

# 2017 Annual School Report to the Community

## James Sheahan Catholic High School Orange

49 Anson Street, Orange 2800

[jschs@bth.catholic.edu.au](mailto:jschs@bth.catholic.edu.au)

[www.jschs.nsw.edu.au](http://www.jschs.nsw.edu.au)

(02) 63 62 1422

Principal Mr Mark Pauschmann



### Principal's Message

It is my pleasure to present to you our Annual Report which highlights our accomplishments for the 2017 school year providing you with the many wonderful contributions of our students in their spiritual, academic, cultural and sporting achievements, as well as in their performances, service, potential and in their commitment to excellence and student leadership.

Our Mission Statement guides everything we do at James Sheahan Catholic High School and focuses on committing us to providing an environment where "every student can learn and achieve high levels of success". This is something the School, in partnership with our families, work very hard to achieve each year.

2017 has been a rewarding year as I believe that this year has truly defined us as a learning community, modelled on Christ centred learning, moving beyond the school gates to make real connections and links with the wider community.

I'd like to take this opportunity in extending to all members of our School community my very heartfelt thanks in your support of my time here knowing that as Principal, I leave James Sheahan with a very clear understanding of who we are, what we value and who we serve.

Mark Pauschmann

Principal

### Parish Priest's Message

At James Sheahan Catholic High School we have a holistic view of education. We aim to form the whole person. Therefore, the education we offer is physical, intellectual, cultural, moral, and spiritual. We believe there is a profound harmony between faith and reason. Our students should grow into adults who make a valuable contribution to society, who think critically and make wise decisions, who believe that a worthwhile life is about giving rather than taking, and who have discovered that God personally knows, loves and calls them. We welcome students from a diverse range of backgrounds, but central to our school-life is the invitation to become a disciple of Jesus Christ.

At James Sheahan we offer our students the opportunity to participate, not only in large full-school liturgies, but also in small class Masses and in the sacrament of Reconciliation. We offer students the opportunity to participate in the Catholic Schools Youth Ministry Australia (CSYMA) program and we seek to build strong connections with the local parish and the wider community. We aim to give students the opportunity to become missionary disciplines of Jesus Christ.

Fr Greg Bellamy PP

### Parent Body Message

Although we sometimes yearn for calm, there is no stopping the tide (but we also need to remember fish only rot in stagnant waters). The loss of Mark Pauschmann on the ebb brings us Peter Meers on the flow, a bittersweet moment. So much gratitude to Mark, who has been an amazingly supportive Principal, and we are very much looking forward to working with Peter.

Fundraising has been simplified and well received, with the successful implementation of the Voluntary Contribution; our focus remains on a unified approach to the wellbeing of our children, particularly in regards to mental health in partnership with the school staff.

New uniforms for sporting teams, drinking bubblers, Duke Of Edinburgh, Rite Journey – and the ubiquitous garden plantings - have been funded.

And using the dreaded internet to our advantage, there is both a web page and a Facebook site, with links to both from the James Sheahan school website. P and C meetings are still held twice a term (week 3 and 7) at Kelly's hotel, and are still popular and surprisingly constructive.

We remain a vibrant, robust and dedicated team, and believe, in the words, of Dory "Just keep swimming...".

Tom Capell, President

### Student Body Message

Throughout 2017, 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;

- Donating money raised from our fundraising events to the Motor Neurone Association of New South Wales and Rotary – Orange Daybreak.  
Internationally, we supported a group of students travelling to Nepal to send underprivileged children to school and we continue to the support the Sri Lanka Mission Team. This year, the student body raised over \$3,350.
- Sponsoring students who competed at state level in sport or academic events. In 2017, 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 internet agreement policy 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.

At James Sheahan Catholic High School our core business is to raise our students' achievement through effort and improvement and our calling is to ensure that our core business is Christ-centred. We provide opportunities in faith, learning and growth in a caring environment. Our broad range of curriculum options means that students can follow the traditional academic pathway as well as the vocational education possibility. Valuing compassion, courage and hope, our students will be prepared for a changing world.

Through our founding charisms of the Sisters of Mercy and the de La Salle Brothers, our goal is to be a school that encourages mutual respect, partnership, healthy relationships and appreciation of all members of the community - staff, students, parents and parish.

Our heritage is characterised by the Mercy Sisters and Lasallian Brothers who 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 co-educational 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 building schools and Churches.

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

Our education is characterised by faith and the Catholic tradition engendering pride in offering excellence in the academic arena but also a comprehensive pastoral care structure. Our belief is that our students learn best when they feel that they belong and that they matter.

At James Sheahan, academic results are only one measure of achievement. As a Catholic co-educational centre of learning, our goal is for each student to achieve beyond their potential. In offering a broad and balanced education, our students gain the confidence and the skills to develop their talents and strengths as emotionally intelligent leaders – young men and women who are able to think globally and act locally.

At James 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.

The incredible diversity of talent demonstrated in the achievements of our students is testament to the commitment they have to their studies, the dedication of their teachers and the support of their families.

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 2017:

Girls	Boys	LBOTE*	Total Students
536	465	18	1001

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2015, 81% completed Year 12 in 2017.

### 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. CEDB Enrolment Policy is available from the CEDB website: [www.bth.catholic.edu.au](http://www.bth.catholic.edu.au).

### Student Attendance Rates

The average student attendance rate for 2017 was 91.17%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	89.00%
Year 8	92.00%
Year 9	91.00%
Year 10	90.00%
Year 11	91.00%
Year 12	94.00%

### 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, 2017 Graduating Class	45%	13%	35%	7%

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
85	27	112

\* This number includes 68 full-time teachers and 17 part-time teachers.

Percentage of staff who are Indigenous	1%
--	----

### 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 Catholic Education Diocese of Bathurst. 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:

<b>Term 1</b>	Whole school professional development expectations/improvement priorities/faculty planning.
<b>Term 2</b>	Spirituality - Staff spirituality development and learning, focusing on enhancing Catholic Identity through reflection, prayer and a deeper understanding of the Catholic tradition. The day was presented by Father Elio Capra, lecturer at the Catholic Theological College.
<b>Term 3</b>	The first 2 sessions were delivered by Julie Pyne, NESA Western Liaison Officer, focusing on Consistent Teacher Judgement in assessment and grading of student competency. The final session delivered by Michael Tilston, examined Project Based Learning planning and the development of PBL experiences.
<b>Term 4</b>	The last 2 SDDs were converted into 4 twilight sessions. Staff completed the Aboriginal Cultural Competency Course CCCA. This developed their knowledge and understanding of ATSI contact history, experiences and disadvantage. Staff developed initiatives in response.

In 2017, the focus for Whole School Professional Development/Learning was:

- embedding the model of Christ Centred Learning
- the continuing strengthening of the faith, spirituality and contemporary learning of staff
- school based collaboration within PLC principles
- improvement of student engagement, using growth mindset
- continuing embedding of Positive Behaviour 4 Learning
- review of assessment practices (formative assessment)
- development around STEM
- growth in staff awareness of Aboriginal perspectives and Reconciliation
- continued expansion of Project Based Learning

### 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 Eucharist 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 Youth Led Parish Masses and 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 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	25.40

---

## SECTION SIX: CURRICULUM

---

The School follows the NESA syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB 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, or 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. Courses offered include Board Developed Courses, Content Endorsed Courses and Vocational Education (VET) Courses. Other courses offered 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, 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 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	29.40%	28.80%	8.80%	18.80%
	Reading	32.10%	29.00%	7.70%	16.20%
	Writing	12.40%	16.50%	26.50%	28.40%
	Spelling	37.60%	32.90%	8.80%	15.50%
	Numeracy	38.30%	33.10%	8.40%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	17.60%	19.00%	17.00%	25.40%
	Reading	24.60%	21.00%	14.40%	21.30%
	Writing	22.30%	15.40%	30.30%	36.80%
	Spelling	25.50%	22.20%	16.50%	21.70%
	Numeracy	25.40%	24.00%	9.20%	16.00%

### 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)					
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion 1	30%	51%	42%	50%	30%	50%
English Standard	1%	8%	4%	13%	20%	16%
English Advanced	53%	57%	60%	62%	58%	64%
Mathematics	62%	53%	32%	53%	31%	54%
Ancient History	44%	33%	36%	31%	38%	36%
English Extension 1	100%	95%	100%	95%	100%	94%
History Extension	0%	0%	100%	81%	100%	80%
Mathematics Extension 1	78%	84%	50%	80%	100%	82%
Modern History	69%	44%	65%	41%	57%	39%
Senior Science	43%	29%	17%	29%	30%	25%

77 Band 6/E4s were achieved, with thirty-three students receiving Band 6/E4s. These results compared very strongly to previous HSC results. Band 5/6 results were equal to or above state average in twenty courses offered. Fourteen 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 learning, using a Professional Learning Community model.

In 2017 the number of students issued with a RoSA	10
---	----

### **Student Welfare Policy**

This policy was reviewed in 2017. There were no changes made. Staff, students and the community are happy with the policy.

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**

This policy was reviewed in 2017. There were no changes made. Staff, students and the community are happy with the policy.

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. Catholic Education Diocese of Bathurst (CEDB) 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. Catholic Education Diocese of Bathurst (CEDB) 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 participating in community events as a school representative like the Red Shield Appeal, 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 SPB4L universals is Be Respectful, therefore respect is promoted as part of the weekly life at JSCHS.

---

## SECTION NINE: QUALITY CATHOLIC EDUCATION

---

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) 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 Consultant to Schools.

### **Key Improvements Achieved in 2017**

#### 1. Catholic Life and Religious Education

Embedding of Diocesan Junior RE programs and Youth Minister

Inculcation of a Christ Centred Learning approach

Expansion of CSYMA and Peer Ministry activities

Continuing development of faith and spirituality development opportunities

#### 2. Learning and Teaching

Consolidation of Professional Learning Community initiatives and understanding

Systematic development of collaborative and intervention strategies

Expansion of Project Based Learning and STEM activities

Consolidation of the Positive Behaviour 4 Learning model

Upskilling of staff in Aboriginal Cultural Competency

#### 3. Leadership for School Improvement

Consolidation of Sentral use for personalised tracking of progress and needs

Review of pastoral care policy and approaches

Support for innovative pedagogical practices and resources

Expansion of tools to promote student achievement

Review of opportunities for expanded parent and student voice

#### 4. Strategic Resourcing

Opening of new Performing Arts and Learning Enhancement Centres

Development of sustainable resource planning and management

Embedding of stewardship principles across the school

Transition to new CEDB resourcing, finance and planning structures

### **Priority Key Improvements for 2018**

#### 1. Catholic Life and Religious Education

Embedding of Christ Centred Learning in programs and school experiences

Entrenching the stage 5 CSYMA Program and Peer Ministry initiatives

Focus on increased Parish level youth participation

Continuing development of faith and spirituality development opportunities

#### 2. Learning and Teaching

Systematic development of STEM and Project Based Learning initiatives

Creation of ASIP Initiatives Focus Groups and expanded PLT Meeting structure

Systematic expansion of formative assessment practices

Further development of differentiation and intervention strategies and opportunities

#### 3. Leadership for School Improvement

Alignment of the School's pastoral wellbeing programs to those of the CEDB

Trialling of the new Compass School Administration/ Data program

Implementation of the Rite Journey program in Year 9

Full implementation of NESA teacher accreditation requirements and maintenance

#### 4. Strategic Resourcing

Investigation of opportunities for expansion of flexible learning spaces

Consolidation of sustainable resource planning and management

Implementation of school branding/ image recommendations

Transition to new CEDB resourcing, finance and planning structures

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

*The following parent comments are taken from a survey conducted by Hearts and Minds in 2017.*

"They are taught that things are not rosy all of the time and that you have to lift yourself."

"My children, my niece, my nephew all go there and they love it and they are academically rewarded. The school is achieving such great results."

"Each of my children have left the school and gone on to achieve – they expect you to achieve – all have gone to tertiary education have stable careers with expectation that's what they are here to do. All very different careers. The expectation, not here to be babysat but get the most of everyday and learn who you are"

"I know that I am external and have a clearer picture – the old class of teacher moved on and there is a really vibrant young influence of teaching circles these days, energetic teachers with good rapport and discipline but friendship with the kids."

"I feel like we are all family."

*Comments from business owners*

"James Sheahan school has always been the high achiever in town."

"Good behaviour; knowing right from wrong and always well dressed."

"The message they get is look after each other, be thankful for what you've got, and be kind to people."

### Student Satisfaction

*The following student comments are taken from a survey conducted by Hearts and Minds in 2017.*

"The majority of kids are genuinely kind."

"I've never seen a senior brush off a Year 7 who approaches them for help."

"When something sad happens the whole school has your back."

"Everyone talks about the uniform but when they tell you to wear it with pride, it means something."

"The quiet kid... you have the sporting kid who gets all the points for sport and they know because they get to stand up and are confident. But then you have the quiet kid, who moves up a level because it's worth more points and it's amazing because they've never been recognised for anything sporty and then all of a sudden earns their house 50 points and that's worth a lot and you get them to stand up..."

"The other thing, in the houses, the stark contrast, there is a time to be formal but we ask for two assemblies a term where we turn it into house term to make the students face each other and you wouldn't think that would work with a thousand kids facing each other but you could hear a pin drop in there."

"We did this thing, small group affirmations and whole group affirmations. It's the best thing."

### Teacher Satisfaction

*The following teacher comments are taken from a survey conducted by Hearts and Minds in 2017.*

"One of the best things is that we prepare the kids to be their best selves."

"Teaching is a profession and I rate it highly, it's a great profession because of this – the impact we can have through our different way."

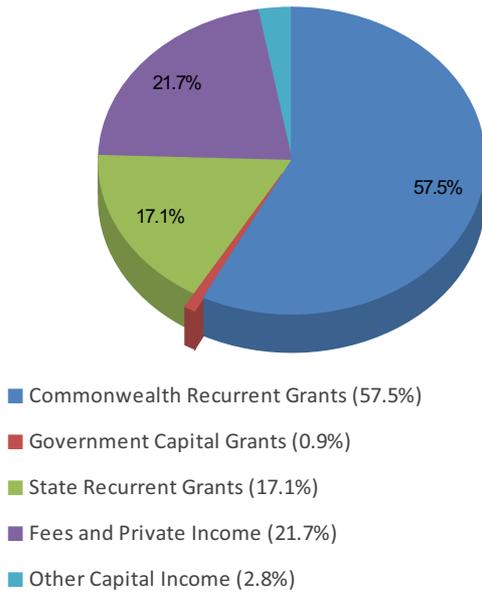
"... I found compared to other secondary schools, the students are are polite, almost professional sounding, really interesting, genuine kids talking to me when I walk in the door."

"The whole person thing is really important to me and it is important at Sheahan. I am very into the spiritual, intellectual and physical, the cultural and that all these things make a well formed human being. The arts are encouraged there and we are working to make sure the spiritual aspect is there too."

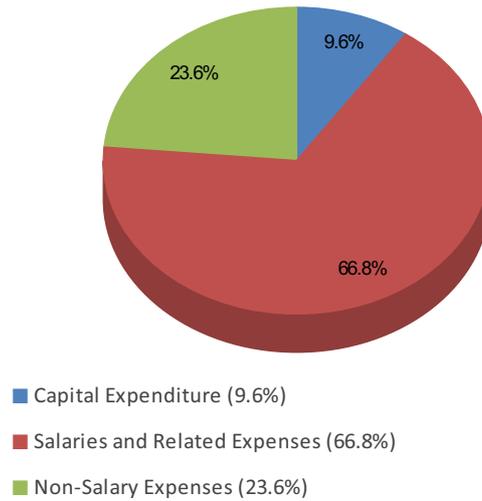
"...there's also an intentionality that we are there for you, like right now, I am sitting here, if you want to you can talk to me, this is what I am here for because I care about you."

"What we do intellectually, building character, virtue and good habits, are all centred around this call thing. For me that is important not as a lovely word on paper about reflected in reality."

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.