

James Sheahan Catholic High School Orange

Annual School Report to the Community

2015



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**Principal**

Mr Mark Pauschmann

### Principal's Message

2015 has been a very active and rewarding school year! 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.

In continuing with our Strategic Planning in raising student achievement through effort and improvement, we have focused on 21st century learning ensuring that our students become collaborative, creative, communicative and critical thinkers. Our students are empowered as learners in their educational journey which nowadays can be very challenging.

The extra and co-curricular activities provided in James Sheahan give our students the skills needed to embrace these challenging times – to be innovative, creative, team players - thinkers and doers.

With that said, we continue to fulfil our mission to achieve *high levels of learning for all our students, by providing opportunities for excellence, growth and success in a caring environment*. We are committed to providing the very best Catholic education to equip our students to live and work confidently, effectively and wisely in a complex and ever changing world.

Mark Pauschmann

Principal

### Parish Priest's Message

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

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

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

Fr Garry McKeown

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

### Parent Body Message

The Parents & Community Representative Council (PCRC) works to support our school community, trying to be a voice in this wilderness and also a translator. We also raise funds for the betterment of the Sheahan community.

2015 saw some very concrete results with a bus shelter being complete in time for the monsoons through the generous support of PRP Radiology. Further in the fight against the elements, the committee had the idea for the nice winter jackets that are now available to keep our precious ones all snuggled.

The market day was the usual outstanding success and the coffers were topped up with catering at the Dragon Boat regatta. A working bee planted new trees around the oval and an irrigation system was installed.

Two \$500 grants were used to support the Quad artwork and sports uniforms and a new marquee was purchased with help from Orange credit Union. To thank our many sponsors, we held a thank-you evening, with catering and entertainment by the students.

As incoming president my job was made immeasurably easier by outgoing President, Yann Guisard and the team who do all the work: Cathy Gutterson, Mary Taylor, Janine Friedrich and Libby McRae.

Tom Capell

President of the PCRC

### Student Body Message

The SRC elected to work on two focus points; social justice and community building. These goals were achieved throughout 2015 by;

- Raising money for the Missions. This year, the student body raised over \$3800.
- Donating money raised from our fundraising events to a worthy local, national and international cause along with sponsoring students who competed at state level in sport or academic events.
- The SRC also raised money for the memorial dedicated to Stephanie Scott at Leeton High School. Students wore yellow in memory of her and raised over \$1000 for the school. Internationally, we continue to support the Sri Lanka Mission Team.
- Easter and Christmas Gift Appeals. The response for these events is overwhelming, with students donating money and purchasing gifts for

underprivileged children in Orange. It is a pleasure to be involved in and see how generous and compassionate the students' of James Sheahan are.

- Community building and fundraising events include: Valentine's Day, Sheahan Day activities, casual clothes days and discos.
- Representing James Sheahan at various memorial services throughout Orange including ANZAC Day, Vietnam Veterans and Remembrance Day.  
Winston West

SRC Coordinator

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## SECTION TWO: SCHOOL FEATURES

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

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

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

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

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

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

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

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

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

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

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

### Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
563	477	43	1040

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2013, 79% completed Year 12 in 2015.

### 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 2015 was 91.67%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93.00%
Year 8	91.00%
Year 9	90.00%
Year 10	91.00%
Year 11	92.00%
Year 12	93.00%

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Catholic Schools or designated Catholic Education Office Bathurst officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

### Senior Secondary Outcomes

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

**Senior Secondary Outcomes. Year 12 2014**

% of students undertaking vocational training or training in a trade during the senior years of schooling.	28%
% 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 College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2015 Graduating Class	60%	15%	20%	5%

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
85	23	108

\* This number includes 72 full-time teachers and 13 part-time teachers.

Percentage of staff who are Indigenous	2%
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### Professional Learning

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

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

<b>Term 1</b>	SDD 1: Staff participated in setting and discussion of faculty directions and priorities for 2015 and worked with the school's professional learning priorities for the year. SDD 2: Staff engaged in familiarisation with the Australian Professional Standards for Teachers.
<b>Term 2</b>	No Staff Development Day held this term.
<b>Term 3</b>	Focus on faith development. Visiting De La Salle Brothers familiarised staff with the significance of the Lasallian educational vision. Staff participated in Mass and examined the history of the Catholic presence in Orange.
<b>Term 4</b>	SDD 1: Staff engaged with Professional Learning Community principles to explore student feedback, formative assessment and intervention processes to improve student learning outcomes. SDD 2: Staff completed CPR Training and collaborated on curriculum and lesson delivery planning for 2016.

#### 2015 Professional Learning Focuses

Implementation of the Quality Catholic Education Framework through the 2015 Annual School Improvement Plan and strategic planning  
 21st Century learning, integrated curriculum, Problem Based and Project Based Learning  
 Improved, systematic professional collaboration and data driven improvement  
 Development of the School Positive Behaviour 4 Learning Model and associated school initiatives  
 Incultation of Professional Learning Community principles and application to drive student improvement  
 Support for the implementation of the New National Curriculum syllabuses

### Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	100
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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

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

In addition to formal Religious Education studies, students at James Sheahan Catholic High School have the opportunity to pray together each day in roll call and at school assemblies and year meetings. These prayers are student-led and show a recognition of the power of prayer.

Retreats programs also provide prayerful and meaningful life experiences. In taking time out from everyday life to participate in a retreat, students are given the opportunity to reflect on their Christian journey and be encouraged to continue to grow as people of faith.

Frequent participation in Eucharist is encouraged and regular Liturgical celebrations are provided. The school celebrates important events of our Church's Liturgical calendar, reminded of the strength and nourishment that comes from our Eucharistic feast. Masses are celebrated as an entire school community and students take on important roles as readers, processors, singers, musicians, Altar Servers and Ministers of Holy Communion. The school enjoys the interest and support of our Parish Priest, Father Garry McKeown, which is indicative of the partnership between school and Parish.

The school also connects to the Parish prayer community by providing prayer booklets for Parish members to join in praying for Year 12 students as they undertake their HSC studies. Each Year group also unites with the wider faith community when they are responsible for leading the Parish Youth Masses.

Students are able to develop both their faith and leadership skills through involvement in the Youth Mission Team. This Team, involving five students from every year group, meets weekly to organise and lead the school community in prayer, Liturgy, social justice awareness campaigns and fundraising activities. These students are offered numerous opportunities, both within school and via external presentations, to develop and deepen their own faith.

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

Students at James Sheahan are encouraged to remember those in need in their local and global community. They have the opportunity to live this out through participation in the Year 11 community service program, support of their Stage's sponsor child, donations to Project Compassion and involvement in the many more social justice initiatives present within the school. In helping those in need students are reminded that they are meeting their ever present challenge of living out 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)	
	26.22

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



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## SECTION SIX: CURRICULUM

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

We offer a wide variety of courses across all Key Learning Areas (KLAs). Students in Years 7 and 8 study mandatory subjects, which includes Japanese as their mandatory language and Religious Education (RE). For students in Year 7, study in the subjects of English, History and RE are blended into one course, known as SLIP. 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.

Other course offerings for the HSC include:

Mathematics

General Mathematics

Biology

Chemistry

Physics

Senior Science

PDHPE

Sport, Lifestyle & Recreation

Community and Family Studies

Exploring Early Childhood

Japanese Continuers

Agriculture

Industrial Technology

Food Technology

Textiles

Engineering Studies

Visual Arts

Photography & Digital Media

Drama

Music (1 and 2)

Legal Studies

Business Studies

Economics

Ancient History

Modern History

Geography

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

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

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	32.00%	29.00%	13.00%	19.00%
	Reading	34.00%	28.00%	11.00%	15.00%
	Writing	13.00%	16.00%	26.00%	29.00%
	Spelling	40.00%	31.00%	10.00%	16.00%
	Numeracy	25.00%	26.00%	13.00%	17.00%

NAPLAN RESULTS 2015		% 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%	17.00%	30.00%	29.00%
	Reading	21.00%	21.00%	18.00%	23.00%
	Writing	10.00%	13.00%	38.00%	39.00%
	Spelling	25.00%	24.00%	14.00%	22.00%
	Numeracy	18.00%	24.00%	9.00%	17.00%

### Higher School Certificate

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

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2013		2014		2015	
	School	State	School	State	School	State
Studies of Religion 1	1,000%	49%	1,000%	49%	30%	51%
English Standard	1,000%	6%	1,000%	8%	1%	8%
English Advanced	1,000%	53%	1,000%	60%	53%	57%
Mathematics	1,000%	49%	1,000%	54%	62%	53%
Legal Studies	1,000%	33%	1,000%	40%	35%	41%
PDHPE	1,000%	28%	1,000%	30%	24%	30%
Ancient History	1,000%	34%	1,000%	33%	44%	33%
Community and Family Studies	1,000%	57%	1,000%	37%	39%	32%
Modern History	1,000%	47%	1,000%	43%	69%	44%
Senior Science	1,000%	39%	1,000%	37%	43%	29%
Studies of Religion 2	1,000%	46%	1,000%	44%	73%	40%

The School achieved a total of 50 Band 6s (or E4 equivalent), with thirty-two Year 12 students received Band 6s (or E4 equivalent). 10 Students achieved ATARs in the 90s, with the highest ATAR being 98.65. Over the range of HSC courses offered in 2015, James Sheahan Catholic High School students received Band 5/6 results that compared very favourably with state averages. Eighteen courses achieved Band 5/6 results equal to or above state average. In

In addition, three James Sheahan students received prestigious InTech nominations in recognition of the exemplary quality of their IT projects.

In 2015 the number of students issued with a RoSA	6
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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 College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

### Discipline Policy

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

### Discipline Policy

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

### Anti-Bullying Policy

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

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

### Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

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

### Initiatives Promoting Respect and Responsibility

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 JSCHS.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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

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

### **Key Improvements Achieved in 2015**

#### Key Improvements Achieved in 2015

##### 1.1 Permeation of Catholic Values

- School mission reviewed in light of Charisms
- Role statements renewed to reflect CEO's "Leading the Way" Framework
- Increased staff/ student involvement in Masses, liturgies and prayer life

##### 2.2 Curriculum Provision

- Review of current curriculum structure
- Expansion of Professional Learning Teams
- Review of support for students with Special Needs
- Planning for Sustained Silent Reading introduction

##### 2.7 Student Achievement

- Inculcation of School Positive Behaviour 4 Learning model
- Review of Levels System and development of Sentral for student tracking
- Developed student leadership opportunities and opportunities for student voice

##### 3.2 Professional Relationships

- Creation of a Professional Expectations Committee
- Review of staff induction processes and support materials
- Increasing utilisation of Google Drive

##### 4.2 Use of Resources, Facilities and Space for Learning

- Advanced planning for building projects
- Review of learning spaces and possibilities for collaborative, 21st Century learning locations
- Targeted Learning Technologies support for staff, driven by the e-Learning Coordinator

### **Priority Key Improvements for 2016**

#### Priority Key Improvements for 2016

##### 1.2 Religious Education

- Review RE programs in the light of the Christ Centred learning Framework
- Expand opportunities for Parish and community links
- Collaborate to deepen 21st Century Learning opportunities in RE classrooms

##### 2.5 Learning and Teaching

- Review current assessment practices and processes
- Expand utilisation of Assessment For Learning/ Assessment as Learning and informal assessment practices
- Continuing development of tailored differentiation and individualised learning

##### 3.1 Organisational Culture

- Promotion of positive and productive staff interaction at all levels
- Implement the Professional Expectations Framework, developing staff familiarisation with the associated expectations of teaching staff

- Explore and streamline communication processes to promote improved student outcomes

#### 4.1 Strategic Resourcing

- Audit financial management and resource allocation processes to maximise effectiveness of spending and transparency
- Ensure effective management of building projects and refurbishment within broader strategic planning
- Prioritise spending to support the School's strategic priorities

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

### Parent Satisfaction

Throughout 2015, 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 "Sponsors Night" or "Market Day", our parents and friends constantly acknowledge that they enjoy helping out because their children love coming here.

### Student Satisfaction

Student satisfaction can be summed up in the words of the School Captains Graduation speech.

*"No matter how excited everyone here today is to get out and start life on the other side of High School, I don't believe anyone here could say they won't miss something about school. Everyone today is leaving behind something they love, but taking cherished memories with them out into the world. And I think for all those cherished memories we owe many people here today our thank yous. Over the past six years, you have guided us and brought us to this point".*

*Jessica Robinson - School Captain*

*"We are blessed with some fantastic teachers and Leaders here at James Sheahan that have guided us through transition from children to the young men and women you see here today. Thank you Mr Pauschmann for the encouragement and inspirational words that have given us direction so many times. Thank you teachers for being our mentors, our advocates and friends. Thank you for the lessons you have taught us that go far beyond the classrooms. You have inspired us to reach our greatest potential in all that we do".*

*Zac Rosser - School Captain*

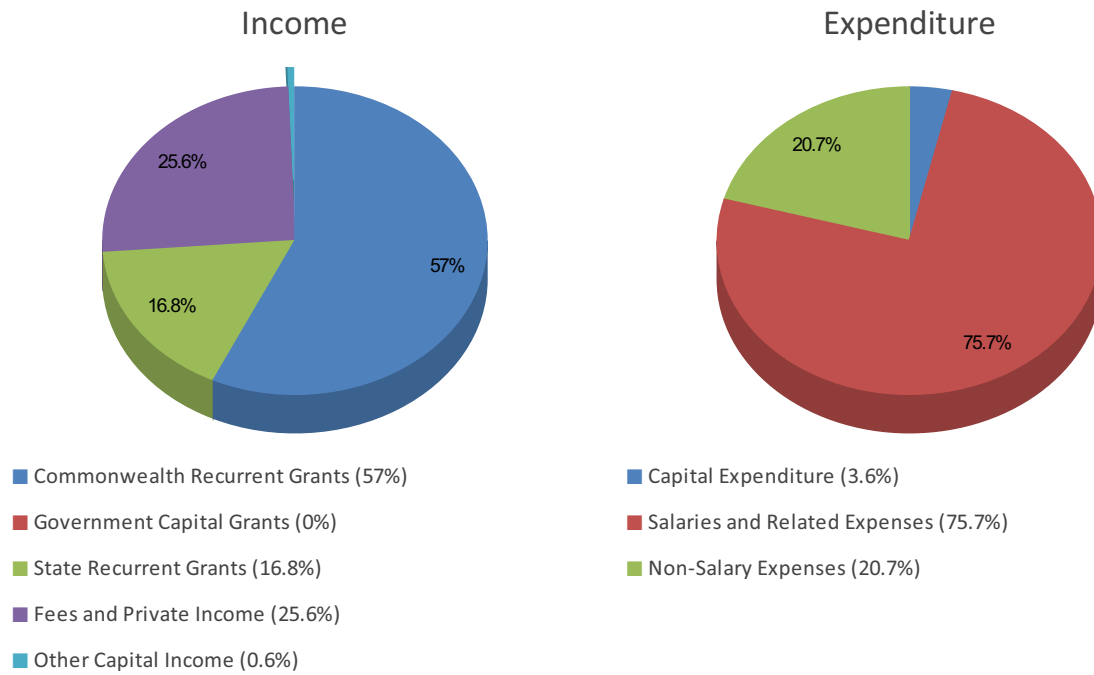
### Teacher Satisfaction

Teacher satisfaction can well be summed up in the words of our SRC Coordinator, Mr Winston West in his report for the Student Body Section which did not allow for enough space to complete his report.

*"2015 was another successful year for the SRC who worked collaboratively to engage in and organise a number of events and activities for the school community.*

*It is a wonderful experience to be a member of our community where I constantly see acts of generosity, kindness and compassion from 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 reflection of their family, teachers and community who are so influential in instilling these common values within them.*

*The SRC have had a wonderful year in 2015, 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 deep sense of compassion they have for the people in our community".*



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.