

# Annual School Report Secondary



2018



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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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 2019.

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

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Principal: Wayne Marshall  
Date: 1 April 2019

## **Vision Statement**

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

## **Message from Key School Bodies**

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### ***Principal's Message***

The 2018 school year saw John Therry Catholic High School commence with a new Principal and also saw an exciting year full of student attainment. John Therry was once again the MISA Champion sporting school. In Year 12, a student's exceptional artwork was selected for ArtExpress and won the prestigious S&S Creativity Award. Two students were offered, and accepted, scholarships to colleges in the United States. External Results from NAPLAN and the HSC continue to indicate that the school adds significant value to the student learning. Enrolments continued to be strong in 2018 with a significant waiting list for Year 7.

The school continued to support the Marist Schools Association and there were many activities associated with the Marist Institute 200 Years Anniversary events. In the Creative Arts, students were selected for On Stage, Showcase and won local awards for photography. Locally the staff, students and community were entertained with the musical Beauty and the Beast.

The parish church development moved towards completion and other works around the school continued to generate improved facilities for the students. The school invested in new equipment for the Science faculty and machinery in the TAS department.

### ***Parent Involvement***

The 2018 school year saw the appointment of the new school Principal after the retirement of the previous long term Principal. John Therry Catholic High School has regular Parents and Friends' Association (P&F) meetings held in week 8 of each term with the Principal and Assistant Principal. The main responsibilities of the P&F are to raise concerns with the Principal, discuss matters raised by the Principal where he seeks advice and to administer the funds raised by the P&F levy. Little of these funds were spent in the 2018 school year as the P&F is looking to 2019 to provide some shade areas and assist in gaining water access to the ovals. The P&F invite all parents to come along to these meetings and support their child's educational journey while at John Therry.

*Parents and Friends Association, President*

### ***Student Leadership***

The student leadership team and Student Representative Council (SRC) met fortnightly and have the opportunity to exercise leadership and discuss ways to improve the school. The John Therry student

leadership team in 2018 consisted of Year 12 leaders: 2 Captains, 4 Vice Captains, 8 House Captains and 12 SSSA Captains: Spiritual (2), Marist (2), Sporting (1), Social Justice (2), Environmental (2), Academic (2) and a team of 16 students from years 7 to 11 served as the SRC.

They addressed student concerns, managed charity work and school and Diocesan events. The senior students are heavily involved in the house points system. With points gained from merit awards, sporting carnivals and other avenues, as well as significant leadership in John Therry Week activities.

The student leaders acknowledge the work of the Pastoral Coordinators and the Year Advisors for their dedication and support. 2018 also saw an increased involvement and commitment to the Marist family that the school is a part of.

#### *School Leaders*

## School Profile

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### **School Context**

John Therry Catholic High School is a Catholic systemic co-educational school located in Campbelltown. The school caters for students in years 7-12 and has a current enrolment of 946.

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, St Bede's, 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. John Therry has high numbers of students with learning difficulties and high numbers of indigenous students.

### **Student Enrolments**

2018 Enrolments	
Boys	520
Girls	426
Total	946
Aboriginal and Torres Strait Islander	102
LBOTE	272

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](http://www.jtchs.dow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2018.

## ***Student Attendance***

<b>2018 Attendance</b>	<b>Male</b>	<b>Female</b>
Year 7	91.8%	91.4%
Year 8	89.2%	91.2%
Year 9	88.2%	85.0%
Year 10	83.5%	87.7%
Year 11	86.5%	85.3%
Year 12	89.5%	86.4%
Whole	88.3%	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 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***

<b>Year 10 Total Enrolment 2016</b>	181
Year 12 Enrolment at Census Date remaining in Year 12 at end 2018	123
Actual Retention Rate (%)	68%

### ***Student Attainment in Senior Years***

<b>Years 11 - 12 2018</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	53%
% of students who have completed at least one (1) VET course in either Year 11 or 12	53%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

### ***Destination Survey***

<b>2018</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	16	17	123
University	-	-	58
TAFE/Tertiary	5	4	14
Employment	9	12	31
Other School	2	1	-
Other/Unknown	-	-	20

## Staffing Profile

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There are a total of 83 teachers and 28 support staff at John Therry Catholic High School. This number includes 71 full-time, 12 part-time teachers.

### ***Teacher Accreditation Status***

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	5
Proficient	78
Highly Accomplished / Lead	0

### ***Teacher Attendance and Retention***

The average daily teacher attendance rate for 2018 was 96.41%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2017 to 2018 was 86%.

### ***Professional Learning***

During 2018 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 83 staff. These days focused on:

- Programming, Assessment and Differentiation
- Staff Spirituality - vision and mission and the John Therry story
- Staff and Student wellbeing.

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

- Leading Learning Networks (7 staff)
- Data Analysis Workshop (1 staff)
- Stage 4 Mathematics Project (8 staff)
- Stage 4 Mathematics training day (1 staff)
- Studies of Religion Conference (3 staff)
- PDHPE New Syllabus workshops (3 staff)
- Early Career Teacher networks (2 staff)

- Behaviour management PD (1 staff)
- Gifted Ed PD (2 staff)
- Stage 6 Science Program writing (3 staff)
- CAFS PD (1 staff)
- Literacy for Learning (3 staff)
- Coding workshop (1 staff)
- Chemistry and Physics Conference (2 staff)
- Extension Science PD (1 staff)
- Learning in Leadership (1 staff)
- Introduction to Leadership (1 staff)
- Languages PD (2 staff)
- Autism Workshop (2 staff)
- VET training (6 staff)
- Collaborative Learning Project (5 staff)
- National Consistent Collection of Data PD (2 staff)
- Legal Studies Conference (2 staff)
- CSSA Forums (5 staff)
- Principal's conference (2 staff)
- Faculty Planning days (63 staff)
- EDUtech conference (2 staff)
- Edval training (3 staff)
- Librarian conference (1 staff)
- Food Tech PD (1 staff)
- English Conference (2 staff)
- Youth Ministry Network (2 staff)
- Mentoring for effective teaching (1 staff)
- Lamplighters (1 staff)
- RE programming (1 staff)
- Alight for the World (3 staff)
- Shining Lights retreat (3 staff)
- Child Protection training (6 staff)
- Accidental Counselling (2 staff).

The average expenditure by the school on professional learning per staff member was \$578.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$380.

## **Catholic Life & Religious Education**

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John Therry Catholic High School maintained a strong commitment to celebrating Catholic faith with many liturgical activities. The Opening and Advent Masses, through to the Ash Wednesday liturgy, 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. Once again the Year 12 Gathering with the Bishop was a significant event as the new Bishop Brian Mascord took time to meet, converse and answer sometimes difficult questions from the students.

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 100 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 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 and Mulgoa 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 the Parish Priest in OLHC church, to celebrate their start of High School. This allowed students to ask the Parish Priest questions and speak about their faith. The Parish Priest was present at LIVE@JT events and took time to have an instructional question and answer with Year 10 students about vocations.

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 \$2,900 for St Vincent De Paul Society, \$10,000 for Marist Solidarity and \$2,946 for Project Compassion. Events included the Winter Sleepout, the Rice Challenge as well as the Project Compassion collections and the Dignity Project. The Dignity Project involved over twenty students attending a morning tea with guests at the local nursing home, entertaining them with singing and chatting, serving and listening. The students presented them with artworks created by the Year 7 students and were fondly received.

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

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2018 consisted of 177 Year 8 students who sat the Religious Literacy Assessment on 27 August 2018.

The performance of each student was described according to the Common Grade Scale (A to E).

The students of John Therry improved markedly in the Religious Literacy Assessment of 2018. 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 66% of the cohort performing at a sound or above level.

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 that human beings participate in, contribute to and are responsible for God's creation
- articulation of the core beliefs of the Catholic tradition
- applying of christian beliefs and principles to decision making processes.

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:

- investigate and identify key characteristics of Catholic communities
- describing the significance of the Sacraments of Initiation.

In the assessment 4% of students were placed in the elementary level, 31% in the basic level, 49% in the sound level, 14% in the thorough level, and 2% were in the extensive level.

## School Review and Improvement

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

### ***School Review and Improvement components reviewed and rated in 2018:***

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

##### 1.1 Vision and Mission

Goal: Staff have a sound understanding of the school vision and mission and Marist connection, actively live this, providing witness for all students.

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

##### 2.1 Educational potential

Goal: Maximise the learning outcomes for all students through developing a culture of learning, and developing staff capacity to meet the learning needs of each child.

#### **Key Area 3: Pedagogy**

##### 3.6 School climate, learning environment and relationships

Goal: Develop a positive and respectful learning culture at John Therry, to improve the learning outcomes for each student.

#### **Key Area 4: Human Resources Leadership and Management**

##### 4.2 Professional development of staff

Goal: Provide a quality professional learning program to support the development of staff capacity to improve learning for our students.

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

##### 5.2 Use of resources and space

Goal: Participate in a master planning process to prepare the school for the next 30 years.

#### **Key Area 6: Parents, Partnership, Consultation and Communication**

##### 6.1 Parent involvement

Goal: To incorporate parents in the learning partnership with the school to a greater degree.

#### **Key Area 7: Strategic Leadership and Management**

##### 7.1 Planning for improvement

Goal: Ensure alignment between our Annual plans and staff PD to ensure plans are effective.

***School Review and Improvement components to be reviewed and rated in 2019:***

**Mission Dimension 1 - Mission and Catholicity**

*The Vision and Mission of the school is well known and understood by the school community and underpins all directions and priorities (1.1)*

Review the Vision and Mission statements of the school.

*A range of targeted formation opportunities enable personal and spiritual growth for students and staff (1.2, 1.4)*

Promote personal and spiritual growth through the provision of formation opportunities. Use school, Diocesan and Marist formation opportunities to promote personal and spiritual growth.

**Mission Dimension 2 - Learning and Teaching**

*Student Achievement (2.2A, 2.2B)*

Implement and embed whole school approaches to effective literacy and numeracy instruction.

*Student Achievement (2.8)*

Develop staff capacity to be diagnostic users of assessment to assist them in ensuring student growth in learning. and embed whole school approaches to effective literacy and numeracy instruction.

**Mission Dimension 3 - People and Culture**

*Safe and Supportive Environments (3.1)*

Staff share responsibility for the Pastoral Care of all members of the school community through refined administrative and organisational systems and practices. (KLA/ PC/ LT/ Admin).

*Student and Staff Wellbeing (3.2)*

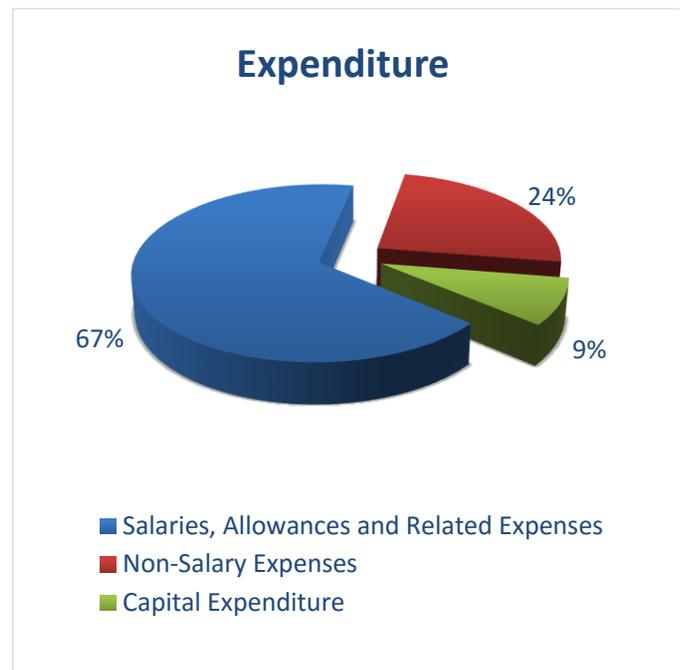
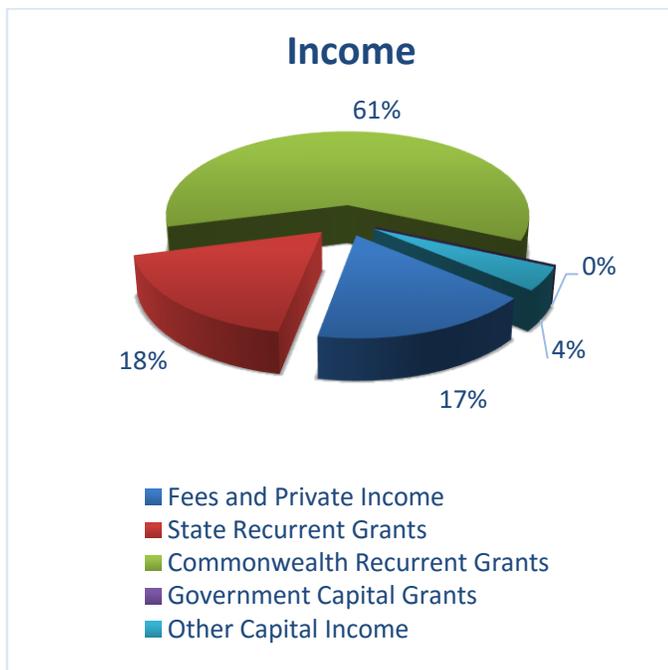
The well-being needs of students and staff are identified and effectively addressed through the Pastoral Care and teaching and learning programs (BOWL/ KLA).

## Financial Summary

The 2018 school year saw the newly appointed Principal commence. Major expenses for 2018 included:

- resurfacing of the basketball and netball courts with Rebound Ace
- a safety audit and upgrade of the TAS machinery
- new computers for all Middle Leaders
- completion of the installation of the disabled lift and associated works
- replacing part of the shelter shed roof
- replacing or upgrading much of the Science equipment
- refurbishment of the Front Office area
- upgrade of library furniture.

The following graphs reflect the aggregated income and expenditure for John Therry Catholic High School, Campbelltown for the year ended 31 December 2018. This data is taken from the 2018 financial return to the Australian Government, Department of Education, and Training.



## Student Welfare

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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.

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 e-learning modules targeting academic skill development. The e-learning 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. A targeted intervention delivered by CatholicCare saw Year 9 students complete a six-session program titled Teen Mental Health First Aid. Such an initiative came about in response to an identified need and will progress into 2019.

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, SRC 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 2018 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 SRC 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 SRC 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 SRC 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 2019. 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.

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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2018.

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

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

## Learning and Teaching

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### **Introduction**

In 2018, 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 increasing educational potential 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, literacy, assessment and grading, 'Putting Faces to the Data', the continued work of Dr. Lyn Sharratt (learning intentions, success criteria and learning walks and talks) 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 2018, 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 2018 after school as part of the homework club. The vertical learning groups in the senior years allowed for greater peer mentoring in learning groups, each week.

### **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) through MyPaD for middle leaders and teachers using AITSL standards & Diocesan Learning & Teaching Framework (DLTF).

### **Professional Learning Focus**

As one of the SRI goals, improving teaching practice through focussed professional development was encouraged 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. The 'Literacy for Learning' program (delivered by Lexis Education) for staff was a CEDoW initiative that was implemented in 2018 with 28 teacher participants signing up to complete the 6 modules. The aim

of the program was to improve teacher methodology to incorporate literacy for better writing and critical thinking skills.

Data analysis was a regular focus in 2018 for whole staff professional development, dialogue and reflection. Data analysis was undertaken and Professional Development (PD) opportunities included the DeCourcy workshop, a staff development day and staff meeting presentations focussing on data analysis. Specific subject analysis was also implemented using NAPLAN, PAT, HSC results, RAP and DeCourcy. Faculty presentations on how data is used to inform teaching and learning were also featured at staff meetings.

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

In Year 7 and 9, student 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, sustainable living, mentoring, leadership and study skills. This focus will continue in all KLAs in 2019.

In Stage 4, the strong emphasis on explicit teaching of the foundational skills of Information and Communication Literacy Technologies (ICLT) supported the classroom curriculum through an integrated cross-curricular approach.

### **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 Year 11) 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 Chromebook program. Personal Chromebooks 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. Edutech and Spotlight conferences were a fantastic experience which allowed for staff and gain some fantastic ideas on innovative teaching practices as well as equipment for the classroom. Year 7 students, with their parents, participated in boot camps to

facilitate transition into the use of Chromebooks as a learning tool. The school will transition from iPads to Chromebooks over the coming years after extensive trialling and feedback from students. The school also formulated a plan for the future infrastructure and classroom equipment.

## ***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 2018 the focussed literacy lessons for Stage 4 students and literacy intervention for students in Stages 4 and 5 continued and the success of these interventions was seen in the improved learning outcomes for most students.

### **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 2018, John Therry continued to consolidate 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. Additionally, involvement in the CEDoW led Challenging Approach to teaching Stage 4 mathematics continued with a variety of initiatives and different teaching strategies implemented.

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 2018, 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 classrooms, the continuation of Stage 5 short courses which also incorporated Gifted Education small group work 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. Programs such as MacqLit and Secret Agent's Society have provided students with learning growth and development in the areas of reading and social skills respectively. 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 Year 11 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 and Chromebook environment enhanced student engagement with their learning.

### **Gifted Education**

The Gifted and Talented program was continued in 2018 to include a larger number of students across Years 7 to Year 11. Diagnostic testing of Year 7 students in AGAT and NAPLAN assisted in identifying gifted students. Enrichment opportunities in Mathematics occurred through the creation of an extension Year 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. The students also actively participated during the Year 5 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 2018 the school had an Aboriginal Education Assistant (AEA) and two Learning School Support Officers (SSO) 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 2018, a discreet class catering to students with high functioning ASD diagnosis continued. This was a stage 4 class comprising 10 students. Under the guidance of a specialist teacher and a full time SSO, 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.

Structured classes were established in each year group. These classes comprised various special needs ranging from students with intellectual disability, language disorders, students with ASD, ADHD, anxiety, etc. These structured settings were smaller in size and had SSOs attend for most of the time.

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 2018, 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 2018, 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 and public speaking workshops. The Year 8 MISA Debating Team were grand finalists in 2018 and were one of the strongest teams in the Macarthur Region.

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 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 9 and 10 students engaged in many levels of recreational sport such as gymnastics, dance, crossfit and circuit training.

### **Vocational Education and Training**

There were 76 students who completed Year 11 VET courses in 2018. The number of students in each course were:

- Hospitality (Kitchen Operations): 28
- Hospitality (Food & Beverage): 10
- Construction: 20
- Entertainment: 16

There were 58 students who completed HSC VET courses in 2018. The number of students in each course were:

- Hospitality (Kitchen Operations): 40
- Construction: 10
- Entertainment: 8

There were 5 students who completed HSC EVET/SBAT courses in 2018. The number of students in each course were:

- Business 1
- Human Services (Health Services Assistance) 2
- Retail Services 2

There were 2 students who completed Year 11 EVET/SBAT courses in 2018. The number of students in each course were:

- Construction- School-based apprenticeship-1
- Retail Services- 1

## Student Achievement

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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**

John Therry students achieved satisfactory results in NAPLAN. Overall, in reading 93.7% of Year 7 students and 93.7% of Year 9 students achieved results in bands that were above or met the national minimum standard. In numeracy, 97.1% of Year 7 students and 95.2% of Year 9 students achieved results in bands that were above or met the national minimum standard. John Therry had a lower mean 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***

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 7 and 9. It provides 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. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2018: % 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	65	13	32	57	11
	National	16	55	27	19	77	21
Writing	School	37	53	10	45	46	9
	National	32	53	14	41	45	12
Spelling	School	18	56	26	28	58	14
	National	17	51	30	22	53	24
Grammar & Punctuation	School	28	53	19	38	51	10
	National	18	52	30	21	57	20
Numeracy	School	21	61	18	31	58	12
	National	15	55	29	15	58	29

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 2018: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	94	94
	National	94	94
Writing	School	91	76
	National	87	80
Spelling	School	91	89
	National	93	90
Grammar & Punctuation	School	91	86
	National	92	92
Numeracy	School	97	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 19 students in 2018.

### ***Higher School Certificate***

The 2018 HSC cohort achieved some strong individual and course results. There were 127 students who sat HSC examinations of which approximately 11.9% of students achieved an ATAR more than 80. The school Dux achieved an ATAR of 92. The school had 12 mentions on the Distinguished Achievers list while there were also 134 Band 5s achieved in the examinations. Analysis of DeCourcy learning gains on the TES scale has indicated that the top one third of the cohort had strong learning gains from NAPLAN to Year 12. Graduating students were offered degree courses from universities throughout the state. Students in Chemistry, Modern History, Society and Culture, Visual Arts, Design and Technology and Entertainment (VET) performed above state average. Three Visual Arts students were nominated for Art Express and one student won the S & S Creativity award.

**Student Achievement (Band Performance)**

<b>Band Performance (% in Bands)</b>		<b>Bands 1 and 2</b>	<b>Bands 3 and 4</b>	<b>Bands 5 and 6</b>
<b>English (Standard)</b>	School	20.0	77.8	2.2
	State	15.0	69.4	15.1
<b>English (Advanced)</b>	School	2.0	65.3	32.7
	State	1.4	35.8	62.7
<b>Mathematics General 2 BDC</b>	School	35.7	48.8	15.5
	State	19.9	52.5	26.6
<b>Mathematics</b>	School	0	54.6	45.5
	State	7.4	40.5	51.8
<b>Biology</b>	School	16.0	48.0	36.0
	State	10.1	52.6	36.9
<b>Ancient History</b>	School	7.1	78.6	14.3
	State	14.9	47.9	36.1
<b>Business Studies</b>	School	30.4	56.5	13
	State	12.2	49.7	37.0
<b>Music 1</b>	School	0	30.8	69.2
	State	1.6	33.4	64.5
<b>Studies of Religion I</b>	School	23.5	50.0	26.5
	State	6.6	56.5	36.7
<b>Community &amp; Family Studies</b>	School	30.4	56.5	13
	State	13.1	56.3	28.9
<b>Personal Dev, Health &amp; PE</b>	School	9.7	67.8	22.6
	State	13.5	52.4	33.1

***Student Achievement (Mean Performance)***

<b>Mean Performance (%)</b>	<b>Students</b>	<b>School</b>	<b>State</b>
<b>English (Standard)</b>	45	67.0	68.7
<b>English (Advanced)</b>	50	75.5	80.6
<b>Mathematics General</b>	84	63.0	69.9
<b>Mathematics</b>	11	75.0	78.2
<b>Biology</b>	25	71.2	74.1
<b>Ancient History</b>	15	70.0	72.8
<b>Business Studies</b>	23	67.1	73.6
<b>Music 1</b>	13	79.3	81.5
<b>Studies of Religion 1</b>	35	34.6	37.0
<b>Community and Family Studies</b>	24	67.2	72.0
<b>Personal Dev, Health and Physical Education</b>	31	71.0	72.3

***Comparative Performance over Time***

<b>School Performance (%)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>English (Standard)</b>	64.8	69.0	67.1	67.0
<b>English (Advanced)</b>	76.4	76.6	74.8	75.6
<b>Mathematics General</b>	62.2	64.9	61.1	63.0
<b>Mathematics</b>	71.3	71.3	68.0	75.0
<b>Biology</b>	68.8	69.8	71.1	71.2
<b>Ancient History</b>	67.7	68.7	71.1	70.0
<b>Business Studies</b>	74.9	72.6	71.7	67.1
<b>Music 1</b>	79.2	76.6	81.0	79.3
<b>Studies of Religion 1</b>	39.4	38.3	36.0	34.6
<b>Industrial Technology</b>	60.9	61.4	68.9	-
<b>Community and Family Studies</b>	73.0	76.3	70.4	67.2
<b>Personal Dev, Health and Physical Education</b>	67.6	71.0	67.8	71.0

## Parent, Student and Staff Satisfaction

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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 continue to feel safe and supported at school and that they enjoy coming to school each day. Students reported that the school helps them to understand the Catholic faith and 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. Students are overwhelmingly proud of their school and would recommend the school to other students and families.

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. Parents also suggested reviewing the school to parent communication methods to ensure parents were informed of school events.

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 the school provides appropriate opportunities for student and staff spiritual formation. Staff felt there was appropriate challenge and expectation provided for students by the executive and teachers, and noted the improvement in facilities and resources in the school. Staff expressed that there were opportunities to improve the mentoring and support provided to new teachers at the school.



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