

# 2018 Annual School Report to the Community

## James Sheahan Catholic High School Orange

49 Anson Street, Orange 2800

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

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

(02) 63 62 1422

Principal Mr Peter Meers



### Principal's Message

It is my pleasure to present to you our Annual Report which highlights our accomplishments for the 2018 school year. The Report confirms the achievements of our students across spiritual, academic, cultural, and performance fields, as well as their pleasing involvement in service to their local communities. It also reinforces the School's commitment to excellence and the promotion of extensive student leadership opportunities.

Our Mission Statement guides everything we do at James Sheahan Catholic High School and focuses on our core goal of achieving high levels of learning for all students in a caring, inclusive environment. We recognise parents and carers as the first educators and providers of faith, and strive to work in partnership with our families.

As a Professional Learning Community our staff are committed to life-long learning and to continuous improvement, based on collaboration and best practice, driven by feedback and evidence.

I'd like to take this opportunity to offer my sincere thanks to all members of our school community for your contribution in 2018 in helping our school continue to excel and better serve our students.

Peter Meers, Principal

### Parish Priest's Message

At James Sheahan Catholic High School we offer a wholistic education that is intellectual, cultural, physical, moral, and spiritual. We aim to form the whole person. We welcome students from a range of diverse cultural and religious backgrounds, but an invitation to become a disciple of Jesus Christ in the Catholic Tradition is central to our school life. We want our students to grow into adults who make a valuable contribution to society, who think critically and make wise decisions, who believe that a worthwhile life is about giving rather than taking, and who have discovered that God personally knows, loves and calls them.

At James Sheahan we offer our students the opportunity to participate in large full-school liturgies as well as small class Masses and in the sacrament of Reconciliation. We offer students the opportunity to participate in the Catholic Schools Youth Ministry Australia (CSYMA) program and we seek to build strong connections with the local parish and the whole community. We aim to give students the opportunity to become missionary disciplines of Jesus Christ.

Fr Greg Bellamy, PP

### Parent Body Message

In 2018 we focused on:

- Family BBQ in February
- Trivia Night in May
- Dr Justin Coulson parent talk in June
- Andrew Lines (Rite Journey) parent talk in August
- Planting garden beds in September (student car park & Mercy Hall)
- Paul Dillon Drug & Alcohol parent, student & staff talks in October
- P and F Accounts audited for 2017
- P and F held staff morning tea in December

The P and F Voluntary Contribution raised approx \$27,000 in 2017 which we were able to apply to many and various projects in 2018.

The P and F organised a Trivia Night and the funds raised were donated to the Cattle Team, the SRC, the New Zealand Netball team and the UK Rugby team.

We were able to donate funds for the purchase of various items which will benefit staff, students & parents:

- Teacher grants (4)
- Duke of Edinburgh equipment bank
- Bike Shed stage 1

Provided feedback regarding:

- draft School Strategic Plan 2019-2024
- wellbeing/pastoral care policy development
- mental health issues
- reporting to parents/communication channels
- parent priorities
- ICT provision
- Rite Journey programme

The P and F also had meetings with representatives from the RMS and Orange City Council regarding a crossing for students on Anson Street.

Tom Capell P and F President

## **Student Body Message**

Throughout 2018, the SRC focused on aspects of building community, belonging and participation. The SRC team worked tirelessly to promote the school's name in the community.

- Donating money raised from fundraisers to support Fiver For A Farmer. The school body raised well over \$5000 and donating \$1000 to the Sri Lankan Mission Team.
- Term two started with the SRC team having a leadership day, where they learnt about their own leadership styles and spent time working with each other.
- Sponsoring students who represented the region, state and country in their chosen sport. Leo Ferguson – Rugby, Luke Tuckwell – Cycling & Rory Thornhill – Triathlon. The SRC provided money to help off-set the costs for the families of these students to attend.
- The SRC represented James Sheahan Catholic High School at various memorial and community events throughout Orange including ANZAC Day, Vietnam Veterans Day, RU OK Day and Remembrance Day.
- The Easter and Christmas appeals were very well supported by the school and their generosity was over whelming. Students at donated Easter Eggs and Christmas gifts for people in the local Orange community who are less fortunate.

Bill Rollo, SRC Coordinator 2018

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## SECTION TWO: SCHOOL FEATURES

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

At James Sheahan Catholic High School our core business is summed up in our mantra, “Empowering our students to make a life, not just a living” and the School’s absolute commitment to providing a Christ Centred environment for holistic growth. We provide opportunities in faith, learning and growth in a caring, inclusive environment. Our broad range of curriculum options means that students can choose diverse pathways to meet their individual interests and goals. Valuing compassion, courage, hope and belonging, 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.

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

Here at JSCHS we are proud of our Catholic heritage, and in providing our students the opportunity to follow Jesus, guided by our Catholic Tradition, in an inclusive environment where students from very varied backgrounds have a strong sense of belonging.

Our education is characterised by opportunities to encounter God, to grow spiritually and to learn more about the Catholic Faith and Christian teachings. In the academic realm, we are openly committed to the pursuit of excellence, high achievement and learning growth for all students, within a comprehensive pastoral care structure. Our belief is that our students learn best when they feel that they belong and that they matter.

In offering a broad and balanced education, our students gain the confidence and the skills to develop their talents and strengths as emotionally intelligent leaders – young men and women who are able to think globally and act locally.

At JSCHS, we continue to inspire, challenge and empower our students through our holistic approach to learning and teaching. We focus on service, a well-rounded subject and co-curricular offering, developing leadership capacity, and providing personalised classroom experiences of the highest quality.

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

Peter Meers, Principal

### Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Total Students
512	489	25	1001

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2016, 81% completed Year 12 in 2018.

### 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 Capital Works Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: [www.bth.catholic.edu.au](http://www.bth.catholic.edu.au).

### Student Attendance Rates

The average student attendance rate for 2018 was 71.72%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92.50%
Year 8	87.77%
Year 9	87.95%
Year 10	73.20%
Year 11	75.13%
Year 12	13.76%

### Managing Student Non-Attendance

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

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

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

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

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

### Senior Secondary Outcomes

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

**Senior Secondary Outcomes. Year 12 2014**

% of students undertaking vocational training or training in a trade during the senior years of schooling.	31%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

**Student Post School Destinations**

Each year the School collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2018 Graduating Class	43%	10%	30%	17%

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
79	30	109

\* This number includes 66 full-time teachers and 13 part-time teachers.

Percentage of staff who are Indigenous	1%
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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 Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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

<b>Term 1</b>	Whole school expectations/improvement priorities/faculty planning. Compass School Administration
<b>Term 2</b>	Staff spirituality development and learning focusing on prayer and Liturgy.
<b>Term 3</b>	Quality Teaching practices and Formative Assessment. Design Thinking process to develop ideas on solving complex problems.
<b>Term 4</b>	Annual Improvement Plan.

Focuses in 2018:

- Continuing strengthening of the faith and spirituality
- School based collaboration within PLC principles
- The role of formative assessment and developing quality assessment practices
- Development of contemporary learning experiences and reflective practice
- Continued focus on the wellbeing of staff and students
- Effective intervention strategies for students at risk in the areas of literacy and numeracy
- Developing of ideas for strengthening the partnership with parents
- Gaining proficiency in the use of the Compass School Administration System
- Continued expansion of Project Based Learning

### Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the New South Wales Education Standards Authority (NESA):

Teacher Standards		Percentage of Teachers
1	Graduate Teachers	8%
2	Proficient Teachers	92%
3	Highly Accomplished and Lead Teachers	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 School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

In addition to formal Religious Education studies, students at James Sheahan Catholic High School have a variety of opportunities to develop and nurture their faith.

Students pray, and lead the school community in daily prayer during roll call, at school assemblies, and year meetings.

Yearly retreats allow students to take time out from everyday life in order to reflect on their Christian journey and to grow as people of faith. Retreats are held for students in Year 7, 9 and 10; and a three-day retreat for students in Year 11.

Students receive the Eucharist during whole school and smaller class Masses. Throughout these celebrations, students take on active roles as readers, processors, singers, musicians, Altar Servers and Ministers of Holy Communion. A Combined Catholic Schools Mass was held on All Saints Day with students from feeder schools attending Mass at James Sheahan Catholic High School. Students in Year 11 mark the start of their HSC year with a Commencement Mass at the beginning of Term 4.

Opportunities for the Sacrament of Reconciliation occur throughout the year. The school enjoys an active partnership with our Parish community, fostered by a relationship with our Parish Priest, Father Greg Bellamy, and his Assistant Priest, Father Pius Khaoya.

The school further connects with the Parish prayer community through Youth Led Parish Masses and the Prayer Families program whereby Parishioners utilise prayer booklets to pray daily for our Year 12 students as they undertake their HSC studies.

Students can further develop their faith and leadership skills through involvement in the Youth Mission Team. This representative team meets weekly to organise and lead the school community in prayer, liturgy and social justice activities. These students also engage in additional faith-developing opportunities such as their formation retreat.

Youth Ministry is also fostered through the school's participation in the Catholic Schools Youth Ministry Australia program. This is offered, for several weeks, to Year 9 and 10 students in place of their normal Religious Education lessons and culminates in students facilitating Primary School sacramental and leadership retreat days.

James Sheahan keeps our founding Mercy and Lasallian charisms alive and relevant through guest speakers, retreats, staff spiritually days, Sheahan Day and new staff and student induction programs that successfully enliven these for our students and staff.

Students are encouraged to be socially conscious citizens. The Sponsor Child program, Project Compassion and Catholic Missions fundraising projects are just a few of the many initiatives that remind students of their Christian calling to be witnesses to the Risen Christ in the world.

Students in Years 6 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	0.00



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## SECTION SIX: CURRICULUM

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

We offer a wide variety of courses across all Key Learning Areas (KLAs). Students in Years 7 and 8 study mandatory subjects, which includes Japanese as their mandatory Language and also Religious Education (RE). For students in Year 7, study in the subjects of English, History and RE are blended into one course, known as EAGLE. Students in Years 9 and 10 continue to study mandatory subjects including RE, but also have options to study additional courses in Industrial Technology, Applied Sciences, Japanese, Creative Arts and Humanities. Students in Years 7 to 10 also do additional Sport within the curriculum.

Students in Years 11 and 12 have a wide choice of curriculum offerings to study for their Higher School Certificate (HSC). All students must study 2 units of English, in which there are 3 levels: Advanced, Standard and Studies. Students are also enrolled in either Studies of Religion, which they can elect to study for 1 unit or 2 units, or Catholic Studies (1 unit). Students in Year 11 need to study a minimum of 12 units and students in Year 12 study a minimum of 10 units. Courses offered include Board Developed Courses, Content Endorsed Courses and Vocational Education (VET) Courses.

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

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

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

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	33.30%	17.50%	12.90%	29.00%
	Reading	29.60%	16.70%	8.10%	26.70%
	Writing	10.80%	32.00%	34.90%	13.50%
	Spelling	26.90%	16.80%	12.40%	30.50%
	Numeracy	33.00%	14.70%	5.40%	29.00%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	18.30%	20.10%	21.10%	20.80%
	Reading	23.40%	20.70%	15.40%	18.50%
	Writing	12.00%	11.70%	38.30%	41.20%
	Spelling	20.00%	23.80%	18.30%	21.50%
	Numeracy	25.90%	25.70%	9.80%	14.80%

### Higher School Certificate

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

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion 1	42%	50%	30%	50%	17%	37%
English Standard	4%	13%	20%	16%	6%	15%
English Advanced	60%	62%	58%	64%	49%	63%
Mathematics	32%	53%	31%	54%	28%	52%
English Extension 1	100%	95%	100%	94%	100%	96%
English Extension 2	100%	80%	0%	0%	100%	71%
History Extension	100%	81%	100%	80%	100%	79%
Legal Studies	57%	43%	40%	44%	60%	45%
Music Extension	100%	94%	100%	95%	100%	96%
Senior Science	17%	29%	30%	25%	50%	22%

JSCHS achieved a total of 21 Band 6s (or E4s), with 14 Year 12 students receiving Band 6s (or E4s). We achieved in the Expected Performance Range for 29 of 30 courses. The following courses achieved Band 5/6 results equal to or above state average: Agriculture, Ancient History, Business Studies, CAFS, Construction Exam, English Ext 1, English Ext 2, Geography, History Ext, Hospitality Exam, Industrial Technology, Legal Studies, Mathematics Ext, Metal and Engineering Exam, Modern History, Music 2, Music Extension, PDHPE, Primary Industries Exam, Senior Science, Textiles & Design, Visual Arts.

In 2018 the number of students issued with a RoSA	4
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### **Student Welfare Policy**

Our Pastoral Care and Wellbeing Policy focuses on building positive relationships within the school community whilst promoting a safe and respectful environment that fosters learning and faith development. At Sheahan, we foster a Positive Behaviour for Learning framework and students are encouraged and taught to make positive decisions in regards to the school expectations of “Be Safe, Be Respectful, Be a Learner”.

Staff and students follow a whole school approach to consistent classroom expectations. These expectations can be seen displayed in every classroom within the school and are all linked to the three main expectations. Students are encouraged to make choices in regards to all their actions by linking them to these.

In 2018, a large number of wellbeing programs and presentations were conducted including the Year 7 Peer Support program, external presentations from Justin Coulson, Paul Dillon, Brainstorm Productions and Burn Bright. Many students in Year 12 take advantage of the Mentor program. Year Meetings focus on student wellbeing with many Year Coordinators incorporating a mindfulness activity or a presentation on key wellbeing issues.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### **Discipline Policy**

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

### **Discipline Policy**

If a student needs intervention over a negative behaviour, it is determined whether it is a minor or a major issue. Ordinarily, all minor issues should be dealt with by the classroom teacher. Staff are aware of the importance of consistent classroom approaches and appropriate and effective responses to help them in the classroom to deal with issues before they became major. 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.

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. Other discipline measures are employed as intervention methods when it is deemed necessary. These include supervised lunchtime detentions and Friday Afternoon detentions. In extreme situations, a student may need to be internally or externally suspended.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### **Anti-Bullying Policy**

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

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

### **Complaints and Grievances Resolution Policy**

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

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

### **Initiatives Promoting Respect and Responsibility**

The James Sheahan Catholic High School Merit Level System

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. Within this process, students need to reflect on the positive approach they have to school life.

The Merit Level System will allow students to be recognised and rewarded for achievement, effort and excellence within the school and outside in the wider community. Students are able to manage their own behaviour whilst at school or when in school uniform. It is hoped that through actively engaging with the Merit Level System, students will develop a sense of belonging to their school community, which will in turn nurture a positive self-image and identity in them. The Merit Level System is integral to James Sheahan's Positive Behaviour for Learning program. It encourages students to Be Safe, Be a Learner and Be Respectful.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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

### Key Improvements Achieved in 2018

#### *Catholic Life and Religious Education*

- Incultation of a Christ Centred Learning approach
- Consolidation of Catholic Schools Youth Ministry Australia (CSYMA) and Peer Ministry opportunities
- Development of Youth Minister involvement in the Parish

#### *Learning and Teaching*

- Further incultation of Project Based Learning (Stages 4/5/6) and STEM initiatives
- Consolidation of Professional Learning Teams through ASIP Focus Groups
- Expansion of collaborative and intervention strategies
- Incultation of cross-school formative assessment approaches

#### *Leadership for School Improvement*

- Development of a new Strategic Plan
- Consolidation of the Positive Behaviour 4 Learning model & an evidence based pastoral approach
- Introduction of new data system, Compass
- Alignment of pastoral care programs & introduction of the Rite Journey program
- Support for innovative pedagogical practices
- Up-skilling of all staff in preparation for full teacher accreditation

#### *Strategic Resourcing*

- Construction of new Contemporary Learning classrooms
- Opening of Learning Enhancement Centre and Tarmac facilities
- Embedding of stewardship principles, reflective of Church teachings
- Continued transition to new CEDB resourcing, finance and planning

### Priority Key Improvements for 2019

#### *Catholic Life and Religious Education*

- Enriching Christ Centred Learning
- Focus on increasing Parish/Diocesan participation
- Exploration of Positive Education/Wellbeing approach
- Align school wellbeing/pastoral guidelines, practices and processes
- Review Academic Care, SSR and consolidate The Rite Journey program

#### *Learning and Teaching*

- Embed formative assessment practices
- Expand use of Project/Problem Based Learning to promote Contemporary Learning
- Consolidation of ASIP Initiatives Focus Groups
- Explore differentiation and intervention strategies, including tiered intervention
- Expand cross-faculty collaboration and data sharing

#### *Leadership for School Improvement*

- Explore Positive Education strategies and stakeholder understanding
- Embed the new Compass School Administration System
- Extend strategies for leadership development and succession planning
- Support staff in NESAs teacher accreditation requirements
- Rebuild school website

#### *Strategic Resourcing*

- Increase stakeholder consultation an input in school decision making

- Resource new Contemporary Learning classrooms
- Explore opportunities for stewardship, recycling and sustainability
- Consolidate ethical, transparent, consultative financial and strategic decision making

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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

### Parent Satisfaction

The school promotes independence and encourages students to take responsibility for their own learning.

Having had a tour of the school 3 years ago and very recently I was pleased in the improvement made to the physical buildings. Maintenance had improved and the new buildings are fantastic.

Rite Journey concept and implementation although in its infancy has the potential to truly impact the lives of all students and by teaching personal accountability without bias.

The assessment tasks are very good and uniform is of a high standard in the community.

JSCHS has a commendable reputation amongst the community which is a reflection on the previous Principal.

The Wellbeing and Learning Support sectors of the school is outstanding - relevant and evolving. Every student is transparently valued for who they are.

### Student Satisfaction

The school has provided me with a place to learn and enjoy coming to school with a positive attitude. Year 7 this year has been quite fun.

The school has good teachers, they teach well and they make it so you understand the information they are teaching you.

The school has a wide range of subjects that an appeal to each student. The school is well organised.

Good, clean and well-maintained facilities (labs, workshops, sport grounds, etc).

The school has a lot of involvement with encouraging and helping students with assessments and also charity: Sri Lanka Mission Team.

The school has a strong bond to its faith and community. The students have a strong bond and work effectively.

### Teacher Satisfaction

There is a sense of community within the school and with the broader community.

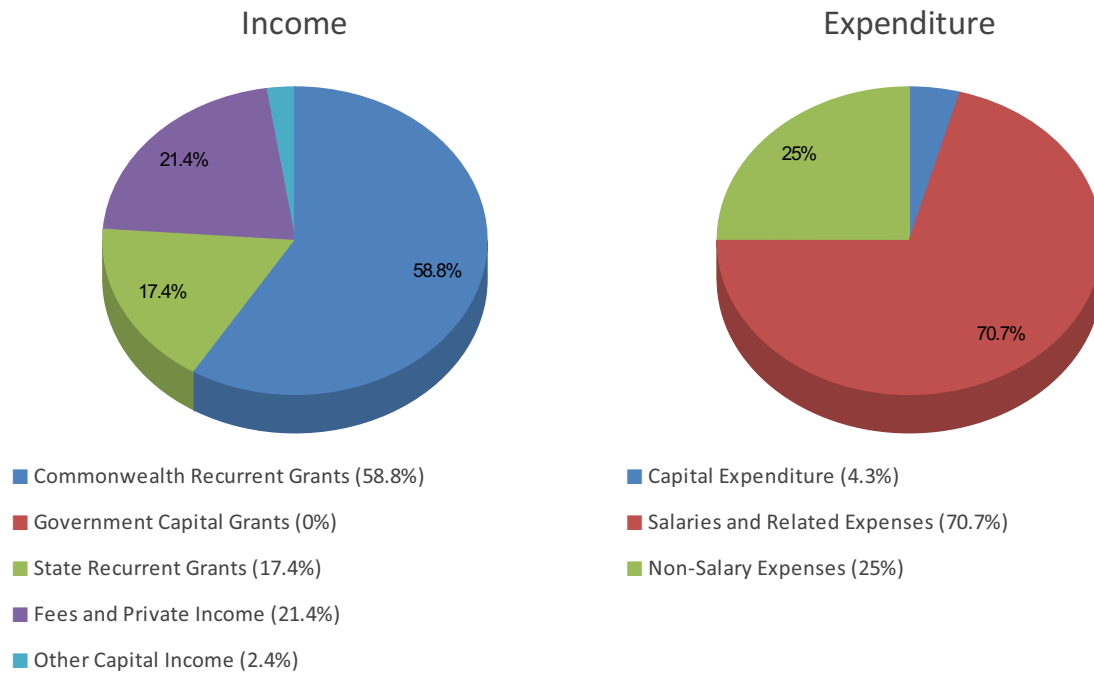
James Sheahan implements effective leadership programs for students.

The school has a wide range of curricular activities and groups that encourage participation and belonging among all students.

The school has many amazing teachers who are dedicated to educating JSCHS students. There are wonderful resources such as the PAC and new tarmac area.

A lot of effort is being made to cater for all students needs, abilities and cultural differences.

The wellbeing and achievement of students is a top priority for all.



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.