



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2015



## Hennessy Catholic College Young

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### **Principal**

Mr Chris Browne

## Section One: Message from Key Groups in our Community

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### Principal's Message

Welcome to the Annual Report for Hennessy Catholic College for 2015. Like all schools Hennessy is a rich tapestry of experiences from the 2015 school year.

Hennessy Catholic College inspires futures of hope as students staff and the community are challenged to *Live Spiritually, Learn Dynamically and Act Justly*. Hennessy graduates leave well prepared to make a positive difference in our world. We are further inspired by the charisms of Blessed Edmund Rice and Nano Nagle through our heritage of over a century in this district.

As a college we recognise the uniqueness of the individual. Therefore through innovation and collaboration we strive to meet the needs of all students, so they can be the best they can be. Hennessy offers a diverse curriculum across the six years of coeducation supported by a broad co-curricular program of sport and culture. Our strong academic results are testament to the value added to the growth of each individual by a caring and committed staff.

A student at Hennessy can aspire to be anything in our world and will be supported to achieve what they need to get there.

### Parent Body Message

Hennessy Catholic College build partnerships with parents in a number of ways. The weekly newsletter is a great way to keep informed and the College Skoolbag App a useful communication method when children have attended excursions to know when to expect them to return and for other relevant reminders. Parent information nights on relevant topics for parents of teenagers have been helpful in the parenting role.

The teaching and support staff at Hennessy are friendly and obliging. The phone call from the home room teacher at the commencement of the school year is useful to discuss any issues or aspects that enable children's time at Hennessy to be as productive as possible. When staff are approached whether it be via email, phone or during parent teacher conferences they have been welcoming and accepting of what children or the parent have to say. It is evident that they have the best interests of the students at heart. Many parents have experienced a few teachers who have gone above and beyond what is expected which has allowed children to follow their interests and participate fully in school life.

### Student Body Message

Hennessy provides an abundance of opportunities for students to enhance their academic and spiritual growth. By providing an array of learning environments incorporating both modern technology and traditional teaching methods, the school allows students to discover and successfully engage through a learning environment effective for them.

The teachers of Hennessy are foundational to the success of the school, each bring forward unique teaching styles and a wealth of knowledge to educate students not only through academia but also as young adolescents

Hennessy strives to provide vital resources for students both within the classroom and also on the playground, providing students the opportunity to participate using high class facilities or to relax during lunchtime within a safe environment.

Additionally, Hennessy strives to assist students in developing key social skills through providing a variety of leadership opportunities through SRC, peer support, house captains and the year 12 Leadership Team. Each of these positions also operate as a forum for students to voice their concerns and opinions in regards to their school life, of which are noted and passed on for consideration.

## Section Two: School Features

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Hennessy Catholic College is a Catholic systemic Co-educational College located in Young.

Hennessy Catholic College is a regional school reflecting the diverse talents of local and surrounding feeder schools. The school has opened new buildings including a multipurpose hall, specialist hospitality room, and significant refurbishment to create interactive learning areas.

Students have the opportunity to represent the school in a variety of sports including equestrian, chess, debating and creative arts with variety night one of the significant highlights of the school year. Students are also provided the opportunity to achieve at a higher level in representative sports and other extracurricular activities

Academically Hennessy performs at a high standard to comparable schools. Students have access to many pathways including early entry to university, work placement opportunities and work experience to expose the students to the wider needs of the world they are transitioning into. Our Aspirations program for primary and Stage 4 students extends students beyond their expertise and provides strong links with feeder schools and pathways to the Australian Catholic University.

## Section Three: Catholic Identity and Faith Formation

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Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

### Religious Life & Religious Education

Hennessy Catholic College follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. In addition the College teaches the NSW Board of Studies' syllabus 'Studies of Religion' in Years 11 and 12, offering both the one and two unit courses.

The Religious Education program is complemented by other faith and spiritual formation activities, including liturgies (school and cohort), reconciliation, retreats, social justice opportunities, parish programs and youth rallies.

Our Spirituality Day for the staff was conducted at Galong by Richard Leonard sj Director Australian Catholic Office for Film & Broadcasting. Our focus for the day was "The Role of Catholic Education in our Modern World." We focused on three aspects: 1. How much do we know about the media culture that forms us, and the young people given into our care? 2. By focusing on one critical area in our pilgrimage of life, our relationships, we will look at the dramatic shifts and changes that the media is facilitating. 3. What strategies can we put in place to ensure that our people are prepared to critically engage with the media saturated culture while holding true to their faith in Jesus and the Community of the Church?

Our fund raising efforts for Caritas and Cambodia were very helpful for the poor. We were truly immersing ourselves in the Pope's mission of caring for the less fortunate. The students even stepped up and assisted St Vincent de Paul with their breakfast Van at Young North twice a week to make sure less fortunate children in our community could have a proper breakfast.

Our Cambodia Immersion project enabled 24 students and 4 staff to engage in another culture and through their fundraising and the donations by local business they reached a target to allow them to build two homes for the less privileged villages in Cambodia and give funds to the Orphanage at Sisters of Mercy in Phnom Penh.

Hennessy Catholic College has also reached out to their Parish by conducting a Parish Mass once a Term and engaging in several combined masses with St Mary's Primary School.

Hennessy starts its journey of becoming an Edmund Rice Associate School with an official ceremony to be held at the Opening Mass in 2016. It also aims to become an Associate school of the Presentation Sisters in 2016.

## Section Four: Student Profile

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### Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
289	253	3	542

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2013, 94% completed Year 12 in 2015.

### Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

### Student Attendance Rates

The average student attendance rate for 2015 was 91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92%
Year 8	90%
Year 9	90%
Year 10	89%
Year 11	92%
Year 12	93%

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is 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.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

### Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2015 Graduating Class	45%	3%	51%	1%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
47	17	64

\* This number includes 40 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

Hennessy proudly celebrates a culture of ongoing day to day professional learning. All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. The school held four whole staff days and four twilights in 2015. Professional learning included Bring Your Own Device, Google Apps For Education, Google Classroom, Spirituality, HSC symposium, school improvement planning and NAPLAN analysis.

All teachers are qualified as required by the relevant State and Territory bodies.

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

## Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	27%	19%	14%	15%
	Writing	21%	16%	31%	29%
	Spelling	29%	31%	16%	16%
	Grammar and Punctuation	31%	29%	13%	19%
	Numeracy	15%	26%	12%	17%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	28%	21%	40%	23%
	Writing	16%	13%	40%	39%
	Spelling	20%	24%	30%	22%
	Grammar and Punctuation	12%	17%	54%	29%
	Numeracy	13%	24%	65%	17%

### Student Credentialing

#### NSW Record of School Achievement

Students in Year 10 and 11 worked towards their RoSA in 2015 and students in Year 9 begun their requirements with the electives, which are taken over one or two years. Very few students requested their RoSA as they moved into immediate employment or study elsewhere such TAFE. Other students continued onto the HSC course and will complete that credential in 2016 or 2017. Results were above average in many subjects and as expected in others. However there was a solid distribution of the higher grades for both Year 10 and 11.

#### NSW Higher School Certificate

Sixty five Year 12 students completed exams for all of their subjects with an additional 9 students sitting at least one exam and a further 20 Year 11 students sitting an exam as part of an accelerated program. All but one subject had students achieving as expected. The performance of students in Ancient History, CAFS, English, History Extension, Modern History, PDHPE and Studies of Religion II were above state average. The College Dux received at ATAR of 96.1 and many

students received early entry offers into degrees such as Law, Education, Nursing, Interior Architecture and Sports Science.

## Section Seven: School Review and Improvement

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Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

### Key Improvements Achieved in 2015

Renewing the charisms of the school have been important aspect of the religious dimension of the Hennessy. This has begun with renewed links with the work of Blessed Edmund Rice by Hennessy Catholic College becoming a member of the Edmund Rice Association acknowledging our past but inspiring our future. The college continued to develop Professional Learning Plans with staff goal setting aligned with AITSL Standards. Hennessy also began the process of developing student inclusivity and uniqueness through diverse teaching and learning processes including the use of technology and the involvement of parents and students in planning for implementation of BYOD and the completion of implementation of the Stage 4 and 5 Australian Curriculum using inquiry based learning.

### Priority Key Improvements for 2016

Charism will continue as a priority with links being rebuilt with the Presentation Sisters via the Nano Nagle Association thus enhancing the spiritual capital of our community. Hennessy Catholic College will implement the BYOD system for student use of technology and develop professional learning for staff in GAFE and Google classrooms. Student and staff wellbeing will be reinforced by the implementation of the MindMatters program. Hennessy will also develop the teaching and learning focus on improved literacy and numeracy skills of students across faculties.

## Section Eight: School Policies

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### Student Welfare Policy

Wellbeing is a priority at Hennessy and is proactive with themes that reflect the needs of the community and looks to reward positive student behaviour through the *Be The Attitude* rewards, semester rewards and Pastoral Care point system. Students are active in community service programs including feeding the community through the Young North food van and the Young food hall. All of these programs promote respect and responsibility.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school. The full text of the school's welfare policy is available on the school website or from the Front Office.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

### Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school policy recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment which incorporates procedural fairness. Communication is the key and any concerns raised are responded to within set time frames, set by the depth and procedures of the investigation where confidentiality is identified and always maintained. The school follows the Catholic Education Policy as listed on the CE website.

A full text of the school policy is available on the school website or from the Front Office.

## Section Nine: Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

Overall parent satisfaction is very good. Communication is open and parents provide feedback by email, card and letter. Phone calls are also made at the beginning of each year by Pastoral Care teachers to check on wellbeing of students and parent wellbeing. Our regional BBQ's are well attended and provide an opportunity for parents to meet with staff and share ideas or concerns. Our Community council holds two open forums during the year for parents to discuss concerns and to express opinions in relation to how the school is conducting its activities.

Parents were surveyed regarding their satisfaction and 98% of respondents indicated satisfaction at the two highest levels of very to extremely satisfied.

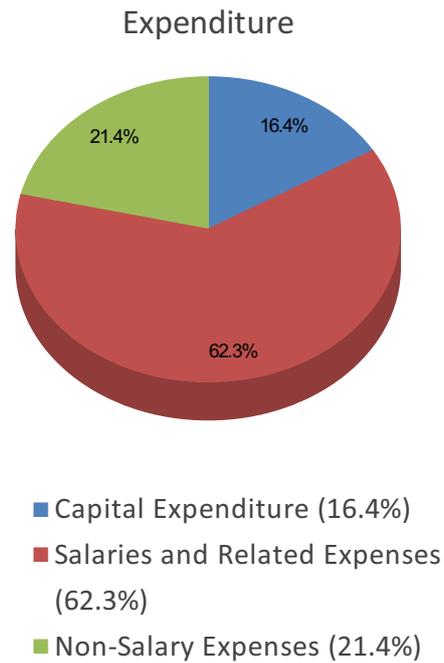
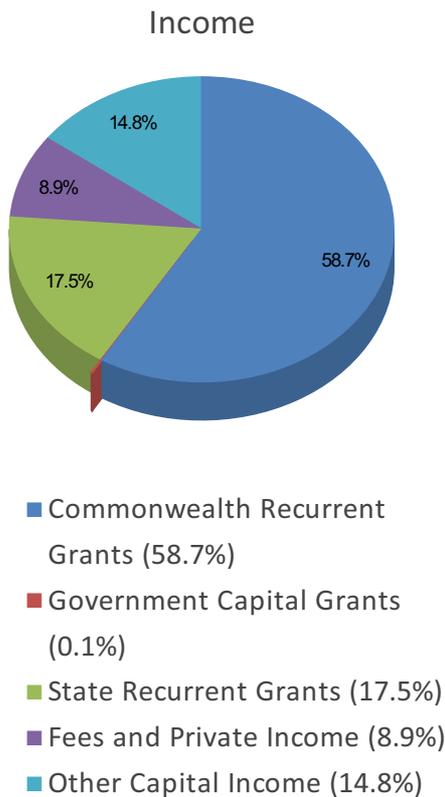
### Student Satisfaction

Students are provided with many opportunities to live out the vision of the school to *Live Spiritually Learn Dynamically and Act Justly*. The school has developed opportunities for our girls in representative sports to include AFL and league tag. Our improved facilities provide the students with opportunities to broaden their educational opportunities and pathways to employment or further studies. The general atmosphere on the playground is positive and shows level of interaction between students of different year groups. Students appreciate the work teachers are doing in class and know that there are pathways to express concern or to seek assistance. Overall student satisfaction is very good.

### Teacher Satisfaction

As a school community there is little turnover in staff, with most recent losses due to retirement. The staff is a diverse mixture of experienced and early career teachers. There is a strong mentoring program for early career teachers and collegiality is a significant feature of the Hennessy Community. Our staff know that wellbeing is a high priority and that they are supported by executive and middle management in the work they do. They have opportunities to provide feedback via learning team leaders and executive have an open door policy. As such overall satisfaction of staff is very good.

## Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$5,188,785
Government Capital Grants <sup>2</sup>	\$7,933
State Recurrent Grants <sup>3</sup>	\$1,549,977
Fees and Private Income <sup>4</sup>	\$786,333
Other Capital Income <sup>5</sup>	\$1,311,207
<b>Total Income</b>	<b>\$8,844,235</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,666,997
Salaries and Related Expenses <sup>7</sup>	\$6,340,719
Non-Salary Expenses <sup>8</sup>	\$2,174,455
<b>Total Expenditure</b>	<b>\$10,182,171</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.