Annual School Report 2007

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”

Principal’s Message
Welcome to the 2007 Annual School Report of John Therry Catholic High School, JTCHS. Our school has continued to flourish with a combination of four areas of growth for our students: academic, social, spiritual and sporting. Our year of 2007 was highlighted by improved results in the two public examinations, the School Certificate and the HSC, wins in the Diocesan Swimming and Athletics Carnivals, the completion of our building program, an outstanding Jack Crawford Games, and some very inspiring camps and retreats. The school’s population has grown this year.

P&F President’s Message
JTCHS is now well into its third decade. Preservation of the heritage and Catholic traditions of JTCHS are important to the P&F. JTCHS, named after the pioneering missionary priest, Father Therry is a special and blessed school. JTCHS has always had a close and supportive relationship with the P&F. This close relationship was born over 25 years ago. Few schools can make such a claim. During 2007 the P&F discussed many issues with the school and contributed to the spiritual and financial wellbeing of JTCHS. The P&F have contributed to technology, Catholic culture, and working bees for the on-going maintenance of our School. Part of our Catholic culture is an awareness of our past. The JTCHS school diary proudly bears the P&F report of the enormous contribution made by Fr Therry in providing the foundations for Catholic worship in Australia. The P&F has also raised awareness of the need to update our JTCHS honour boards. We now have honour boards in The William E Murray Hall to recognize significant community contribution, academic excellence via Doctoral achievement, and past and current Principals. In 2008 a Vocations honour board will be added to complete the recognition of those issues that are important to our Catholic School. In 2008 it is envisaged that the P&F will assist in the provision of upgraded facilities in the playground area.

School Captains’ Message
The John Therry student leadership team consists of 2 Captains, 2 Vice-Captains and 8 House Captains from Year 12, while an additional team of 14 students from years 7-11 serve as our Student Representative Council. The SRC holds meetings fortnightly, wherein issues that concern the student body are raised, as well as the management of charity work and out of school events such as our discos are organised. Every other week, the School and Vice-Captains meet with the Principal to discuss the matters raised in SRC meetings in an effort to better the school environment. Forty students from year 11 also played a vital role in Year 7 students’ orientation, acting as Peer Support leaders while the 8 House Captains support 2 events: the Jack Crawford Games and the Swimming Carnival.
School Profile

John Therry Catholic High School was established in 1981 at Rosemeadow to serve the large number of parishes in the surrounding area. It is currently a six stream, co-educational, comprehensive Catholic high school drawing its students mainly from the parishes of Our Lady Help of Christians, Rosemeadow, St John’s Campbelltown and St Thomas More, Ruse. A number of students come from further outlying areas such as St Anthony’s, Picton, St Paul’s Camden, Appin and St Aloysius, The Oaks. Students come from a diverse ethnic background, and the school has an inclusive attitude for all students, as evidenced by such initiatives as the Stage 6 link with Mater Dei. 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

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>486</td>
<td>452</td>
<td>938</td>
</tr>
<tr>
<td>2005</td>
<td>484</td>
<td>453</td>
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<tr>
<td>2006</td>
<td>496</td>
<td>466</td>
<td>962</td>
</tr>
<tr>
<td>2007</td>
<td>536</td>
<td>462</td>
<td>998</td>
</tr>
</tbody>
</table>

School Data

In 2007 the school population stood at 998. Females comprised 46% of the total enrolment, with males making up 54%. There were 29 Special Education students, 191 students with a Language Background Other Than English and 17 Indigenous students at the August Census.

The Enrolment Policy and Procedures can be found on the Wollongong Catholic Education Office Website: www.ceowoll.catholic.edu.au, then go to link, Policies.

Average student attendance rate in 2007 was 91%. Average Daily Staff Attendance Rate for 2007 was 96.34%.

Staff Retention

In 2007, the staff retention rate was 84%.

Student Retention Rate

The Student Retention Rate from the completion of Year 10 to Year 12 was 76%.

Leavers Destination Survey 2007

<table>
<thead>
<tr>
<th>Destination</th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE/Tertiary</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Employment</td>
<td>4</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Other school</td>
<td>8</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Teaching Staffing Profile

Our staff in 2007 comprised of 66.13 FTE equivalent teachers, with 16.6 equivalent support staff. Total number of Staff Full and part time equalled 73: Male 30 Female 43

Staff Teaching Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>FT</th>
<th>PT</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>2.0</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>2 Years</td>
<td>5.0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3-5 Years</td>
<td>6.0</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>6-10 Years</td>
<td>10.0</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>11-15 Years</td>
<td>8.0</td>
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<td></td>
</tr>
<tr>
<td>16-20 Years</td>
<td>5.0</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>20+ Years</td>
<td>24.0</td>
<td>1.1</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

* Australian Education Institution – National Office of Overseas Skills Recognition
Culture of the Catholic School

Our school’s main focus as a Catholic school for 2007 is Faith Renewal. This focuses on development of staff and student spirituality, their understanding of the Catholic tradition and the preparation for World Youth Day. We also continued development of whole school structures around Restorative Justice so that all persons can feel valued, cared for and part of a Catholic community.

Our Priorities for Students – 2007
- Live Christ’s message.
- Show compassion to those less fortunate than ourselves.
- Be self-directed as learners.
- Experience Catholic ritual in their daily lives.
- Learn how to work together in building God’s kingdom.
- Learn how to make ethical decisions based on Gospel values.
- Show a commitment to the Social Teachings of the Church.

Social Justice:
- Caritas Australia.
- Nagle Centre (food, clothing and monetary donations)
- Claymore Neighbourhood Centre
- Rosemeadow, Ruse, Campbelltown and Camden Chapters of St Vincent de Paul.
- Mission Australia
- St Vincent de Paul Door Knock Appeal
- The Vatican Congress

Social Justice Committee was involved in the following:
- Just Leadership Day.
- Project Compassion 2007
- Christmas Luncheon
- St Vinnies Winter Appeal & Sleepout.

Student Representative Council supports the following:
- Red Shield Appeal
- St Vincent de Paul Door Knock
- Legacy – Badge day
- Jeans for Jeans Day
- 40 Hour Famine

The school community managed to raise $23,000 in 2007 for these charities. Religious Education is not a just subject but is a way of life here at John Therry Catholic High School.

Religious Education Coordinator

Student Welfare

At John Therry Catholic High School the growth of each student pastorally is one of the School’s main concerns. The School aims to develop students spiritually, academically, socially and through sporting endeavours and, as a result, there is an unequivocal focus on each student’s maturation, needs and development. In 2007, the Pastoral Care team had as our focus the Restorative Justice Framework and Values Education. We also continued our drive towards Stewardship, innovation, incorporation of the Safe Schools Framework initiatives and throughout the year we tried to incorporate these concepts into our daily teaching practices and in our Year meetings.

As part of our mission, our aim is to facilitate the advancement and experience of responsible self-discipline amongst students and to enhance the wellbeing, safety and management of the whole school community. We have implemented a Student Management Policy with the aim of building a community of students, parents and staff that can function effectively in a caring environment characterised by trust, mutual respect and compassion. The dignity of each student is to be respected at all times. We hold pastoral care sessions which have engaged the topics of relationships, responsible decision making, study skills and anti-bullying and harassment.

In 2007 Restorative Justice Practices formed a large part of the Pastoral Care initiative for 2007. We were fortunate to have the service of the Marist Youth Care team and staff participated in a number of full day and evening sessions where the program was unpacked and the skills outlined. This is an exciting development of the Behaviour Management system here at John Therry and it clearly links to values such as compassion, understanding and the dignity of all parties in situations of conflict. As stated in their program “The Restorative Justice Program is a whole school commitment to quality relationships. It establishes a philosophy and a set of practices that reflect a commitment to inclusiveness and collaborative problem solving. It provides schools with strategies to manage students with challenging behaviours while maintaining the respect and dignity of all parties.

At John Therry, students have the opportunity to develop in diverse areas encapsulated in the school aim which is: John Therry, as a Catholic school, aims to assist each student to achieve his/her Academic, Social, Spiritual and...
Sporting potential. The members of the Senior Leadership team and the SRC are willing contributors to enhancing the voice for the larger student body. They were responsible for running discos each term which enable the SRC to support a number of charities throughout the year.

Parental involvement was also significant throughout 2007 with parents supporting the many activities that the students were involved in throughout this year. The parent-student-staff triangular relationship is crucial for our shared aims to be accomplished. We held two parent nights to help launch the Restorative Justice Framework and have forums planned next year in the information nights to continue this dissemination of information.

John Therry Catholic High School has a Pastoral programme that caters for the specific needs of each student in individual year groups. Our programs include the Year 7 -11 Peer Support program, Camps for Year 7 and 10, Pastoral Days for Years 8, 9 and 11 and a Retreat for Year 12. Underpinning these programs are gospel values such as truth, compassion, understanding, respect and tolerance which evolve into the necessary touchstones for students to draw from in their future life beyond school.

The Pastoral Care structure allows all staff to become involved in the social development of the students in the school. We have Year Co-ordinator’s, Assistant Year Co-ordinator’s and Homeroom teachers who form the pastoral fabric of the school. We also have two Centacare counsellors who are available four days a week for the particular needs of individual students and, through programs such as Seasons, we can cater for the needs of larger groups in the school. We have implemented a Student Management Policy with the aim of building a community of students, parents and staff that can function effectively in a caring environment characterised by trust, mutual respect and compassion. The dignity of each student is to be respected at all times. We hold pastoral care sessions which have engaged the topics of relationships, study skills and anti-bullying and harassment. We have developed the school level system where students can progress through five levels depending on their behaviour. For students who act positively in the school we have rewards such as this year’s Gold Level student’s excursion to Taronga Zoo.

John Therry Catholic High School has been actively involved in works of charity and during this year have supported the Red Shield Appeal, Caritas Australia, the Cancer Council, the International Centre for Eyecare Education (ICEE) and our support towards St Vincent de Paul in a major focus of our fundraising efforts. The Annual Christmas Luncheon was held in the Bishop Murray Hall and we had over 300 people in attendance. Once again, the students and staff joined together to provide for the needy in our community and continue to legacy of the late Mr John Read who started this important social justice initiative.

In 2007 the Pastoral Care team initiated a trial change in the structure of the school by having different bell times for recess and lunch and having set year areas for classes and to sit for lunch. We also had a one hour lunch each Friday where there were a number of organised activities. The aim of this was to foster wellbeing in both the students and the staff, to develop effective relationships and to support the special needs of students.

The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go the link Policies.

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 on (02) 46263322.

**Financial Summary**

Technology was again a major area of expenditure with significant sums spent on computer hardware and on wireless switches. The school’s final Student Centred Information Online technology pod was completed in early 2007. The school has made provision for a staff laptop program in 2007, the 1:1 laptop program for the IeXcel class in 2007, followed by a 1:1 laptop program to be provided for all Year 7 students in 2008. These programs have been funded in 2007 by technology loans from the Catholic Development Fund, a student payment system of $400 p.a. in 2007 for Year 10 and an anticipated four year payment plan for Year7 in 2008.

The school is in need of refurbishment and a general upgrade of facilities which will begin in 2008.

Higher debt servicing in future years is anticipated as the school undertakes a school building and grounds renewal process. The
school’s future financial planning will have to take this into account until 2010, when the existing loan for the William E Murray Hall is paid off.

The Catholic Club of Campbelltown has supported the school in 2007 with a $50,000 donation.

The John Therry Parents and Friends Association supported the school’s technology drive with donations totalling $50,000.

The contribution of the P&F has been a significant factor in the development of technology within the school over the past five years. Parents pay a P&F levy of $75 in place of additional fundraising activities and attend Working Bees to offset the costs of Maintenance.

The following graphs reflect the aggregated income and expenditure for John Therry Catholic High School for the year ended 31 December 2007. This data is taken from the 2007 financial return to the Australian Government Department of Education, Employment and Workplace Relations.

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**Professional Learning**

School based expenditure on professional learning in 2007 was $7000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Learning & Teaching**

**Introduction**

2007 has been another year of challenge and growth for our school community. Much of our focus has been on preparation for the exciting introduction of personalised digital learning to John Therry which will begin on a large scale in 2008 with the Year 7 cohort laptop program. In many ways, however, this is simply the next logical step in what has been a consistent whole-school learning and teaching shift since the beginning of the 21st century.

**Curriculum & Pedagogy**

In Stage 6, our 2007 HSC cohort, the largest candidature ever presented, achieved some significant individual and course results. 6 students achieved a UAI in excess of 90. Of particular note were the examination results in Community & Family Studies, Visual Arts and Hospitality as were the results across the levels in both English and Mathematics.

In Stage 5, the Year 10 trial of the IeXceL class, a grouping of self-directed learners was implemented and closely monitored through data gathered from all participants and their families. Indicators show that this has been a successful initiative. Not only did the group develop into a mutually supportive community of self-directed learners but the environment also fostered outstanding school-based and state-based assessment results. Although this was not selected as a group of gifted students, the IeXceL class achieved significantly above state average in each of the 6 external assessments as well as featuring strongly in the achievement of excellence in the school assessment programme.

The programme has been extended into 2008 when the 2nd IeXceL class will be formed and in fact the number of applicants from the Year 9 of 2007 exceeded that of the inaugural class in 2006, indicating that demand for this learning environment is increasing. Once again John Therry is responding to this with a significant financial commitment not only in terms of provision of personalised digital learning resources but also in the staffing of a
7th Year 10 class so that all School Certificate candidates benefit from smaller class sizes.

In Stage 4, the strong emphasis on explicit teaching of the foundational skills of literacy and numeracy has been correlated with how they underpin the classroom curriculum. This combined approach has been supported by targeted intervention programmes and together they have resulted in significant growth for our Year 7 and 8 students. In fact, the ELLA tests for Year 8 2007 have confirmed that all students performed at levels superior to the government benchmarks which is a great testament to the multi-faceted, data-driven approach that was consolidated throughout Stage 4 this year. We were indeed fortunate to be able to access Year 8 data in 2007 to determine the degree of effectiveness of the funded workshop programme that has been the core of the cross-curricular thrust over the last 2 years.

In 2007, the first phase in the establishment of a sister school relationship with a secondary school in Japan has been undertaken with a view to expand the cultural experiences already available to our students both in and out of the classroom. While we annually welcome touring groups from countries such as Japan and Italy, as well as offering overseas travel when possible, it is hoped that John Therry can develop a long term relationship which can include reciprocal visits and harness ongoing digital communication to supplement the already vibrant languages experiences that our students enjoy.

Cross-Curriculum

Throughout all stages, the integration of learning technologies has continued to be a pivotal feature of classroom life, centred around myclasses and expanded digital access via both the trial laptop program and the establishment of the 6th and final Student Centred Information On-line (SCIO) annex in the TAS area. Senior students have already taken a pro-active approach to providing their own personalised computer access and individual technology will be systematically rolled out to all junior school students over the next 4 years.

Data analysis, while already an intrinsic part of standardised assessment of learning (ELLA, SNAP, School Certificate, HSC results), now forms the basis of most school-based initiatives designed to improve students’ learning outcomes. For example, data collected from teachers, students and parents has informed our Boys’ Education project and our IeXceL class trial. Data will also underpin our involvement in an Australian Catholic University state-wide project (Leaders Transforming Learners & Learning) which will be conducted at John Therry over the next 18 months.

The first phase of our Indigenous Education Plan has been implemented in 2007. Local Indigenous community leaders visited John Therry and helped plan whole school cultural awareness raising activities for 2008. Student representatives at the Reconciliation Convention held at Parliament House Sydney in August to mark the 40th anniversary of the historic 1967 referendum.

These events supplement an already strong cross-curricular Indigenous focus in our learning & teaching programmes. The increased involvement of Indigenous members of our community in John Therry is being further fostered by a financial commitment to encouraging Indigenous families to enrol their children through the establishment of several Indigenous education scholarships. It is also offering our Indigenous students the opportunity to have a voice in building practical pathways to understanding and reconciliation.

Meeting the Needs of All Students

The diverse needs of our students have been catered for mostly in mixed ability classrooms. Teachers have implemented differentiated learning and assessment experiences in a variety of ways, supported by specialist resource staff and the literacy/numeracy team. Programmes of assessment task modification and individual programmes of study and remediation were designed and implemented for those who require additional learning support.

Those at the highly competent end of the learning continuum accessed accelerated delivery of curriculum, sometimes a stage in advance of their peers along with extension opportunities within their peer learning environment. Extra-curricular experiences were provided to further develop critical and creative thinking skills, both individually and in teams through school-based initiatives such as Tournament of the Minds and the Robotics Club. John Therry students also attended Gifted & Talented residential programmes offered by the University of NSW.

Throughout 2007, teachers have engaged in extensive investigations of how to best harness the learning differentiation potential offered by
personalised digital learning that will be available on a broader scale in 2008 through the laptop programme. Use of digital learning objects and software to allow for individual pacing and targeting of appropriate levels of learning will further support differentiation.

**Expanded Learning opportunities**

Our students took advantage of a wide variety of external competitions across the Key Learning Areas. Our Year 11 Mock Trial team achieved unprecedented success, reaching the final 10 teams in NSW. Our Year 8 team in the Minister’s Young Awards were again recognised for their excellence. In debating and public speaking, our junior team again consistent performed with distinction in a variety of forums.

In the Sciences, our students continued their environmental stewardship through the Streamwatch project, attended the Forensic Science Camp and participated in the Gifted Challenge Science focus. Outdoor education opportunities were regular with the Duke of Edinburgh Scheme trips, koala monitoring expeditions. Our students also experienced different cultures with a homestay visit by a school group from Japan and an international excursion to France and Italy.

In sport, John Therry continued its proud sporting tradition in MISA, and at diocesan, state, national and international levels in various disciplines including tennis, athletics, and basketball.

**Professional Learning Focus**

There has been a dual focus throughout 2007 on the introduction of Restorative Justice approach to Pastoral Care and preparation of staff for the introduction of Macbook technology and the *iLife* suite of programmes in all Year 7 classes in 2008. This involved a combined Staff Development Day with other Macarthur schools, our own Professional Learning days, at CEO sponsored courses such as *Teachnology* and afterschool workshops.

**Vocational Education & Training**

In 2007 VET school based courses offered in Stage 6: Hospitality (32 students), Construction (24 students), Information Technology (29 students); TVET courses (13 students); and 2 (Big W) Industry traineeships. 89% of students completed their courses in 2007 with a VET participation rate of 35% in stage 6 in 2007.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. State wide literacy and numeracy testing programs provide information that assist in diagnosing individual learning needs and reviewing whole school teaching programs. Results must be seen in the context of the school community. Information on student progress is communicated regularly and parents are provided with opportunities for discussion. If further information is required about student achievement, please contact the school.

**Higher School Certificate**

In 2007, 133 students sat for examinations in the Higher School Certificate and all students received their HSC. The results from the 2007 cohort were strong with a number of high achieving students. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 11 were above the state average (32%) and 23 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In General Mathematics 2 Unit there were 81 students with: 32% of students achieved Bands 5 and 6 (compared with 23% statewide) 1% of students achieved Band 1 (compared with 4% statewide)

In Standard English 2 Unit there were 88 students with: 0% of students achieved Bands 5 and 6 (compared with 3% statewide) 0% of students achieved Band 1 (compared with 6% statewide)

In Advanced English 2 Unit there were 44 students with: 55% of students achieved Bands 5 and 6 (compared with 47% statewide) 0% of students achieved Band 1 (compared with 1% statewide)

In Ancient History there were 39 students with: 23% of students achieved Bands 5 and 6 (compared with 36% statewide) 8% of students achieved Band 1 (compared with 6% statewide)

**School Certificate**

In 2007, there were 172 students who received a School Certificate. Student achievement is
reported as a percentage score and in Bands from 1 to 6 with Band 1 indicating that students are operating below minimum standard. Computing Skills is not reported in Bands.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score %</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – Literacy</td>
<td>74</td>
</tr>
<tr>
<td>Mathematics</td>
<td>66</td>
</tr>
<tr>
<td>Science</td>
<td>72</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>71</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>74</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>78</td>
</tr>
</tbody>
</table>

**Literacy and Numeracy Assessments**

The English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) assess students’ literacy and numeracy achievements against outcomes in the K-6 English and Mathematics syllabuses but in the context of the secondary Key Learning Areas. Student performance is reported in four bands; Low, Elementary, Proficient and High. These are assessments are administrated early in Year 7. There were 172 students who sat for ELLA and 170 students who sat for SNAP in 2007.

**National Benchmarks**

The table below indicates as a percentage the Year 7 students achieving the national benchmarks.

<table>
<thead>
<tr>
<th></th>
<th>Year 7 - ELLA</th>
<th>Year 7 - SNAP</th>
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</thead>
<tbody>
<tr>
<td>Low</td>
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<td></td>
</tr>
<tr>
<td>Elementary</td>
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<tr>
<td>Proficient</td>
<td></td>
<td></td>
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<tr>
<td>High</td>
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</tbody>
</table>

**Parent, Student & Teacher Satisfaction**

The school staff, students and parents completed an Annual Satisfaction Survey for 2007. The copies of the survey were posted to all families with responses received from 88 families, surveys were distributed to all students (years 7-12) and all staff (teachers and school support officers). 733 students and 45 staff completed and returned their responses. A summary of the key findings from the collated surveys include a number of areas of strength which were identified equally in the responses from staff, students and parents: school pride, strong Catholic culture, broad curriculum and co-curricula offerings, individualized learning to meet a wide range of student learning needs, maximized outcomes for students and good preparation for life after school. Communication was seen to be appropriate in the distribution of information and the reporting of students’ progress. The school environment was described as safe and supportive. A significant area for development identified in the survey was in regard to student compliance with school rules being inconsistent from both a student and staff perspective. Statistical information from this survey is available on request from the Principal and copies have been distributed to staff (Staff meeting) and students (School Assembly and SRC) and parents (P&F meeting).
School Renewal Priorities

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3 – 5 years. It is subject to regular evaluations.

- As A Catholic high school, we aim to enhance the explicit Catholicity of our school community. This will be achieved by working with our staff, our priests, the Director of Vocations and our students to achieve a greater inclusion of the sense of the sacred in our learning and teaching.

- Within Pastoral care we aim to provide for our students and staff a fair and just system of support, based on the principals of restorative justice and guided by Gospel values. Restorative justice will be a focus for 2008.

- Through our curriculum, timetable and pedagogy, we aim to achieve enhanced learning outcomes and opportunities for all of our students based on an inclusive approach, and to ensure that our focus is on learning and the achievement of every student’s personal best, with the support of cutting edge technology.

- We aim to improve our school’s physical surroundings and to ensure that our resources are used wisely for building, maintenance professional learning and technology.

Progress in 2007 Towards Achievements of School Renewal Plan

- Inclusion of all students into assessment program with modification of assessment tasks for students with special needs was expanded and a focus for all KLA’s in 2007

- Selection of students for Year 10 IeXcel class in 2007

- Continued improvement in HSC and School Certificate results.

- Greater use and familiarity with myclass for all locations and staff

Priorities for 2008

- Provision of laptop computers for all teaching staff

- Staff Professional Development in preparation for Year 7, 1:1 laptop program in 2008

- Enhanced links with primary schools, further building on the links established in 2007

- Greater emphasis on the improvement of Literacy and Numeracy levels in Years 7 and 8

- Inclusion of all students into assessment program with modification of assessment tasks for students with special needs was expanded and a focus for all KLA’s in 2008

The information in this report has been verified and the priorities endorsed by the Director of Schools and the Head of School Services.

Peter Turner
Director of Schools

Peter Orman
Principal