



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

HENNESSY CATHOLIC COLLEGE

Young, NSW

2014 Annual Report



SCHOOL CONTACT INFORMATION

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This report was prepared by:

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PRINCIPAL

MESSAGE FROM OUR SCHOOL COMMUNITY

Principal's Message

The Hennessy Catholic College community continues to consolidate its position as a quality Catholic school in the south-west slopes region of NSW.

Hennessy is currently undergoing a major building program which will transform the teaching and learning environments for students and staff. This will allow for all students to prosper and grow spiritually, academically and socially.

The commitment to serve at Hennessy is one of our core pillars which underpin our College. This year forty two members of the Hennessy community were able to actively participate in an immersion program to Cambodia. This immersion has been the catalyst for students to reflect upon and make a difference in their world.

School Council Message

The Hennessy Community Council provides the opportunity for members of the school, parish and communities to support the mission of Catholic education. Working with the Principal, Parish Priest and staff, the members of the Council and its committees provide leadership to the wider school community and our diverse region.

The Council has a decision making role in certain policy areas and an advisory role in others. The policies of the school are always set within the mission of Catholic education.

SCHOOL FEATURES

Hennessy Catholic College is a Catholic Secondary College located in Young. The school caters for students in Years 7 - 12, and has a current enrolment of 524 students.

Students attending this College come from a variety of backgrounds and nationalities consisting of 247 male and 277 female students; 8 indigenous students; and no students with a Language Background other than English (LBOTE).

The school employs 62 staff comprising 48 teachers and 14 non-teaching staff, the latter being employed in a variety of capacities including learning support, maintenance and office support. No staff identify as Indigenous.

The school's website can be found at <http://www.hccy.nsw.edu.au/>

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.

STUDENT ACHIEVEMENT - NAPLAN

Students in Years 7 and 9 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

School and National Mean Scale Scores

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	546	512	545	544	546
School	557	520	554	560	551

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	580	550	582	574	588
School	568	534	552	562	579

Proportion of students at or above the National Minimum Standard

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	95%	89%	93%	93%	95%
School	96%	96%	96%	99%	99%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	92%	82%	90%	90%	94%
School	94%	81%	85%	92%	96%

Proportion of students in each Achievement Band

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	12%	4%	10%	12%	13%
Band 8	21%	7%	22%	21%	15%
Band 7	29%	30%	39%	37%	29%
Band 6	28%	40%	17%	18%	34%
Band 5	7%	17%	11%	12%	9%
Band 4	2%	2%	2%	0%	0%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	0%	1%	4%	0%	8%
Band 9	12%	5%	6%	17%	6%
Band 8	29%	20%	24%	14%	35%
Band 7	37%	25%	29%	41%	33%
Band 6	17%	31%	22%	20%	15%
Band 5	6%	19%	15%	8%	4%

The above tables show that the Year 7 cohort is a particularly strong group that collectively has achieved above the National Mean in all areas. The Year 9 cohort has achieved results which generally reflect their abilities. It is pleasing to see growth in many of the students. The College is proactive in its response to data and will use this to inform our future teaching and learning across the curriculum.

SCHOOL POLICIES

Enrolment Policy

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

The child and their parent/guardian are interviewed by the principal (or their representative). Once the student is enrolled they are monitored and parents are contacted within the month of attending by their welfare coordinator (or their representative) regarding their well being and any concerns.

Attendance Policy

Hennessy recognises the importance of student attendance and is actively involved, with the parents/guardians in ensuring the attendance of each student. Students who are absent from school must provide a satisfactory letter on return to school. If a student does not provide a satisfactory explanation then the parents/guardians are contacted.

Behaviour Management Policy

The policy recognise the uniqueness of the individual as well as the sense of "Acting Justly" from the perspective of the community that inspires futures of hope in the adjustment to positive behaviours.

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 Behaviour Management Policy is available on the school website or from the Front Office.

Complaints and Grievances Resolution Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

PRIORITIES AND TARGETS

Goals: To enhance student outcomes in Literacy and Numeracy across all Key Learning Areas (KLAs) through a consistent and coordinated approach.

Standards and Targets: a plan has been developed that operates from a KLA base to ensure that all staff accept and take responsibility the literacy of students.

Coordinated Approach and Whole School Planning Focus: explicitly teaching and embedding literacy and numeracy basic skills into every Year 7 and Year 9 program Areas identified from NAPLAN analysis to target assessment tasks across the year

Identification and Support: The plan operates from a KLA base to ensure that all staff see improved Literacy/numeracy as their responsibility.

Learning, Teaching and Assessment: Evidence that students are progressing to acceptable levels.

Professional Learning: Continuing in-servicing and professional developing incorporating literacy/numeracy skills.

STUDENT ACHIEVEMENT CREDENTIALING

Two HSC students requested ROSA in 2014. One student joined the ADF before the exams commenced and the other student was, due to medical reasons, unable to sit her HSC exams.

Seventy Four students sat the HSC in 2014. In 80% of subjects the results were above the State Average. This was an outstanding achievement. The performance of students in English, General Mathematics, Modern History, Community and Family Studies, Personal Development Health and Physical Education, Studies of Religion II are significantly above State Average.

Subjects above State Average:	80%
Bands 5 and 6:	37%
Band 6s	7%

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

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.

Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held six whole staff days in 2014. The content of these days was as follows:

Term 1 2014 – Administration day

Term 2 2014 - Development of pedagogy for using spaces creatively

Term 3 2014 – Growth and AITSL Standards and Professional Learning

Term 4 2014 – Spirituality Day

Twilight 1 HSC Symposium

Twilight 2 Growth and Performance

Twilight 3 BOSTES – Assessment and Teacher Judgement

Twilight 4 NAPLAN – Assessment and Development

Teacher Qualifications

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

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2014 was 94%

The teacher retention rate from 2013 to 2014 was 90%.

STUDENT ATTENDANCE

The average student attendance for the school during 2014 was 93 %.

School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group

Year 7	93%
Year 8	93%
Year 9	92%
Year 10	92%
Year 11	91%
Year 12	94%

Senior Secondary Outcomes

Student Pathways and Post-School Destinations

Each year the college collects destination data relating to the Year 10 and Year 12 student cohorts.

Year 10 cohort:

The majority of Year 10 progressed to Year 11 to study the HSC. Those that left progressed to apprenticeships or recognised training.

Year 12 cohort:

The majority of the Year 12 cohort studied a pattern of subjects which allowed them to obtain an Australian Tertiary Admission Rank (ATAR). Students were offered university placements in:

- Biomedical sciences
- Building and Construction
- Business
- Commerce
- Criminology
- Education
- Engineering
- Exercise and Sports Science
- Film Production
- Global studies
- Health Sciences
- Information technology
- Law
- Media Studies
- Medical Chemistry
- Nursing
- Nutrition
- Occupational Therapy
- Para medicine
- Physiotherapy
- Psychology
- Speech and language pathology
- Social Work

A number of students also studied VET / TVET courses in Year 12 for the HSC with significant success:

A range of VET and TVET courses were also studied with significant success:

- Automotive
- Beauty
- Children's Service
- Construction
- Electro technology
- Hairdressing
- Health Services
- Hospitality
- Retail
- Stablehand

The majority of students commenced tertiary studies, took a GAP year before commencing tertiary study or found immediate employment (eg apprenticeships).

PARENT, TEACHER AND STUDENT SATISFACTION

Satisfaction from the parent community is quite positive. Community Council meetings and Community Council forums provide a means for parents to contribute to the decision making of the College as well as addressing general areas of interest. The general level of parent concern through formal processes has been quite minimal.

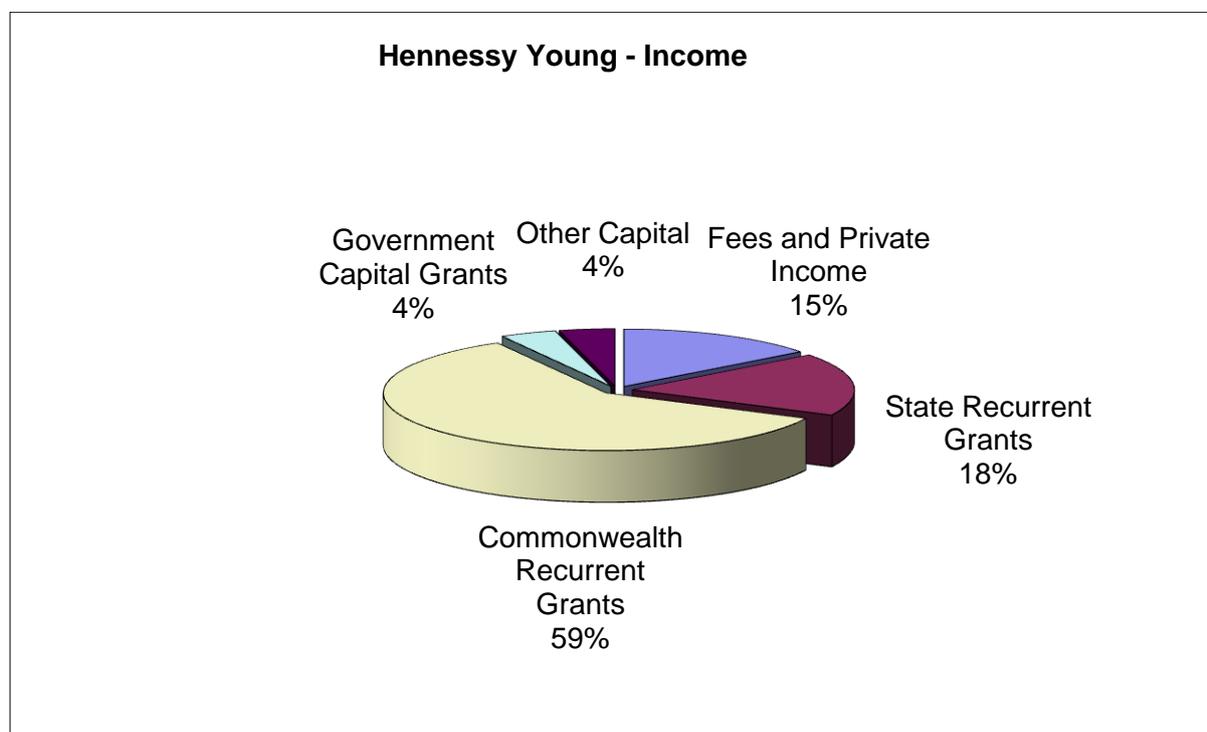
Some examples of the acknowledgement and appreciation included letters, cards and emails forwarded to various staff members and contributions to fundraising activities such as the annual Hennessy Debutante Ball which has involves over 700 people.

College enrolments are strong and growing. The reputation of the College is such that it has the confidence of parents in the region including Grenfell, Boorowa, Harden, Cootamundra and Temora as well as all areas within and around Young itself.

Parents have also responded very strongly to the improving facilities of the College and the quality of the educational experiences. These have also become a centre of our College and parish community life.

Staff turnover is low and those we do lose are mostly moving to promotion positions in other schools. Staff displayed their support of the College by their preparedness to undertake professional learning opportunities, action research projects, support students with our overseas Cambodia immersion, coach sporting teams, supervise overnight excursions, afternoon study sessions each week and lend assistance when requested.

FINANCIAL INFORMATION



Hennessy Young - Expenditure

