



2008

Annual Educational and Financial Report

James Sheahan Catholic High School

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Catholic Education Office
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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 2008 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 2009 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.



Craig Wattam
Principal

20 March 2009

PRINCIPAL'S MESSAGE

Mr Craig Wattam

Our school proudly serves families in the Orange region by providing a quality Catholic education for students in Years 7 – 12. Our heritage is characterised by the founding charisms of the de La Salle Brothers and the Sisters of Mercy. Our school opened in 1980 as a modern 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. He contributed significantly to the development of this city by his building of schools and Churches.

PARISH PRIEST MESSAGE

Fr Carl Mackander

James Sheahan Catholic High School, Orange is a vital part of the Catholic education provided in this city for the support of Catholic parents who wish to have their children educated in the context of the Christian religion in the Catholic faith tradition.



The teachers of the school are committed to the ideals of education to a high standard and do a good job of nurturing and directing the children under their care to be accepting of racial and religious difference, as well as having a care and kindness towards each other in general. The standard of the children's behaviour is good because of the expectations carried out by the

teaching staff and the good support they receive from the majority of parents.

I happily endorse the work of the teachers, students and families who make up the James Sheahan Catholic High School community in this parish and city.

PARENTS and FRIENDS ASSOCIATION MESSAGE

President: Mrs Anne Worrad

The activities of the P&F throughout 2008 have concentrated on building community and helping new families to the school feel welcome. The Welcome BBQ at the start of the year and the Trivia Night were well attended and enjoyable events. The Art and Craft Show and end of year BBQ provided further opportunities to meet new people and become involved in the life of the school. The P&F Association was happy to provide funds for upgrading technology in the Hall. I am grateful for the hard work and support shown by all members of the P&F during the year. Parental involvement certainly adds a richness to the school community and engenders engagement and a sense of shared responsibility for the education of our children.

STUDENT REPRESENTATIVE COUNCIL MESSAGE

SRC Coordinator: Mrs Lynelle Maguire

The SRC at James Sheahan Catholic High School is a dynamic group of young people from Years 7 to 12 who represent the student body. The leadership, energy and enthusiasm demonstrated by this year's student members have resulted in many well organised school events. The SRC decided that their goals for the year would focus on supporting school events, community building within the student body, and fundraising for causes that create social justice locally, nationally and globally.

In addition to these goals being successfully achieved, the SRC also initiated the school Personal Best Award for students who strived to achieve their personal best in a particular endeavour.

The SRC at James Sheahan Catholic High School can be justifiably proud of all they achieved in 2008.

CATHOLIC IDENTITY

We work in close union with our Parish Priest and School Manager, Fr Carl Mackander, who provides opportunities for the celebration of the Eucharist and who contributes in many ways to the faith development of our students, staff and parent community.

In addition to celebrating the Mass for significant school and Church events, Fr Carl offers reconciliation to all students during the season of Lent as well as joining us for our student retreat programs. Liturgy and prayer is fundamental to our sense of community. The students' faith development is a shared responsibility of the Parish Priest, the Principal, staff and parents.

All students at James Sheahan attend Religious Education classes from Years 7 – 12. Our junior school students follow the Diocesan "The Christ We Proclaim" program whilst senior students have the option of studying 1 or 2 units of Studies of Religion or the Board Endorsed Catholic Studies course.

SCHOOL FEATURES

James Sheahan Catholic High School is a coeducational Years 7 – 12 school with a wide ranging curriculum offering. Our extra-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 changes made to the enrolment policies during the year.

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 2008 was as follows:

Year 7	– 175
Year 8	– 158
Year 9	– 151
Year 10	– 126
Year 11	– 99
Year 12	– 113

Total school population: 822

Total number of boys: 389

Total number of girls: 433

Number of indigenous students: 10

Total number of NESB students: 29

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate during 2008 was 89.53%.

Retention Rates

Year 12 (2008) consisted of 66% of the 2006 Year 10 cohort. We gain extra students in Year 11 each year from surrounding schools.

POST SCHOOL DESTINATIONS

Fifty two students had first round or early entry offers to University. There were a subsequent five late offers for University places. Students are studying a variety of University courses including: Health Science, Medical Science, Design, Communications and Media, Textiles and Fashion, Science, Education, Exercise Science, Arts, Social Science, Economics, International Studies, Computer Science, various forms of Engineering 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 have been most successful in obtaining apprenticeships and traineeships.

SCHOOL CURRICULUM

All students in the junior school study the mandatory courses and hours as prescribed by the NSW Board of Studies. 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, Fabric Decoration, 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, 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 an 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, Drama, Engineering Studies, Exploring Early Childhood, Food Technology, Geography, Hospitality, Information Processes and

Technology, Industrial Technology Timber and Automotive, Japanese, Legal Studies, Mathematics General, Mathematics 2U, Extension Mathematics, Mathematics Extension 2, Metals and Engineering, Modern History, History Extension, Music I, Music 2, Music Extension, PDHPE, Physics, Primary Industries, Senior Science, Sport Lifestyle and Recreation Studies, Textiles and Design and Visual Arts. Students may also elect to study TAFE VET courses or courses via Distance Education.

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

Literacy and Numeracy

Students in Years 7 and 9 around Australia sat the NAPLAN Tests in May 2008. Individual student reports were provided in September 2008.

Students at James Sheahan performed strongly in the 2008 NAPLAN Tests, achieving School Means in Year 7 and Year 9 higher than the State Mean. This has been the case consistently over the past three years and reflects the School's commitment to continual improvement in areas of literacy and numeracy.

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



YEAR 7

Overall Literacy	State Mean	Diocese Mean	School Mean
2006	541.0	547.0	554.6
2007	543.0	553.0	554.9
2008	541.2	544.9	552.7

Numeracy	State Mean	Diocese Mean	School Mean
2006	550.0	555.2	569.8
2007	556.0	567.3	567.8
2008	552.9	548.7	561.6

YEAR 9

Overall Literacy	State Mean	Diocese Mean	School Mean
2006	N/A	N/A	N/A
2007	N/A	N/A	N/A
2008	579.5	585.1	592.1

Numeracy	State Mean	Diocese Mean	School Mean
2006	N/A	N/A	N/A
2007	N/A	N/A	N/A
2008	593.7	590.2	603.0

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 on the following page:

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7	99%	97%	96%	98%	99%
Year 9	98%	94%	97%	94%	99%

In each of the above measures, the performance of our students is slightly better than for the national minimum standards. In both Year 7 and Year 9 James Sheahan students achieved higher than State average National Standards results in the tested aspects of reading, writing, spelling, grammar and punctuation, and numeracy. These results are very pleasing, indicating the overall literacy and numeracy strength of James Sheahan students and the attention given to “the basics” in all subject programs and units.

School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2008 cohort is also shown.

% in Bands 4, 5, 6	English Literacy		Mathematics		Science		Australian History		Australian Geography		Computer Skills	
	School	State	School	State	School	State	School	State	School	State	School	State
2008	90.23%	76.33%	52.84%	49.27%	89.42%	65.28%	57.7%	50.58%	83.73%	65.55%	100%	98.17%
2007	71.3%	72.17%	41.9%	44.86%	70.57%	65.5%	72.78%	60.39%	73.51%	71.03%	94.84%	97.57%

School Certificate results are showing steady improvement over time. In 2008 the results showed a marked improvement over previous years. Results in band 6 exceeded State results significantly, and we had few, if any, students in the lowest bands for most subjects. One student gained 100% in the Australian Geography test.

Higher School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2007 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
2008	87.5%	79.9%	67.63%	77.28%	86.78%	89.15%	33.32%	37.89%	58.32%	71.93%	50.71%	55.94%
2007	100%	77.67%	79.09%	76.78%	83.32%	89.39%	32.78%	38.58%	36.83%	69.79%	59.71%	59.11%

Performances in band 6 for each of the above courses have improved in each course for 2008. Our HSC results for 2008 represent the best overall results in some years. 13 students received a UAI over 90 and we had no less than 53 band 6 or E4 mentions for this cohort. Subjects that performed particularly well include:

Agriculture (12.5% Band 6)
 Chemistry (16.66% Band 6)
 Community and Family Studies (18.18% Band 6)
 Drama (20% Band 6)
 Economics (25% Band 6)
 Engineering Studies (12.5% Band 6)
 Food Technology (11.11% Band 6)
 Industrial Technology (11.11% Band 6)
 Modern History (17.85% Band 6)
 Studies of Religion II (43.75% Band 6)
 French Beginners (20% Band 6)



PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional Learning

Staff were involved in the Quality Teaching Project, focussing in 2008 on Assessment. Our whole staff enjoyed a staff spirituality day led by Christine Carton. In addition, we invested time and energy in developing classroom management strategies. Executive development, programming, pedagogy, first aid and school timetable development were also areas that received funding. Our mathematics faculty engaged in a number of days professional development to analyse results, classroom pedagogy and program and assessment items.

A number of staff participated in School Certificate and Higher School Certificate marking.

All staff in their first year of teaching completed a program of induction. Mentors were appointed to each new staff member and worked with new staff on the NSW Institute of Teachers' accreditation program. The total number of days in professional learning activities for 2008 was 202. In addition, we held four whole staff development days. The average expenditure per teacher on professional learning for 2008 was \$567.00. Total expenditure for professional learning in 2008 was \$36,873.00.

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:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	All
2. Those having graduate qualifications 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.	Nil

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2008 was 96.75%.

The Teacher retention rate from 2007 to 2008 was 95.4%.

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

The following policies are available to parents and may be found in the school's:

- Enrolment Handbook
- Staff Handbook
- Student Diary (in summary form)
- Student Assessment Policies and Handbooks Years 7 – 12
- School Website

Student Welfare Policy

The full text of the school Student Welfare Policy may be accessed via the Staff Handbook.

There were no changes made to the Student Welfare Policy during the year. The Welfare Policy details pastoral care and the merit award scheme.

Discipline Policy

The school Discipline Policy 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 Discipline Policy may be accessed via the school website and the staff handbook.

There were no changes made to the Discipline Policy during the year. During 2009 both our

welfare and behaviour management policies will be reviewed.

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.

Complaints Procedures are communicated to parents through the school newsletter. We have a complaints register at the school, into which every complaint is filed. The follow-up action is noted by a senior member of staff. 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.



SCHOOL DETERMINED IMPROVEMENT AND TARGETS

1. Promotion of and participation in World Youth Day Activities
2. NET and Youth Formation and links with Parish
3. Promotion of the founding charisms of McAuley and de La Salle

4. Establishing targets for improvement at both SC and HSC
5. Preparation of all documentation for appraisal
6. QTP – continuation of the program with new staff pairs involved. Emphasis on Assessment
7. Professional learning – priority for funding tied explicitly to students and their learning gain – action research/learning communities model promoted
8. Classroom management and discipline: strengths based approach
9. Nurturing the spirituality of staff
10. Goal setting and evaluation for all staff

All of the above targets were achieved. The school's involvement in World Youth Day activities was commendable with many students taking up the opportunity to travel to Sydney for the event. Students also participated fully in the "Days in the Diocese".



Our performances in both the SC and HSC showed a continued improvement with strong performances in the top bands. We will continue to investigate ways of developing staff skills and furthering their knowledge on contemporary approaches to classroom management.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

We continue 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 attended a two-day leadership camp in Term 3 where leadership skills (in the context of a Catholic school) were explicitly taught. Students were given the responsibility of discerning, through the processes embedded in the program, the school leadership team for 2008 – 2009. This occurred in conjunction with staff voting.

Our Peer Support program offers Year 11 students leadership opportunities as well as providing 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: the Resourceful Adolescent Program, Kinks and Bends, 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 calls on the expertise of the Schools' Police Liaison officer at various times in the year.

We introduced a Year 12 student mentoring program in 2008 to further assist students with managing their workload as well as their stress in dealing with HSC study. This successful program will continue to be refined and implemented in subsequent years. Year 12 students are encouraged to take up the offer of the RSA and RCG courses we offer at school following the HSC exams. Celebrate Safely is also a course that all Year 12 students have participated in.

PARENT, TEACHER AND STUDENT SATISFACTION

Surveys were conducted with all parents, a sample of 155 students and all staff. Return rates from parents were very low (N=40).

Overwhelmingly the vast majority of stakeholders are very satisfied with all of the surveyed areas of the school. The areas surveyed included: Faith Life, Curriculum, Organisation and Management,

Resources and Facilities and Pastoral Care and Discipline.

Between 78% and 94% of staff either agreed or strongly agreed that the above were well done at our school. Between 50.5% and 70.5% of all students either agreed or strongly agreed with all surveyed areas.

Parent response rates were so low that they are not statistically reliable and therefore accurate conclusions cannot be drawn from the returns. Notwithstanding, the 40 responses we did receive suggest that parents are very happy with the educational provision at James Sheahan Catholic High School.

Data collected from these surveys is available from the school on request.



FINANCIAL STATEMENT 2008

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 34 primary, central and secondary schools.

In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

