

Annual School Report

Secondary



2017



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

John Therry Catholic High School, Campbelltown is registered by the NSW Education Standards Authority (NESA) 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 CEDoW to ensure compliance with all the NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the Report will be presented to the parent body and be available on the school's website by 30 June 2018.

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

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Acting Principal: Michael Hanratty

Date: 31 March 2018

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

Enrolments continued to be strong in 2017 with a significant waiting list for Year 7. External Results from NAPLAN and the HSC continue to indicate that the school adds significant value to the student learning. During the year, the long-time Principal of 10 years retired and a relieving Principal supported the school for 3 terms. The school looks forward to the new permanent Principal commencing in 2018. The school continued to support the Marist Schools Association and there were many activities associated with the Marist Institute 200 Years Anniversary events. In sport, John Therry once again was awarded the MISA Shield for most outstanding sporting school. In the Creative Arts, the students were selected for On Stage, Showcase and won local awards for photography. Locally the staff, students and community were entertained with the musical mash-up of 'Something Wicked This Way Comes'.

Significant building programmes commenced with a new Student Services Area and associated bathrooms to be opened in 2018, remodelled entrances to provide better access for larger volumes of students, new disabled accessibility throughout the school including lift access and ramping to classrooms and new staff and visitor car parking associated with the adjacent Parish Church development.

Parent Involvement

The Parents and Friends (P&F) met each term with the principal and discussed issues of importance that relate to the functioning of the school and the wellbeing of the students. It is the belief of the John Therry P&F that if children are happy and positive about their school, then they will perform better. The P&F supported the two Working Bees conducted throughout the year and see these as community building days as much as improving school facilities and environment.

The P&F levy collected \$46,600 in 2017. The major purchase for the school this year were the installation of fans in the school hall costing \$36,245.

The P&F Executive would like to thank the Retiring Principal for her dedication over her years at John Therry and wish her well in her retirement. Also, a special thank you to both the Acting Principal and the Assistant Principal for their work in support of the children and the school in 2017.

Parents and Friends Association, President

Student Leadership

The John Therry student leadership team in 2017 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 school located in Rosemeadow. The school caters for students in years 7-12 and has a current enrolment of 982.

The school is 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. 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

2017 Enrolments	
Boys	537
Girls	445
Total	982
Aboriginal and Torres Strait Islander	94
LBOTE	343

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 Policy in 2017.

Student Attendance

2017 Attendance	Male	Female
Year 7	90.8%	92.2%
Year 8	89.2%	86.8%
Year 9	88.5%	88.5%
Year 10	87.4%	83.7%
Year 11	87.5%	82.5%
Year 12	89.9%	90.1%
Whole school	89.0%	87.1%

Management of Student Non Attendance

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

Daily roll marking in 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. 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 CEDoW Student School Attendance Guidelines and Procedures Policy (January 2015).

Student Retention Rate

Year 10 Total Enrolment 2015	143
Year 12 Enrolment at Census Date remaining in Year 12 at end 2017	115
Actual Retention Rate (%)	80%

Student Attainment in Senior Years

Years 11 - 12 2017	
% of students undertaking vocational training or training in a trade during Years 11 and 12	54%
% of students who have completed at least one (1) VET course in either Year 11 or 12	54%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2017	Year 10	Year 11	Year 12
No of School Leavers	18	20	114
University	-	-	62
TAFE/Tertiary	3	6	16
Employment	7	12	21
Other School	8	2	-
Other/Unknown	-	-	15

Staffing Profile

There are a total of 84 teachers and 28 support staff at John Therry Catholic High School. This number includes 73 full-time, 11 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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2017 was 95.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2016 to 2017 was 75%.

Professional Learning

During 2017 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 72 staff.

These days focused on:

- HSC analysis and school strategic planning and review
- Response to Laudato Si
- 'Awaken' Marist Spirituality Program
- Behaviour Options for Wellbeing and Learning
- Literacy Project.

B. Other professional learning activities provided at school level including CEDoW run courses:

- Leading Learning Networks (7)
- Mathematics Project (6)

- Early Career Teacher networks (7)
- Gifted Ed Network (1)
- VET training (4)
- Visible learning conference (2)
- Collaborative Learning Project (3)
- Behaviour management online course (4)
- STEM conference (1)
- National Consistent Collection of Data PD (3)
- Legal Studies Conference (2)
- Drama Conference (1)
- CSSA Forums (6)
- Principal's conference (1)
- Programming days (7)
- MACQlit PD (5)
- EDUtech conference (1)
- Wellbeing conference (1)
- Edval training (3)
- Librarian conference (1)
- Mathematics conference (1)
- Drama PD (2)
- Food Tech PD (1)
- Game based learning PD (1)
- English Conference (2)
- Youth Ministry Network (2)
- Teaching Golf PD (1)
- Mentoring for effective teaching (3)
- Theology of the Body (2)
- Lamplighters (6)
- RE programming (1)
- Alight for the World (7)
- Shining Lights retreat (3)
- Child Protection training (9)
- Marist Conference (3)
- Care for the Soul retreat (1)
- Behaviour Options for Wellbeing & Learning (8)
- Rock & Water (2)
- Accidental Counselling (4)
- Positive Behaviour for Learning conference (2)
- Mental Health First Aid training (2)
- Learning in Leadership (1)
- Learning for Leadership (2)
- NATSICC Conference (1).

The average expenditure by the school on professional learning per staff member was \$587.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$557.

Catholic Life & Religious Education

John Therry Catholic High School maintained a strong commitment to celebrating Catholic faith with many liturgical activities. The Opening and Advent Masses, through to Ash Wednesday, the Mass celebration shared with the primary school of the Feast Day of Our Lady Help of Christians to the Feast of St Marcellin Champagnat as well as the smaller day to day prayer experiences ensured that the community were well nourished by the Holy Spirit and encouraged to explore their faith in the school.

NAIDOC celebrations involve community engagement through an invitation to join the school community for lunch and a celebratory concert. The celebrations have grown to over 130 community members blessing the school with the sharing of their stories and their culture. This event is a significant cultural item and all of the community are involved in participating in a shared vision and appreciation of the entwined culture. The students feature prominently in the remembrance of the Appin Massacre with many students and staff attending the memorial day. The importance of remembering the shared past is paramount in building the strong relationships and a reconciled future.

There have been many opportunities for the students to live the teachings of their Catholic faith. The various retreat and reflection days have allowed students to have time out with God and to really think about who they are and how they want to live their lives as good young men and women in the world. Year 11 went to Mittagong in November and had a wonderful experience. Year 9 and 11 had several reflection experiences with the Youth Ministry Team, Year 10 reflected on God's image as a part of their camp, and Year 8 worked on community building during their reflection days. Year 7 had their own opportunity to meet with Fr Sarkis in OLHC church, to celebrate their start of High School. This allowed students to ask Fr Sarkis questions and speak about their faith.

The social justice initiatives included a range of activities that sought to engage with the needs of the Catholic charities that the school supports. During the year the school raised \$2,475.58 for St Vincent De Paul Society, \$1,128.70 for Marist Solidarity and \$2,946.65 for Project Compassion. Events included the Winter Sleepout, the Rice Challenge as well as the Project Compassion collections and the Christmas Luncheon.

Religious Literacy Assessment

The Religious Literacy Assessment Program (RLA) for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2017 consisted of 217 Year 8 students who sat the RLA on 21 August 2017.

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

The students of John Therry improved markedly in the Religious Literacy Assessment of 2017. The level of performance in some questions was well above the diocesan average and on par with the majority of other responses. The school performance distribution showed a positive move with 74% of the cohort performing at achieving/extending compared with 2015 where only 45% achieved these levels.

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

- knowledge of how to recognize and value the importance of right relationships by exploring the Golden Rule (Mt 7:12) and other relevant scripture passages
- assess the impact of human activity on creation by examining the work of Catholic organisations which promote environmental stewardship and ecological responsibility.

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

- enhance their understanding of the Church by exploring its organisational structure (local, diocesan, Australian, universal).

In the assessment 25.8% of students were placed in the developing level, 72.3% in the achieving level and 1.9% were in the extending level.

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 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 (refer to elaboration in school plan).

Key Area 2: Students and their Learning

2.5 Pastoral Care

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

Key Area 3: Pedagogy

3.2 Provision for the diverse needs of learners

Goal: To cater to the needs of the increasing number of students and their complexities of need to cater for and challenge higher ability students across all areas of school learning.

Key Area 4: Human Resources Leadership and Management

4.5 Overall compliance with legislation and other requirements

Goal: To ensure compliance with legislation and other requirements eg Government, NESAs, Diocesan policies, procedures, etc.

Key Area 5: Resources, Finance and Facilities

5.3 Environmental stewardship

Goal: To raise awareness in staff and students to the concept of Stewardship in the Catholic context to initiate and sustain a school response to Laudato Si.

Key Area 6: Parents, Partnership, Consultation and Communication

6.2 Reporting to the community

Goal: To increase parent and community involvement in their child's learning and personal growth.

School Review and Improvement components to be reviewed and rated in 2018:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and Mission

Key Area 2: Students and their Learning

2.1 Educational potential

Key Area 3: Pedagogy

3.6 School climate, learning environment and relationships

Key Area 4: Human Resources Leadership and Management

4.2 Professional development of staff

Key Area 5: Resources, Finance and Facilities

5.2 Use of resources and space

Key Area 6: Parents, Partnership, Consultation and Communication

6.1 Parent involvement

Key Area 7: Strategic Leadership and Management

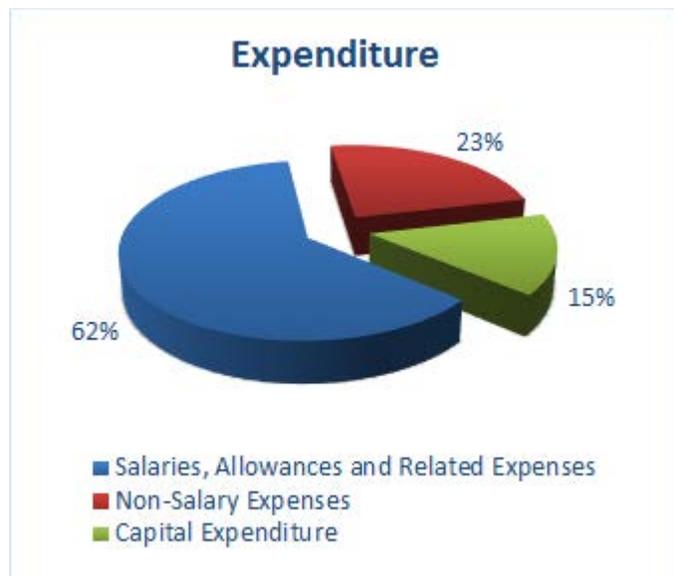
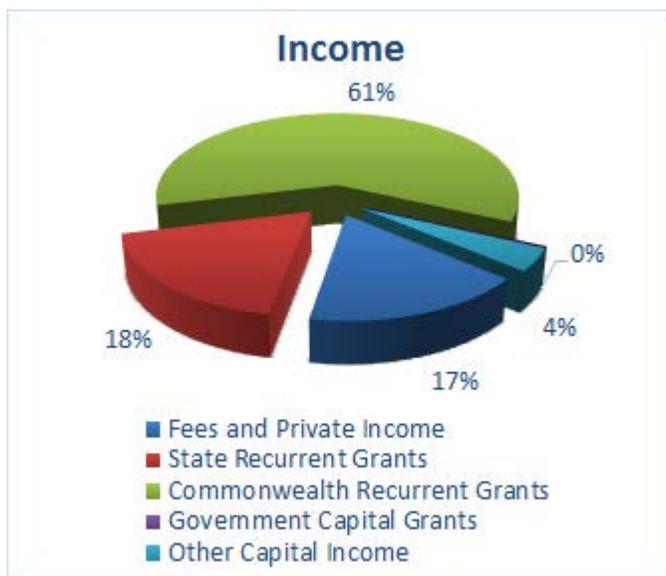
7.1 Planning for improvement

Financial Summary

Major expenses for 2017 included:

- resurface of floors in hall and new carpeting to front of hall and boardroom
- ATSI room upgrade
- carpark works to front and back of school to accommodate changes with start of Church building program
- C Block maintenance - new roof and major repairs
- staff lunch room refurbishment
- meeting room upgrades and new furniture
- Student Services upgrade
- commencement of upgrades to terraces and stairs at back of admin block, including upgrades to drainage and installation of a lift, new disabled toilet and shower room
- fans for hall
- combi steamer oven for food technology
- Trotec Laser Printer
- Acer Chromebooks bulk buy of 60 devices.

The following graphs reflect the aggregated income and expenditure for John Therry Catholic High School, Rosemeadow for the year ended 31 December 2017. This data is taken from the 2017 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

The combined Religious Education and Pastoral Planning Document underpins Pastoral Care programs and initiatives. Year Coordinators use the information from this document to carry out explicit planning for their year groups that aligned with the pastoral and scriptural focus areas that were identified in the document. Year groups participate in Pastoral Care Days, Camps and Reflection Days which align with their Year Pastoral Program and target the needs of the year group.

In 2017 the Peer Support Australia program was run with Year 7 students on a Tuesday afternoon during Terms 1 and 2. This was lead by Year 9 student Leaders and the Year 7 and Year 9 Year Coordinators. Components targeted in this program were relationship building, problem solving, assertiveness and conflict resolution.

During pastoral care time, such as year meetings, learning groups or pastoral days, all year groups engaged in the Enhanced Learning Educational Services Study Skills handbook. This program provides students with access to elearning modules targeting academic skill development. The elearning modules have been mapped across stages and enable Year Coordinators to target the development of specific skills identified as a need within the year group. Modules accessed were improving home study environments, organisation, time management, dealing with distractions and lifestyle balance.

The House Cup competition continues to be a solid foundation for building relationships and encouraging community engagement. The events that are associated with the House Cup competition in the school are mapped according to the five dimensions of school life, including: Academic, Spiritual, Social, Sporting, School Life. 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 who drive the competition and actively motivate the students in their Houses to engage in all areas of the John Therry Community. Inextricably linked to the House Cup is the student level system. In 2017 the school continued to look for ways to positively motivate and engage students into all aspects of school life. One way that students actively do that is by moving up through the student level system. Students are recognised consistently throughout the year and those who gain gold level are rewarded with the annual gold level excursion.

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. The student 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 Leadership Team was guided through a Marist leadership induction that helped them understand what is meant to be a servant leader within a Marist community. The Student Representative Council and Senior Leadership Team meet 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. Both meetings are run by the school Vice Captains. The Senior Leadership Team and the Student Representative Council, participate and support the organisation of social justice initiatives within the school such as the Winter Appeal, Marist Solidarity and the St Vincent de Paul Luncheon. They encourage whole school participation in such events which are linked to the House Cup competition.

Another focus has been to up-skill and develop the whole staff in areas of pastoral care. Staff engaged in a whole day of planning and developing a revised Pastoral Care program to be implemented in 2018. This Pastoral Care program is based upon the principles of the CEDoW BOWL framework (Behaviour Options for Wellbeing and Learning) with a focus being on an effort to promote consistency and structure in day to day routines throughout the school. This need for consistency was highlighted by staff via BOWL surveys - Effective Behaviour Survey (EBS) and School-wide Evaluation Tool (SET) that were conducted during term 1.

Pastoral Care staff meetings have been used to further develop staff in the areas of; mental health awareness, knowing the students and their backgrounds, effectively dealing with students who have experienced trauma, decisive discipline and restorative justice. BOWL incorporates the MindMatters modules into its framework which has allowed staff to continue to engage in the online MindMatters modules in 2017. The modules are centred around the mental health and wellbeing of young people and were run during staff meetings as part of professional development.

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 2017.

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 2017, the learning and teaching strategies and experiences were continually reviewed to improve NAPLAN and HSC results. The school was innovative in the learning and teaching experiences and based these changes on contemporary pedagogical research. As part of the School Review and Improvement goals, the focus on the provision for the diverse learning needs of learners allowed for further development of teaching strategies with embedded additional literacy, numeracy and technological initiatives. The school continued the close analysis of students' progress using data analysis of NAPLAN, PAT and HSC results. Much of the focus for professional development continued to be teaching methodology, visible learning initiatives, 'Putting Faces to the Data' and on the expansion of personalised digital learning at John Therry 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 2017, 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 using Key Learning Area (KLA) workshops and staff meetings. These included the development of skills in writing and vocabulary building which teachers included in their teaching and learning programs for all students. The increasingly popular KLA tutorials continued in 2017 after school as part of the homework club. 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).

Professional Learning Focus

As one of the SRI goals, professional learning was encouraged as part of school culture and practice as teachers modelled what it meant to be lifelong learners in order to ensure that students had appropriate quality learning experiences. The SRI process, involvement in a National Partnership Project, the Collaborative Leadership Improving Learning program, the implementation of the DLTF, the demands of the 1:1 learning environment and the Australian National Curriculum all placed a focus on teacher's learning and leading.

Data analysis was a regular focus in 2017 for whole staff professional development, dialogue and reflection. Data analysis was undertaken and Professional Development (PD) opportunities included the DeCourcy workshop, Visible Learning Professional Development, a Staff Development Day and staff meeting presentations focussing on data analysis. Specific subject analysis was also implemented using NAPLAN, PAT, HSC results, RAP, DeCourcy, and Smart2. Faculty presentations on technology were also featured at staff meetings.

Curriculum and Pedagogy

In Stage 6, the 2017 HSC cohort achieved some strong individual and course results. There were 115 students who sat HSC examinations of which approximately 11.5% of students achieved an ATAR more than 80. The school Dux achieved an ATAR of 92.8. The school had 14 mentions on the Distinguished Achievers lists while there were also 105 Band 5s achieved in the examinations. Graduating students were offered degree courses from universities throughout the state. Students in Senior Science, Drama, Design & Technology, Construction (VET), Entertainment (VET), Industrial Technology, and Aboriginal Studies performed above state average. One Music student was nominated for Encore.

In Year 7 and 9, students participation in NAPLAN was high. Skills in literacy and numeracy were addressed not only in focussed literacy and numeracy lessons across all KLAs but also through the MoneySmart program, Financial Literacy, Rock and Water, Sustainable Living, Mentoring, Leadership and Study Skills. This focus will continue in all KLAs in 2018.

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) as well as PAT (Progressive Achievement Test) for purposes of diagnosing individual learning needs and reviewing whole class teaching programs.

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

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

Technology Supporting Learning

The integration of personalised technology as a tool for learning and teaching continued to evolve as the 1:1 program moved along with the 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. PD of staff on the effective use of technology in the classroom involved in-house and external in-services, including the CEDoW 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 KLAs was emphasised with programs of work reflecting effective literacy strategies. In 2017 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 across most components.

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 the Mathematics classrooms. In 2017, John Therry continued to consolidate on the CEDoW organised Secondary Pilot Numeracy Intervention program, ReSolve: Mathematics by Inquiry and related initiatives 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.

Meeting the needs of all students

Throughout 2017, 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 the 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 which 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 were continued. The KLA tutorial time after school continued providing an opportunity for students to have the expertise of the KLA Coordinators and teaching staff especially 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 continued use of an iPad environment enhanced student engagement with their learning.

Gifted Education

The Gifted and Talented program was continued in 2017 to include a larger number of students across Years 7 to Preliminary HSC. 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 7 and 9 class in preparation for continued syllabus acceleration. The team of students participated in the ANZAC Schools' Project which provided cross-curricula learning opportunities and community involvement and were winners of the competition. The students also actively participated during the year five visits from the local schools and some students were invited to attend the UOW Learning Labs across a variety of subject areas.

Aboriginal and Torres Strait Islander Student Support

In 2017 the school had an Aboriginal Education Assistant (AEA) and two Learning School Support officers to support the Aboriginal and Torres Strait Islander (ATSI) students in the school with experiences of culture and support in accessing the curriculum.

Special Education Needs

In 2017, a class catering to students with high functioning ASD diagnosis was created. Under the guidance of a specialist teacher, this provided students 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 3 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 2017, John Therry, as a certified MoneySmart school, continued to be committed to the wider education of our students using MoneySmart units of work in English, Mathematics, HSIE, Science, short courses and ICT classes.

Debating & Public Speaking

In 2017, students participated in the Macarthur Independent Schools Association (MISA) public speaking competitions and 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 the MISA and Wollongong Diocese sporting competitions, knock-out rugby league and soccer competitions.

John Therry, once again was a strong contender in the MISA Sporting competition, showing strength in basketball, oz tag, rugby league and soccer by winning multiple premierships.

John Therry continued to compete 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 and carnivals for touch football, rugby league, soccer, netball, hockey, AFL, volleyball and tennis. John Therry had several diocesan sporting representatives in each of these events.

Other pathway sports like softball, baseball, triathlon, rugby union and golf have state wide trials for all catholic students and the students tried out for these, too. School teams also competed in regional school sporting events in futsal, rugby league, soccer and AFL. The students contributed to the community by assisting at Primary schools' sports carnivals as well as refereeing at PSSA and Diocesan sports carnivals. The Year 10 students engaged in many levels of recreational sport such as gymnastics, modern dance, aerobics and yoga.

Vocational Education and Training

There were 60 students who completed Preliminary HSC VET courses in 2017. The number of students in each course were:

- Hospitality (Kitchen Operations): 42
- Construction: 11
- Entertainment: 7

There were 56 students who completed HSC VET courses in 2017. The number of students in each course were:

- Hospitality (Kitchen Operations): 34
- Construction: 10
- Entertainment: 2

There were 6 students who completed Preliminary HSC EVET/SBAT courses in 2017. The number of students in each course were:

- Animal Studies 1
- Human Services (Health Services Assistance) 2
- Retail Services 2

- Fitness 1

There were 9 students who completed Preliminary HSC EVET/SBAT courses in 2017. The number of students in each course were:

- Tourism Travel & Events 1
- Community Service (Introduction) 2
- Information and Digital Technology 3
- Animal Studies 1
- Business Services 1
- Human Services 1

Student Achievement

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

NAPLAN

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

John Therry students achieved satisfactory results in NAPLAN. Overall, in reading 89% of Year 7 students and 88% 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 95% of Year 9 students achieved results in bands that were above or met the national minimum standard. John Therry has slightly more students below National Standard than the state average and so has continued to target school based interventions, including a comprehensive literacy and numeracy program that involved all students in Years 7-10 across each KLAs 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.

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 2017: % 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	26%	62%	12%	25%	65%	10%
	National	16%	53%	29%	21%	56%	21%
Writing	School	44%	47%	9%	46%	47%	8%
	National	28%	53%	17%	37%	46%	15%
Spelling	School	22%	60%	18%	24%	57%	19%
	National	16%	50%	33%	22%	54%	22%
Grammar & Punctuation	School	28%	53%	19%	35%	55%	10%
	National	19%	51%	29%	25%	54%	19%
Numeracy	School	18%	70%	11%	20%	74%	6%
	National	14%	52%	33%	16%	58%	24%

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 2017: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	88%	87%
	National	94%	92%
Writing	School	80%	75%
	National	88%	82%
Spelling	School	89%	88%
	National	93%	91%
Grammar & Punctuation	School	86%	85%
	National	92%	89%
Numeracy	School	93%	95%
	National	95%	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 22 students in 2017.

Higher School Certificate

The 2017 HSC cohort achieved some strong individual and course results. There were 115 students who sat HSC examinations of which approximately 11.5% of students achieved an ATAR more than 80. The school Dux achieved an ATAR of 92.8. The school had 14 mentions on the Distinguished Achievers lists while there were also 105 Band 5s achieved in the examinations. Graduating students were offered degree courses from universities throughout the state. Students in Senior Science, Drama, Design & Technology, Construction (VET), Entertainment (VET), Industrial Technology, and Aboriginal Studies performed above state average. One Music student was nominated for Encore.

Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	4.44	88.89	6.67
	State	13.66	70.31	16.02
English (Advanced)	School	45.45	47.73	6.82
	State	1.37	34.88	63.75
Mathematics General 2 BDC	School	45.45	47.73	6.82
	State	25.41	48.84	25.75
Mathematics	School	19.05	61.90	19.05
	State	9.11	37.22	53.68
Biology	School	15.79	57.89	26.32
	State	11.95	48.49	39.56
Ancient History	School	12.50	75.00	12.50
	State	18.39	45.12	36.49
Business Studies	School	9.09	68.18	22.73
	State	12.72	50.59	36.69
Music 1	School	0.00	50.00	50.00
	State	1.35	32.98	65.68
Studies of Religion I	School	11.54	57.69	30.77
	State	4.31	45.65	50.04
Industrial Technology	School	25.00	50.00	25.00
	State	25.06	52.46	22.48
Community & Family Studied	School	26.67	46.67	26.67
	State	11.50	58.26	30.23
Personal Dev,Health & Physical Education	School	17.50	72.50	10.00
	State	18.66	50.46	30.88

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	52	67.09	69.19
English (Advanced)	47	74.76	80.96
Mathematics General	47	61.13	68.51
Mathematics	22	67.98	77.96
Biology	19	71.12	74.30
Ancient History	8	71.13	71.67
Business Studies	23	71.65	73.17
Music 1	12	81.02	81.45
Studies of Religion 1	58	36.01	38.77
Industrial Technology	8	68.85	67.54
Community and Family Studies	17	70.39	72.71
Personal Dev, Health and Physical Education	44	67.78	71.03

Comparative Performance over Time

School Performance (%)	2014	2015	2016	2017
English (Standard)	69.32	64.84	68.96	67.09
English (Advanced)	78.32	76.41	76.56	74.76
Mathematics General	70.16	62.18	64.90	61.13
Mathematics	77.20	71.31	71.33	67.98
Biology	73.36	68.77	69.78	71.12
Ancient History	73.20	67.72	68.69	71.13
Business Studies	70.16	74.93	72.58	71.65
Music 1	77.75	79.16	76.62	81.02
Studies of Religion 1	35.11	39.39	38.32	36.01
Industrial Technology	64.55	60.90	61.42	68.85
Community and Family Studies	72.38	72.95	76.28	70.39
Personal Dev, Health and Physical Education	69.13	67.60	70.98	67.78

Parent, Student and Staff Satisfaction

The school aims to seek regular feedback from staff, students and parents in a variety of ways to monitor school climate and ensure that the school is living out its Vision and Mission. Formal surveys are utilised to gather more detailed evidence each year.

Student surveys reported that the vast majority of students feel safe and supported at school and that they enjoy coming to school each day. Students reported that they are challenged in their learning and receive feedback that helps improve their learning. Student concerns included that there are some students that do not follow the rules consistently and that they were not sure of how to complain if they did have a concern. Students are overwhelmingly proud of their school.

Parent surveys reported that the school provides a quality Catholic Education and provides a wide variety of extra-curricula activities for students. There was a strong sense that teachers care about the wellbeing of their children. Areas for improvement included looking at the feedback provided to parents on student achievement and working to meet the individual learning needs of students. There was also some recommendations to look at how the staff prepare children for life after school.

Staff reported that they felt a strong sense of connection and pride in the school and they felt the school provided a safe and supportive environment for students. Staff felt there was appropriate challenge and expectation provided for students by the Executive and Teachers. Staff expressed concerns with some facilities and resources in the school and the need for greater staff voice in decision making in the school.



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