



ANNUAL SCHOOL REPORT TO THE COMMUNITY 2021



Hennessy Catholic College Young

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Principal

Mrs Kathy Holding

Section One: Message from Key Groups in our Community

Principal's Message

Hennessy Catholic College is a comprehensive co-educational Catholic school for students from Years 7 - 12. Hennessy is a regional college proudly catering for students from Young, Boorowa, Cootamundra, Harden, Murrumburrah, Grenfell and surrounding towns.

Our Vision is to '*Live Spiritually, Learn Dynamically and Act Justly ... inspiring futures of Hope*'. This vision is very visible for all students and guides everything we do. As a Catholic school in the traditions of Nano Nagle and Blessed Edmund Rice, we strive to live lives modelled on their examples. In 2021 our annual focus was 'inspiring futures of hope'. This focus was particularly meaningful when considering the challenges of 2021. Hennessy staff work hard to educate the 'whole' person' by considering the spiritual, academic and social needs of each child in their care.

We aim to develop faith-filled, hope-filled, confident citizens who will make a real difference in our ever-changing and challenging world. This report is an opportunity to explain our story and to give an insight into the many opportunities and initiatives for growth and development provided for the students in our care.

Parent Body Message

Hennessy Catholic College values the parent-school partnership and believes that the strength of this partnership directly correlates to the wellbeing and success of the individual student. Parents are encouraged to take an active role in their child's education and to keep in close contact with the College.

The College actively contributes to their Instagram and Facebook pages to keep the community involved in the 'Hennessy story'. Newsletters are sent out electronically fortnightly and also made available on the College website. Parent/student/teacher Interviews are held regularly and are a good opportunity for parents and students to meet with teachers.

All classes use Google Classroom, which enables student learning to be more visible to parents and carers. The use of Compass also assists communication between home and school.

The Community Council is another way for parents to be involved in the life of the school and to have a voice. Open Forums are held twice yearly. In 2021 the Open Forums were focused on pastoral care, particularly making positive choices: *Choicez* presented by David Kobler and an online presentation from the *Cyber Safety Project*.

Student Body Message

The Year 7 - 12 house-based pastoral care system is valued by students. It is an enjoyable way to start each day and a way to get to know other students in the College supported by the same teacher each year. Many students state that their teachers are one of the best things about their education at Hennessy.

There are many opportunities for leadership at the College including the Peer Support Program and the Student Leadership Team consisting of elected students from Years 11 and 12.

In 2021 the Student Leadership team organised their first inter-faith service to celebrate Harmony Week. Students were also actively involved in Caritas and were challenged by listening to the story of Lulu Mitshabu, a refugee from the Democratic Republic of the Congo.

Each term each House has the opportunity to be involved in a Dine and Donate evening where they cook, share a meal and then package excess for those in need.

Students value the opportunities to be further engaged in their education made possible by the extensive use of technology in the College. Afternoon study is another popular opportunity for all students.

Section Two: School Features

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

Hennessy caters for students from Years 7 - 12.

Hennessy recognises regional diversity as one of its greatest strengths and has continued a proud heritage of Catholic education in the South West Slopes region of NSW. Students are drawn from the various Catholic schools in the region – St Mary’s Catholic School Young, St Joseph’s Catholic School Boorowa, St Joseph’s Catholic School Grenfell, Trinity Catholic School Murrumburrah and Sacred Heart Central School Cootamundra (for Years 11 and 12 only). Many students also come from the various public schools in the region.

The College has a close partnership with St Mary’s Parish in Young through attendance at Masses and liturgies and involvement with the local clergy in the spiritual life of the College. The College welcomes students from all faiths and aims to provide a quality Christian education in the Catholic Tradition. The College is founded on the charisms of Nano Nagle and Blessed Edmund Rice.

Students are encouraged to achieve their dreams at Hennessy with students gaining places in universities across a wide range of disciplines along with students obtaining a range of apprenticeships, traineeships and scholarships. Careers counselling is an important part of the life of a Hennessy student. Many students study VET subjects including Hospitality, Sports Coaching and Construction.

A dedicated, well-qualified and caring staff supports student learning at Hennessy. A strong culture of learning permeates the College with a vibrant community of educators who see themselves as continuing learners who regularly participate in professional learning to further improve their teaching. In 2021 the staff began their participation in an Archdiocesan initiative, Catalyst, focusing on improving teaching through evidence based pedagogy and the expectation of full student engagement in each lesson.

A highlight for 2021 was the extension to the current Music Room which now provides students with a much increased teaching and performance space and three practice rooms.

Section Three: Catholic Identity and Faith Formation

Religious Life & Religious Education

Hennessy is a Catholic school which promotes Christian values. In Years 7 - 10, the new Brisbane RE Curriculum is taught. This curriculum covers Sacred Texts, Beliefs, Church and Christian Life. We aim to offer a curriculum which is rigorous, formative, engaging and contemporary in the Catholic Tradition.

In Stage 6 we offer Studies of Religion 1 and 2 and Studies in Catholic Thought. Studies in Catholic Thought is only offered in Year 12 and is a non-ATAR pathway. This year we were very proud of the achievement of our College Dux to be awarded equal 6th in the state in Studies of Religion 1 in her Higher School Certificate.

We value prayer as a source and centre of our life at the College and prioritise celebrations of the Eucharist at key moments during the scholastic year in line with the liturgical calendar of the Church and to celebrate significant College events such as the Opening School Mass, Hennessy Day Mass, Leadership Mass and Year 12 Graduation Mass.

Student and staff formation is an important part of the religious life of our school. We deliver retreat opportunities across all year groups, and try to make these as engaging, creative and innovative as possible to allow students to have a genuine encounter with their faith.

Catholic Social Teaching is integrated and embodied in many programs and subject areas. Our commitment to social justice initiatives is met through many ways including through our engagement with a wide range of social justice organisations such as Caritas, Catholic Mission and St Vincent de Paul. In 2021 we were very excited to have our first multi-faith liturgy during Harmony Week.

The Dine and Donate program continues to be a successful way for each House to make a contribution to the local community and recognises that poverty is a reality in our local community and that we can all work together to address this in the spirit of our faith tradition.

At each point in the Religious Education and Faith Based efforts of our school, we look to our inspiration figures of Monsignor Jerome Hennessy, Venerable Catherine McAuley, Venerable Nano Nagle, Blessed Edmund Rice and Bishop John Gallagher, all of whom teach us to live lives of justice and love.

Our Strategic Plan challenges us to make Jesus Christ known, which is the reason for our school and we strive to make his message part of our every day engagement and to make him known and loved in our community.

Section Four: Student Profile

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 2021:

Girls	Boys	LBOTE*	Total Students
237	230	11	467

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2019, 74% completed Year 12 in 2021.

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 2021 was 83%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	86%
Year 8	84%
Year 9	81%
Year 10	82%
Year 11	84%
Year 12	82%

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, 2021 Graduating Class	68%	6%	16%	10%

Section Five: Staffing Profile

The following information describes the staffing profile for 2021:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
47	14	61

* This number includes 39 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

With ongoing restrictions from COVID-19, professional learning was mainly undertaken online and staff utilised both subject specific professional networks and the Teacher Learning Network. All staff undertook the initial training for the Archdiocesan Catalyst initiative, focusing on High Impact Teaching Practices and five staff undertook intensive training in this area.

Staff days included presentations from guest speakers from Caritas and St Vincent de Paul as well as presentations on cyber bullying and sexual health of young people.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Provisional Level	Proficient Level	Lead/Highly Accomplished
0	46	0

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 average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

NAPLAN RESULTS 2021		Average Scores	
		School	Australia
Year 7	Reading	541	542
	Writing	526	522
	Spelling	539	549
	Grammar and Punctuation	536	533
	Numeracy	542	551

NAPLAN RESULTS 2021		Average Scores	
		School	Australia
Year 9	Reading	593	578
	Writing	553	551
	Spelling	566	580
	Grammar and Punctuation	583	571
	Numeracy	597	588

Student Credentialing

NSW Record of School Achievement

Our academic wellbeing model has allowed for greater intervention for students to assist with learning needs. Overall results were strong across most KLA subjects with virtually no E grades awarded as students were able to demonstrate skills at least at a basic level across their subjects. While there was still a high percentage in the C band range, noticeable movement was made into the B and A range across a number of subjects.

NSW Higher School Certificate

We were very proud of the Class of 2021. There were 27 Distinguished Achiever results (Band 6). 11 students were ranked first in their subject in the Canberra Goulburn Archdiocese. 6 students received ATARs in excess of 90 and 1 student was named a NSW All Rounder and placed = 6th in the State for Studies of Religion 1. Ancient History, Community and Family Studies, Maths Extension 1 and 2, English Studies, Maths Standard 1, PDHPE, Construction, Visual Art and Hospitality all achieved results significantly above the State Average and overall a further 5 subjects were also above State Average.

Section Seven: School Review and Improvement

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 2021

Achievements in 2021 were:

- Embedding regular student intervention meetings into the timetable attended by a variety of stakeholders to support the academic and wellbeing needs of the individual student.
- Training of staff to deliver the new RE Curriculum in Years 9 and 10 and training of staff to deliver Studies in Catholic Thought in Year 12.
- A successful Registration and Accreditation process.
- The reintroduction of the Peer Support program for Year 7 with Year 10 students.
- During COVID-19 shut down staff continued to deliver quality lessons via an online platform. Wellbeing activities such as assemblies and regular check-ups continued online to ensure support of all students.
- Very successful Higher School Certificate results.
- NAPLAN results showing growth from Years 7 - 9 in Reading, Writing and Numeracy with particularly high growth in Reading.
- Whole staff training in High Impact Teaching Practices (HITP) through the Archdiocesan Catalyst initiative and a small group of staff completing intensive training in HITP.
- Extension of the Music Room.

Priority Key Improvements for 2022

The goals for the 2022 Annual Improvement Plan are:

- To increase student engagement in religious education and faith formation with a focus on 'Living Spiritually' in 2022.
- To increase student participation and engagement through the Hennessy Teaching and learning Cycle and high impact teaching practices.
- To further improve student wellbeing through refinement of the pastoral care program, the provision of Mental Health First Aid training for senior students and staff professional learning in Restorative Justice.

Plans for 2022 also include:

- Working with architects and Catholic Education Canberra Goulburn (CECG) to develop plans to refurbish and redesign the Administration Block and to refurbish Science laboratories and A Block classrooms. A particular focus of this process is improved disability access.
- Further development of social justice initiatives in response to local, national and world needs.
- Membership of the Future Schools Alliance to provide professional learning and leadership challenges for staff with other like-minded schools.
- Continued professional learning with regards to High Impact Teaching Practices and a new wave of teachers to complete intensive training.

Section Eight: School Policies

Student Welfare and Behaviour Management

Pastoral care is key to everything that is done at Hennessy. There is a focus on strong teacher-student relationships and fostering a sense of belonging in the College community. Students are organised into Houses - Gallagher, McAuley, Nagle, and Rice. Within these Houses they are grouped into vertical pastoral care classes with students from Years 7 - 12. Students remain with the same student group and teacher for their time at Hennessy. A House Leader is also responsible for the students in each House.

We are fortunate to have a visiting Catholic Care Counsellor for several days each week.

Students participate in fortnightly Student Wellbeing Sessions and have the opportunity to hear from guest speakers, such as those from Choicez, focusing on respectful relationships and the Cyber Safety Project focusing on responsible use of technology, especially social media.

A Student Intervention Meeting is also convened fortnightly where various members of the wellbeing team meet to discuss individual student cases and plans to support these students.

Corporal punishment is expressly prohibited at this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

Student Welfare and Behaviour Management Policies were reviewed in March 2021.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://cg.catholic.edu.au/parents/policies/>.

Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has a *Complaints Policy* which is implemented by all systemic schools in the Archdiocese of Canberra Goulburn. The rationale for the policy is that within the reality of school life 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. CECG 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>.

Section Nine: Community Satisfaction

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

A strong home school partnership is seen as integral to strong student outcomes. Parents have found online learning in 2021 to be challenging for their children and their families, however, they consistently report that they feel supported by strong teaching. Many have commented on the privilege of being able to view online lessons and to observe the strong teacher student interactions.

Parents frequently report that strong pastoral care is a key reason for enrolment at Hennessy.

Two examples of high satisfaction were from the recent Tell Them From Me Survey results:

- parents gave an average rating of 7.0 for the statement concerning that the school was described as an inclusive school. This compared with a regional mean of 6.7.
- 76% of parent respondents gave very high ratings to the question 'would you recommend the school to a friend or colleague?'

Parent involvement consisted of both online only and hybrid parent student teacher interviews. Subject information evenings were online. However, we were very fortunate to be able to invite parents to both our Year 12 Graduation Mass and dinner as a fitting end for a challenging year for our Year 12 students and their families.

Student Satisfaction

The Tell Them From Me (TTFM) Survey results indicate that students really enjoy their time at Hennessy. Some results as evidence of this are:

- 'Students feel accepted and valued by their peers and others at their school' - 70% compared to a TTFM mean of 67%
- 'Students believe that schooling is useful in their everyday life and will have a strong bearing on their future' - 70% compared to a TTFM mean of 68%
- 'Students are intellectually engaged and find learning interesting, enjoyable and relevant' - 60% compared to a TTFM mean of 52%
- 'Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn' - 6.6 compared to a TTFM mean of 6.3
- 'Students feel teachers are responsive to their needs and encourage independence with a democratic approach' - 6.5 compared to a TTFM mean of 6.3

Consistent with many other Australian students, in the Mission Australia Survey, Hennessy students rated Mental Health, COVID and the Environment as the three top issues in Australia today.

Teacher Satisfaction

Hennessy has a strong and supportive workplace culture. Low staff absences and turnover support this statement. Teachers are organised into House groups rather than faculties and find this provides an authentic sense of belonging and collegial support.

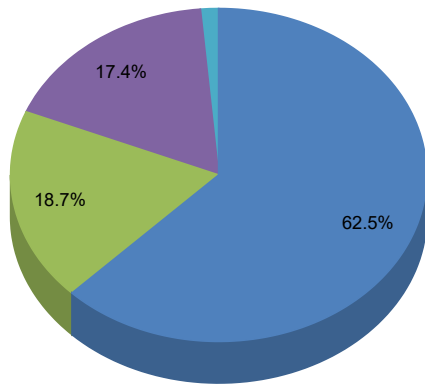
In the recent Tell Them From Me Survey, 77% of staff reported that they either Agreed or Strongly Agreed with the statement - 'The school community supports and articulates the importance of the dignity of each person'.

In this survey 73% of staff also responded that they either Agreed or Strongly Agree with the statement 'The school is distinctively Catholic. This is expressed through Catholic values, culture, rituals, practices and hospitality.'

81% of staff either Agreed or Strongly Agreed with the statement 'The school is known in the broader community as one that acts for justice and service'.

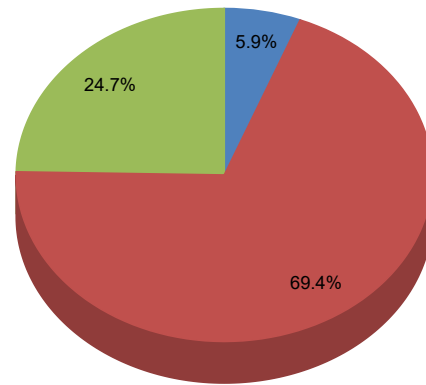
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (62.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (17.4%)
- Other Capital Income (1.4%)

Expenditure



- Capital Expenditure (5.9%)
- Salaries and Related Expenses (69.4%)
- Non-Salary Expenses (24.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$6,821,591
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,046,568
Fees and Private Income ⁴	\$1,901,418
Other Capital Income ⁵	\$152,788
Total Income	\$10,922,365

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$658,599
Salaries and Related Expenses ⁷	\$7,688,392
Non-Salary Expenses ⁸	\$2,737,890
Total Expenditure	\$11,084,881

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.