

James Sheahan Catholic High School Orange

Annual School Report to the Community

2014



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Principal

Mr Mark Pauschmann

Principal's Message

It is with great pleasure that we present to you the 2014 Annual School Report celebrating quality Catholic education here at James Sheahan Catholic High School. This was the year that we launched our strategic planning document: Raising Student Achievement through Effort and Improvement.

We are committed to providing the very best Catholic education to equip our students to live and work confidently, effectively and wisely in a complex and ever changing world.

In fulfilling this commitment, we have constantly striven to be a school that values excellence and provides avenues for students from a wide range of abilities and interests so that all students will have the opportunity to experience success in their life at school.

We continue to encourage in each student a desire to seek out his or her full potential in all areas of school life - spiritual, academic, creative, physical and emotional. Our commitment to provide opportunities for students to develop self-esteem, self-direction and a sense of social and environmental responsibility has been at the forefront in our planning for the year.

Mark Pauschmann

Principal

Parish Priest's Message

One of the great traditions of Orange Catholic Schools is the commencement of the school year with a Mass for all those involved in the Orange Catholic Schools. It serves as a focusing of the task ahead - that all the many elements that constitute our educational endeavours are underpinned by the person of Jesus Christ, the mystery of God, and the strength and guidance of the Holy Spirit. We reaffirm that reality for our school community at the opening school Mass.

The Masses and other liturgies that are celebrated during the year at James Sheahan Catholic High School make explicit our recognition of our faith in Jesus Christ and our dependence on his grace and love. The values of compassion, courage and hope are witnessed too in many ways by all members of the school community. The challenge for all of us is to be consistent in living out these values.

While we can learn a lot about God and how God has been particularly revealed by Jesus, the challenge is always to apply what we have learnt in our relationships at home, school, in the workplace, on the sporting field and in all those places we live and interact with one another.

Fr Garry McKeown

St Joseph's & St Mary's Parish, Orange

Parent Body Message

In 2014, the James Sheahan Catholic High School PCRC continued a strong collaboration with the school. In particular, we continued to build a PCRC whose role goes beyond that of fund raising and include activities that are beneficial to the School, by embedding in some decision making the contribution of a parent voice. In particular, parents were involved in staff interviews, surveys and advice to the school on communication strategies. The PCRC appreciate the opportunity to be an active member of the School.

The PCRC would like to let you know what we have supported throughout 2014:

- Welcome BBQ put on by the PCRC for new students to the school and their families
- Donation toward cost of installing fans in the classrooms
- 3 competitive grants for teacher led projects – “Multilit” (resourcing a literacy program), “Human Powered Vehicle” (an extracurricular activity fostering team work and leadership) and “Edible Ideas” (a staff training aiming at introducing new cooking opportunities in the classroom).
- Cattle Team Banner
- Thank you Morning tea for the teachers

We look forward to the challenges of the year ahead.

Dr Yann Guisard

President of the PCRC

Student Body Message

As a group, the students elected to the SRC work on two focus areas; social justice and community building. In 2014 we achieved these goals by:

- Raising money for Caritas (over \$4000 raised)
- Donating money to a local, national and international cause
- Sponsoring students who compete at state level or higher in sport or academic events.
- Easter and Christmas Gift Appeals. The response to these events is overwhelming, with students donating money and purchasing gifts for

children in Orange who may otherwise go without.

- Community building and fundraising events included Valentine's Day, Sheahan Day, casual clothes days and discos.

We are blessed to have students who care about those around them and are also willing to stand up and do something to help. Their actions are a wonderful reflection of their family, teachers and community who are so influential in instilling the values of courage, compassion and hope in them.

The work ethic demonstrated to coordinate these events and the deep sense of compassion our students have for the people in our local, national and global community is a pleasure to witness.

Kieron Hogan

SRC Coordinator

SECTION TWO: SCHOOL FEATURES

James Sheahan Catholic High School is a Catholic systemic Co-educational College located in Orange.

James Sheahan Catholic High School is a learning community inspired by the traditions of our founders Catherine McAuley and John Baptist de La Salle.

We provide opportunities for excellence, growth and success in a caring environment.

Valuing compassion, courage and hope, our students will be prepared for a changing world.

Our motto - Semper Paratus, meaning 'always prepared' is symbolic of hope, the prophetic virtue.

The heritage of James Sheahan Catholic High School is characterised by the founding charisms of the Sisters of Mercy and the de La Salle Brothers. The brothers and sisters came to Orange to ensure the children in this area had the opportunity for good, quality, Catholic education.

Our school opened in 1980 as a coeducational high school and was named after Monsignor James Sheahan who had served the community of Orange for nearly 50 years. Monsignor Sheahan was recognised as a dedicated Priest by the whole community and he contributed significantly to the development of the city by his building of schools and Churches.

Through our founding charisms of the Sisters of Mercy and the de La Salle Brothers, our goal remains to be a school that encourages mutual respect, partnership, healthy relationships and appreciation of all members of the community - staff, students, parents and parish. This has been reflected this year in the many activities our students have been involved in.

We continue to provide a broad range of curriculum options allowing students to follow the traditional academic pathway as well as vocational education possibilities. Our education is characterised by faith and the Catholic tradition, engendering pride in offering excellence in the academic arena, and providing a positive pastoral care structure that focuses on wellbeing.

Our school has been involved in many sports, extra-curricular activities and special events and without the generosity and enthusiasm of each and every member of the Sheahan school community, these various events would not be possible.

We have diversity of talent demonstrated in the achievements of our students, which is a testament to the commitment our students have to their studies, the dedication of their teachers, the tireless efforts of our support staff and the care of their families.

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
553	463	82	1016

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2012, 76.6% completed Year 12 in 2014.

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2014 was 93.86%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	95.84%
Year 8	94.56%
Year 9	94.23%
Year 10	92.53%
Year 11	93.00%
Year 12	93.00%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences.

College 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 College 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 Executive Director of Catholic Schools or designated Catholic Education Office Bathurst officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2014

% of students undertaking vocational training or training in a trade during the senior years of schooling.	29%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	98%

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, 2014 Graduating Class	59%	14%	24%	3%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
84	22	106

* This number includes 66 full-time teachers and 18 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Focus on faith and teaching and learning priorities based on the Annual School Improvement Plan and Quality Catholic Education Framework. Teaching staff participated in setting and discussion of faculty directions and priorities for 2014.
Term 2	Focus on Professional Learning Communities and applying the big ideas, principles, characteristics and structures of PLCs to teaching and learning. Teaching staff engaged in collaborative exploration of PLCs, critical reflection of their own values, assumptions and teaching practices.
Term 3	Focus on faith development and in particular, Aboriginal Spirituality. Representatives of the Aboriginal community discussed the reconciliation process and Aboriginal experiences in education. Visit to significant local Aboriginal sites and insights into Aboriginal culture.
Term 4	1. Focus on the National Disabilities Discrimination Standards and the implications for schools, programming and teaching and learning. 2. Focus on utilising NAPLAN results and SMART Data for improving teaching and learning practices.

2014 Professional Learning Focuses

- Continuing to build staff awareness of the vision of “Catholic Schools at a Crossroads”
- 21st Century learning, integrated curriculum, Problem Based and Project Based Learning
- Improved, systematic professional collaboration and data driven improvement
- Professional Learning associated with the SLIP (Sheahan’s Learning and Integration Program) and Academic Care programs
- Inculcation of Professional Learning Community principles and application to improve student outcomes
- Support for the implementation of the New National Curriculum syllabuses

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	85
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The College follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

In addition to formal Religious Education studies, students at James Sheahan Catholic High School have the opportunity to pray together each day in class and at fortnightly school assemblies. Retreats, reconciliations and community service programs are also offered to provide prayerful and meaningful life experiences.

Frequent participation in Eucharist is encouraged and opportunities to be present at Liturgy are regularly provided. Our school chapel is the setting for some of these experiences.

The school enjoys the interest and support of our hard working Parish Priest, Father Garry McKeown, which is indicative of the partnership between the school and the Parish.

The school also connects to the Parish prayer community by providing prayer booklets for Parish members to join in praying for individual Year 12 students as they undertake their HSC studies.

Our school also has an interest in encouraging people to enter the Catholic faith at any age. When requests are made, any member of the James Sheahan Catholic High School community is given the opportunity to receive for the first time one of the Sacraments of the Church. This is arranged with the Parish, in consultation with the RCIA program.

Students are able to develop both their faith and leadership skills through involvement in the Youth Mission Team. This Team allows students to lead the community in prayer, Liturgy and social justice awareness and fundraising campaigns.

James Sheahan Catholic High School has a strong awareness of our founding charisms and this is celebrated at numerous occasions. Mercy and Lasallian guest speakers, retreat focuses, staff spirituality days, Sheahan Day focuses and new staff and student induction programs help to keep this heritage alive and relevant in the everyday life of the school.

Students at James Sheahan are encouraged to have respect for themselves and for others, both as unique individuals and as members of a school community. They are expected to behave in a manner which shows such respect. They are also expected to work consistently in developing their potential in all areas - academic, creative, sporting, spiritual. At the same time, as a Christian community, we recognise that none of us is perfect, that we occasionally fall short of our own and others' expectations, and that we need, and need to show, compassion and forgiveness.

There are a number of ways in which we try to ensure that young people are both cared for and challenged to grow. The staff believe both dimensions are important in their everyday dealings with their students. There are people whose particular task it is to provide whatever assistance and guidance may be necessary, as well as structures and procedures designed to help students and to support them in achieving their best.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	26.22

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

The College follows the BOSTES syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

We offer a wide variety of courses across all Key Learning Areas (KLAs). Students in Years 7 and 8 study mandatory subjects, which includes Japanese as their mandatory language and Religious Education (RE). Students in Years 9 and 10 continue to study mandatory subjects including RE, but also have options to study additional courses in Industrial Technology, Applied Sciences, Japanese, Creative Arts and Humanities. Students in Years 7 to 10 also do additional Sport within the curriculum.

Students in Years 11 and 12 have a wide choice of curriculum offerings to study for their Higher School Certificate (HSC). All students must study 2 units of English, in which there are 3 levels: Advanced, Standard and Studies. All students are also enrolled in Studies of Religion, which they can elect to study for 1 unit or 2 units. Students in Year 11 need to study a minimum of 12 units and students in Year 12 study a minimum of 10 units.

Other course offerings for the HSC include:

Mathematics; General Mathematics; Biology; Chemistry; Physics; Senior Science; PDHPE; Sport, Lifestyle & Recreation; Community and Family Studies; Exploring Early Childhood; Japanese Continuers; Agriculture; Industrial Technology; Food Technology; Textiles; Engineering Studies; Visual Arts; Photography & Digital Media; Drama; Music (1 and 2); Legal Studies; Business Studies; Economics; ; Ancient History; Modern History and; Geography

Students may also choose to do Extension courses in Mathematics, English, History and Music. There are also Vocational (VET) courses of Construction, Hospitality, Metal & Engineering and Primary Industries. The school also has students studying courses at outside providers such as TAFE, Dubbo School of Distance Education and Open High School.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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 College 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 College 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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	27.00%	30.00%	18.00%	19.00%
	Reading	29.00%	29.00%	12.00%	16.00%
	Writing	19.00%	16.00%	23.00%	28.00%
	Spelling	32.00%	31.00%	16.00%	17.00%
	Numeracy	24.00%	29.00%	14.00%	17.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	17.00%	20.00%	32.00%	27.00%
	Reading	19.00%	22.00%	20.00%	23.00%
	Writing	20.00%	15.00%	35.00%	38.00%
	Spelling	15.00%	24.00%	19.00%	23.00%
	Numeracy	20.00%	24.00%	18.00%	21.00%

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2012		2013		2014	
	School	State	School	State	School	State
Studies of Religion 1	37%	41%	31%	49%	37%	49%
English Standard	20%	16%	0%	6%	3%	8%
English Advanced	40%	53%	54%	53%	70%	60%
Mathematics	17%	52%	66%	49%	55%	54%
Legal Studies	54%	41%	28%	33%	47%	40%
PDHPE	41%	33%	26%	28%	18%	30%
English Extension 1	91%	87%	84%	89%	100%	92%
Modern History	100%	36%	47%	47%	62%	43%
Music 2	100%	85%	100%	85%	100%	87%
Primary Industries	33%	33%	58%	26%	50%	22%
Studies of Religion 2	40%	41%	86%	46%	61%	44%

43 Band 6/E4s were achieved, with twenty students receiving Band 6/E4s. These results compared strongly to previous HSC results. Band 5/6 results were equal to or above state average in eighteen courses offered. Ten students achieved outstanding ATAR results in the 90s. The overall results were comparable to state. The pleasing results reflect a school-wide focus on high expectations, the continuing priority on implementing 21st century learning

strategies and providing teachers access to targeted professional learning, including HSC marking and the utilisation of BOSTES and CEC resources.

In 2014 the number of students issued with a RoSA	5
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Student Welfare Policy

Our Pastoral Care and Wellbeing policy links each year group to a Year Coordinator, and their Year Coordinator travels through the high school years with their year group. This is the foundation for establishing positive relationships within the school as Year Coordinators are in tune with specific needs and circumstances that students may encounter throughout their time at our school.

We are now keeping thorough notes and data on student wellbeing through the use of the school data base system known as Sentral. Through this system, a student's history can be accessed easily by specific staff which helps assist the overall management and wellbeing of individual students.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

Discipline Policy

In 2014, we continued to implement the school's Merit Level System, where all students are once again encouraged to do the right thing and can then progress up the levels within the system to enjoy rewards and privileges.

Conversely, sustained negative behaviour may also result in a student being moved down into the negative levels and with this comes consequences such as not being allowed to attend certain school activities. This has been a great addition to our behaviour management strategy as students realise that rather than focusing on the consequences for their actions, they should focus on trying to do the right thing because it is the right thing to do.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. 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. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

Our Pastoral Care and Wellbeing Policy focuses on building positive, personal relationships within the entire school community whilst promoting a safe and respectful environment that fosters learning and faith development. In 2014, we established a Positive Behaviour for Learning Team who developed a new approach to managing student behaviour.

All aspects of school life and management are now linked to the three universal concepts of "Be Safe, Be Respectful, Be a Learner" and positive behaviour is promoted and rewarded. Each fortnight, we promote a focus on a specific targeted behaviour such as "Keep the school tidy" and "Wait patiently and quietly" and when students are observed to be cooperating with these expectations, they are rewarded.

The focus areas are introduced at fortnightly assemblies and demonstrated to the student body through a skit performed by the student Leadership Team.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The College implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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

Key Improvements Achieved in 2014

1.4 – Pastoral Care/ Community Building

- Youth Mission Teams established
- Development of social media strategies
- Staff training in School Positive Behaviour 4 Learning Framework

1.5 – School, Parish and Parents in Partnership

- Development of stronger links with the parish
- Expansion of religious iconography in the school
- Expansion of local community/ charities participation
- Active consultation with Parent and Community Representative Council
- Exploration of strategies to give parents a greater voice

2.3 – Planning, Programming and Evaluation

- Creation of a Curriculum Coordinator
- Review of curriculum offerings
- Creation of a Curriculum Review PLT
- Review of current streaming practices
- Increased utilisation of Learning Technologies to promote learning and engagement

3.3 – Strategic Leadership and Management

- Training of all teaching staff in Professional Learning Community principles
- Renewed focus on using meeting time for professional learning
- Increasing utilisation of Google Drive for learning and communication improvement

4.2 – ICT Resources

- Creation of an e-Learning Coordinator
- Implementation of Year 7 iPad Program

Priority Key Improvements for 2015

1.1 – Permeation of Catholic Values

- Review the School's mission
- Align school roles to the *Leading the Way* framework
- Deepen staff and student understanding of Church teachings
- Review the Community Service program

2.2 – Curriculum Provision

- Develop staff understanding of the Christ Centred Learning vision
- Complete review of curriculum offerings and class structure
- Continuing integration of 21st century learning skills
- Focus on differentiation and individualised learning

2.7 – Student Achievement

- Expansion of student voice in learning and assessment
- Systematic PLCs focus on collaboration, critical reflection and data driven improvement
- Aligning of reporting practices to 2015 CEO Guidelines
- Review strategies for promoting student achievement

3.2 Professional Relationships

- Creation of a Professional Expectations PLT
- Expand opportunities for staff leadership experience and leadership development
- Exploration of opportunities for wider partnerships in the community

4.2 Use of Resources, Facilities and Space for Learning

- Review effectiveness of current use of learning spaces
- Develop staff, parent and community awareness of building possibilities

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 College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

Throughout 2014 our school community expressed their satisfaction with James Sheahan Catholic High School in various ways. A strong indicator of this was their attendance at a range of functions including the School's Opening Mass, Parent-Teacher Evenings, Subject Information Nights, the Family Mass, sporting events and the End of Year BBQ. These functions have always been well attended and the positive feedback that comes from those who attend is always extremely encouraging for the staff.

Another indicator of the school community's satisfaction with the school was their willingness to assist in activities with our students. Whether it be at the athletics carnival, the "Welcome to New Families BBQ", the "Year 7 Peer Support Day Out" or at "Sheahan Day", our parents and carers constantly acknowledge that they enjoy helping out because their children love coming here.

Student Satisfaction

At Sheahan we have a strong sense of community and lots of opportunities to get involved in various activities: academic, sporting, cultural and extra-curricular. I think students are satisfied with our school which is shown by the general atmosphere here; lots of smiling faces and participation in events such as the disco, Valentine's Day and Sheahan Day.

I think our school is a great place to be. We have a strong faith and not only do our teachers help us develop academically, but there is also a strong connection to the Gospel Values, which I know will be important as we grow up. I like that we connect so many things to courage, compassion and hope.

Students at Sheahan are very satisfied with our school and teachers. It is beginning to feel a bit cramped with so many students, but we think this means that Sheahan is such a great place to be that lots of students want to come here. I like the fact that our teachers are approachable and kind.

Our school is different to other schools in Orange because we focus so much on social justice. I love our school for helping us understand inequalities in our world, but giving us the opportunity to be involved in creating change as well.

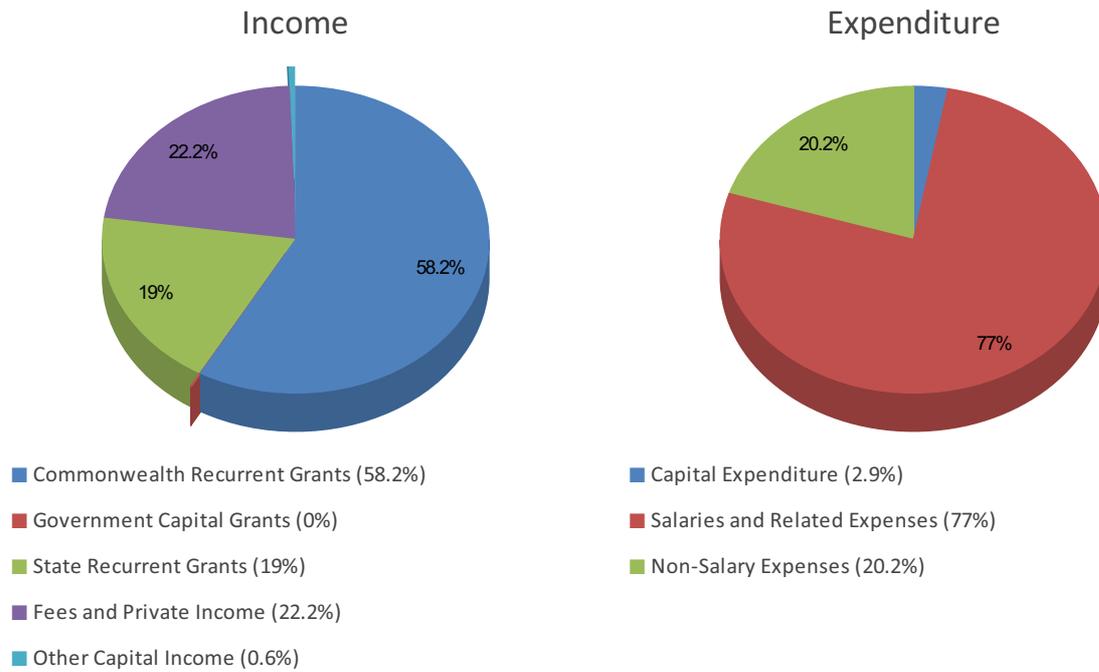
The SRC

Teacher Satisfaction

The staff have expressed their satisfaction with James Sheahan Catholic High School through a variety of indicators. One such sign is the retention rate of staff here at the school. Of the staff who left, two were for family reasons in moving to Sydney and the rest were due to retirement. There were no permanent staff actively seeking employment elsewhere and this could well be attributed to the positive and collaborative atmosphere here within the school.

Much of this atmosphere is recognised in staff involvement within the school. There are never any shortages when volunteers are asked to supervise overnight retreats and camps or coach individuals and teams for various events. As a result, more and more extra-curricular activities are being organised to support and encourage many students who might not otherwise join a team or enter into a competition.

In terms of contribution and collegiality amongst the staff, many groups have been formed to look at areas such as streaming; learning enrichment; reading; positive behaviour in learning and academic care. These groups met in their own time to be a part of a school in its quest of achieving high levels of learning for all students.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.