

St James College

**A Catholic School
in the Edmund Rice Tradition**



PART A ANNUAL REPORT 2011

PART B ANNUAL REPORT FOR EDMUND RICE EDUCATION AUSTRALIA

PART A: Annual Report

- Introduction
- Curriculum Overview
 - Diversity and Flexibility
 - Planning and Policy Implementation
 - Curriculum Themes
 - Community Relations
 - School Environment and Culture
 - Timetable Structures
 - Field Studies
 - Partnerships
 - Overseas Student Program
- Reporting to Parents
- Student Retention and Attendance
- Academic Outcomes
- Special Programs that produce Improved Student Outcomes
- Year 12 Post-School Destinations
- Co-curricular Activities
- Value Added Aspects at St James College
- Staff
 - Teaching Staff
 - Staff Development Priorities 2011
- College Social Climate
- Strategies Used for Involving Parents
- Information Communication Technologies
- Strategic Actions for 2011

PART B: School Report for EREA

- Preamble
- Section 1: EREA Policy Compliance Report
- Section 2: Formation
- Section 3: School Renewal
- Section 4: Teaching and Learning
- Section 5: Educating for Justice and Peace
- Section 6: Strategic Directions
- Section 7: College Board Report
- Section 8: Narrative for the 2011 EREA Annual Report



St James College

A Catholic Co-Educational Secondary School in the Edmund Rice Tradition.

<http://www.stjamescollege.qld.edu.au//AboutUs>

<http://www.erea.edu.au>

St James College

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Website: www.stjamescollege.qld.edu.au

Enrolling: Years 8 to 12

Queensland Studies Authority, Registration number: 183

<http://www.stjamescollege.qld.edu.au//Curriculum.htm>

Registered Training Organisation (RTO) number: 30526

http://www.stjamescollege.qld.edu.au//Curriculum/Vocational_Education.htm

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) number: 00715J

<http://www.stjamescollege.qld.edu.au//Enrolments/International/InternationalHome.htm>



ANNUAL REPORT 2011

This Annual Report for 2011 is published to provide a 'snap shot' of the College for parents and other interested parties. Hard copies of this Report are available upon request from the College Office. The Annual Report 2011 is posted on the College website (www.stjamescollege.qld.edu.au).

INTRODUCTION

St James College, founded in 1868 is a co-educational Catholic School in the Edmund Rice Tradition. It draws strength from more than 200 years of educational mission of the Christian Brothers nourished by the Charism of Edmund Rice. It is part of a system of fourteen schools and flexible learning centres in Queensland and an association of forty-two schools nationally, administered by Edmund Rice Education Australia (EREA).

- Edmund Rice Education Australia: <http://www.erea.edu.au/>
- Oceania Province of the Christian Brothers: <http://www.edmundrice.org/>

Foundational to the distinctive nature of the education provided for all students at St James are the following four core documents:

- *St James College Mission Statement* (www.stjamescollege.qld.edu.au)
- *St James College Strategic Plan* (www.stjamescollege.qld.edu.au)
- *The Charter for Catholic Schools in the Edmund Rice Tradition* (www.stjamescollege.qld.edu.au/Home/Charter)
- *Declaration on Educational Goals for Young Australians* (2008) (www.mceecdya.edu.au/mceecdya/melbourne_declaration)

All school policies, protocols and procedures are developed in association with these documents.

ENROLMENT

The total 2011 enrolment (as the August 2011 Census) of the College in full time equivalent students was **446**. The breakdown of the numbers is shown below. Domestic = Permanent residents of Australia; FFPOS = International students on study visas; YOS = Youth Outreach Service students; ATSI = Aboriginal and Torres Strait Islander students

OVERVIEW OF ENROLMENTS August Census 2011

Year Group	8	9	10	11	12	Total
TOTAL	67	54	78	136	111	446
Domestic	64	53	70	97	76	360
FFPOS	3	1	8	39	35	86
YOS	0	0	2	9	3	14
ATSI	2	4	7	7	4	24

CURRICULUM OVERVIEW

Students are encouraged to develop positive attitudes and perceptions about the classroom climate and tasks and to develop good habits of mind so as to acquire and integrate knowledge, further extend this knowledge and to use it meaningfully. Students learn to integrate the spiritual, emotional and practical dimensions of their being through the acquisition and application of core thinking skills to learning in real life contexts. A holistic approach to education provides every opportunity for learners to flourish and achieve their unique potential. In short, the College provides a curriculum that is relational, responsive and relevant and as a result liberating.

<http://www.stjamescollege.qld.edu.au//Curriculum/Overview>
<http://www.stjamescollege.qld.edu.au//Curriculum/Years 8- 10>
<http://www.stjamescollege.qld.edu.au//Curriculum/Years 11-12>

St James College offers a dynamic and innovative curriculum with flexible curriculum access structures that have the capacity to meet the diverse needs and interests of our learners. An extensive modular curriculum and support program tailored to meet specific needs are designed to support all students at all stages of their learning. To ease the transition from primary schools and based upon the latest understandings of the needs of students in the middle school, Year 8 students engage with learning in a foundation program. In addition to the core subject areas of English, Mathematics, Science, SOSE, Religious Education and Physical Education, students in Years 9 and 10 students can select semester elective courses from our broad offerings. Some of these courses are offered across the two year levels allowing students to work at various levels regardless of which year level they belong.

In the senior school, St James College offers a very extensive and flexible curriculum. Students can choose from academic curriculum streams to achieve their Overall Position (OP) which leads to direct entry to university from school, or from Vocational Education and Training studies that lead to TAFE, apprenticeships and/or directly to employment. A further option is a carefully tailored combination of academic and industry studies which would include a one day a week Industry Placement. The College employs two guidance counsellors who assist in tailoring each student's individual study program and personal development.

Year Level	CORE	ELECTIVE
Year 8	Religious Education English Mathematics Science Society & Environment Art Design & Technology French Cooking Health & Physical Education	
Years 9 – 10	Religious Education English Mathematics Science Studies of Society & Environment	Business Information Technology Design & Technology Art Drama Outdoor Recreation & Health Cooking

Year Level	Category A Subjects	Category B Subjects
Years 11 - 12	Accounting Art Biological Science Chemistry Drama Economics English English as a Second Language Home Economics Information Technology Systems Legal Studies Mathematics A Mathematics B Mathematics C Modern History Physical Education Physics Study of Religion Chinese (Mandarin) - External Japanese - External Korean – External Vietnamese - External Polish - External Spanish - External	English Communication Catering Practices Functional English Functional Mathematics Outdoor Recreation Prevocational Mathematics Religion & Ethics Visual Art Studies

Certificate Courses
Certificate I Business (BSB10107) Certificate II Business (BSB20107) Certificate II Financial Services (FNS20110) Certificate I Creative Industries (Media) (CUF20107) Certificate II Information, Digital Media and Technology (ICA20111) Certificate I Hospitality (Kitchen Operations) (SIT10307) Certificate II Hospitality (Kitchen Operations) (SIT20307) Certificate III Hospitality (Commercial Cookery (SIT30807))*delivered by external provider Certificate I General Construction (CPC10111) Certificate I Furnishing (LMF10108) Certificate II Furniture Making (LMF20309) Certificate I Engineering (MEM10105) Certificate II Engineering (MEM20105) Certificate I Manufacturing (Pathways) (MSA10107) Certificate I Outdoor Recreation (Multiple Activities) (SIS10210) Certificate II Outdoor Recreation (Multiple Activities) (SIS20210) Certificate II Sport Coaching (SIS20510) Certificate II Sampling and Measurement (MSL20109) Certificate I Work Education (30626QLD) Certificate II Workplace Practices (30981QLD) Certificate II Sampling and Measurement (MSL20109)

1. Diversity & Flexibility

In a tradition firmly established at St James, vibrant and dynamic learning programs have been available to meet the learning needs of a diverse community. A committed teaching and support staff have embraced the possibilities of the flexible

curriculum structures at the College to creatively design the most appropriate learning experiences so that the individual learner is the prime concern in developing individual learning programs.

The College is privileged with a culturally diverse enrolment including over 90 international students on study visas. In addition, the College provides a particularly welcoming environment to students with learning differences and disabilities. It has focused on the opportunities presented by such a diverse community to encourage engagement through celebrating our diversity, highlighting connections and building capacity to appreciate and negotiate differences. Learning programs and community celebrations promote tolerance, empathy and the importance of social capital by building cross-cultural competencies and cultural literacies, leading to a sense of global citizenship. Themes in study programs explore issues of global forces, critiques of cultural clashes and sensitivities of differing value systems. Community activities promote participation and engagement and encourage an active, personal commitment to building a peaceful and prosperous future for all. St James is an inclusive and welcoming community providing students with the skills to negotiate and manage the complexities of globalization.

2. Planning and Policy Implementation

- Every five years the College engages in an accreditation process through the Non-State Schools Accreditation Board. This process occurred in 2010 and was followed in 2011 by a School Renewal program initiated and conducted by Edmund Rice Education Australia. On the basis of the two reports received as a result of these two processes, work on a new Strategic Plan was commenced and will be in place by the latter part of 2012.
- Capacity is built at the College through ongoing Professional Development. The Queensland College of Teachers mandates 30 hours per year of PD for teachers through the Continual Professional Development framework. In addition, EREA in association with Oceania Province of the Christian Brothers provides professional development and spiritual renewal opportunities through such programs as *Into the Deep*, *Galilee*, *Break Every Yoke*, *Mt Sinai*, *New Street Revisited* and *Mt Zion*.
- College policies, developed locally and also in association with Edmund Rice Education Australia and Qld Catholic Education Commission, posted on the College website and reveal procedures and practices that support and inform a vibrant pastoral and educational environment. Policies are reviewed regularly through internal processes. In addition EREA policies are reviewed through a Policy Review Committee on which the Principal of St James College sits.

3. Community Relations

- The College employs an Indigenous Support Officer, trained and experienced teachers in English as a Second Language and teacher-aides to assist in teaching and learning processes across the school.
- Immersion programs in other cultures are available through EREA.
- The College has a unique relationship with the Salvation Army through the Youth Outreach Service (YOS) in Fortitude Valley to conduct, staff and resource the educational facility for student clients at YOS.
- Students from Year 10 engage with business and industry groups as part of the Beacon Foundation, a program that develops in young people preparation for the world of work.
- Other activities that aid strong and positive relations with the community include student participation in Brekky Van for the homeless, Project Compassion and other community fundraising events, the Lord Mayor's Youth Advisory Council, International Women's Day, Women of Substance seminars, multicultural events (see below), Indigenous Dance Group, etc.

4. School Environment and Culture

- The College is an inclusive yet diverse community. It enrolls students from a wide range of cultural and ethnic backgrounds, including: Aboriginal and Torres Strait Islands, Samoa, Tonga, Fiji, New Zealand, Thailand, Vietnam, Hong Kong, Taiwan, China, Korea, Japan, India, Sudan, Sierra Leone, Eritrea, Germany, Italy, Poland, Chile, Poland, Peru, Solomon Islands, South Africa, Uganda and Colombia.
- In addition, the College manages an International Student Program for students on study visas, with more than 90 students from Korea, China, Vietnam, Thailand, Cambodia, Malaysia, Philippines, Japan, Colombia, Peru and Taiwan.
- Students with special needs including learning differences and disabilities are accepted and their presence valued.
- The Cultural Gala Night is an annual event featuring performances from dance, vocal and instrumental groups representing the many cultural groups in the school, and attracting a large community audience.
- Recognising and celebrating National Days, International Days and other annual observances in prayer, liturgy and celebrations.
- 'World Cup Soccer' competition for boys and girls in National teams.

- Encouraging International students to participate in inter-school sporting teams, inter-house events and chess championships.

Initiatives to promote cross-cultural connections at St James College contribute to quality outcomes for all students at the College. For students with different cultural backgrounds the initiatives specifically encourage engagement with the broad College community, promoting a sense of belonging, inclusion and welcome. This provides the motivation to make connections, building relationships with staff and other students, appreciating and negotiating differences and managing complexities of communication across cultures. The increased communication and engagement also has considerable benefits in developing English language skills leading to increased capacity to communicate on more complex topics leading to greater inter-cultural understandings and cultural literacy.

5. Timetable Structure – Years 8 - 10

To ease the transition into secondary schooling, especially for a group of learners from so many different backgrounds, a foundation studies approach is adopted in Year 8 so that students quickly develop significant relationships with specific teachers. Modular units for elective studies in particular in Years 9 and 10 recognize that students perform at varying levels in each Key Learning Area and that this flexible arrangement provides students with the capacity to select courses of study that meet individual needs through this crucial two year period. Use of 100 minute class sessions allow for reduced movement around the school, for concentrated and prolonged classwork in more practical subjects particularly where additional time is of the essence. Subdivision of the 100 minute sessions into alternating 50 minute time slots at various times during the timetable cycle allow for the more frequent contact requirements of such subjects as Mathematics and English.

6. Timetable Structure – Years 11 & 12

In the Senior School students select courses that will prepare each for the many post-school options now available. While many of our students are successful in direct entry to university from school through their study of OP subjects, just as many students prepare for entry to TAFE Colleges and other training providers, apprenticeships and traineeships and directly into careers in the workforce through their study of Vocational Education and Training Certificate courses. A 2-week timetable structure over an 8-day cycle with two alternating Wednesday programs operates. The Wednesday program allows for VET students to engage in work placement without missing out on lessons. All class-contact subjects are programed throughout the other 8 days of the cycle.

7. Field Studies

Learning in classrooms is augmented with excursions into the community, particularly taking advantage of easy access to important institutions the CBD location of the College affords. Students visited Parliament House, the Law Courts, City Hall, the Queensland Museum, Queensland Art Gallery, local live theatre companies, Queensland Gallery of Modern Art. They explore sites important to the early history of Colonial Brisbane. Students abseil on the Kangaroo Point Cliffs, kayak in Breakfast Creek, take swimming and life-saving classes in local swimming pools and, broader afield, they have the opportunity to develop skills learned in Outdoor Recreation classes through wilderness experiences in the Glasshouse Mountains, Mt Barney, Girraween National Park and the College's own facility at *Jimmies on the Dam* outside Boonah. Senior Health and Physical Education students access training facilities at the University of Queensland and other local sporting and athletic institutions.

8. Partnerships

The enrolment profile of the College continues to change with the developing trends in demographic characteristics of the population of Brisbane as a whole. Proactive strategic alliances have continued to be developed with other organizations to identify the needs of the community and the changing demands on St James. A very successful partnership with the Youth Outreach Service (YOS) of the Salvation Army in Fortitude Valley has seen the development of a learning program where homeless youth, enrolled at St James, are supported in a specifically-designed program at YOS. This program operates four days a week and is staff by teachers employed at St James College. The unit operates out of the Salvation Army Centre in Fortitude Valley.

Newly-arrived families who have escaped persecution or worse in African nations and who have settled in Brisbane on Permanent Protection Visas have added to the diverse student enrolment at St James. These students and their families are supported by Community Liaison Officers and ESL staff at the College.

In the field of Vocational Education and Training, the College has developed a highly-successful partnership with the Beacon Foundation to deliver a training program for students in Year 10 in regard to preparation for the world of work.

9. Overseas Student Program

2011 saw a decrease in the number of International students attending St James either as direct-entry students or through the partnership with Nudgee International College. This decrease has been the result of Government changes to visa requirements, the Global Financial Crisis and the rise in the value of the Australian dollar. The students who do come contribute to the rich cultural diversity of the College.

REPORTING TO PARENTS

Reports are forwarded to parents at the end of each term. Mid-Semester reporting formats are used for Terms 1 and 3, with formal Full Semester Reports at the end of Term 2 and Term 4. National Assessment Program Literacy and Numeracy (NAPLAN) results are published on the *MySchool* website each year. Year 12 results from the previous year are made available to parents at Parent Information Nights, Board Meetings and Parents and Friends Association Meetings. Regular Parent-Teacher Interviews are held early in Term 2 and Term 3.

STUDENT RETENTION RATES 2011

Year 10		Year 12		Year 10 – 12
Year	Enrol	Year	Enrol	Apparent Retention Rate
2006	93	2008	104	111.8%
2007	100	2009	122	122%
2008	94	2010	109	116%
2009	105	2011	111	106%

*Apparent retention rates are above the 100% mark due to increasing enrolment of International Students and the intake of students from other schools in Years 11 and 12.

STUDENT ATTENDANCE RATE

The average student attendance rate (Years 8 – 10) as sampled from May 1 to 27, 2011, was: Girls 91.3%, Boys 90.8%. This number excludes students who terminated enrolment during the year or who were absent for extended explained absence such as overseas exchange programs or serious illness during this period.

ACADEMIC OUTCOMES

NAPLAN Results Year 9 2011

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. [Visit the MySchool website.](#)

The chart below displays average NAPLAN scores for each [domain](#) in 2011. The selected school's scores are displayed in blue. Also displayed are average scores for statistically similar schools and all Australian schools. The coloured bars indicate whether the selected school's scores are above (green) or below (red) the other scores. That the school's scores show a red line, the indication is that the students performed on average below schools of a similar nature (as defined by ACARA) and all schools in general. Needless to say, considerable work has gone in to the preparation of students for this test. However, these results indicate that much more work needs to happen in the preparation of students for the NAPLAN tests.

Year 2011 NAPLAN Results										
	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
School Scores	540		511		524		528		535	
	Sim	All	Sim	All	Sim	All	Sim	All	Sim	All
	594	580	588	566	592	581	589	572	598	583

Year 12 Outcomes

Outcomes for 2011 Year 12 Students	
No. of non-visa students awarded a QCE	55
No. of students (non-visa) awarded a Senior Statement	73
No. of non-visa students who received an Overall Position	29
No. of students (incl. visa) who received an Overall Position	57
No. of students who are completing or have completed a SAT	12
Percentage of OP-eligible students with an OP 1 - 15	34%
Total VET qualifications achieved by students: Cert I = 61, Cert II = 48, Cert III/IV=5	114
Percentage of Year 12 students who are completing or have completed a SAT or were awarded one or more of the following: QCE, VET qualification	99%
Percentage of QTAC applicants (excl. visa students) receiving an offer	86%

Year 12 students at St James who received an OP, received offers for the following University degree courses:

- Design
- Social Work
- Community Services
- Business
- Sports Science
- Fine Arts
- Health Sciences
- Education
- Communication/Arts
- Engineering
- Arts
- Nursing
- Information Technology

Year 12 students at St James were awarded the following certificates:

- Certificate I in Hospitality
- Certificate I in General Construction
- Certificate I in Engineering
- Certificate I in Furnishing

Certificate I & II in Business
Certificate I & II in Information Technology
Certificate II in Creative Industries (Media)
Certificate II in Hospitality
Certificate II in Workplace Practices
Certificate II in Outdoor Recreation

Year 12 students at St James participated in School-Based Apprenticeships and Traineeships in the following areas:

Hairdressing
Sport & Recreation
Broadcasting
Automotive
Business Management

Year 12 students at St James received offers to study at TAFE in the following areas:

Community Services
Events Management
Hospitality
Engineering
Information Technology
Fine Arts (Technical Production)

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

- Literacy Program: 2011 saw an intensive whole-school Literacy program implemented, with particular focus on Years 8 and 9. Literacy areas focussed on were: spelling, persuasive writing and grammar. A Literacy Coordinator was appointed for the year through the assistance of funding from the Federal Government's National Partnerships program.
- Behaviour Management Policy: A comprehensive Behaviour Management Policy, developed in 2010, was refined throughout 2011. www.stjamescollege.qld.edu.au/PastoralCare/BehaviourManagementPolicy
A Behaviour Pathway detailed in the Student Diary provides clear guidelines that direct the handling of behavioural issues. Students gain recognition for their efforts in classwork, homework, positive behaviours and cooperation through a merit system. Students nominated for Merit Awards have these presented at House Assemblies. In addition, students can qualify for Bronze, Silver and Gold Awards which recognise exceptional standards in the areas listed above.
- Restorative Practice: This is seen to be a key program in ensuring students are engaged positively and productively in their schooling. Restorative Practice aims at building personal confidence, resilience, positive relationships, responsibility and accountability. Particularly effective in conflict resolution, restorative strategies aim at identifying the issues or the problem, who has been affected and what has to happen to make things better. As such restorative practice is transformative rather than punitive.
- Vertical House Pastoral Care: Students are allocated to homerooms structured around a four-house Pastoral Care system, accommodating students from Years 8 to 12 in each group. Along with providing students with opportunities to build relationships across the entire school community, students arriving throughout the academic year are quickly integrated increasing a sense of belonging, encouraging active engagement.
- Individual Education Programs (IEPs): Students with verified learning differences/disabilities are provided with Individual Education Plans as required. These are developed in consultation with the Head of Department Teaching and Learning, classroom teachers, ESL consultants, parents and community liaison officers. Disabilities include Physical and Intellectual Impairments, Autistic Spectrum Disorders, Speech Language Disorders, Social-Emotional Disorders. These students were integrated into classroom groups and supported by Learning Support staff, ensuring social inclusion.
- Retention Rates: Year 8 to 12 retention rates are consistently over 100%. This is a result of meeting the needs, interests and abilities of students, whether they commence in Year 8 or transfer to St James after difficulties at other schools for a significant number of students. St James is highly geared to ensure our capacity to tailor individual learning programs for

each student is maintained. The high retention rate reflects also the enrolment of International visa students in the senior years.

- Youth Outreach Service: Students who have become completely disengaged from school or any form of training or employment and who are isolated from social and family networks are re-engaged through our partnership with the Salvation Army at the Youth Outreach Service. The College conducts the Education Program at YOS.
- Tracking Student Performance: Years 11 and 12 students are tracked by the Senior Coordinator and Years 8, 9 & 10 students by the Deputy Principal (Studies). Students are counselled individually, programs were developed to meet the learning needs of groups of students and parents were encouraged to become more active in their involvement with student learning intervention and improvement.
- Queensland Core Skills Test: a training program designed to prepare Years 11 and 12 students for the Queensland Core Skills Test operates from Terms 1 – 3. Students are trained in approach strategies, time management and in ensuring appropriate responses to specific questions were developed.
- Australian Curriculum Implementation: Subject Departments took on the challenge, throughout 2011, of developing work programs in Australian Curriculum English, Mathematics, Science and History in preparation for full implementation in 2012.

YEAR 12 POST SCHOOL DESTINATION

NEXT STEP 2012 STUDENT DESTINATIONS

St James College

Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for St James College

Table 1 below reports the response rate for St James College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending St James College in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
67	107	62.6

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2012, 65.7 per cent of young people who completed Year 12 at St James College in 2011 continued in some recognised form of education and training in the year after they left school.

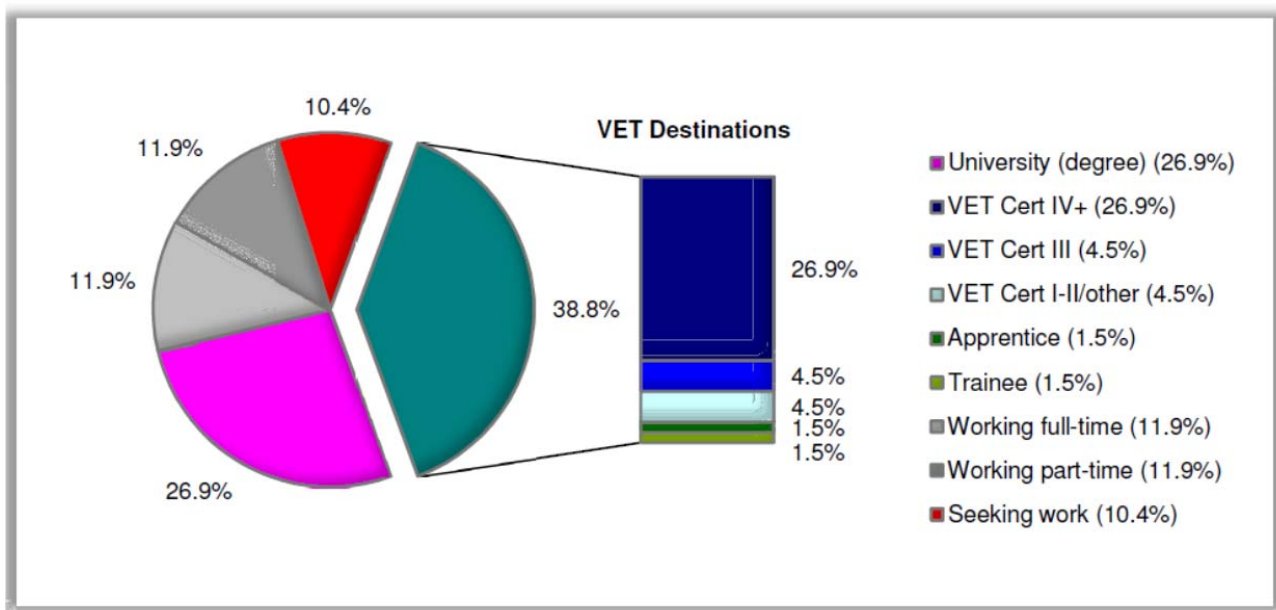
The most common study destinations were university (26.9 per cent) and VET Certificate IV+ (26.9 per cent). The combined VET study destinations accounted for 38.8 per cent of respondents, including 35.8 per cent in campus-based VET programs.

3.0 per cent commenced employment-based training, either as an apprentice (1.5 per cent) or trainee (1.5 per cent).

In addition to the above study destinations, a further 7.5 per cent of respondents from this school deferred a tertiary offer in 2012 (deferrers are shown in Figure 1 in their current destination).

34.3 per cent did not enter post-school education or training, and were either employed (23.9 per cent) or seeking work (10.4 per cent).

Figure 1 Main destinations of Year 12 completers



CO-CURRICULAR ACTIVITIES

In 2011, St James College continued to offer an exciting co-curricular program.

In Outdoor Education, students engaged in such activities as canoeing, hiking, kayaking, camping, first aid and abseiling.

In Sport, the College was represented in the Confraternity Cup in Rugby League. The Carnival was held at St Brendan's College, Yeppoon. After a strong start in 2009-2010, a specialist Basketball and Athletics program underwent further development throughout 2011. A new fund-raising program was instigated to assist students to participate at the top levels of sport. The program is known as *St James College Lighthouse for Athletes Program*. Students also represent the College in Futsal, Cross-Country, Swimming, AFL and Soccer. Students participated in local and State-wide competitions and tournaments. In 2011, the senior Boys Basketball Team toured to Penrith for the inaugural National EREA Basketball Tournament, taking out the Bronze Medal for that competition.

Students represented the College in debating, public speaking and chess, and also engage in a variety of community service activities.

The College's Annual Cultural Gala Night is a highlight of the College calendar.

Students who are interested in computing, art, publishing or photography are given the chance to contribute to the College Yearbook, Website or Newsletter. An editorial team, set up from among the senior students under the guidance of their teacher, produce arguably the best College Magazine in the history of the College.

VALUE ADDED ASPECTS AT ST JAMES COLLEGE

Students are encouraged to develop positive attitudes and perceptions about the classroom climate and tasks and to develop good habits of mind so as to acquire and integrate knowledge, further extend this knowledge and to use it meaningfully. Students learn to integrate the spiritual, emotional and practical dimensions of their being through the acquisition and application of core thinking skills to learning in real life contexts. A holistic approach to education provides every opportunity for learners to flourish and achieve their unique potential. In short, the College provides a curriculum that is relational, responsive and relevant and as a result liberating.

The overall application and performance achievement of students has been enhanced through a variety of curriculum and pastoral initiatives at various Year levels. Such initiatives have included:

- Two-year flexible curriculum structures and vertically-grouped semester programs in Years 9 and 10 have been designed to meet the needs and interests of a diverse student population. These provide students with the capacity to select courses of study that meet individual needs through this crucial two-year period and thereby improve student engagement and performance
- Appropriate and, in many cases, individual learning programs assist students with both verified and non-verified students to function productively in an inclusive educational environment
- Initiatives that promote internationalisation and cross-cultural connections allow students particularly from non-English speaking backgrounds to feel welcomed and included in the school community. The outcomes of this are seen clearly in improved student attentiveness in the classroom, development of fluent communication skills, improved study habits, socialisation and community building.
- In Year 11 and 12, the provision of courses which address a variety of post-school options allow students the flexibility to study OP as well as Vocational-oriented courses.
- The House Pastoral structure has been designed to improve a sense of belonging among students and encourage active participation at all levels in the school. The vertical system allows students to engage with other students at different Year levels and increases potential for peer support in a social/relational sense and also in terms of peer tutoring.
- Highly-successful partnership with the Beacon Foundation where Year 10 students engage with many local and state-wide business groups. Students gain experience in leadership as well as in preparation for life in the workforce.
- Regular tutorial sessions with senior students focusing on preparation for Queensland Core Skills testing.
- Homework Centre operates 3 – 4 afternoons each week in the Library after school where teachers give of their time freely to assist students with their homework and assignments.
- Involvement of students in social justice activities including an immersion experience for senior students to East Timor in the July school holidays.

STAFF

1. Teaching Staff

The Teaching Staff of St James College is a highly qualified, experienced and generous group of professionals who consistently contributes more than would otherwise be expected both within the classroom and beyond. The distinctive skills/qualifications and experience of our staff include:

Staff Member	Academic Qualifications	Institution
Mr James Anderson	B Ed (Physical Education)	Sheffield Hallam University, South

Staff Member	Academic Qualifications	Institution
		Yorkshire
Ms Fay Barrett	A.D.A. (Vis.Art) Cert. Teaching A.T.C.L. (Speech & Drama) Cert Printing & Graphic Arts	BCAE KGTC Trinity College TAFE KP
Mr Jim Bartlett	Cert Professional Counselling M. Ed Studies B. Ed Studies B Arts Cert Teaching Cert IV TAA	Aust Board Cert Counsellors QGCA UQ UQ UQ MSMC, Strathfield
Mr Stephen Byrne	B Arts (RS) M Theol Grad Dip Cert Rel Ed Lic Speech & Drama	UQ UQ ACU ACU Trinity College, London
Mr Gerald Crooks	Dip Teaching B MusEd (Hons) M Ed M Ed Admin AMusA	CBTC UWA ECU UNE AMEB
Ms Hanka Dearling	B. Arts (Hons) Exchange Studies Graduate Diploma Education	Uni Helsinki GU UQ
Ms Bronwyn Doherty	Dip Art Cert Teaching Grad Dip Ed	AMACE NSWDE STC
Mr Nicholas Eady	B Visual Arts/B Ed Cert IV Christian Ministry & Theology Grad Cert TSL	QUT IFE UQ
Ms Roz Ferris	B. Arts M Arts Cert Teaching	GU UQ MGTC
Mrs Janette Finch	B Applied Science B Educational Studies Dip Ed	QUT UQ STC
Mr Greg Flint	B. Bus Grad Dip Ed A Grade Electrical Mechanic Cert IV TAA	Uni Tas. SCU Davenport TAFE
Ms Casey Francis	B Nature Tourism Dip Ed	LU LU
Ms Samantha Gall	B. Teaching (Early Child) M Ed Studies (Guidance Counselling) Dip Professional Counselling	UWS UQ AIPC
Ms Natasha Green	B International Relations Grad Cert Journalism Grad Dip Education Grad Dip RE	GU QUT ACU ACE
Ms Fiona Hales	B. Arts Dip Ed Cert III Sys Theology	UQ IFE
Mr Jonathan Hall	B Arts	UQ

Staff Member	Academic Qualifications	Institution
	B Education	
Mr Peter Hassett	B. Arts (Hons) Grad Dip Arts Dip Ed	US ACU Sturt U
Ms Karen Herrick	B Arts Grad Dip T RSA Cert TESL	UQ ACU British C, Singapore
Mr Anthony Hill	Cert Eng/Const. WHSO Cert Eng Electrical Cert I Gen. Const. B. Tech Ed Cert IV TAA	MGCTAFE ASLS VETEC TAFE Qld Griffith Uni
Mr Mark Holmes	Dip T Cert IV TAA	BCAE
Mr David Hopper	B. Tech Ed Cert I Const Cert Fitting (Instrumentation) Cert IV TAA	GU YITAFE DEVET
Ms Erin Johnston	B Education Ad Dip Liberal Arts	GU UNE
Mr Isikeli Kubunameca	B. Arts (Psychology) B Ed GE	UQ UQ
Ms Dianne Markey	B. Economics Dip Education	JCU UQ
Mr Tony McCulkin	Dip Arts (Creative) Grad Dip T M Ed Grad Cert Theol Studies Grad Dip Theol Studies	DDIAE BCAE SCU Flinders Uni Flinders Uni
Mrs Diane McRoberts	Dip T Grad Dip Special Ed Cert IV Assess W/P Training	KGTC GU Nudgee College
Mr Sean McVeigh	M Sc(Info Tech) B Sc Dip Computer Studies	Edinburgh Edinburgh Guildford (UK)
Ms Tania Munro	B Learning Management M Ed Cert IV TAA	CQU CQU TAFE
Mr Sohyal Qureshi	B. Arts (Hons) PG Cert Education	Hull Uni Leicester Uni
Ms Neha Reddy	B Commerce Dip Sec Teach	CU (NZ) CU (NZ)
Ms Diane Riddle	Cert Teaching Cert III Sys Theol Cert I Hospitality Cert II Hospitality (Operations) Cert IV W/Place Assess & Training	NSWDE IFE MITAFE MITAFE Nudgee College
Mrs Helen Robin	B Arts Grad Dip T Cert TESOL Dip TEFL	UQ ACU Trinity College, London Scottish ILC
Mr Max Ryan	B Economics (Hons)	UQ

Staff Member	Academic Qualifications	Institution
	B Arts Cert Education	UQ UQ
Ms Elisabeth Schaefer	B Ed M Ed	QUT USQ
Mr Scott Shackleton	Certificate IV Hospitality (Commercial Cookery) B. Photography Grad Dip Education Cert IV Training & Assessment	TAFE Qld GU GU ERE Qld
Ms Corrie Shand	B Ed Cert III Sys Theol	QUT IFE
Ms Louella Sparks	Cert Teaching Dip Teaching B Ed Cert III Sys Theol Cert I Hospitality Cert II Hospitality (Kitchen Operations) Cert IV Ass & Work Train	KGTC KGCAE KGCAE IFE MITAFE Nudgee College
Mr Brian Thompson	Grad Dip Ed M Ed B Theol B Social Work M Pastoral Studies Cert IV TAA	UniSA QUT MCD UQ Loyola Uni, Chicago
Ms Juliana Tome	B Ed	QUT
Mr Chris Tooley	B Ed Grad Dip RE	BCAE MC
Mr Fritz Vanderham	Dip Teaching B Ed M Maths Ed	KGCAE KGCAE QUT
Miss Alex Vizcarra	B Arts B Ed	UQ UQ
Mrs Robyn Wilkinson	B Arts Cert Teaching Cert Teacher Librarianship	UQ KGTC KGTC
Mrs Andrea Williams	B Ed	QUT
Mr Martin Wiseman	B Arts Grad Diploma Education M Educational Studies M Educational Leadership	UQ UQ UQ ACU
Mr Chris Zammit	B Ed Cert IV Theology	QUT IFE

2. Staff Development Priorities 2011

St James College is committed to the professional development and formation of staff. This continues to enrich the educational opportunities provided for our students and models to our young people/students the modern reality of life long learning.

- Participation in subject-based Queensland Studies Authority District Review Panels
- Attendance at Queensland Studies Authority Workshops and Seminars in subject areas
- Attendance at Queensland Studies Authority Information Sessions – SET Plans, Queensland Certificate of Education introduction, Queensland Curriculum Assessment and Reporting Framework.
- Vocational Education & Training Workplace Assessor Training
- Teaching explicit literacy across all subject areas
- Course development for the implementation of the Australian Curriculum in 2012
- NAPLAN and QCS data analysis skills
- Differentiating the Curriculum
- Working with students with learning differences
- Professional conferences (QSA Conference, VET Conference, Beacon Conference, etc)
- Professional supervision.
- Edmund Rice Education Australia Professional Development Network meetings
- Child Protection Training.
- First Aid Training.
- Professional Development: Information Communication Technologies

The average amount spent per teacher in 2011 on professional learning was **\$1589**

3. Attendance Rate for Teachers

The average attendance rate for teachers is **96%**. This figure reflects a low rate of sick leave among the staff. This figure does not include staff absent from classes attending professional development activities or who would have been replaced whilst on other forms of leave such as long service or maternity leave.

THE SOCIAL CLIMATE OF THE COLLEGE

The primary focus of pastoral care at St James College is student care, management and discipline with an emphasis on preventative care rather than punitive or reactionary discipline. Preventative care is best achieved through:

- The holistic development of individual students
- Close supervision and monitoring
- Supportive and caring relationships between students and staff.

The holistic development of students is achieved by a team of Pastoral Coordinators, pastoral care teachers, counsellors and the whole staff working together to create a safe, supportive learning environment within a vertical house system. A House Pastoral Coordinator is responsible for the overall pastoral care of the students in each House. The student is then allocated to a House homeroom teacher who takes a particular interest in the students' academic, social, emotional and spiritual welfare. An extensive guidance and counselling program is also offered to provide students and their families with the support they need to lead healthy, fulfilling, productive and responsible lives.

St James College also provides many opportunities for students to experience and develop an awareness of its mission as a Catholic School in the Edmund Rice Tradition. The College retreat programs, immersion experiences, social justice and multicultural initiatives enable students to grow in self confidence and deepen their personal relationships. They also allow the students to develop a personal and group understanding of the spiritual value of each person they meet and realize one person can make a difference in the Edmund Rice Tradition.

The Retreat formation program is from Year 8 to Year 12. The Year 8 formation and retreat focus is on new beginnings and experiencing community. Year 9 and 10 students focus on knowing that they are part of the community and are given insight into the processing of moral choices and values. The Year 11 program is about accepting leadership and reconciliation. The

Year 12 focus is about being open to growth and experiencing the rite of passage from school into the adult world. The College's service program – SERVE – provides activities that allow the students to become more aware of the structure of care in our society and realize that they are empowered to critique how we look after one another.

STRATEGIES USED FOR INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

St James College recognizes that parents are the primary educators of their children. The work of the College is most successful when it collaborates effectively with parents. The College supports and encourages this role of parents through:

- Parents & Friends Meetings – held monthly
- Student Diary – weekly communication between the school and parents – required to be signed by both a parent/guardian and the students Homeroom Teacher each week
- Parent/Teacher Interview evenings held in Term 2 & 3 – discuss ongoing student progress
- College Newsletter (published weekly)
- Speech Night
- Special Occasion assemblies
- Subject Selection Handbooks
- Parent coaches, managers, umpires/referees and sporting and cultural support groups
- Social celebrations, including the Cultural Night
- College Board: parent membership
- House breakfasts
- Voluntary contribution of distinctive skills and enthusiasm of so many parents. These are gratefully acknowledged and celebrated
- Vocational Education and Training related events

INFORMATION COMMUNICATION TECHNOLOGIES

With the assistance of the Federal Government's Digital Education Revolution, the College fully implemented the 1:1 ratio of computers for students in Years 9 – 12. The College operates four Computer laboratories equipped with desktop computers. In 2011 the internal wireless network across the school was significantly upgraded to allow for the roll-out and increased use of laptops across the school. Laptops and trolleys were made available to classes on each floor level of the Tom Carey Building Library, etc.

The engagement of an external company to manage the College network (TTG) has meant that the network has been significantly upgraded and well-managed.

The College offers fully-accredited Certificate I and II courses in such areas as Information Technology and Creative Industries, as well as modular courses in Years 9 and 10 in Robotics, Computer Gaming, Web Design, Graphics and Animation.

Student research and assignment work are aided by the latest online curriculum resources available to all students. Students worked through modules in the *All My Own Work* and *Turnitin* packages to assist them in correctly presenting research work and acknowledging sources, and thereby educating them in avoiding plagiarism.

Staff were inserviced in the use of the resource package *Moodle*. The implementation of *Moodle* is having a considerable impact across the school in terms of use and availability of resources, class data and management and curriculum design.

STRATEGIC ACTIONS FOR 2011

The following Actions for 2011 were derived from the St James College Strategic Plan 2007 – 2011.

- **Teaching and Learning**
 - Ensure appropriate and adequate professional development is made available to all staff particularly in regard to Inclusive Practice in the classroom.
 - Commence preparation for the implementation of the Australian Curriculum through familiarity with ACARA documentation.
 - Focus on developing staff capacity to teach explicit literacy and persuasive texts to Year 9 students
 - Complete the full implementation of the 1:1 computer roll-out
 - Continue the use of research data to inform the planning for teaching explicit literacy across the curriculum.
 - Ensure that all students have equitable access to all aspects of the curriculum – VET/OP
 - Ensure that all students are treated in a spirit of justice and respect in relation to their learning opportunities
- **Pastoral Care**
 - Implement ways in which House Meetings could be better used to enhance student well-being
 - Ensure House Pastoral Coordinators continue to develop skills in leadership of their House, adopting proactive and collaborative leadership styles and sound pastoral practice
 - Redefine the student leadership selection process
 - Coordinate House functions
 - Implement the Year 12/8 Buddy system
 - Ensure that all staff are familiar with the EREA ATSI Education Policy
 - Continue to recognise and enhance cultural inclusivity and diversity through the College's annual Cultural Night and other such activities
 - Ensure all co-curricular activities are accessible as appropriate to all students
- **Edmund Rice Vision and Action**
 - Continue to resource and staff the Youth Outreach Service Educational Program in Fortitude Valley.
 - Investigate further immersion experiences for staff and student groups to East Timor, and staff immersions to India/Africa, and remote Indigenous communities in Australia
 - Ensure that induction programs for students includes sessions on the 'ethos' of the College as a Catholic School in the Edmund Rice Tradition
 - Continue to implement on-going induction programs for International students
 - Ensure the new EREA Charter is firmly imbedded in the Staff Handbook and reflected in all policies and practices
- **Governance, Leadership and Strategic Partnerships**
 - Ensure strong and supportive partnerships with EREA National Office and Regional Office are maintained and strengthened.
 - Continue to develop Student Leadership strategies and programs commenced in 2010
 - Encourage the Parents and Friends Association to adopt a more strategic leadership role among the parent body through fundraising activities, parent education programs, information nights, etc
 - Implement a fully-outsourced technology management system for the College's network.

Gerry Crooks
Principal

John Percy
Board Chair



**EDMUND RICE EDUCATION
AUSTRALIA**

St James College

**A Catholic School
in the Edmund Rice Tradition**



ANNUAL REPORT FOR EDMUND RICE EDUCATION AUSTRALIA

CONTENTS

Preamble

Section 1: EREA POLICY COMPLIANCE REPORT

- 1.1 EREA Aboriginal and Torres Strait Islander Education Policy**
- 1.2 Code of Conduct for Interacting with Children and Young People**

Section 2: FORMATION

- 2.1 EREA and Oceania Province Programs**
- 2.2 School-initiated Formation Experiences and Immersions**
 - **Staff Induction**
 - **Staff Development Days**
 - **Middle Leadership and Management**
 - **Student Leaders**
 - **College Leadership Team**
 - **School Board**
 - **Immersion**

Section 3: SCHOOL RENEWAL

Section 4: TEACHING AND LEARNING

Section 5: EDUCATING FOR JUSTICE AND PEACE

Section 6: STRATEGIC DIRECTIONS

Section 7: SCHOOL BOARD REPORT

Section 8: NARRATIVE FOR THE EREA ANNUAL REPORT

School Report for EREA

PREAMBLE

St James College Mission Statement:

Challenged by the Gospel and inspired by Edmund Rice, St James College as a Catholic School in the Edmund Rice Tradition, engages and nurtures the heart and mind of each person. We honour the dignity of each member of our diverse community through our lived pastoral environment inspired by a living spirit of community and compassion. Our holistic curriculum promotes relevant pathways for the growth of each person. We are called to live and promote justice to all through service in the spirit of Jesus and in the tradition of Edmund.

School Profile:

- Address: St James College
201 Boundary St
Brisbane 4000
- Catholic, Co-educational providing an inclusive educational environment for students from Years 8 – 12
- Enrolment (as at August 2011 Census): 446
- Staffing (as at Aug Census): 37 f/t Teachers
6 p/t Teachers (1.2fte)
11 f/t Support Staff
24 p/t Support staff (12.3fte)
1 p/t Indigenous Education Officer (0.5fte)
- The enrolment profile of the College indicates a diverse school population. The College has embraced its strong and now well-known and respected commitment to inclusivity (figures as per August 2011 Census).

AUG 2011	YR8	YR9	YR10	YR11	YR12	TOTAL
Domestic	64	53	70	97	76	360
International Visa Students	3	1	8	39	35	86
TOTAL	67	54	78	136	111	446
ATSI	2	4	7	7	4	24
Students with verified disabilities	12	7	12	18	9	58
Youth Outreach Edn Program			2	9	3	14
Children of Refugee families	17	10	14	12	16	69

SECTION 1: EREA POLICY COMPLIANCE REPORT

1.1 EREA Aboriginal and Torres Strait Islander Education Policy

Statistics

- Number of Indigenous Students: 24
- Number of Indigenous Teaching Staff: 0
- Number of Non-Teaching Indigenous Staff: 1
- Number of Indigenous Students to complete Year 12: 4

Indigenous Support Officer

The Indigenous Support Officer is employed at St James College for 24 hours per week and works with students both in class (as a teacher-aide), associates and supports them in the school playground, maintains contact with parents, and manages the College's Indigenous Dance Group. The ISO, as an Elder of her people, is able to relate well with families. The students themselves have a deep and supportive respect for the ISO.

Formation Opportunities for Staff

Two staff attended the EREA Immersion Experience *Let's Talk*. In addition, the entire staff attended a Reflection Day at the Ngutana-Lui Indigenous Cultural Centre at Inala where the focus was learning more about and appreciation of cultural matters and how these related to our work as teachers of Indigenous young people.

Indigenous Celebrations

The successful QATSIF Scholarship winners were invited to a celebratory breakfast and launch hosted by the Queensland Government and held at Parliament House. St James Indigenous Dance Group performed the traditional *Welcome to Country*. Some staff and students joined the annual Reconciliation Walk from the College grounds to South Bank during National Reconciliation Week. A traditional Smoking Ceremony involving the whole school was also held during Reconciliation Week and coincided with the launch of the St James College Reconciliation Action Plan. The Indigenous Dance Group were also proud to perform the traditional *Welcome to Country* at the Cathedral of St Stephen at a special Mission Australia function for the Archdiocese.

Community Involvement

Students participated in the Leroy Loggins Foundation program of activities and community building for ATSI students. Students also joined the PASS program working with younger primary school Indigenous students. The Indigenous Dance Group performed at several events throughout the year culminating in the Official Launch of the *Charter for Schools in the Edmund Rice Tradition* held at St James. The College welcomed noted Indigenous Elder and past student Dr Robert (Uncle Bob) Anderson OAM on his visit to the College. Uncle Bob was honoured by the Oceania Province of the Christian Brothers for his outstanding contribution to social justice in promoting the rights of Aboriginal people and those of workers in the Queensland over many years.

Partnerships

The *Dare to Lead* snapshot, captured in 2010, highlighted areas for growth that began to be addressed during 2011. These were:

- The cultural affirmation/development of Indigenous students on the one hand, and the tracking of the academic/pathways progress on the other, need to be explicitly linked in the student support and tracking processes
- Provision of professional learning opportunities for teachers which focus on building their own cultural proficiencies including understandings of contemporary urban Aboriginality needs to be investigated as a priority.
- The question of sustainability in terms of Indigenous support at the College needs to be addressed should the current situation change.
- Focused discussions/consultations to be held with Indigenous parents to determine their perceptions of the College's welcoming nature, its support of Indigenous young people and the way the College affirms Indigenous culture.

Queensland Aboriginal and Torres Strait Islander Foundation. Seven Indigenous students entering Year 11 in 2012 were recommended as Round 5 Applicants for the Queensland Aboriginal and Torres Strait Islander Foundation QCE Scholarships to support their senior secondary studies for the following year. Late in 2011, the College was informed that all 7 students were awarded these scholarships which will assist parents in tuition fees, uniform costs, cultural activities, stationery costs, etc.

Pass Australia. Pass Australia's 'Indigenous Youth Careers Pathway Program Model' enables the paid employment of Indigenous youth to do a school-based traineeship to support them through completion of their secondary education and transition them from school to an 'Earn or Learn' Pathway. It provides structured mentoring support, teaching them valuable life skills for their future while exposing them to Industry Partners who have entry level career opportunities for kids today. At St James, the Pass program offers Indigenous students in Years 10 – 12 the opportunity to engage in a school-based traineeship (Certificate II in Community Recreation). This is delivered through a multi sports program in association with local primary schools. Students are mentored in health and well-being, learn traditional games, sports and other activities and work with primary school students in delivering these activities. In 2011, seven students engaged in the program, with two students going on to complete the Certificate II by the end of the year.

1.2 EREA Code of Conduct for Interacting with Children and Young People

All staff were regularly in-serviced in the standards outlined in the *Code of Conduct* by the Principal, Assistant Principal Pastoral and Counsellor. Staff are asked to sign off after having been engaged in the workshops to show that they have read the required documentation and understand its contents. Current documentation and policy statements were distributed to all staff. As part of the Staff Induction program, new staff were taken through the documentation by the College Counsellor. *SupportLink* was set up during 2011. This is a community referral program, developed by the QLD Police Dept, to assist families and young people by providing access to external counselling services, family support groups, etc.

1.3 EREA Workplace Discrimination, Harassment and Bullying Prevention

The attention of staff was drawn to this document at least once during the year. A School Harassment Referral Officer was appointed from among the staff. One case involving staff bullying was managed under the guidelines outlined in this policy. A successful outcome was negotiated for both parties.

SECTION 2: FORMATION

2.1 EREA and Oceania Province Formation Programs

Teaching Staff were engaged in the following formation programs offered by the Oceania Province (QLD) Formation Team:

- *Into the Deep* (2 staff members attended)
- *Galilee* (4 staff members attended)
- *Break Every Yoke* (1 staff members attended)
- *Emmaus* (2 staff members attended)
- *Mt Sinai* (1 staff member attended)
- *New Street Revisited* (1 Leadership Team member attended)
- *Mt Sion* (no member of staff attended this in 2011)

Two staff participated in the EREA Indigenous Immersion *Let's Talk* program. The feedback from staff members was extremely positive from their participation in these programs.

2.2 School-initiated Formation Experiences and Immersions

2.2.1 Staff Induction:

Three new teachers were employed at the College in 2011 and the induction process was carried out by the Principal, together with the Deputy Principal (Studies) and Assistant Principal (Pastoral).

2.2.2 Staff Development Days:

The College staff was involved in four Staff Days during the year. The following were highlighted:

- Indigenous Cultural Day at the Ngutana Lui Centre for all staff
- Two Curriculum Days: Australian Curriculum planning days
- First Aid Training Day for all staff

These days were particularly appreciated by Staff who enjoyed both the camaraderie of interacting with their colleagues and also the input that was the focus of the day.

2.2.3 Middle Management (Pastoral Team):

The Pastoral Team (House Pastoral Coordinators, Assistant Principal Pastoral, Counsellors) implemented periodic gatherings together after hours. This was particularly appreciated in that these gatherings provided opportunities in a less-pressured environment to review policy and procedures in regard to effective management and pastoral care of students.

2.2.4 Student Leaders:

Student Leaders were involved in several activities that developed their leadership capacity: Orientation Day and Buddy System for new students, Open Day, Edmund Rice Leaders Conference (Brisbane), Student Leader Training Days, Year 12 Twilight Retreat.

2.2.5 College Leadership:

No specific workshops were instigated for members of the CLT in 2011. Regular weekly CLT meetings and some social gatherings, however, were held.

2.2.6 College Board:

No specific workshop sessions other than regular Board Meetings were held in 2011

2.2.7 Immersions:

Staff coordinated an immersion experience for students to East Timor in the June/July school holidays. Eight students accompanied by 2 members of staff engaged in the immersion.

SECTION 3: SCHOOL RENEWAL

St James College was involved in the EREA School Renewal program in 2011. The Report contained the following overview statement:

St James College sits comfortably within the model of a Catholic School in the Edmund Rice tradition. It is a College which embraces diversity and celebrates it proudly. The harmonious relationships between students from such a varied cultural and educational background are testament to a pastoral care process which emphasises community and respect for the individual. Complementing a commitment to serve those less fortunate in their own community by providing them a quality Catholic education, is openness to reaching out to others in the local community and beyond.

The enrolment of the College, being around 450 students, enhances the capacity for students to be known as individuals. Students felt that it was more than this. They see their teachers as dedicated, caring and concerned about each of them. It was said to the panel on several occasions that when you enrol at the College, there is no sense of your being expected to fit a common pattern – rather the College embraces your individuality and moulds its program to best suit your needs.

For a College of this size, the pathways available to students are noteworthy. Potential OP students have a broad range of subject options; students who are more inclined to Vocational Education also have many choices. A significant commitment is made in the area of support to particular groups, especially indigenous students, refugee students and students with learning disabilities. The numbers demonstrate the staffing and resource commitment that is

necessary: 60 students with verified learning disabilities; 70 needing ESL assistance; 70 international visa students and 25 indigenous students. All require social as well as educational support.

Whilst the diversity is seen as an asset, and the consequent resource commitment is made, there is a concern that the College is seen by many outside as a special school, or a school focussing on 'second chance' students and those more interested in practical subjects rather than being the comprehensive full program secondary school it is in reality. The Leadership and Board of the College recognise this public perception and are encouraged to continue to be proactive in correcting it.

One of the challenging tasks may be to assess what an appropriate enrolment mix is in order to balance diversity and inclusivity with sustainability and identity.

One of the highlights of the panel's discussions with the range of members of the community was the shared understanding and commitment to the mission at the school. It was evident in the staff student relationships, the understanding of the Board, the student praise of their teachers' pastoral care, the depth of commitment of the Support Staff, the financial contribution by some staff to a fund to support needy students and the ongoing discussions and decisions at Leadership level. Far from being idealistic, however, there is a healthy focus also on ensuring that sustainability measures are in place to ensure that St James can continue its fine work. This has been a challenge and will continue to be so due to the particular community being served and limitations of the physical site. The Leadership and Board are to be commended on the excellent work being done to address this ongoing tension.

The partnership with the Salvation Army in providing the Youth Outreach Service gives disenfranchised youth an opportunity to experience education in a flexible, non-threatening environment. The educational offerings of YOS are possible through staffing and resourcing from St James College. The College is to be commended for the commitment but also encouraged to enhance the links between the College and YOS so that there can be more understanding and ownership of this endeavour by staff and the school community.

St James has a lower participation of Catholic students in its enrolment than most of our Colleges but it need not be apologetic about this. Core Catholic values are strongly evident in the nature of relationships, processes of pastoral care, acceptance of diversity and in College liturgical celebrations. The multicultural nature of the College is complemented by an acceptance of other spiritualities but not at the expense of diluting a Catholic and Edmund Rice character. The involvement of indigenous students in all major events leads to a broader understanding of indigenous spirituality and the way in which it can enrich engagement with Catholic beliefs. The College is encouraged, however, to be more explicit in tying strong values to the Gospel message and in helping the community, including staff through formation, understand the mission of the College as being within the challenge to build a better world for all, indeed to help bring about the Kingdom of God. Promoting the significance of Religious Education and the place of spirituality and faith formation for students and staff will assist here.

There is a related recommendation to review the level of visible Christian symbolism and iconography around the College to promote an even more overtly Catholic environment.

Any visitor to the College will quickly experience the sense of community and belonging. This is a welcoming place; it is built on genuine relationships between students and staff: its pastoral care structures encourage close understanding of the needs of each individual. The staff, including those in support roles, works effectively as a team focussed on the care of the students of the College.

The panel, whilst making a number of recommendations, does so with the awareness that St James, being a small College, is limited in the resources and staffing support available to other Colleges. It commends the leadership of the College, and particularly the Principal, on covering such a range of dimensions of the College with a small Leadership Team and staff. St James is encouraged to work closely with the Regional Administrator to identify ways in which EREA personnel resources might facilitate addressing some of the recommendations in this report.

The following are key recommendations from the School Renewal Program. It is envisaged that these will be priorities for the 2012:

- Help all to tie the very evident Catholic values in the College to the Gospel basis of those values. Help all members of the College community in their understanding, articulation and celebration of the Catholic identity of the College.

- Develop a strategic approach to the formation and professional development of staff. Ensure that all staff, including support staff, have access to induction and formation experiences
- Review the significance of Religious Education and the place of spirituality and faith formation in the College
- Consider bringing forward the review of the Strategic Plan to ensure a current document which is owned by the community
- Take strategic steps to determine the optimum enrolment profile of the College to balance inclusivity with the sustainability of a high proportion of students with special needs.
- Further capacity to cater for high-achieving students
- Work with the Parents and Friends Association to encourage greater parent participation in the life of the school

SECTION 4: TEACHING AND LEARNING

4.1 Priorities

Teaching and Learning priorities for 2011 focussed on two key areas:

- Literacy across the curriculum
- Preparation for implementation of the Australian Curriculum

4.2 Process

Special supplementary funding was made available through the Federal Government's National Partnerships funding arrangements in order to address the relatively low levels of literacy at the College demonstrated by the performance of Year 9 students over the past three years in NAPLAN. Funding was used to engage a specialised Literacy teacher. The role of this teacher was to engage with teachers in all departments across the curriculum to produce teaching/learning materials that would address subject-specific literacy, general spelling and grammar, and also persuasive writing techniques. A considerable collection of resources was developed including posters, games, booklets, etc. Engagement of teachers in the Reading to Learn program was also a feature of PD to support the literacy program.

Heads of English, Mathematics, SOSE and Science met at considerable length and frequency throughout the year with their respective departments to develop work programs in preparation for the implementation of the Australian Curriculum in 2012. By the conclusion of 2011, work programs had been developed for History, Science, English and Mathematics for implementation in Year 8 for 2012.

4.3 Programs/Strategies

A whole-school Literacy program was implemented across all subject areas with strong staff and student involvement at all levels. Learning support takes place at all year levels with teacher-aides being present in most classes at any one time. The relative high numbers of students requiring learning support (students with disabilities or learning differences), language (ESL) and literacy/numeracy support continues to grow. In addition, teachers give their time freely to assist student at the Homework Centre which operates in the College Library 3 – 4 afternoons after school per week.

4.4 Support Staff

Classroom teacher-aides provide an invaluable service to the College in general and classroom teachers in particular through their support work with students with learning differences and those whose second language is English. With over 50 students with verified disabilities and learning differences together with over 25% of the College who are from non-English-speaking backgrounds, and many others requiring literacy and numeracy support the challenge is to ensure all students are fully engaged in the learning process.

SECTION 5: EDUCATING FOR JUSTICE AND PEACE

Educating in Justice and Peace affects all key areas in the school.

The College Newsletter is seen a key communicative advice to ensure that issues of justice, inclusivity and peace issues are kept at the forefront of the minds of all in the community. The launch of the new Charter at St James gave a strong message to all students of the importance of the Edmund Rice ethos in all that happens at this school.

Both Junior and Senior Religious Education programs have specific modules. For example, in one particular Year 9 module, students explore the following: Church's Social Teaching, Justice, Human Rights (with specific case studies from various countries) and a special study of Indigenous Rights and Justice.

With the advent of the implementation of the Australian Curriculum in 2012, departmental staff will be setting aside professional development time to imbed the EJP framework across all curriculum areas and in the teaching and learning processes.

College Assembly Prayer, designed by Homeroom classes, regularly focuses on human rights issues and what students can do to alleviate abuses. *Project Compassion* collection is a highlight of Term 1 Homeroom fundraising and the *Jimmies Walk for Justice* in Term 3 is also a focus for fundraising to assist work done by the Brekky Van, Immersion experiences, Student Support Fund, etc.

The immersion experience to East Timor was highly successful in drawing attention to the school community the plight of the Timorese people. Feedback to the College by way of photos, talks and videos about the trip was important in maintaining its impact on students.

"Jimmies Spirit" is the term most used in owning what it means to be a St James student. A student committee known as the Jimmies Spirit Committee was set up for the first time in 2011. Its activities centre around fostering that spirit among the student body in general. The Year 12 theme for 2011 was "Let Jimmies Shine" was displayed in the Hall throughout the year to remind students of what can be achieved through working together in peace and justice.

Students, parents and staff join together to roster themselves on to the weekly Friday morning Brekky Van to feed the homeless and destitute at West End. There are plans for 2012 to begin a second morning in nearby Fortitude Valley.

The College's annual Cultural Night showcases the music, song and dance featuring all the different ethnic cultural groups in the school. It is a celebration of our diversity and our commitment to inclusiveness. It is an event much looked forward to each year by the whole College community.

SECTION 6: STRATEGIC DIRECTIONS

6.1 Liberating and Inclusive Education

6.1.1 *Ensuring that our schools remain faithful as Catholic schools in the Edmund Rice Tradition:*

Due to the diverse nature of the student body both culturally and religiously, every effort is made to ensure religious experience is inclusive and relevant. Tradition Catholic practices are included throughout the year. Student retreats and reflection days are structured so as to develop the spiritual lives of all students. At each Board meeting, the EREA Strategic Directions are visited and broken open with their relevance to the unique situation at St James always being the focus of the discussion.

6.1.2 *Striving for equity and excellence:*

The structure of the curriculum ensures students are given opportunities to succeed in both academic and also vocational areas. Teachers engage in a variety of professional development activities throughout the year which are both curriculum based and pastoral based. Likewise, teacher teams engage in collaborative discussions and workshops on a regular basis throughout each term.

6.1.3 *Being grounded in our Catholic faith tradition and working collaboratively with Church and young people towards a more just and peaceful world:*

The College offers compulsory Religious Education courses for all students in Years 8 – 10. In addition, students in Years 11 and 12 are required to study either Religion and Ethics (non-academic course) or Study of Religion (an OP

course). All courses offered follow Archdiocesan guidelines. Most teachers of these courses are accredited to teach Religious Education in a Catholic school according to Archdiocesan principles.

6.1.4 *Engaging with the poor, those at the margins and those with special needs:*

The Enrolment Policy at St James stipulates that this is an inclusive and welcoming school. The College has an excellent name for working with students with disabilities and learning differences and accepts such students from both State and Catholic schools at all year levels. In addition, nearly 80 students from refugee backgrounds attend the school. Many of the families of such students cannot afford the fees and avail of the generous concession rates offered. Strong sporting opportunities have been devised to address the co-curricular needs of such students who otherwise would not have the opportunities to engage due to high membership costs for club participation, uniform schools, etc. The implementation of the fundraising program St James Lighthouse for Athletes, these students are able to feel a part of the team, can have access to top coaches and go on to represent the school in the community developing their own self-esteem and bringing much kudos on the school. Students also engage in the College's Brekky Van program serving the homeless on a Friday morning throughout the year.

6.2 Effective Relationships

6.2.1 *To develop mutually trusting and respectful relationships with the Church and the Congregation of Christian Brothers:*

The Dean of St Stephen's Cathedral, Fr Ken Howell, is a past student of St James College. He and/or assistant priests at the Cathedral visit the school regularly to participate in College liturgical functions. The College maintains good relationships with the Brothers. Br Jim Darcy from Edmund Rice Network is a frequent visitor and keeps the staff up to date with programs and workshops being run by ERN. The College occasionally hosts these events. In 2011, the College hosted a visit from past student and noted Aboriginal Elder Dr Robert (Uncle Bob) Anderson on the occasion of his being presented with a special framed certificate by Br Peter Harney, Deputy Provincial of the Oceania Province of Christian Brothers acknowledging his outstanding contribution to Aboriginal affairs in Queensland over many years.

6.2.2 *To develop mutually trusting and respectful relationships with school communities:*

Strong and mutually supportive relationships exist within the EREA (Northern Region) Principals network who meet regularly. Inservices and workshops conducted for staff by the Northern Region Office ensure strong networking across Edmund Rice schools. Examples of such workshops have included: National Partnerships (Literacy and Numeracy), Teacher Development, etc. The Oceania Province's suite of courses for Staff Formation are accessed by staff at St James each year. In 2011, students from St James combined with students from Terrace in a special drama program. Senior ATSI students also attended and engaged in the annual FIRE Festival hosted by Nudgee College.

6.2.3 *To develop mutually trusting and respectful relationships with staff:*

Regular weekly staff meetings provide opportunities for staff to work collaboratively. These Full Staff Meetings operate on a cyclical basis in association with meetings with Pastoral Care and Curriculum focuses. At the start of each meeting, an extended prayer session is held which is organised and conducted on a rostered basis by teachers. Prayer is seen as an essential component in developing trusting and respectful relationships among staff. The quality of relationship among staff is outstanding, positive and mutually supportive.

6.3 Organisational Sustainability

6.3.1 *Providing quality leadership, professional development and succession*

Professional development opportunities are continually offered to all staff. Teachers who are aspiring to leadership positions are given the opportunity to attend such formation programs as *New Street Revisited* and *Mt Sion*, EREA networking programs (Identity leaders, Ministry leaders, Pastoral leader, etc) and are encouraged to pursue relevant study (eg Cert IV Training and Assessment).

6.3.2 *Developing partnerships*

St James College has partnerships with such groups as The Salvation Army (Youth Outreach Service), Beacon Foundation (Industry/Business partnership: school-to-work program), Australian Trade Training College (North Brisbane).

SECTION 7: COLLEGE BOARD REPORT 2011

It is my pleasure to present this overview of our Board's activities for 2011.

I would like to thank the Board members for St James who through their commitment and fidelity to their faith, dedicate their talents and services willingly and freely to the advancement of this community. Our Deputy Chair Mr Adrian McDonald, Finance Committee Chair Mrs Cheryl Caughley, Mr Ron de Bruyn, Mr Mike Wilkinson, Br Michael Talty, Mr Noel Williams, Mrs Olivia Versace and Sarah Pearse and of course our Principal Mr Gerry Crooks. It is proper that we also give thanks to the leadership provided by our Regional Administrator Mr Jim King and also the Edmund Rice Education Australia administration for its ongoing support and positive regard for St James. This has been much appreciated.

Our core business is providing strategic support, approving school developed policy and to ask questions about 'risks', related to mission, finance, policy, planning and review. The day to day management of the school remains rightly the role of the Principal, his leadership team and staff.

We live in interesting times. Tennyson' wrote in his poem "Ulysses":

*How dull it is to pause, to make an end,
To rust unburnished, not to shine in use!*

No chance of that. 2011 has been more about something more, than a bringer of new things.

This year we have continued to considered among other issues, the implementation of the Australian Curriculum, and thank Deputy Principal Mr Tony McCulkin for his informative report, the effects of moving year 7 to secondary school and reviewed our master plans for the College to continue to find best solutions for the teaching environment and facilities. We continue to advance the 2007-2012 Strategic Plan for St James. We have provided input to the College Renewal process and explored options for International Education and thank Helen Robin for her report. Most of this is ongoing but we are always mindful of retaining the integrity of what is St James and what makes this college the special place it is.

A feature of each meeting is the regular report on the school's progress and operation from the Principal. It is clear that the school's leadership team and staff are providing a professional learning environment whilst maintaining the Edmund Rice ethos which is evident in all its operations. I would like to take this opportunity to congratulate our Principal, Mr Gerry Crooks, for his tireless, calm and wise leadership of the College. The Board has appreciated his willingness to inform our deliberations and give considered advice.

Our financial situation continues to consolidate. I thank the Board finance committee under the chair of Mrs Cheryl Caughley for its attention to detail, its determination and insightfulness to meet the continuing challenges of running an inclusive and diverse, college in the context of a modern curriculum. I particularly acknowledge the contribution of our business manager, Mr Richard Occhipinti, for his outstanding work.

Our meetings wouldn't flow as smoothly without the attention to administration, the provision of minutes and agendas, the communication and hospitality provided so generously by Mrs Naomi Richie.

Finally, unlike Ulysses, and possibly the focus in education policy and politics on measurable outcomes, the unmeasurable yet immeasurably important communal values associated with unity, order, and harmony, with love, faith and family, continue to assert themselves at St James. Here students are nurtured to become responsible citizens – where heart, mind and spirit are combined for the greater good and deliver rich and fulfilling lives. More than ever, there is a need for the pastoral, welfare and educational services that St James is noted for. I thank the whole St James' community for their contribution to this heritage.

SECTION 8: NARRATIVE FOR THE 2011 EREA ANNUAL REPORT

St James College's development throughout 2011 has been pleasing. As has been the normal enrolment pattern at the College over recent years, student numbers increased throughout the year. 2011 saw an enrolment commencing at 415 at the start of 2011 growing to 446 at the August Census. Students join the College community from overseas as well as from other schools from which they are in need of a 'fresh start'.

Inclusive practice continues to be an essential and non-negotiable goal for the school. The College actively markets itself to struggling families, those from refugee and Aboriginal and Torres Strait Islander backgrounds and families whose children have learning differences and disabilities, many of whom are marginalised as a result of their situation. While this creates significant financial strains on the College, we believe it nevertheless characterises our school as an authentic Edmund Rice school. In addition, international visa students are included in our enrolment as a means of supporting the academic programs of the school while also enriching the multi-cultural environment for which St James has become well known.

In 2011, the College undertook a School Renewal Process in association with EREA. Members of the Renewal Panel included Chris Smith (Director, Identity, EREA), Jim King (EREA Northern Region Director), Daniel Lawler (Principal, St Paul's College, SA), Geoff Doyle (Director, Corporate Services, EREA).

The following commendations were highlighted in the School Renewal Report:

- the inclusive nature of the College and its commitment to ensuring a rich program for all students regardless of background or ability;
- the breadth of programs available despite the relatively small student cohort;
- the quality of relationships and pastoral care at the College;
- the strongly evident core Catholic values in all areas of the operation of the College;
- the level of support for indigenous, African and other special learning needs students in the College;
- the provision of Youth Outreach Service;
- the strong identification with the mission of a Catholic School in the Edmund Rice tradition;
- the measures taken by Leadership and Board to ensure ongoing sustainability.

The School Renewal Report will provide a blueprint for the development of a new Strategic Plan, the process for which will commence early in 2012.

Planning for future educational and capital needs at St James College is a priority. Throughout 2011, the Master Plan was reviewed in association with Fulton Trotter Architects. A new Library/Science building was planned and initial steps were taken to develop a Block Grant Application to be submitted in March, 2012. The College is well-placed to introduce Year 7 in 2015 under Queensland Government directives, facilities for which will also be included in the proposed Library/Science building. The revised Master Plan also included future designs for the upgrade of the original St James Building (Administration), Tom Carey Building (GLAs) and exterior travel and undercover areas.

Pastoral Care structures and procedures at the College have been developed and refined as the result of a strengthening of the role of the Pastoral Care Team which includes Assistant Principal Pastoral as Chair, Pastoral Coordinators of each of the four Houses and both College Counsellors. The extensive use of restorative practices in the behaviour management of students reflects the nature of care and the quality of relationships that are present among staff and students and which characterise the educational environment at the College.

Curriculum initiatives during the year saw staff working towards the development of new work programs in preparation for the introduction of the Australian Curriculum in English, Science, Mathematics and History in 2012. An extensive range of courses for university-bound students as well as those destined for direct workplace-entry is offered by the College and continues to be a significant drawcard for students of all abilities to access as their aspirations demand. A highly successful Literacy Program was implemented in 2011 in a cross-curricula process throughout the year under funding from the Federal Government's National Partnerships program. 2011 also saw the final stage of the implementation of the National Secondary Schools Computer Fund rollout under the Federal Government's Digital Education Revolution scheme.

The College was privileged to host the official launch of the new *Charter for Catholic Schools in the Edmund Rice Tradition*. In a beautifully crafted liturgical ceremony held in the College Hall, the Charter was introduced and presented to all. In attendance were Br Philip Pinto, Congregational Leader of the Christian Brothers, Executive Director Dr Wayne Tinsey, members of the National Directorate of EREA, Christian Brothers, representatives from EREA schools across Queensland, past students of Christian Brothers schools, members of staff, Board members, parents and friends of our schools.

Students and staff from the Design and Technology Department of the College undertook the exciting project of renovating the College's outdoor facility *Jimmies on the Dam* located at Maroon Dam outside Boonah, about a 90 minute drive from the College (the facility had fallen into disrepair over the past 20 years and had been used only minimally). The project is a long-term one, with the first stage centring on the rebuilding of the ablutions block and demolishing one of the old dormitory buildings. Future plans include the development of an outdoor camping area complete with an outdoor kitchen facility, renovation of the old hall and second dormitory building.

The College's sporting programs continue to develop with students availing themselves of the broad range of sports offered. Notably among these is basketball, for which the College is gaining much respect in the community. At the inaugural EREA Basketball Carnival held in Penrith, NSW, during the mid-year school holidays, St James College took out the Bronze Medal – an extraordinary feat given the competition from schools across Australia participating. Other sports in which students have excelled include Netball, Athletics, AFL, Swimming, Rugby (both union and league), Soccer and Futsal.

Many other events, activities, innovations and accomplishments which were part of the life of our school this year are highlighted through story and photograph in the St James College Magazine 2011.



Gerry Crooks
Principal