2011

James Sheahan Catholic High School

Annual Educational and Financial Report

49 Anson Street
P.O. Box 146
ORANGE NSW 2800
Ph: (02) 6362 1422
Fax: (02) 6362 0776

Email: jshadmin@netwit.net.au
Website: http://www.jschs.nsw.edu.au

Catholic Education Office
Diocese of Bathurst
# ANNUAL REPORT TO THE COMMUNITY CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>About this Report</td>
<td>3</td>
</tr>
<tr>
<td>Principal’s Message</td>
<td>4</td>
</tr>
<tr>
<td>Parish Priest</td>
<td>4</td>
</tr>
<tr>
<td>Parents and Friends Association</td>
<td>4</td>
</tr>
<tr>
<td>Student Representative Council</td>
<td>5</td>
</tr>
<tr>
<td>Catholic Identity</td>
<td>6</td>
</tr>
<tr>
<td>School Features</td>
<td>6</td>
</tr>
<tr>
<td>Enrolment Policies and Profiles</td>
<td>6</td>
</tr>
<tr>
<td>Student Attendance, Retention and Post School Destination</td>
<td>7</td>
</tr>
<tr>
<td>School Curriculum</td>
<td>8</td>
</tr>
<tr>
<td>Student Performance in Statewide Tests and Examinations</td>
<td>10</td>
</tr>
<tr>
<td>• Includes National Benchmarks and Comparative performance over time</td>
<td></td>
</tr>
<tr>
<td>Professional Learning and Teacher Standards</td>
<td>13</td>
</tr>
<tr>
<td>Teacher Attendance Rate and Retention Rate</td>
<td>14</td>
</tr>
<tr>
<td>School Policies</td>
<td>14</td>
</tr>
<tr>
<td>School Determined Improvement Targets</td>
<td>15</td>
</tr>
<tr>
<td>Initiatives Promoting Respect and Responsibility</td>
<td>17</td>
</tr>
<tr>
<td>Summary Financial Information</td>
<td>18</td>
</tr>
</tbody>
</table>
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 2011 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 2012 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.

Mark Pauschmann
Principal

7 March 2012
PRINCIPAL’S MESSAGE
Mr Mark Pauschmann

At James Sheahan Catholic High School, we provide opportunities for excellence, growth and success in a caring environment. Our broad range of curriculum options means that students can follow the traditional academic pathway as well as the vocational education possibility. Valuing compassion, courage and hope, our students will be prepared for a changing world.

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

Our 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.

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 their personal best. 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 breadth and depth 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.

PARISH PRIEST’S MESSAGE
Fr Paul Devitt

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.

PARENTS and FRIENDS ASSOCIATION MESSAGE
President: Mr Yann Guisard

The James Sheahan Catholic High School Parents and Friends Association met regularly in 2011. The staff of JSCHS facilitated a number of presentations including the school’s approach to gifted and talented education, welfare management and religious education. The P&F would like to thank these teachers for their effort as well as the quality and professionalism of their presentations. In addition, an external presentation was offered to the P&F on mental health first aid, and a multi session course was subsequently run for parents and caregivers.

The P&F organised a range of activities during the year, including a welcome BBQ, staff morning tea and a raffle. Unfortunately, the “Barn Night” could not go ahead at the end of the year. Thanks to all the parents, we have also nearly sold all our printed cookbooks. 2011 was a year “off” with regards to our traditional “quiz night” and this major activity will return in 2012. Finally, the P&F
worked all year on the design and coordination of a new exit gate to be completed in 2012.

The purpose of the P&F is to foster the inclusion of parents and care givers, external individuals and businesses into the school community. Unfortunately, attendance at P&F meetings is usually very low and sometimes so low that the members are unable to make formal decisions. This is understandable in view of the various professional, personal and social commitment we all have in our daily lives. It is however a serious and ongoing problem for the group and undermines the representativeness of the P&F. As a result, the P&F is reviewing its role and mission within the school. Furthermore, we are reviewing the model of parent interaction and participation with the P&F in view of new communication technologies such as email, Facebook and other social media. More on this in 2012.

I would like to thank all the parents, teachers (including our Principal) and members of the P&F that participated in P&F activities in 2011. Small or large contributions are always valued and the P&F could not exist without your support. A special thanks to the executive members for your sustained effort.

STUDENT REPRESENTATIVE COUNCIL MESSAGE
Facilitator: Liz Gallwey

2011 proved to be another big year for the Student Representative Council. The students who are elected to be part of the council work tirelessly to ensure the Sheahan community has a sense of compassion, is engaged, supportive and equitable. It has been my pleasure to work alongside these highly motivated, capable and determined young adults for the past year.

It is a long term commitment of the SRC to promote Social Justice within the school. Every term casual clothes days are held to raise funds for suitable causes. The money is given to one local, one national and one international recipient, as well as funds being donated to one ‘random act of kindness’. This year funds were forwarded to a school in Queensland after the 2011 flooding and to an international Lasallian Foundation working with the underprivileged. In the Lenten spirit 200 Easter eggs were donated to the Orange Vinnies Food Van. A donation of food stuffs was also made to the Food Van at Christmas time to help lift spirits of locals doing it tough over the festive period. Early in the year the SRC also promoted Caritas within the school, helping this Catholic organization raise funds to provide international aid in developing countries. The school also took part in the 40 hour famine, with forty students raising over one thousand dollars. The SRC also helped the Languages Department fold 1000 paper cranes to send to Sheahan’s sister school in Japan to show our support after the devastating 2011 earthquake.

Along with social justice, one of the main focuses of the SRC is on community building and maintaining a school atmosphere that is positive, supportive and equitable. The SRC aims to ensure James Sheahan is a school students want to attend, providing them with a learning environment they feel comfortable in. In term 3 the students organize Sheahan Day. Sheahan Day allows the whole school to celebrate its founders and heritage, strengthening the bonds that make the school such a close knit community. While the day has its place for reverence and respect with Mass celebrated in the morning, the afternoon is full of fun and laughter with the SRC run activities. This year students had the option to participate in a range of activities including pie-in-the-face, a slip-n-slide obstacle course, Guitar Hero, baked bean wrestling and classic catches. The SRC also helps with the fancy dress, tug-o-war, the whole school activity and sells fairy floss on the day. It is a fun day that is a highlight for staff and students alike.

After Sheahan Day, the most important day on the calendar is Valentine’s Day. Early in term 1 the Students at Sheahan are asked to forget about romance, viewing Valentine’s Day as an opportunity to show someone else a little mateship. The SRC sell roses, lollipop bouquets and helium balloons to brighten the school up and promote friendship. In term 2 the SRC held Masterchef cook offs to liven up the wet and cold lunch times, with a year 9 boys team winning the competition. The SRC representatives also supported the formation of the school’s first Dragon boating team in Term 4, helping the team achieve second in the mixed juniors category at their first every regatta at Lake Canobolas.
The SRC presents a Brother Frederick Sheridan award to recognize the outstanding successes and achievements of personal bests by students from our school community. All recipients are carefully considered before being chosen for the award. This year recipients included Charlotte Jasprizza for her representation in netball, Natasha Hewitt for her accomplishment in music, Jasper Ford for his swimming success and Madelaine Clifford for her exceptional academic achievements. Congratulations to all recipients.

The 2011 SRC Representatives were:
Year 12 Morgan Kelly and Sam Cubbin,
Year 11 Kimberley Hurst, Luke Trott, Nick Abraham, Stephanie Phillips, Lachlan Wood and Georgina Gregory,
Year 10 Tyson Cain and Mariah Kreiger,
Year 9 Amelia Clarke and Brock Mate,
Year 8 Caitlin Hargraves and Charlie Cooper,
Year 7 Oliver Johnston and Georgia Parr.

I would like to offer a vote of thanks to the Year 12 leaders Morgan Kelly and Sam Cubbin for all their hard work, and to Mrs Lynelle Maguire for her support.

With such a high calibre of student leaders who demonstrate endless enthusiasm towards maintaining Sheahan’s community spirit, I am looking forward to another year facilitating the SRC.

CATHOLIC IDENTITY

We work in close union with our Parish Priest and School Manager, Fr Paul Devitt, 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 Paul 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 followed the Diocesan “The Christ We Proclaim” program whilst senior students had 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 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 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 2011 was as follows:

Year 7 – 177  
Year 8 – 179  
Year 9 – 157  
Year 10 – 171  
Year 11 – 113  
Year 12 – 111  

Total school population: 908  
Total number of boys: 408  
Total number of girls: 500  
Number of indigenous students: 9  
Total number of NESB students: 66

**STUDENT ATTENDANCE AND RETENTION**

**Attendance Rates**
The average student attendance rate during 2011 was 86.9%.

Attendance rates for Years 7 to 10 are as follows:

Year 7 - 90.1%  
Year 8 - 86.2%  
Year 9 - 87.2%  
Year 10 - 84.3%

**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.
RETENTION RATES
Year 12 (2011) consisted of 69% of the 2009 Year 10 cohort. Each year we gain extra students in Year 11 from surrounding schools.

POST SCHOOL DESTINATIONS
Around 75% of 2011 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, Computer Science, Psychology, Engineering courses, Veterinary Science 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, 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 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, 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 mainstream 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

James Sheahan Catholic High School delivered two Higher School Certificate courses in the VET sector in 2010: a Certificate 2 in Hospitality and a Certificate 2 in Metals and Engineering. The School has qualified teachers in the VET areas of Primary Industries, Metals and Engineering, Construction and Hospitality and can deliver all of these framework courses under the scope of the Bathurst Catholic Education Office RTO.

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>% of Year 12 involved</th>
<th>% attaining Certificate or VET Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Industries</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>14%</td>
<td>100%</td>
</tr>
<tr>
<td>Metal &amp; Engineering</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>School Based Apprentice</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>TVET</td>
<td>9%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Interest in the delivery of pathways educational programs involving a VET component has increased, with enrolments for 2011 in VET and TVET subjects significantly higher. In 2011, the school will investigate delivering VET subjects in Business Services and Entertainment.

In 2010, Year 12 students undertook studies via the TVET program offered by the Western Institute of TAFE. 2011 will see more opportunities being offered to students.
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 2011. Individual student reports were provided in September 2011.

The test results provide information about student achievements in literacy and numeracy

YEAR 7

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th></th>
<th>Writing</th>
<th></th>
<th>Numeracy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Mean</td>
<td>Diocese Mean</td>
<td>School Mean</td>
<td>State Mean</td>
<td>Diocese Mean</td>
<td>School Mean</td>
</tr>
<tr>
<td>2009</td>
<td>546.3</td>
<td>556.5</td>
<td>550.4</td>
<td>531.6</td>
<td>541.8</td>
<td>533.1</td>
</tr>
<tr>
<td>2010</td>
<td>549.3</td>
<td>555.2</td>
<td>563.7</td>
<td>533.1</td>
<td>539.4</td>
<td>536.3</td>
</tr>
<tr>
<td>2011</td>
<td>544.2</td>
<td>554.8</td>
<td>553.9</td>
<td>527.9</td>
<td>536.8</td>
<td>530.8</td>
</tr>
</tbody>
</table>

YEAR 9

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th></th>
<th>Writing</th>
<th></th>
<th>Numeracy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Mean</td>
<td>Diocese Mean</td>
<td>School Mean</td>
<td>State Mean</td>
<td>Diocese Mean</td>
<td>School Mean</td>
</tr>
<tr>
<td>2009</td>
<td>586.1</td>
<td>597.9</td>
<td>593.5</td>
<td>566.2</td>
<td>575.6</td>
<td>564.4</td>
</tr>
<tr>
<td>2010</td>
<td>579.6</td>
<td>583.6</td>
<td>584.6</td>
<td>566.3</td>
<td>584.7</td>
<td>589.6</td>
</tr>
<tr>
<td>2011</td>
<td>584.4</td>
<td>594.1</td>
<td>590.3</td>
<td>564.7</td>
<td>578.6</td>
<td>556.4</td>
</tr>
</tbody>
</table>

James Sheahan Catholic High School has, in overall performance, achieved strongly compared to state means across the NAPLAN aspects over the three year period from 2009 to 2011.

James Sheahan is committed to continually improving the literacy and numeracy of all students. As such, a range of initiatives and strategies continue to be implemented to assist students in this area. In 2011, 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. Selected staff members were trained in the Reading to Learn Program (CEO Cross Schools Program) and all teaching staff members participated in a CEO facilitated workshops on the classroom implications of NAPLAN and building student comprehension skills. A Staff Development Day was run by renowned educator, Michael Pohl, looking at the development of higher order thinking skills in the classroom. Michael
will continue working with Sheahan teachers in 2012. An additional Literacy/Learning Support teacher was employed to promote improved literacy across the school through working with teachers, targeted students and through the development of teaching/learning resources. All teaching staff were involved in an analysis of the 2011 NAPLAN results and received professional development in the implications of the results, and tools and strategies for developing improved literacy and numeracy outcomes. A Literacy Team comprising representatives from all faculties meets each term to continue to develop a whole school approach to literacy and numeracy development.

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.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>98%</td>
<td>98%</td>
<td>94%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>Year 9</td>
<td>98%</td>
<td>84%</td>
<td>92%</td>
<td>95%</td>
<td>97%</td>
</tr>
</tbody>
</table>

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 2012 My School analysis of James Sheahan Catholic High School when compared to similar schools as identified by ACARA.

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 2010 cohort is also shown.

<table>
<thead>
<tr>
<th>% in Bands 4, 5, 6</th>
<th>English Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>Australian History</th>
<th>Australian Geography</th>
<th>Computer Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>90%</td>
<td>84%</td>
<td>59%</td>
<td>47%</td>
<td>84%</td>
<td>69%</td>
</tr>
<tr>
<td>2010</td>
<td>92%</td>
<td>82%</td>
<td>55%</td>
<td>53%</td>
<td>89%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Students at James Sheahan Catholic High School have once again performed strongly in all examinable School Certificate subject areas, as indicated in the above figures. Performance in the Bands 4/5/6 area has been significantly higher than state in many subject areas, with all subjects achieving above state percentages. Results in the English Literacy and Science examinations were particularly strong, with the number of Band 6s achieved being above state average. Band 6 results in the Australian History, Civics and Citizenship course were also comparable to state, as were Computing Skills. In relation to combined Band 5/6 results, James Sheahan Catholic High School results were above or comparable to state in English Literacy, Science, Australian History, Civics and Citizenship, Australian Geography, Civics and Citizenship and Computing Skills.
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 2010 cohort is also shown.

<table>
<thead>
<tr>
<th>% in Bands 4, 5, 6</th>
<th>Studies of Religion 2 unit</th>
<th>Studies of Religion 1 unit</th>
<th>English Advanced</th>
<th>English Standard</th>
<th>Mathematics</th>
<th>General Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td>2011</td>
<td>96%</td>
<td>77%</td>
<td>94%</td>
<td>50%</td>
<td>92%</td>
<td>64%</td>
</tr>
<tr>
<td>2010</td>
<td>94%</td>
<td>70%</td>
<td>91%</td>
<td>24%</td>
<td>90%</td>
<td>57%</td>
</tr>
</tbody>
</table>

In relation to the above table, 2011 HSC Band 4/5/6 results for Studies of Religion 1, Studies of Religion 2, English Advanced, English Standard, Mathematics and General Mathematics were all comparable to or in many cases, well above state percentages. In 21 courses across 9 subject areas James Sheahan Catholic High School students achieved Band 5/6 results higher than or comparable to state statistics. In 2011 these courses were Agriculture, Ancient History, Biology, Chemistry, Community and Family Studies, Drama, Engineering Studies, Standard English, Advanced English, English Extension 2, History Extension, Hospitality (Examination), Industrial Technology, General Mathematics, Modern History, PDHPE, Primary Industries (Examination), Senior Science, Studies of Religion 2 and Textiles and Design. 31 students shared 69 Band 6 or E4 equivalent results. The 2011 School Dux received an Australian Tertiary Admittance Rank (ATAR) of 98.2. Agriculture, Ancient History, Community and Family Studies, Drama, Geography, Industrial Technology, General Mathematics, History Extension, Senior Science, Studies of Religion 2, Textiles and Design, Primary Industries (Examination) and Metal and Engineering (Examination) all achieved result means that were over 4% above the state mean for that course. The school mean was above the state mean in a total of twenty-four 2011 HSC courses.

School Certificate Results

James Sheahan Catholic High School achieved pleasing School Certificate results in 2011, with Band 5/6 results being comparable to or above state average in the majority of subjects tested.

<table>
<thead>
<tr>
<th>Subject</th>
<th>JSCHS Band 6s</th>
<th>State Band 6s</th>
<th>JSCHS Band 5/6s</th>
<th>State Band 5/6s</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7%</td>
<td>5%</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>Maths</td>
<td>6%</td>
<td>9%</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>Science</td>
<td>9%</td>
<td>9%</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td>History</td>
<td>4%</td>
<td>5%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td>Geography</td>
<td>2%</td>
<td>5%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Computing</td>
<td>52% HC</td>
<td>53% HC</td>
<td>99% HC/C</td>
<td>96% HC/C</td>
</tr>
</tbody>
</table>
PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

Reflecting the Strategic Plan goals for 2011, staff were involved in a range of professional learning experiences that focused on improving teacher standards and pedagogical practice, with a focus on motivation, engagement and differentiation of the curriculum and promoting innovative, engaging classroom practice through the authentic incorporation of Information and Communication Technologies. In addition, whole school professional development continues to build and strengthen the faith focus of the school. The core aim of professional learning in 2011 was to heighten student engagement in the classroom and improve the learning outcomes of the broad spectrum of students in all classes. All staff participated in three whole staff development days as well as a series of professional learning workshops during the Term 4 Student Free Week. 2011 saw the continued implementation of the Strategic Plan for 2010-2012, with a focus on the areas of Faith Life and School Tradition, Students, Staff and associated Teaching and Learning, Community, and Finance and Resources.

Once again, teachers from a diverse range of KLAs were involved in School Certificate and Higher School Certificate marking and drew on their experiences to lead faculty based workshops sharing their insights into promoting student performance in these tests.

All staff new to teaching underwent a systematic induction program, including being allocated Mentors to work with them on receiving accreditation through the NSW Institute of Teachers. Approximately 460 teaching days were spent on professional learning activities in 2011 by James Sheahan teaching staff, spread over close to 80 teachers. Total allocated expenditure for professional learning in 2011 was $64 000.00.

The three Staff Development Days in 2011 were focused on Classroom Engagement and Curriculum Differentiation, Teaching Higher Order Thinking Skills in the Classroom, the utilisation of Information and Communication Technologies (ICT) in the classroom to promote learning, student engagement and differentiation of classwork to meet the needs of all students, and Familiarisation with the New Missal.

Workforce Composition

<table>
<thead>
<tr>
<th>Position on Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Religious Education Coordinators</td>
<td>2</td>
</tr>
<tr>
<td>Coordinators</td>
<td>23</td>
</tr>
<tr>
<td>Teachers</td>
<td>45.6</td>
</tr>
<tr>
<td>Teacher Librarians</td>
<td>1</td>
</tr>
<tr>
<td>Non-teaching Staff</td>
<td>15.2</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution</td>
<td>75</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from</td>
<td>Nil</td>
</tr>
<tr>
<td>a recognised higher education institution or equivalent.</td>
<td></td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but have relevant successful</td>
<td>Nil</td>
</tr>
<tr>
<td>teaching experience or appropriate relevant knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

TEACHER ATTENDANCE AND RETENTION
Teacher attendance for 2011 was: **96.06%**
Teacher retention for 2011 was: **87.38%**

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

The following policies are available to parents and may be found in the school’s:
- 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 2011 both our welfare and behaviour management policies were 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

In 2010, the school launched and began the implementation of the School’s Strategic Plan from 2010 to 2012. The Strategic Intent and Goals for this plan include:

STRATEGIC INTENT - Faith Life / School Tradition

Goal: To continue to develop the faith life and traditions of the school community building on the inspiration of our founders

Achievements
- Continued promotion and animation of the story of our founders
- Promotion of school story at the Masses and liturgies
- Continuing development of a new Years 7 to 10 Religious Education Program
- Priority for the Development of resources and access to Professional Development for Religious Education teachers
- Staff and students attendance at 2011 Mercy conference in Perth
- Founders a focus at staff retreats in 2011
- Founders a focus at Year 7 retreat in 2011
- Development of a systematic Social Justice Program, commencing with Year 11 – “Stepping Up”
- Continued investigation of links to Lasallian school in Sri Lanka, with initial staff visit in 2012
- Continued encouragement and incentives for staff to undertake training and gain qualifications in Religious Education
- Local community recipients of social justice program Eg: St Frances Aged Care

STRATEGIC INTENT - Students

Goal: To facilitate the development of the necessary qualities and skills in our students so that they are prepared for a changing world.

Achievements
- Welfare team review of the system of merits and trialling of initiatives such as Class of the Month and Year Coordinator Award
- Investigation of ways to celebrate our National traditions (Eg: Indigenous Activities & Harmony Day)
- Investigation of ways to encourage stewardship of home rooms and House responsibilities
• Provision of Cyberbullying workshops
• NAIDOC week participation – touch football competition
• Trade Training Centre talks with other community/school partners
• Involvement RYDA Course, DOVE/Butterfly Self Esteem Courses, Yr 10 Enrichment Week development

STRATEGIC INTENT - Teaching, Learning / Staff / Professional Development

Goal: To ensure that the staff at James Sheahan Catholic High School is provided with appropriate training, support and expertise such that they are engaged in excellent teaching and learning.

Achievements
• Technology audit conducted to guide future purchases in technology
• Review of KLA incorporation of technology to promote heightened student engagement and success
• Systematic review of different models of timetable and curriculum structures, and continued research in 2011 into the merits of an Academic Care model
• Review in 2011-2012 of the mandatory number of units in Year 11
• Review of period times for more effective Assembly/Year Meetings and ‘moving to class’ time
• Evaluation of current Sport provision in Junior Years and recommendation of alternative models
• Introduction of Elective History in Year 9 and the continued encouragement of new curriculum offerings
• Professional Development Focus on student motivation and engagement and classroom differentiation, including staff development days and faculty and whole staff meeting times
• Employment of a range of innovative and research driven pedagogical practices to provide excellence in Teaching and Learning, including staff goal setting and action research
• Staff nomination for national teacher excellence awards

STRATEGIC INTENT - Community

Goal: To foster positive links and relationships within the school and the wider community to encourage mutual enrichment.

Achievements
• Continuing Development of community partnerships through strategic networking
• Continued expansion of links with CSU Orange and exploration of future collaborative possibilities
• Participation in the Aspire Program
• Continuing discussion with interested parties on the development of a Trade Training Centre
• Strengthening of Community Service program, including visits to feeder Catholic Schools
• Development of links with the Orange Business Chamber
• Development of participation opportunities for Year 6 groups in music, debating & the School Production
• New advertising campaign with Southern Cross media to promote school achievements and enrolment possibilities and advantages
• Response to feedback from our feeder schools on highlighting our academic focus, success and achievements
• Continued high profile in local media
• Further exploration of opportunities for specific parent participation and involvement
STRATEGIC INTENT - Finance and Resources

Goal: To engage in responsible financial and resource management to enable the school to meet its current and future needs

Achievements
- Continuing audit of the School needs and formulation of a staged approach in consolidating a Master Plan for future priorities and expansion
- Continuing investigation into major building components of the Master Plan
- Systematic Executive review and evaluation of excursion proposals and professional development proposals to ensure maximum financial viability, educational merit and justifiable and sustainable financial impact on parents
- Reappraisal of existing funding sources and evaluation of new funding options
- Systematic exploration of new opportunities for grants and external funding
- Support for student environmental group, looking at new ways to make students environmentally aware

The action targets developed for the 2011 plan have been achieved and have allowed for further development in meeting these targets. Further details of these targets can be found on the School’s Webpage.

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 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 2011 – 2012. This occurred in conjunction with staff voting.

Our Peer Support program offered Year 11 students leadership opportunities as well as provided students in Year 7 with the opportunity to be inducted into our school in a positive, safe and secure manner. The Student Welfare Team offered 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.
FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees and Private Income</td>
<td>2,979,377</td>
<td>29%</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>1,258,250</td>
<td>12%</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>4,902,292</td>
<td>48%</td>
</tr>
<tr>
<td>Commonwealth Capital Grants</td>
<td>758,793</td>
<td>8%</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>210,679</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>10,109,390</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Expenditure</td>
<td>7,292,526</td>
<td>71%</td>
</tr>
<tr>
<td>Non Salary Expenditure</td>
<td>1,822,581</td>
<td>18%</td>
</tr>
<tr>
<td>Capital Expenditure</td>
<td>1,090,779</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>10,205,886</td>
<td></td>
</tr>
</tbody>
</table>