

2016 Annual School Report to the Community

James Sheahan Catholic High School Orange

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Principal Mr Mark Pauschmann



Principal's Message

2016 has been a remarkable year here at James Sheahan. In the Jubilee Year of Mercy and inspired by the challenges that our founders, Venerable Catherine McAuley and St John Baptist de la Salle have gifted us with, we are proud in providing everyone here the opportunity to follow Jesus as members of the Catholic community.

At the heart of our Strategic Planning is our core business, that raises our student's achievement through effort and improvement, and our calling - to ensure that our core business is Christ-centred. Teams of staff have worked collaboratively throughout the year with great energy to articulate our mission clearly. Our focus was on Students, Learning and Community.

At Sheahan we continue to inspire, challenge and empower our students through our holistic approach to learning and teaching. We have focused on: wellbeing, a well-rounded subject and co-curricular offering and; on service and developing leadership capacity so that every child's needs are met.

To all parents and caregivers, I thank you for your wonderful support of our school and for entrusting Sheahan with the gift of educating your children and upholding our values.

Mark Pauschmann, Principal

Parish Priest's Message

At James Sheahan Catholic High School we aim to make "Christ-centred learning" not simply an ideal but a practical reality evident in day-to-day school life. Besides whole school Masses, we are working this year on regular class Masses and opportunities to celebrate the sacrament of Penance. We are working on enriching our school retreats and ensuring that prayer is a regular part of school-life.

Building on our accomplishments we are seeking to strengthen our implementation of the *Catholic Schools Youth Ministry Australia* (CSYMA) program with the assistance of our Youth Minister who is an ex-student of the school.

Religious literacy, involving knowledge of the Biblical, historical and doctrinal elements of our Catholic Faith, remains a central goal in our curriculum, whilst simultaneously highlighting the importance of respecting people of other faiths or of no faith. Building on these priorities, we seek to strengthen our student's involvement in local parish life, in mission and service to the wider community.

Put simply, our central aim is to give every member of our community the opportunity to grow in Christian discipleship.

Father Greg Bellamy PP, Parish of St Mary and St Joseph

Parent Body Message

"Continuity with change" may seem a contradictory political slogan, but don't most of them? However there is some twisted logic in it, and perhaps it could apply to us.

The P and C is trying to be the voice of the parents and others who care, but with the new name there is a new philosophy.

As society evolves (or, on the internet, devolves) there are new challenges and dangers to confront and conquer. Fundraising has been simplified and our focus is moving towards a unified approach to the wellbeing of our children, particularly in regards to mental health. In partnership with the school staff we are seeking to raise awareness of the problems - and solutions.

And using that dreaded internet to our advantage, there is both a web page and a Facebook site. The web page is a click away from the James Sheahan main page, and the Facebook is linked to that site.

Our page gives all the contact info, office bearers, meetings, reports and plans. My deep thanks to all the office bearers and supporters.

The meetings are held twice a term at Kelly's hotel, and are becoming quite popular and surprisingly constructive. Here's a new slogan. *Your children, your P and C - your move.*

Tom Capell, President

Student Body Message

Throughout 2016, the SRC focused on three key aspects to work towards community building, social justice and developing upon whole school policies. These goals were achieved during the year by;

- Raising money for the restoration of the cathedral in Bathurst. The students raised over \$900 for this project.
- Donating money raised from our fundraising events to the local Ronald McDonald House and Youth Off The Streets Organisation. Internationally, we continue to support the Sri Lanka Mission Team. This year, the student body raised over \$3500.
- Sponsoring students who competed at state level in sport or academic events. In 2016, these included triathlon, swimming and rugby league.
- Supporting the Year 11 applicants for School Leaders to attend the Leadership Camp.
- Easter and Christmas Gift Appeals - the response for these events is overwhelming, with students donating money and purchasing gifts for underprivileged children in Orange.

- Representing the school at various memorial services throughout Orange including ANZAC Day and Remembrance Day.
- Developing the school's bullying and cyber policies to reflect the student cohort.

Winston West, SRC Coordinator

SECTION TWO: SCHOOL FEATURES

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

Here at James Sheahan Catholic High School we are immensely proud of our Catholic heritage, especially in providing everyone the opportunity to follow Jesus as members of the Catholic community. Our heritage 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.

If we walk through the school and see our students studying, talking, laughing, singing, many working on projects, eating together in the playground - we have to smile and thank God for each child He has placed in our school. It is so exciting to see how God is using these lives to show us His mercy in action.

At Sheahan we continue to inspire, challenge and empower our students through our holistic approach to learning and teaching. We focus on service, a well-rounded subject and co-curricular offering, developing leadership capacity and furthering skills in personalising and differentiating curriculum and assessment so that every child's needs are met.

Our staff work very closely together to develop our strategic planning that has learning at its core. It focuses on the needs of our students of today and the future, within a framework that respects the school's past, its traditions and its values of compassion, courage and hope.

What we do at Sheahan every day is make decisions to create opportunities for our school community, now and into the future. Who and what we are today are the result of countless choices that have been made in the past and are being made today. Our School's future will be determined by what we do now.

We've wanted to make learning an engaging and stimulating as possible. We've asked our students to question, be curious, and be able to critically evaluate and meaningfully participate in our global community. We've also promoted the wellbeing of the young people in our care and fostering in them resilience, empathy and a capacity for reflective calm.

Sometimes, we may not even witness the results of our actions. Nevertheless, throughout the continuing phase of our strategic planning, we have reminded ourselves of our school's mission, values and priorities and continue to ask what opportunities do we want to make possible for our children and our school community.

Our Mission Statement reads: James Sheahan Catholic High School is a learning community inspired by the traditions of our founders Catherine McAuley and John Baptist De La Salle.

In our goal to achieve high levels of learning for all students, 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.

Mark Pauschmann, Principal

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 2016:

Girls	Boys	LBOTE*	Total Students
550	468	10	1018

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2014, 82% completed Year 12 in 2016.

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 2016 was 91.26%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92.36%
Year 8	91.89%
Year 9	91.10%
Year 10	90.05%
Year 11	89.27%
Year 12	92.86%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Executive Director of Schools (or designated CEDB 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.

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.	32%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

Each year the School 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, 2016 Graduating Class	55%	10%	20%	15%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
88	27	115

* This number includes 73 full-time teachers and 15 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 School 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 School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Whole School Professional Development Expectations/Improvement Priorities/Faculty Planning
Term 2	Spirituality - Year of Mercy (Presented by Paul Skippen). Staff spirituality development and learning about the Church's Year of Mercy and Pope Francis' message in his encyclical on the Joy of the Gospel. The application of this message to teaching and learning at James Sheahan.
Term 3	Driving Student Growth through data (Presented by John DeCourcy). Areas covered: developing growth mindset/effective use of data to support learning & growth/data analysis for growth not finger-pointing/using data to support differentiated teaching & learning/reflection on school's own data & trends
Term 4	Day 1: Differentiation and Annual School Improvement Planning. Day 2: Differentiation/CPR Update

In 2016, the focus for Whole School Professional Development/Learning was

- the continuing strengthening of the faith, spirituality and contemporary learning experiences/ understandings of staff
- school based collaboration and the utilisation of the whole school PD funds
- supported for improved, systematic professional collaboration
- support for strategies promoting professional learning team models
- improvement of HSC results
- continuing the review of the pastoral care policy
- professional development associated with the SLIP programs
- support for targeted teacher professional development

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 School 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 a variety of opportunities to develop and nurture their faith.

Students pray, and lead the school community in daily prayer during roll call, and at school assemblies, and year meetings.

Yearly retreats allow students to take time out from everyday life in order to reflect on their Christian journey and to grow as people of faith.

Students receive the Eucharistic during whole school, and smaller class Masses. Throughout these celebrations, students take on active roles as readers, processors, singers, musicians, Altar Servers and Ministers of Holy Communion.

Opportunities for the Sacrament of Penance occur throughout the year. The school enjoys an active partnership with our Parish community, fostered by a relationship with our Parish Priest, Father Greg Bellamy, and his Assistant Priests, Father Ephrem Thadthil and Father Pius Khaoya.

The school further connects with the Parish prayer community through the Prayer Families program whereby Parishioners utilise prayer booklets to pray daily for our Year 12 students as they undertake their HSC studies.

Students can further develop their faith and leadership skills through involvement in the Youth Mission Team. This representative Team meets weekly to organise and lead the school community in prayer, Liturgy and social justice activities. These students also engage in additional faith-developing opportunities.

Youth Ministry is also fostered through the school's participation in the Catholic Schools Youth Ministry Australia program. This is offered, for several weeks, to Year 9 and 10 students in place of their normal Religious Education lessons and culminates in students facilitating Primary School leadership retreat days.

James Sheahan keeps our founding Mercy and Lasallian charisms alive and relevant through guest speakers, retreats, staff spiritually days, Sheahan Day and new staff and student induction programs that successfully enliven these for our students and staff.

Students are encouraged to be socially conscious citizens. The Year 11 community service program, Sponsor Child program, Project Compassion and Catholic Missions fundraising projects are just a few of the many initiatives that remind students of their Christian calling to be witnesses to the Risen Christ in the world.

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	26.06

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 School 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). For students in Year 7, study in the subjects of English, History and RE are blended into one course, known as EAGLE. 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. Students are also enrolled in either Studies of Religion, which they can elect to study for 1 unit or 2 units, Catholic Studies (1 unit). 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 and Recreation, Community and Family Studies, Exploring Early Childhood, Japanese Continuers, French Beginners, Agriculture, Industrial Technology, Food Technology, Textiles, Engineering Studies, Visual Arts, Photography and Digital Media, Drama, Music (1 and 2), Legal Studies, Business Studies, Economics, Ancient History, Modern History, 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 and 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 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	38.00%	28.00%	13.00%	20.00%
	Reading	39.00%	26.00%	8.00%	17.00%
	Writing	21.00%	16.00%	26.00%	27.00%
	Spelling	34.00%	28.00%	10.00%	18.00%
	Numeracy	40.00%	30.00%	7.00%	15.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	14.00%	16.00%	25.00%	27.00%
	Reading	24.00%	21.00%	18.00%	21.00%
	Writing	7.00%	12.00%	46.00%	38.00%
	Spelling	16.00%	22.00%	22.00%	23.00%
	Numeracy	22.00%	23.00%	10.00%	18.00%

Higher School Certificate

The results of the School'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)					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion 1	36%	49%	30%	51%	42%	50%
English Standard	3%	8%	1%	8%	4%	13%
English Advanced	70%	59%	53%	57%	60%	62%
Mathematics	55%	54%	62%	53%	32%	53%
Legal Studies	46%	40%	35%	41%	57%	43%
Personal Dev, Health & PE	18%	31%	24%	30%	53%	35%
Visual Arts	47%	49%	0%	0%	47%	55%
Agriculture	100%	25%	0%	0%	100%	31%
English Extension 1	100%	93%	100%	95%	100%	95%
English Extension 2	100%	78%	100%	82%	100%	80%
History Extension	100%	78%	0%	0%	100%	81%
Music 2	100%	87%	100%	88%	100%	90%
Music Extension	100%	99%	0%	0%	100%	94%

- 35 Courses studied at JSCHS in 2016 (with a HSC Exam)
- Above or equal to state average for Band 6 (or E4) results in 16 courses (46% of courses).
- Below state average for Band 6 (or E4) results in 19 courses (54% of courses).
- Above or equal to state average for Band 5/6 (or E3/4) results in 20 courses (57% of courses).
- Below state average for Band 5/6 (or E3/4) results in 15 courses (43% of courses).

In 2016 the number of students issued with a RoSA	5
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Student Welfare Policy

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 2015, we continued with a Positive Behaviour for Learning framework and students were encouraged and taught to make positive decisions in regards to their behaviour.

We have continued to model school expectations around the universals “Be Safe, Be Respectful, Be a Learner”. Blue Tickets are regularly given to students when they are seen doing something positive and they are then placed in a large box and each fortnight, one ticket is drawn from the box at Assembly and the owner of the ticket receives a prize. Posters can be seen displayed around the school promoting positive behaviours and encouraging students to get on board with the promoted positive behaviour.

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

Discipline Policy

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

Discipline Policy

Behaviour is monitored and recorded via a school database system called Sentral. By recording behaviour, we can see what areas of the school's behaviour management system are working well and what areas need more attention. If a student needs to be disciplined over negative behaviour, it is determined whether it is a minor or a major issue. All minor issues should be dealt with by the classroom teacher. If the situation is classified as major, then support is called upon and a KLA or Year Coordinator may assist. Parent contact should be made and measures such as interviews and detentions may need to be implemented. In other instances, students may need to be placed on a Positive Behaviour for Learning card where a student needs to present the card to their teachers and they receive a score for their approach in that lesson.

As Positive Behaviour is a focus, our Behaviour Management Policy is centred around a Merit Level System where students are rewarded for making positive contributions to the school by going up the Merit System.

The full text of the School's Student Discipline Policy may be accessed on the School'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

The Merit Level System promotes both respect and responsibility. To progress to the higher levels within the system, students have to display respect for the school and their education by demonstrating commitment across all areas of the curriculum. Students need to reflect on the positive approach they have to school life and complete a form that then needs to be signed by their teachers.

They also need to demonstrate respect for the opportunities the school offers them by participating in a number of activities outside the classroom such as donating blood, singing in the school choir etc. As they progress to the highest level, they need to complete a term of community service. This demonstrates that they are responsible and caring young citizens who are willing to give up their time to help others.

One of the PB4L universals is Be Respectful, therefore respect is promoted as part of the weekly life at James Sheahan.

SECTION NINE: QUALITY CATHOLIC EDUCATION

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

Key Improvements Achieved in 2016

QCE Focus 1.2: Religious Education - Involvement of RE staff in a range of RE related PD; revised programs; revised assessments; revised junior RE programs/registers.

QCE Focus 2.5: Assessment - New policies and practices; KLA practice of peer reviewing; use of Google Apps; evaluated practices.

QCE Focus 3.1: Organisational Culture - Display of framework; goal setting documentation, revised timetabling principles/priorities; CYSMA initiatives; expansion of community links/partnerships; updates and decisions reflected in school handbook and revised practices.

QCE Focus 4.1: Financial Management - school handbook revisions; revised relevant handbook role statements; maintenance plan; Principal reports to stakeholders on global fiscal position.

Range of QCE Components (1.1, 1.6, 2.4, 4.2): Systematic development of PLTs across the school; continuing expansion of PBL initiatives; PLCs Team/Hawker Brownlow partnership; whole school PD priorities and spending.

Priority Key Improvements for 2017

Catholic Life & Religious Education - our strategic focus

1. Committing ourselves to the Catholic identity of the school through the permeation of Catholic values in all that we do.
2. Guiding the school community in faith development through prayer, liturgy, respect, service to others and a commitment to nurturing a safe supportive environment.

Learning & Teaching - our strategic focus

3. Utilising Professional Learning Community principles, and data and current research, to guarantee improvement for all students and the building of 21st Century competencies.
4. Providing curriculum, assessment and classroom experiences that promote student success and engagement.

Leadership for School Improvement

5. Nurturing a school community and workplace built on mutual respect, professionalism, high expectations and a commitment to continuous learning.
6. Promoting innovation and reflective, ethical practice, giving all stakeholders a genuine voice through continual improvement.

Strategic Resourcing

7. Strategically planning for growth and changing needs, with a focus on learning spaces, facilities, resourcing effective use of ICT.
8. Driving stewardship of our resources, reflecting Church teaching.

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

Throughout 2016, our school community has expressed their satisfaction with James Sheahan Catholic High School through various ways. A strong indicator of this would be 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 Welcome 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 would be their willingness to assist in activities with our students. Whether it be at the athletics carnival, the "Welcome to New Families BBQ", the "Trivia Night" or "Dragon Boat Racing", our parents and carers constantly acknowledge that they enjoy helping out because their children love coming here.

Student Satisfaction

Student satisfaction can be summed up in part of the School Captain's speech to prospective parents.

Tonight, we have been asked to speak about what we love about the James Sheahan community. It was not a hard decision. Because what we love most about the James Sheahan community is that to be part of it, is to be part of the James Sheahan family.

Over our six years at James Sheahan we feel we have become part of something bigger than ourselves. Six years ago we entered this hall, just like you will, and met our year group for the first time. In 6 months we will leave this hall for the last time, but we will leave as a family not as individuals. We know this will happen to your year group as well.

From the very first day you will develop new friendships and enjoy new opportunities and you will do this together. But you will be not only part of your year group family, but part of the whole James Sheahan family. The Year 11 and 12's will become like your older siblings and in a few years the new Year 7 and 8's will be like your younger siblings. You will laugh together, learn together and navigate the maze that is high school together.

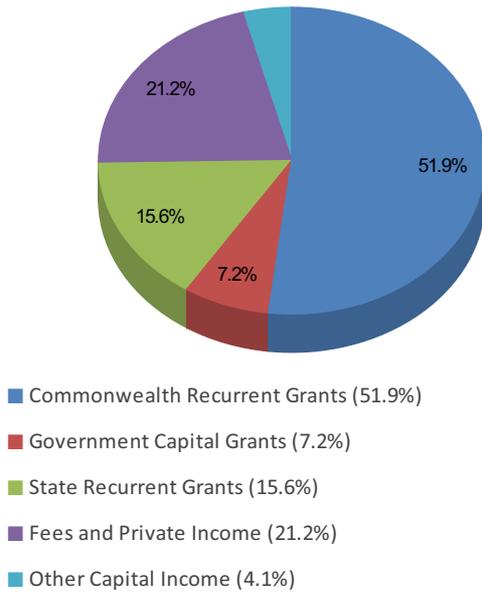
Teacher Satisfaction

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. The main reasons for leaving was either moving out of Orange or 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.

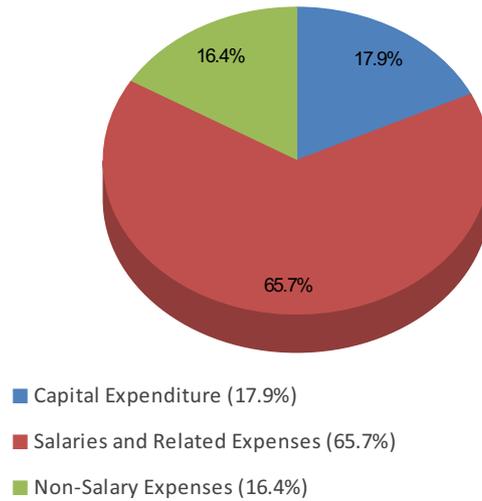
Much of this atmosphere is recognised in staff involvement within the school. There are never any shortages when volunteers are asked to supervise overnight retreats and camps or coach individuals and teams for various events. As a result, more and more extra-curricular activities are being organised 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 meet in their own time to be a part of a school in its quest of achieving high levels of learning for all students.

Income



Expenditure



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.