

2013

James Sheahan Catholic High School

Annual Educational and Financial Report



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ABOUT THIS REPORT

James Sheahan Catholic High School, Orange is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2013 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on (02) 6362 1422 or by visiting the website at www.jschs.nsw.edu.au.

Mr Mark Pauschmann

Principal

29 April 2014

Date

PRINCIPAL'S MESSAGE

James Sheahan Catholic High School proudly serves families in the Orange region by providing opportunities in faith, learning and growth in a caring environment for students in Years 7 to 12.

Through faith we provide formation, through learning we provide direction and through growth we provide wellbeing. 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.

The foundation of what we do are characterised by our values of compassion, courage and hope. We belong to the Bathurst Diocesan School system. Our school opened in 1980 as a modern coeducational high school named after Mons. James Sheahan who had served the Orange community for many years. Our broad range of curriculum options means that students can follow the traditional academic pathway as well as the vocational education possibility. Our education is characterized 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. This informs our mission and vision. We work closely with our Parish Priest, who provides opportunities for the celebration of the Eucharist and contributes to the faith development of our students, staff and parent community. Liturgy and prayer are fundamental to James Sheahan's sense of Catholic community.

The students' spiritual development is a shared responsibility of the Parish Priest, Principal, staff and parents. All students at James Sheahan attend religious education classes. At James Sheahan Catholic High School, academic results are only one measure of achievement. As a Catholic coeducational 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.

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. 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.

PARISH PRIEST'S MESSAGE

One of the great traditions of Orange Catholic Schooling 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 each school community at our opening school Masses.

These 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. This nurturing of the spiritual dimension of students' lives is also woven into the daily life of each Catholic school. The values of kindness, fairness, compassion, and justice are witnessed to in many ways by all members of the school community. The ongoing struggle for all of us is to be consistent in our living out of these values. Sometimes we fail and that other crucial

Christian value of forgiveness has to be brought into play. 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, in all those places we live and interact with one another.

Fr Paul Devitt

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

MESSAGE FROM THE PARENTS AND COMMUNITY REPRESENTATIVE COUNCIL

2013 was yet another busy year for the school's Parents and Community Representative Council (PCRC). The PCRC's scope changed last year with a new constitution and a new focus. Fundraising is now better coordinated with the SRC and the PCRC is trying to gather parent feedback on school wide issues. Last year, a survey was carried out following the Parent-Teacher Interviews and the school will implement some changes to the process in 2014. Although we received feedback from approximately 10% of parents, we aim to achieve 40-50% in the future.

The Trivia night, was a success. This is an important event at JSCHS, not only because it is a successful fundraiser but also because it brings together the parents and families of JSCHS and numerous community groups. The Market Day was also a success. We attracted over 70 stall holders. Despite the challenges we faced following rain, we had good entry numbers and stall holder feedback was very positive. Many thanks to all the parents that helped on the day and also to the businesses that provided sponsorship in various ways to run the event. Finally, smaller fundraisers such as the Movie Tickets are not necessarily large fund raisers, but are clearly proving very popular with parents and children, particularly around birthdays, school holidays including Christmas.

We spent funds on a range of initiatives, including a donation to the cattle team, support towards the Dragon Boat events and the car park redesign. This year, we implemented the first "Small support grant" for teachers. Teachers used a formal process to support their applications. A set of resources for Indigenous Education and a set of field work equipment in Geography were successfully funded. These grants are designed to support teachers fund student related activities as well as develop grant application capacity.

This year, we saw the departure of a long serving member of the executive. Rob Turnbull has served on nearly all Executive positions in the previous P&F and now PCRC. His experience has been extremely useful to the committee, particularly his capacity to design and supervise the construction project (including liaising with council, producing drawings and access to tradesmen). Rob will be sorely missed on the committee.

Also departing this year was our Secretary Donna Harris – thank you to Donna for her hard work

We welcome a new member on the committee. Janine Friedrich will be our new Secretary. Janine has a strong communication background and will be very useful as the committee will explore new strategies to reach out to parents for short feedback.

In 2014, your committee will be composed as follows:

President: Yann Guisard

Vice President: Charlotte Maguire

Secretary: Janine Freidrich

Treasurer: Cathy Gutterson

PR Coordinator: Cathy Gutterson

(Cathy would be more than happy to share this role with someone)

I would like to thank the 2013 Executive for their support during the year. We have some interesting challenges ahead to maintain

Mr Yann Guisard

President

STUDENT REPRESENTATIVE COUNCIL MESSAGE

2013 was another successful year for the SRC and we appreciate the huge support we received from students and the wider James Sheahan community in all the events that were held. As a group, the students elected to the SRC work on two focus points; social justice and community building.

As a Catholic School we are committed to recognising and helping those who experience poverty, inequality and hardship. It has been my pleasure to work alongside these highly motivated, capable and determined young adults for the past year as they strive to create a more just world. The students and James Sheahan community were very supportive of our various social justice efforts, donating \$4500 to Project Compassion and supporting our numerous fundraising events such as casual clothes days, Valentine's Day and the discos.

Every year money donated by our students is given to a worthy local, national and international cause. Last year the students donated money to those in Coonabarabran Parish who were experiencing the ongoing impact of the bushfires. We also donated money to a La Salle school in New Guinea to replace stolen computers and to buy resources for the Saint Tomas Parish in Rio who attempt to shelter their students from the surrounding crime, drug use and poverty.

The James Sheahan community is always hugely supportive of our Easter and Christmas Gift Appeals. The response for these events was overwhelming, with students donating money and purchasing gifts for those children in Orange who may otherwise go without. I am never so proud to be a member of our community as I am when I see the generosity, kindness and compassion of our students. It is a reminder of how blessed we are to have students who not only care about those around them, but are also willing to stand up and do something to help. Their actions are a wonderful reflection of their family and teachers who are so influential in instilling these values in them.

Along with social justice, one of the main focuses of the SRC is on community building and maintaining a positive and supportive school atmosphere. The SRC aims to ensure James Sheahan is a school students want to attend, providing them with social and cultural experiences that set us apart from other schools. Our sense of school spirit and community is so vital to our identity and is witnessed in the wonderful relationships created here. In 2013 the SRC held sell-out discos, had a huge crowd at the Sheahan Cup and almost 300 balloons and 500 cards sent to friends on Valentine's Day. Of particular note was our events at Sheahan Day. On this day we celebrate our heritage and our identity, celebrating all that we are blessed to have. The smiling faces of our students indicated what a successful day this was. Thanks to the support of our various fundraising events and the Adidas Fundraiser we held in the lead up to Sheahan Day we were able to resurface two more school tennis courts.

The SRC had a wonderful year in 2013, thanks largely to the hardworking group of elected student representatives and the support from our school community in the events we held. It was a pleasure to witness the pride our SRC students have in our school, the work ethic they demonstrate to coordinate events and the deep sense of compassion they have for the people in our community.

The 2013 SRC Representatives were:

Year 12: Sharn Kelly, Mikhaila Hargraves, Tom Westcott and Harrison Taberner

Year 11: Josh Manns and Grace Whitton

Year 10: Bill Thompson and Alicia Hargraves

Year 9: Lachlan Gregory and Hannah Khalil

Year 8: Maddyson Cain and Sam Basha

Year 7: Annie Miller and Jed McRae

Ms Kieron Hogan
SRC Coordinator

SCHOOL FEATURES

James Sheahan Catholic High School is a coeducational Years 7 – 12 school with a wide ranging curriculum offering. Our co-curricular program invites students to participate in school life beyond the classroom in a variety of cultural, sporting, faith and charitable works and social justice activities. Students are afforded the opportunity to extend themselves academically through participation in a number of local, state and national competitions.

Our pastoral care structures include a full-time counsellor, welfare coordinator and an experienced team of year coordinators to meet the needs of all students. We run a variety of pastoral care programs and experiences for each year of enrolment. In Year 9, students attend a 5 day Outdoor Education camp and retreat to promote unity, team skills and independence.

ENROLMENT POLICIES AND PROFILES

The essential requirement for enrolment at James Sheahan is that families are committed to supporting the principles and practices of Catholic education. Priority is given to Catholic students from feeder Catholic schools and other Parishes. Non-Catholic students and students from other schools are also welcome at James Sheahan. All students are interviewed prior to enrolment. The initial enrolment period is for Years 7 – 10. Families wishing to re-enrol for the senior school are invited to attend an interview in August of Year 10.

Enrolment application packages are available from the front office or by telephoning the school.

There were no major changes made to the enrolment policies during the year except for the addition of our request for documentation from parents if they have indicated on the enrolment application that their child has special needs.

A copy of our enrolment policy is available upon request. It may also be viewed by visiting our school's website.

Our student population as at August 2013 was as follows:

Year 7	–	178
Year 8	–	181
Year 9	–	186
Year 10	–	168
Year 11	–	138
Year 12	–	126

Total school population: 976

Total number of boys: 429

Total number of girls: 547

Number of indigenous students: 36

Total number of NESB students: 79

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate during 2013 was 92.14%.

Attendance rates for Years 7 to 10 are as follows:

Year 7 - 93.79%

Year 8 - 92.88%

Year 9 - 90.61%

Year 10 - 91.30%

Retention Rates

Year 12 (2013) consisted of 73.0% of the 2010 Year 10 cohort.

Each year we gain extra students in Year 11 from surrounding schools.

Student Attendance Policy and Procedure

Rationale

Regular student attendance at school is absolutely essential for ultimate academic success. It is also important to encourage a commitment to schooling and later in life to employment. A good attendance record at school is only possible with a working relationship between school and home. Hence the procedures involved in the monitoring of student attendance involve regular communication between these two groups.

Roll Marking

Roll Groups are made up of students from all school years. Each group is made up of 28 – 30 students. Rolls are marked daily at the beginning of the school day. The procedures for roll marking are set out in a separate attached document. Each roll is then sent to a central collection point where they are collated and delivered to the school office where the information on absent students is entered into the school database. Once the daily absentee sheet is produced it is then distributed to staff.

Late Students

Any student arriving at school after the official start of roll call must collect a late note. During roll call, a staff member is rostered to issue late notes from the corner office. Once Period 1 has commenced, late notes are distributed from the school office. Students are to retain their late note until the following day where they are then presented to their roll call teacher who will update the roll. Students with a poor record for lateness will be interviewed and parents may be informed. Students may also receive detentions if no reasonable excuse is given for regular lateness to school.

Absences

Students are expected to bring a note to explain their absence on the first school day after the absence. When an absence is expected for any reason, parents/carers are expected to notify the school in writing prior to the absence. Any outstanding notes are to be followed up with telephone calls and letters from the roll call teacher. The Student Welfare Coordinator can assist in the follow-up of these notes.

Absences are recorded on the student's school report at the end of each semester.

Class Absence

All classroom teachers are expected to maintain accurate class rolls to record the attendance record for each student. Teachers should utilize the absentee sheet to check for variations to the morning roll call. Any variation should be notified to the office staff immediately. Class rolls will be monitored by the Student Welfare Coordinator at the end of each semester.

Student Absence Monitoring

Year Coordinators are responsible for the investigation of absences within their cohort. Overall responsibility for the processes of monitoring student attendance lies with the Student Welfare Coordinator.

POST SCHOOL DESTINATIONS

Around 65% of 2013 Year 12 students were considering post school University attendance. Students are studying a variety of University courses including: Health Science, Physiotherapy, Medicine, Design, Communications and Media, Science, Education, Exercise Science, Arts, Social Science, Economic, Accounting and Finance courses, Fine Arts, International Studies, Psychology, Engineering courses and others. Not all students who sat the HSC examinations applied for University.

Other students have obtained apprenticeships, traineeships or employment. Some students have opted to study at TAFE or with private providers. Students who have studied VET or TVET courses continue to be successful in obtaining apprenticeships and traineeships. Many students are now deciding to take a gap year before undertaking tertiary study.

SCHOOL CURRICULUM

All students in the junior school study the mandatory courses and hours as prescribed by the NSW Board of Studies. These subjects include English, Mathematics, Science, History, Geography, PD/H/PE, Music, Design and Technology and Creative Arts. At James Sheahan Catholic High School all students also study Religious Education from Year 7 through to Year 12. Students in Year 7 study Japanese as their compulsory language course. We offer the following semester based elective courses in Year 8: Beef Studies, Drama, Creative Textiles, Foods of the World, Industrial Technology: Timber and Metal, Japanese.

In Stage 5 (Years 9 and 10) the following elective courses are available: Agriculture, Commerce, Dance, Drama, Elective History, Elective Geography, Engineering Studies, Food Technology, Graphics Technology, Industrial Technology – Metal and Timber, Information and Software Technology, Japanese, Music, PASS, Textiles Technology, Visual Arts. All of these courses are available as both 100 and 200 hour courses.

In Stage 6, in addition to the study of English and a course in Religion (either Studies of Religion I or II, or Catholic Studies) students may opt for the following courses: Agriculture, Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Construction, Drama, Engineering Studies, Exploring Early Childhood, Food Technology, Geography, Hospitality, Information Processes and Technology, Industrial Technology Timber, Multi-media and Automotive, Japanese, Legal Studies, Mathematics General, Mathematics 2U, Extension Mathematics, Mathematics Extension 2, Metals and Engineering, Modern History, History Extension, Music 1, Music 2, Music Extension, PD/H/PE, Physics, Primary Industries, Senior Science, Sport Lifestyle and Recreation Studies, Textiles and Design and Visual Arts. Students may also elect to study from an extensive range of TAFE VET (TVET) courses or courses via Distance Education.

Based on meeting eligibility requirements, students also have the opportunity to undertake a range of Life Skills courses in Stages 5 and 6. Courses include English, Mathematics, Science, HSIE, Creative Arts, Work and the Community. Courses are also available in the PD/H/PE and TAS areas. These courses are organised in consultation with the Learning Support team. Life Skills classes are generally studied within main stream classes. Students undertaking Life Skills courses can still participate in a range of non-Life Skills courses, including Stage 5 elective courses and VET/TVET courses in Years 11/12.

All students at James Sheahan Catholic High School have the opportunity to participate in a diverse range of co-curricular activities, including sporting teams, dramatic, musical and vocal performance, public speaking and debating, community service, environment groups, faith life involvement and leadership development experiences.

VET PROGRAMMES

Name of Programme	% of Year 12 involved	% attaining certificate or VET qualification
Hospitality	7%	100%
Metal and Engineering	6%	100%
Primary Industries	0%	N/A

STUDENT PERFORMANCE IN NATIONAL ASSESSMENT PROGRAM in LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the NAPLAN Tests in May 2013. Individual student reports were provided in September 2013.

The test results provide information about student achievements in literacy and numeracy. The use of N/A indicates results were not available.

YEAR 7

Reading	State Mean	Diocese Mean	School Mean
2011	544.2	554.8	553.9
2012	546.7	549.0	549.36
2013	544.5	546.3	553.7

Writing	State Mean	Diocese Mean	School Mean
2011	527.9	536.8	530.8
2012	521.0	523.8	515.9
2013	516.9	522.0	527.0

Numeracy	State Mean	Diocese Mean	School Mean
2011	550.4	549.9	556.1
2012	545.6	537.8	535.3
2013	549.5	545.4	544.8

YEAR 9

Reading	State Mean	Diocese Mean	School Mean
2011	584.4	594.1	590.3
2012	579.5	580.6	586.2
2013	585.6	592.8	592.3

Writing	State Mean	Diocese Mean	School Mean
2011	564.7	578.6	556.4
2012	557.6	564.3	564.4
2013	554.2	572.4	575.5

Numeracy	State Mean	Diocese Mean	School Mean
2011	592.3	594.7	586.7
2012	594.8	586.1	591.2
2013	596.0	595.0	599.4

James Sheahan Catholic High School has, in overall performance, achieved strongly compared to state means across the NAPLAN aspects over the three years from 2011 to 2013.

James Sheahan continues to be committed to improving the literacy and numeracy of all students. Reflecting this, a range of initiatives and strategies continue to be implemented to assist students in these areas. In 2013, accelerated reading and related intensive reading support programs were run for students in Years 7 and 8. Targeted students were also involved in the MULTILIT (Making Up Lost Time in Literacy) Program and the Peer Literacy Tutoring program. The school continued its involvement in the Reading to Learn Program (a key CEO Cross Schools Program) as well as

participating in Diocesan Spelling initiatives, including the Diocesan Spelling Quiz. All teaching staff participated in workshops reviewing the classroom implications of NAPLAN, with follow-up professional learning workshops planned for 2014. This annual analysis of NAPLAN results and associated professional development continue to build tools and strategies for developing improved literacy and numeracy outcomes at James Sheahan Catholic High School.

National Minimum Standards

In 2008 the Commonwealth Government set minimum acceptable standards for Reading, Writing Spelling, Grammar and Punctuation and Numeracy for each grade tested through NAPLAN. These are referred to as 'national minimum standards' and replace the 'national benchmarks'.

The percentages of students in this school achieving the national minimum standard are reported below.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7	98%	96%	97%	96%	100%
Year 9	98%	92%	97%	91%	98%

James Sheahan Catholic High School students have once again performed strongly and favourably in the achievement of National Minimum Standards when compared to state figures. Pleasing growth over all elements from Year 7 to Year 9 is reflected in the 2013 *My School* analysis of James Sheahan Catholic High School when compared to similar schools as identified by ACARA.

RECORD of SCHOOL ACHIEVEMENTS (RoSA)

Subject	JSCHS Grade A/B	State Grade A/B	JSCHS Grade A/B/C	State Grade A/B/C
English	45%	38%	94%	75%
Mathematics	31%	38%	82%	69%
Science	35%	37%	85%	72%
Australian History	27%	37%	65%	71%
Australian Geography	30%	38%	66%	73%

James Sheahan Catholic High School students achieved sound RoSA (Year 10) Grade results in 2013, with overall Grade A/B/C results being comparable to or better than state averages in a majority of identified courses. Students at James Sheahan Catholic High School achieved higher than state Grade A/Bs in many courses, including English, Commerce, Food Technology, Graphics, IT Metal, IT Timber, Textiles Technology and PDHPE. In 2013, as well as studying the mandatory Board of Studies courses, students at the school studied Agriculture Technology, Commerce, Drama, Elective History, Food Technology, Graphics Technology, Information and Software Technology, Industrial Technology Timber, Industrial Technology Metal, Japanese, Music, Textiles and Design, PASS and Visual Arts.

HIGHER SCHOOL CERTIFICATE RESULTS (HSC)

The percentage of students achieving bands 4, 5 and 6 is reported against state wide performance in each of the subjects shown. Comparative performance with the 2012 cohort is also shown.

% in Bands 4, 5, 6	Studies of Religion 2 unit		Studies of Religion 1 unit		English Advanced		English Standard		Mathematics		General Mathematics	
	School	State	School	State	School	State	School	State	School	State	School	State
2012	80%	72%	54%	72%	92%	89%	22%	51%	67%	79%	43%	51%
2013	100%	75%	62%	77%	91%	86%	35%	34%	89%	77%	41%	42%

Higher School Certificate

In the 2013 HSC, James Sheahan Catholic High School students achieved Band 5/6 results higher than or comparable to state statistics in 15 courses across 8 subject areas. These courses were Agriculture, Ancient History, Community and Family Studies, Drama, English Advanced, History Extension, General Mathematics, Mathematics, Modern History, Music 1, Music 2, Extension Music, Studies of Religion 2, and Visual Arts. 24 students shared 50 Band 6 or E4 equivalent results. The 2013 School Dux received an Australian ATAR of 99.45. 46/50 and 96% were achieved by the highest scoring Studies of Religion 1 and Studies of Religion 2 students. Agriculture, Ancient History, Community and Family Studies, Drama, Mathematics, Modern History, Music 1 and Studies of Religion 2 all achieved result means that were over 3% above the state mean for that course. The school mean was above or comparable to the state mean in a total of twenty-three 2013 HSC courses.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional Learning

Reflecting the Strategic Plan Goals and Quality Catholic Education Framework Priorities for 2013 (including QCE Focus 2.6 Professional Learning) staff were involved in a range of professional learning experiences that focused on improved teacher standards and pedagogical practice, with a focus on motivation, engagement and differentiation of curriculum and promoting innovative, engaging classroom practice through the authentic incorporation of Learning Technologies and 21st century fluencies. In addition, the school continued to focus on building the faith experience of students, reflecting the Catholic ethos of the school and the 2013 QCE Catholic Life and Religious Education focus - 1.3: Teaching in this Catholic School. In addition, annual school improvement centred on QCE Focuses 3.4 Compliance and Accountability, and 4.4 Stewardship.

The core aim for professional learning in 2013 continued to be the ongoing effort to heighten student engagement in the classroom, to cater more effectively for the broad spectrum of students in all classes and to integrate faith experiences into all aspects of school life, including cross curriculum.

All staff participated in three whole school staff development days as well as a series of professional learning workshops during the Term 4 Student Free Week. A Staff Development Day in Term 2 focused on the planning for the new 2014-2018 Strategic Planning, building on the Bathurst Catholic Education Office Quality Catholic Education Framework. A further Staff Development Day, reflecting the 2013 QCE Priority – 4.4 Stewardship, had a faith development focus on environmental stewardship in the light of Gospel teaching. Staff were involved in a professional learning day at the Rahamin Ecological Learning Community in Bathurst, a centre run by the Mercy Order.

Professional learning time was provided for an analysis of the 2013 NAPLAN results and professional development in continuing to build tools and strategies for developing improved literacy and numeracy outcomes.

All teaching staff were involved in professional goal setting and initiatives designed to nurture a Professional learning Community ethos, built on collaboration, critical reflection and dialogue, and a focus on student achievement.

All new teaching staff underwent a systematic induction program, including all beginning teachers being allocated Mentors to work with them on receiving accreditation at Professional Competency level with the NSW institute of Teachers. Approximately 460 teaching days were spent on professional learning activities in 2013 by James Sheahan teaching staff spread over close to 80 teachers. Total allocated expenditure for professional learning in 2013 was \$60 000.

Teacher Standards

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

<i>Teacher Qualifications</i>	<i>Number of Teachers</i>
1. Those having formal qualifications from a recognised higher education institution or equivalent.	79
2. Those having graduate qualifications (eg Bachelor degree) but not a formal teaching qualification from a recognised higher education institution or equivalent.	NIL
3. Those not having qualifications described in 1 or 2 above but have relevant successful teaching experience or appropriate relevant knowledge. Such teachers must have been employed to teach in NSW before October 2004 and as a teacher in the last 5 years.	NIL

TEACHER ATTENDANCE AND RETENTION

Teacher attendance for 2013 was: 97%

Teacher retention for 2013 was: 100%

WORKFORCE COMPOSITION

<i>Position on Staff</i>	<i>Total</i>
<i>Principal</i>	1
<i>Assistant Principal</i>	1
<i>Religious Education Coordinators</i>	2
<i>Coordinators</i>	20.8
<i>Teachers</i>	47.7
<i>Teacher Librarians</i>	1
<i>Non-teaching Staff</i>	26.2

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

Student Welfare Policy

As a Catholic school, James Sheahan Catholic High School is committed to equality of care for all. Through our expressions of care in the school community, we bring together the diverse aspects of the school life – religious, academic, social and physical.

Our Student Welfare Policy, therefore, is not one single policy but several which involves promoting well-being through structures and processes which are sympathetic to the Mission Statement of the school.

The full text of the school Student Welfare Policy may be accessed via the school website and the staff handbook.

There were several changes made to the Student Welfare Policy during the year. These include:

- Attendance Policy
- Merit Level System
- Safe School Policy

Discipline Policy

The school's Student Management Systems Policy is the Discipline Policy and lists the responsibilities of classroom teachers, subject and year coordinators and defines detention at our school. It provides explanations and examples of the various stages in the discipline policy, the staff who are responsible for carrying out the policy, the actions that will result and the supports that will be offered. In addition, the rights and responsibilities of students are outlined.

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.

The full text of the school Welfare Policy may be accessed via the school website and the staff handbook.

There were no changes made to the Discipline Policy (Student Management Systems Policy) during the year.

Complaints and Grievances Policy

All staff at James Sheahan are committed to providing a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. Any member of the community raising a complaint or grievance has a right to have this heard.

The school's Grievance Procedure can be found in the Staff Handbook.

Teachers' Special Needs and Grievance Policies are also published in the CEO Policies and Procedures Manual and the Staff Handbook. This is available from the school office.

There were no changes made to the Complaints and Grievances Policy during the year.

Anti-Bullying Policy

Our Definition Of Bullying Behaviour

Our definition of Bullying was adopted by the Catholic Education Commission and is from the National Safe Schools Framework (NSSF):

Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear.

Bullying may be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology). It is a sub-category of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

The different types of bullying identified by the NSSF include:

- *Face -to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name –calling and insulting.*
- *Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-*

physical bullying which isn't easily seen by others and is conducted out of sight, and often unacknowledged by adults.

- *Cyberbullying occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove. Most students who cyberbully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm.*

Statement of Purpose:

To take a stance against bullying/harassment behaviour within the school, and thereby provide protection for all students. The community (parents, students and staff) of James Sheahan Catholic High School must take a shared responsibility and response.

Policy Statement:

James Sheahan Catholic High School is committed to providing a safe and caring environment which fosters respect for others and does not tolerate bullying or harassment in any form. Students have a fundamental right to expect to attend school feeling safe, without the fear of bullying, harassment or intimidation. This school will not tolerate any action that undermines people's rights.

Bullying is not acceptable because it violates the dignity of an individual and infringes upon the personal rights of a person. Bullying behaviour interferes with the personal well-being of students and with a student's learning.

In the school's Anti-Bullying Policy which can be found on the website, we believe that efforts to counteract bullying and harassment is the responsibility of each member of the school community who work together to ensure that this bullying does not occur.

Our policy believes that our school ethos is not conducive to bullying and is therefore directed towards the development of positive attitudes and values that oppose antisocial forces.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Catholic Life and Religious Education

- Continue to develop the role of prayer in all aspects of school life: Roll Call; Student involvement in prayer selection and development; Staff opportunities for prayer – Briefing/prayer groups/ meetings
- Implementation of Year of Grace initiatives
- Continued expansion of student involvement and ownership of Masses, liturgies and faith experiences
- Continued development of Retreat opportunities for staff and active invitation to all staff members to take up opportunities to explore and develop their faith and faith journey (eg Optional Staff Retreat)
- Priority to a faith-focused Staff Development Day each year
- Continued expansion and development of the Community Service Program and opportunities for students to serve others (eg SRC initiatives- fund raising; Blood Bank)
- Exploration of how to encourage greater student attendance at weekend Masses (Publicised/ planned Sunday Sheahan Masses)

Learning and Teaching

Student Needs

- Review class structure models – Streaming, mixed ability, single gender, Special Needs
- Review processes for gaining student information on Year 6 students: Feeder school visits, NAPLAN, Reports, State school information
- Develop/ review Student Information proforma to better identify student needs, medical conditions, Special Needs, parent concerns
- Continued exploration of intensive literacy initiatives; Multilit, Peer Literacy Tutoring Program, Accelerated Reader
- Expansion of NAPLAN feedback and utilisation of feedback to target student weaknesses and teaching program deficiencies

High Expectations

- Staff Meeting focus on developing a shared understanding of High expectations
- Clear whole school articulation of expectations of learners: Classrooms, Year Meetings, Semper Paratus, documentation, P & F
- Continued exploration of opportunities for Mentoring and Study/ Summarising Programs: eg. Year 11 Study Days, Senior Mentoring Program
- Whole Staff utilisation of NAPLAN to assess student performance and under-performance and to build higher expectation

Student Engagement

- Professional Development for staff on Project Based Learning and concepts of 21st Century Learning: Staff Meetings, PD opportunities and support, Development of PBL units
- Exploration of the role of learning technologies in engagement and relevance; Ipad trial, wirelessing of school, DVC System, Provision of data projectors in
- all classrooms, provision of staff laptops and associated T & L training
- Continue to develop links with local businesses and training and educational facilities: Work Experience, Sponsorship, Scholarships, Bursaries, CSU visits, university visits, including Catholic universities

Contemporary Resources

- Increased staff access to learning technologies and ongoing training opportunities in their effective classroom use
- Staff training in web tools, such as Wordle, Glogsters, Blogs
- Implementation of an Ipad Trial with appropriate staff and student training, and parent involvement
- Completion of school wirelessing and provision of data projectors in all classrooms
- Teacher/ faculty audit of resource needs

Leadership for School Improvement

- Staff opportunities for leadership training and experience, reg relieving rolls, In-Charge roster
- CEO Leadership Programs and Training in auditing, developing and evaluating School Improvement programs and requirements, eg QCE
- Completion of Annual and Strategic Plans in consultation with CEO staff

Strategic Resourcing

- Whole school audit of future strategic needs
- Staff consultation as to future strategic directions and implications for future resourcing priorities

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

We are continuing to encourage respect and responsibility in our students. Our Student Representative Council provides a voice for students in the school and is an avenue for student initiatives to be implemented. Potential school leaders attend a two-day leadership camp in Term 3 where leadership skills (in the context of a Catholic school) are explicitly taught. Students are given the responsibility of discerning, through the processes embedded in the program, who will be in the next school leadership team. This occurs in conjunction with staff voting.

Our Peer Support program offers Year 11 students, leadership opportunities as well as provide students in Year 7 with the opportunity to be inducted into our school in a positive, safe and secure manner. The Student Welfare Team offers a number of proactive programs aimed at developing respect and responsibility, including Rock and Water, exposure to visiting Theatre in Education groups, Drug Education, Driver Education, and Bullying and Harassment initiatives. Respect and Responsibility are key tenets of the Gospel values that are embedded across both the curriculum and the co-curriculum offerings at James Sheahan. The school is also able to call on the expertise of the Schools' Police Liaison officer at various times in the year.

Our Year 12 student mentoring programme further assist students with managing their workload as well as their stress in dealing with

HSC study. This successful programme allows Year 12 students the opportunity to share their dreams and goals with teachers of their choosing. Students are also encouraged to take up the offer of the RSA and RCG courses at school following the HSC exams.

PARENT, TEACHER AND STUDENT SATISFACTION

Throughout 2013 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 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 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 “Year 7 Peer Support Day Out” or a “Sheahan Day”, our parents and friends constantly acknowledge that they enjoy helping out because their children love coming here.

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

