers and School Support Officers became familiar with this program and ran two groups for students across Years 7-10 during Term 3 and Term 4.

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 become a core group of students that could be relied upon to exemplify the school's graduate outcomes. The Student Leadership Team is not only responsible for the organisation of events but also have the opportunity to undergo their own leadership and spiritual formation through a number of retreat and development opportunities. The Student Representative Council is made up of

representatives from each year group. The Student Representative Council and Senior Leadership Team meet with the Pastoral Care Coordinators on a fortnightly basis, where they generated ideas and discuss their year group's participation in the life of the school. The meetings are led by the school Vice Captains. This year the Senior Leadership Team implemented the "Year of Mercy" award to be presented at the fortnightly whole school assembly. The recipients for this award are nominated by staff or students for demonstrating compassion, kindness and forgiveness within our community.

A focus for the Pastoral Care Coordinators in 2016 was "JT Pride", which was incorporated into the whole school assemblies and in Learning Group discussions. The school has supported staff in the areas of mental health awareness, knowing our students and their backgrounds, effectively dealing with students who have experienced trauma, decisive discipline and restorative justice.

As part of the skill development John Therry welcomed the MindMatters framework. MindMatters is a mental health initiative for secondary schools that supports the mental health and wellbeing of young people. The staff of John Therry, with the assistance of the Student Representative Council, launched a resilience poster that was placed in classrooms to create a greater understanding of resilience and provide advice regarding practical strategies that can be easily implemented by each individual. This is one of many steps taken on the path towards becoming a MindMatters school.

The Religious Education and Pastoral Planning Document was also updated and reviewed in preparation for 2017 to ensure it is a useful document of reference clearly demonstrating how Pastoral Care Programs are embedded in the Catholic Life of John Therry. 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.

The student database SENTRAL continued to be a valuable tool for use within the school community this year. Within the area of welfare, it provided readily available data for all staff to gain an insight into some of the concerns that students were experiencing, supporting the internal MSPEC process and allowing the Pastoral Team to put in place the most appropriate interventions. It also provided staff with information to allow them to recognise consistently high levels of achievement and gave the Year Coordinators opportunities to celebrate those successes with both students and parents. The Pastoral Team have been vigilant in ensuring the database is up to date with flags and notifications for staff regarding the individual needs of students in their class. They also have access to *Individual Behaviour Support Plans* under the area of student plans

Learning and Teaching

In 2016, the learning and teaching strategies and experiences were continually reviewed to improve the NAPLAN and HSC results. The school was innovative in their learning and teaching experiences and based these changes on contemporary pedagogical research. As part of the School Review and Improvement goals, the focus on assessment and reporting allowed for further development of teaching strategies with embedded additional Literary, Numeracy and Technologies initiatives. The school continued close analysis of progress through the use of data analysis of NAPLAN and HSC results. Much of the focus for professional development continued to be teaching methodology, visible learning initiatives and on the expansion of personalised digital learning with the 1-1 laptop program for all students following the implementation of the iPad program in 2013 as well as assessment and grading.

In 2016, 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 the Literacy classes. ICT initiatives/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 2016 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 (PDP) for middle leaders and teachers using AITSL standards & Diocesan Learning & Teaching Framework (DLTF)
- Growth Coaching training for middle leaders
- Implementing Professional Learning Communities (PLC)

Curriculum and Pedagogy

In Year 7 and 9, students participated in NAPLAN and Year 9 engaged in a series of short courses that were 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.

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 and the quality of work was high. Tasks were varied and catered to the diverse learning needs of the students. Pre-tests and Post-tests for units of work ensured the learning and teaching was specified, directed and effective. The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) and the data was used for diagnosing individual learning needs and reviewing whole class teaching programs.

Information on student progress was communicated on a regular basis and through Interim Reports (for Years 7 and Preliminary HSC) and Semester Reports. External assessment results were discussed with

parents on an individual basis. Parent Information Evenings and Parent-Teacher Meetings provided a formal platform for discussion of student progress.

Technology Supporting Learning

The integration of personalised technology as a tool for learning and teaching continued to evolve as the 1:1 program moved towards an iPad program. Personal iPads for each staff member as well as access to a breadth of technology at the school saw progress in technology supporting learning. Professional Development of staff on the effective use of technology in the classroom involved in-house and external in-services, including the Catholic Education Office supported video conferences and PD opportunities. Spotlights on innovative teaching practices in an iPad environment were shared at staff meetings and staff development days. Year 7 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 Key Learning Areas was emphasised with programs of work reflecting effective literacy strategies. In 2016 the focussed Literacy lessons for Stage 4 students and Literacy intervention for students in Stages 4 & 5 continued and the success of these interventions was seen in the improved NAPLAN results.

Numeracy Strategies

The drive for Numeracy as a key competency across all Key Learning Areas was accentuated with programs of work reflecting effective numeracy strategies. The focussed Numeracy Program for Stage 4 students supported the explicit teaching of concepts in the Mathematics classrooms. In 2016, John Therry continued to consolidate on the CEO, Wollongong organised Secondary Pilot Numeracy Intervention program as well as use the expertise of Dr Chris Longhurst (ACU) to improve the quality of the Numeracy Intervention program by working closely with members of the mathematics department. Students identified through initial testing, continued to be supported with focussed learning and teaching experiences and a Mathematics enrichment program also helped extend students in Numeracy.

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 2016, significant changes to the learning and teaching and pastoral care structures across all stages were implemented to support the development of future graduates and to more effectively respond to learners' diversity of needs. The diverse needs of the 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 that also incorporated Peer support, Leadership courses and Study skills activities in rotation during Term 1. 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 was continued. The Key Learning Area (KLA) tutorial time after school continued provided an opportunity

for students to utilise the expertise of the KLA Coordinators and teaching staff particularly with assistance in homework and assessment tasks.

HSC and Preliminary HSC students had supervised study in both the Library and in study lines and this facilitated sound study practices and an opportunity for staff input on the needs of the students preparing for the HSC. All of these initiatives were planned and implemented within a data-evidenced process to maximise effectiveness and best use of school resources. A technology-rich approach to learning and teaching particularly in 1:1 classrooms and the movement towards an iPad environment enhanced student engagement with their learning.

Gifted Education

The Gifted and Talented program continued to provide extension and enhancement across a variety of key learning areas. Diagnostic testing of Year 7 students in AGAT, PAT and NAPLAN assisted in identifying gifted students. The literacy and numeracy focus provided enrichment across the Dorothea MacKellar and The Simpson Prize writing competitions in Stages 4 and 5. Opportunities in Mathematics occurred through the extension Years 7, 8 and 9 classes in preparation for continued syllabus acceleration and the National Mathematics Competition. Year 10 History students participated in the ANZAC Schools' Project which provided cross-curricula learning opportunities and community involvement and were announced as NSW winners of the competition. The students assisted in active participation during the Year 5 visits from four local schools. Year 9 students attended the UOW Learning Labs across a variety of subject areas in both June and January.

Indigenous Student Support

In 2016 the school continued to have an Aboriginal Education Assistant (AEA) to support the Indigenous students in our school with experiences of culture and support in accessing the curriculum. A priority was to improve parent contact.

Special Education Needs

In 2016, a class catering for students with high functioning ASD diagnosis was created. Under the guidance of a specialist teacher, students were supported with learning and teaching experiences that catered to their specific needs and provided a platform for successful transition into a mainstream setting.

In addition, the Life Skills patterns of study continued across all stages with 6 students successfully completing and achieving a Year 12 Certificate of Attainment.

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 program at the school.

In 2016, John Therry, as a certified MoneySmart school, continued to be committed to the wider education of the students using MoneySmart units of work in English, Mathematics, HSIE, Science, Short Courses and ICT classes.

In public speaking, the students participated in MISA public speaking competitions and the Macarthur Oratory. The junior students participated in the MISA debating competition and were involved in an all-day workshop organised by Western Sydney University Debating club as well as school-based debating & public speaking workshops.

John Therry continued to be one of the strongest schools in Campbelltown in school sport with success in MISA (Macarthur Independent Schools Association) and Wollongong Diocese sporting competitions, Knock Out Rugby League and Soccer competitions.

John Therry also competed against other Catholic High Schools in the in the Wollongong Diocese in the NSW Combined Catholic Colleges sports pathways. The Diocese held regional championships for Swimming, Cross Country and Athletics while carnivals for Touch Football, Rugby League, Soccer, Netball, Hockey, AFL, Volleyball and Tennis are also contested, at which John Therry had several diocesan sporting representatives. School teams competed in regional school sporting events in Futsal, Rugby League, Soccer and AFL.

Students' contributed to the community by assisting at Primary schools' sports carnivals as well as refereeing at PSSA and Diocesan sports carnivals.

Year 10 engaged in many levels of recreational sport such as gymnastics, modern dance, aerobics, yoga, zumba and drama sports.

Vocational Education and Training (VET)

70% of Year 11 and 58% of Year 12 students undertook a vocational training course in 2016. Students completed the following VET courses in 2016: Construction (13 in Year 11 and 11 in Year 12); Hospitality (41 in Year 11 and 23 in Year 12); Business Services (1 in Year 12); Entertainment (12 in Year 11 and 16 in Year 12); Sport Fitness and Recreation (18 in Year 12).

Students (20) completed TVET courses in Tourism, Animal Studies, Information and Digital Technology, Child Studies, Electrotechnology, Health Services, Automotive, Transport & Logistics, Beauty Therapy, Hairdressing, Information Technology and Graphic design

Student Achievement

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

NAPLAN

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Student performance in NAPLAN is reported in ten bands. In 2016, these assessments were administered in May. There were 214 students in Year 7 and 152 students in Year 9 who sat the NAPLAN test in 2016. 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 numbers 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 89% of Year 7 students and 80.5% of Year 9 students achieved results in bands that were above or met the national minimum standard. In Numeracy, 91% of Year 7 students and 90% of Year 9 students achieved results in bands that were above or met the national minimum standard. In 2016, 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 Areas 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 that supplemented the standard literacy lessons. In both literacy and numeracy, select 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 2016: % 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	22%	58%	15%	30%	52%	9%
	National	17%	55%	26%	22%	56%	21%
Writing	School	27%	61%	7%	37%	47%	7%
	National	27%	56%	16%	38%	30%	12%
Spelling	School	21%	53%	20%	23%	52%	16%
	National	18%	53%	28%	23%	54%	22%
Grammar & Punctuation	School	26%	52%	17%	33%	50%	8%
	National	20%	51%	28%	27%	55%	16%
Numeracy	School	22%	58%	14%	21%	66%	4%
	National	15%	53%	30%	18%	58%	23%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2016: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	90%	88%
	National	95%	93%
Writing	School	87%	85%
	National	90%	83%
Spelling	School	90%	85%
	National	93%	90%
Grammar & Punctuation	School	89%	84%
	National	93%	91%
Numeracy	School	91%	90%
	National	96%	95%

Record of School Achievement

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

The RoSA was granted to 20 students in 2016.

Higher School Certificate

The comparative performance over time shows the 2016 HSC results as an improvement over the 2015 HSC results in 9 of the 12 courses studied at John Therry. The Band Performance in the 12 courses studied at John Therry show students in 8 subject areas -English (Standard), English (Advanced), Mathematics, Biology, Business Studies, Music 1, Industrial Technology & PDHPE gained a higher percentage of Band 3s and Band 4s than the state, students in 4 subject areas- English (Standard), Mathematics General, Mathematics & Studies of Religion 1 gained a lower percentage of Band 1s & 2s than the state while students in 8 subject areas- English (Advanced), Biology, Ancient History, Business Studies, Music 1, Industrial Technology, Community & family studies & PDHPE received no Band 1s or 2s. The student achievement (mean performance) was greater than the state in 1 of the 12 subject areas studied at John Therry. The student achievement (mean performance) was lower than the state in 11 subject areas studied at John Therry, the greatest difference being in Industrial Technology. 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.

In Stage 6, the 2016 HSC cohort achieved some strong individual and course results. There were 118 students who sat HSC examinations of which approximately 10% of students achieved an ATAR in excess of 80. The school Dux achieved an ATAR of 92.45. The School had 21 mentions on the Distinguished

Achievers lists while there were also 141 Band 5s achieved in the examinations. Graduating students were offered degree courses from universities throughout the state. Students in Senior Science, Drama, CAFS, English Standard, Construction (VET), Entertainment (VET) and Visual Arts performed above state average. Two Drama students' works were nominated, one of which was selected for OnStage. One Visual Arts student's work was nominated for ArtExpress while one Visual Arts student's major work was selected for ArtExpress.

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.00	78.0	13.00
	State	12.67	73.83	13.47
English (Advanced)	School	0.00	60.00	40.00
	State	1.04	36.94	62.00
Mathematics General	School	8.00	46.00	22.00
	State	24.31	49.77	25.89
Mathematics	School	3.00	82.00	18.00
	State	7.79	39.51	52.67
Biology	School	0.00	79.00	18.00
	State	9.74	54.94	35.28
Ancient History	School	0.00	47.00	20.00
	State	17.42	51.54	31.01
Business Studies	School	0.00	67.00	25.00
	State	12.84	52.37	34.75
Music 1	School	0.00	59.00	41.00
	State	1.70	35.24	63.02
Studies of Religion I	School	2.00	42.00	49.00
	State	5.10	44.78	50.09
Industrial Technology	School	0.00	78.00	0.00
	State	22.14	51.82	26.01
Community and Family Studies	School	0.00	50.00	45.00
	State	14.15	54.87	30.95
Personal Dev, Health and Physical Education	School	0.00	69.00	19.00
	State	16.49	48.70	34.78

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	63	68.96	68.70
English (Advanced)	35	76.56	80.72
Mathematics General	67	64.90	68.51
Mathematics	11	71.33	77.84
Biology	28	69.78	73.71
Ancient History	15	68.69	71.16
Business Studies	24	72.58	73.21
Music 1	17	76.62	80.91
Studies of Religion 1	43	38.32	38.34
Industrial Technology	9	61.42	69.02
Community and Family Studies	20	76.28	72.20
Personal Dev, Health and Physical Education	26	70.98	72.13

Comparative Performance over Time

School Performance (%)	2013	2014	2015	2016
English (Standard)	65.48	69.32	64.84	68.96
English (Advanced)	78.08	78.32	76.41	76.56
Mathematics General	64.61	70.16	62.18	64.90
Mathematics	71.04	77.20	71.31	71.33
Biology	71.51	73.36	68.77	69.78
Ancient History	77.20	73.20	67.72	68.69
Business Studies	68.06	70.16	74.93	72.58
Music 1	85.11	77.75	79.16	76.62
Studies of Religion 1	34.80	35.11	39.39	38.32
Industrial Technology	72.10	64.55	60.90	61.42
Community and Family Studies	75.01	72.38	72.95	76.28
Personal Dev, Health and Physical Education	68.61	69.13	67.60	70.98

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 online. 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 through 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 91% of students who responded are proud of their school, feel safe and express they have opportunities to grow. 91% are satisfied with the range of extra curricula activities on offer at the school. 88% affirm teachers support their learning. 86% affirm teachers give feedback, which helps improve student's results. 92% 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: the school provides appropriate information on student's progress an affirmative response from 87% of respondents. This is still a good response but is an area identified for further development in 2017.

Staff

There was a range of four questions for each category for staff surveys. Catholic Identity and school pride/connectedness was strong with 92% in the affirmative. Opinions on student management were generally supportive and positive with positive responses of 92%. 93%- 94% of staff that responded felt student learning outcomes are maximised with their needs met and that the school has high expectations of the students. Student anti-bullying policies and procedures are seen to be effective by 98% of staff. Staff indicated that consultation and contribution to decision making needs improvement.



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