

St James College

A Catholic School
in the Edmund Rice Tradition



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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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ABN: 96 372 268 340

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 2012

This Annual Report for 2012 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 2012 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 2012 enrolment (as the August 2012 Census) of the College in full time equivalent students was **407**. 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; SWD = Students with Disability (verified)

OVERVIEW OF ENROLMENTS August Census 2012

Year Group	8	9	10	11	12	Total
TOTAL	50	64	73	108	112	407
Domestic	49	60	69	90	94	362
FFPOS	1	4	4	18	18	45
YOS	0	0	1	6	7	14
ATSI	6	1	5	5	8	25
SWD	13	7	8	17	16	61

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 History	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 – Distance Education 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 1 Business (BSB10107) Certificate II Business (BSB20107) Certificate II Financial Services (FNS20110) Certificate I Creative Industries (Media) (CUF20107) Certificate I/II Information, Digital Media and Technology (ICA10111/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 I Engineering (MEM10105) 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, Inclusivity

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 50 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 implemented in 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 Sion*.

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, Guinea, Eritrea, Germany, Italy, Chile, Peru, Colombia, Bolivia, Solomon Islands, South Africa, Uganda.

Students with special needs including learning differences and disabilities are accepted and their presence valued within inclusive education practice in the classroom.

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 programmed 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

2012 saw a further 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.

ACADEMIC OUTCOMES

NAPLAN Results Year 9 2012

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 2012. 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 2012 NAPLAN Results

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
School Scores	523		469		520		527		539	
	Sim	All	Sim	All	Sim	All	Sim	All	Sim	All
	589	575	570	554	588	577	588	573	598	584

Year 12 Outcomes

Outcomes for 2012 Year 12 Students	
No. of non-visa students awarded a QCE	68
No. of students (non-visa) awarded a Senior Statement	92
No. of non-visa students who received an Overall Position	28
No. of students (incl. visa) who received an Overall Position	38
No. of students who are completing or have completed a SAT	22
Percentage of OP-eligible students with an OP 1 - 15	43%
Total VET qualifications achieved by students: Cert I = 178, Cert II = 101, Cert III/IV=11	290
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%

STUDENT RETENTION RATES 2012

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%
2010	78	2012	112	143%

*Apparent retention rates are above the 100% mark due to 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 30 April to 25 May, 2012, was: Girls 93.1%, Boys 93.7%. 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.

SPECIAL PROGRAMS THAT PRODUCE IMPROVED OUTCOMES FOR STUDENTS

- Behaviour Management Policy: 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 viewed as 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.

Strategies to respond to bullying: The College has a comprehensive Anti-Bullying Policy. Ref. www.stjamescollege.qld.edu.au/about_us/school_policies. Bullying is handled through the House Pastoral Care structure and involves carefully constructed restorative practices processes involving the students' Pastoral Coordinators, senior student leaders and, where appropriate the Assistant Principal Pastoral. A 'no tolerance' policy exists where physical fighting or abuse of teachers are concerned. Suspension is the immediate consequence of such behaviour. Re-entry after suspension is an important step in the restorative process and involves interviews with parents and the students concerned before a student is permitted to return to normal classes.

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 (IEP) and Educational Adjustment Programs (EAP): Students with verified learning differences/disabilities have programs developed for them 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 are integrated into mainstream classroom groups and supported by Learning Support staff, ensuring social and academic 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 as well as students from other schools 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 are 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 operates from Terms 1 – 3 and is designed to prepare Years 11 and 12 students for the Queensland Core Skills Test. Students are trained in approach strategies, time management and in ensuring appropriate responses to specific questions were developed.

Australian Curriculum Implementation: Subject Departments continued the implementation of the Australian Curriculum in 2012 developing work programs in English, Mathematics, Science, History, Physical Education.

YEAR 12 POST SCHOOL DESTINATION

Note that the 2012 *Next Step* Report will be added in to this Annual Report in July 2013.

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 2012, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between March and May 2012, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

PASTORAL CARE PROGRAMS & 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 Camps, 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 Behaviour Management Policy is designed to develop these skills in students as well, although using the mistakes that have been made as a learning opportunity. Our Restorative Justice Principles which underpin the reactive responses to these situations ensure that the student develops an understanding of the relationship between actions and consequences whilst maintaining the dignity of all those involved.

The key to learning and teaching at any school is underpinned by high attendance. The College has embraced the “Every Day Counts” philosophy of the Queensland Government and has developed a policy that promotes perfect attendance through proactive and reactive strategies whilst supporting families in supporting their children in attending school.

The College’s Personal Development Curriculum is being delivered through the Religious Education Program in Years 8-10. The program has the following units and is taught in conjunction with the Religious Education program in these year levels:

- Year 8: A New Journey, Leaners and Thinkers, Positive Relationships, Making a Difference
- Year 9: Self-Identity & Goal Setting, Drug Education, Sex & Sexuality, Career Thoughts
- Year 10: Planning To Do Well, Constructions of Masculinity & Femininity through Role Models, Mental & Emotional Well-Being, Looking Towards Senior School

The program intends to build on the relationship driven nature of classes here at St James and use them to foster activities and discussions around the key issues in adolescent development for these cohorts. They will also be supported by and timely Year Level Assemblies at various stages throughout the term.

The College Counsellors (2) work within the Pastoral Team to supply immediate and ongoing Counselling support for the student body. The case load is managed and external agencies are engaged for chronic cases requiring a client based model. The nature of the students at St James is such that mental and emotional health issues are an ongoing concern and relevant issues are developed amongst the staff professionally by the Counselling staff.

Strategies to Respond to Bullying

The Behaviour Management Policy incorporating the College’s Anti-Bullying Policy outlines clearly a ‘no tolerance’ approach to handling bullying issues.

All students and staff in the St James College community have certain rights and responsibilities:

All students have the right

- To feel safe, cared for and respected
- To be free from intimidation and threat
- To have their property respected
- To a positive and productive learning environment
- To a healthy, safe and pleasant environment

All students have the responsibility

- To respect the rights, person and property of other students and staff
- To be assertive in the face of bullying
- To report bullying in all its forms

All staff members have the right

- To feel safe, cared for and respected
- To be free from intimidation and threat
- To have their property respected
- To work in a healthy, safe and pleasant environment
- To a positive and productive working environment

All members of staff have the responsibility

- To provide a safe, secure learning environment for students
- To provide an environment free from bullying, harassment, intimidation and abuse
- To actively promote a culture where bullying is unacceptable
- To be role models in word and action.

At St James we work to prevent and manage bullying incidents by

- Providing education on bullying, harassment, rights and responsibilities to students
- Providing ongoing professional development to teaching and non teaching staff
- Visual advertising around the school
- Reminding students and staff frequently about the College's *Bullying Policy* at Assemblies and at House meetings
- Inducting new staff and students in this Policy
- Providing a supportive Pastoral Care Program
- Using evidence based responses to deal with incidents of bullying (Restorative Justice Processes, Method of Shared Concern)
- Providing counselling for victims, perpetrators and families
- Promoting a school culture where bullying is unacceptable

The following are strategies for students who are experiencing bullying:

- Talk to any of the following people for initial advice and support:
 - Homeroom teacher
 - House Pastoral Coordinator
 - Classroom teacher
 - Counsellor
 - Parents
 - Principal, Assistant Principal Pastoral and other College Leadership Team members
 - Non-teaching staff member
- Report any incident of bullying at school immediately to:
 - Assistant Principal Pastoral
 - Pastoral Coordinator
 - Counsellor
 - House Pastoral Coordinators
 - College Leadership Team member
- If bullying continues after the incident has been reported, the matter must be brought to the attention of any one of the following people:
 - House Pastoral Coordinator,
 - Assistant Principal Pastoral
 - Counsellor
 - Police Liaison Officer (as appropriate for on-going illegal issues)
 - Principal
- Don't give up until you are satisfied with the outcome.

Strategies for Parents

- Watch for signs of bullying such as wanting to miss school, unusual behaviour changes, feeling fearful or depressed, a pattern of headaches or stomach upsets, physical injury, damage to or loss of property
- Contact any one of the following people:
 - The student's House Pastoral Coordinator, the
 - Assistant Principal Pastoral
 - Counsellors
 - Principal
- Do NOT encourage your child to hit back physically or be verbally abusive
- Support your child in the reporting process
- Express confidence that the problem can be solved

- If bullying involves severe physical assault, it is your right to consider police action
- Show support of and become involved in school procedures and practices that are used to manage incidents of bullying

At St James College, all work hard to prevent bullying and manage incidents fairly and effectively if they occur. The College treats all incidents of bullying very seriously and instigates strategies to manage such incidents and implements appropriate consequences for perpetrators. The management of all incidents of bullying is according to the College's Behaviour Management Policy which is underpinned by the model of restorative justice and in the interest of the student/s learning from the experience.

CO-CURRICULAR ACTIVITIES

In 2012, St James College continued to offer an exciting co-curricular program.

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

In Sport, the College was represented in the Confraternity Cup in Rugby League held at Shorncliffe. The Jimmies Basketball program continues to develop with school teams dominating both inter-school and district competitions. The *St James College Lighthouse for Athletes Program* continues to provide financial assistance to students who are selected for State or National competition. Students also represent the College in Futsal, Cross-Country, Swimming, Track and Field, AFL, Netball, Soccer and Futsal. In these sports, students participated in local and State-wide competitions and tournaments. In 2012, the Senior Boys Basketball Team again participated in the National EREA Basketball Tournament in Penrith, NSW, taking out the Bronze Medal for the second successive year.

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. The Cultural Night is an entertaining evening of song and dance which celebrates the cultural diversity of our school community.

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.

Dance is an increasingly popular co-curricular activity and this year the students again participated in the 'Bring It On' dance challenge conducted by Bring It On International. Over 40 students were involved and while they did not gain a place, the experience was exciting and engaging.

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 some 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 allowing 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 through job-interview programs, speed-careering, industry visits, etc.
- Structured Personal Development program from Years 8 - 10
- 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. These include the College Brekky Van program taking breakfast two mornings a week to the homeless, working at Ronald McDonald House, and 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 Yorkshire
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 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

Staff Member	Academic Qualifications	Institution
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
Ms Brooke Flynn	BA B Ed	UQ UQ
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 B Education	UQ
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

Staff Member	Academic Qualifications	Institution
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 Dip Theol Studies	DDIAE BCAE SCU Flinders Uni
Mrs Dianne 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
Mrs Tricia Parry	Dip Teaching Grad Dip Music Education M Ed Grad Cert Religious Education M Arts (Theology)	BCAE BCAE QUT ACE ACU
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) B Arts Cert Education	UQ UQ UQ
Ms Elisabeth Schaefer	B Ed M Ed	QUT USQ

Staff Member	Academic Qualifications	Institution
Mr Jeff Scott	B Ed Cert IV Workplace Education & Training	GU
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
Mrs Mary Stirling	B Human Movement Studies BA Grad Cert RE M Education (Teacher Librarian)	QUT
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 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 2012

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
- NAPLAN and QCS data analysis
- 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 2012 on professional learning was approx. **\$1700**

3. Attendance Rate for Teachers

The average attendance rate for teachers is **97%**. 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.

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)
- Open Day (welcoming new parents)
- Speech Night
- Special Occasion assemblies
- Subject Selection Meetings
- Parent coaches, managers, umpires/referees (eg Jimmies Basketball Support Committee)
- Social celebrations, including the annual Cultural Night
- College Board: parent membership
- House breakfasts and other special House functions
- Community BBQ and/or Picnic Days
- 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

Throughout 2012, the College worked towards fully implementing the 1:1 ratio of computers for students in Years 9 – 12. The College operates four Computer laboratories equipped with desktop computers for more high-end computer studies. Upgrades to College infrastructure occurred throughout 2012.

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.

Implementation of a Learning Management System has allowed staff and students to engage in learning at a whole new level incorporating on-line and e-learning resources. The re-focusing of the teacher-librarian's position to become the Head of eLearning and Library Services gives witness to the College's commitment both in budget terms and in resourcing terms to the incorporation of ICTs across the curriculum.

Throughout 2012, the Heads of Departments under the direction of the Deputy Principal engaged in a discernment and research process to ascertain the most appropriate way forward for the implementation of laptops so that the entire school moves to a 1:1 program. This program will be phased in during 2013.

STRATEGIC ACTIONS FOR 2012

Throughout 2012, the College Leadership Team together with members of the broader school community developed a new Strategic Plan to guide the development of the College over the forthcoming years. The Plan, which was officially launched at the 2012 College Speech Night, is built around four Core Values: Hope, Community, Inclusivity, Opportunity. Each of these core values is the focus for strategies and actions that will direct the future work of the school.

During 2012, in particular, the following strategic actions were focused on:

- 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
- Work towards the full implementation of the 1:1 computer roll-out
- Ensure that all students are treated in a spirit of justice and respect in relation to their learning opportunities
- Ensure House Pastoral Coordinators continue to develop skills in leadership of their House, adopting proactive and collaborative leadership styles and sound pastoral practice
- 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
- Continue to resource and staff the Youth Outreach Service Educational Program in Fortitude Valley together with other service-learning opportunities such as: immersion experiences for staff and student groups to East Timor, India/Africa, and remote Indigenous communities in Australia
- Ensure strong and supportive partnerships with EREA National Office and Regional Office are maintained and strengthened.
- Continue to develop Student Leadership strategies, programs and opportunities.

- Encourage the Parents and Friends Association to adopt a more strategic and proactive leadership role among the parent body through fundraising activities, parent education programs, information nights, etc
- In association with the College's Master Plan, develop and submit a Block Grant Application for the building of a new Science and Library facility to be located at the northern end of the campus.

Gerry Crooks
Principal

John Percy
Board Chair

ST JAMES COLLEGE



2012

Annual Report for Edmund Rice Education Australia

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PREAMBLE:

St James College Vision Statement:

The vision of St James College is to be an authentic witness to the touchstones of the Charter for Catholic Schools in the Edmund Rice Tradition and to embody their expression in all aspects of our school.

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 hearts and minds of young men and women. Through our inclusive teaching, learning and pastoral practices, we seek to create authentic pathways for all students in our diverse community to grow towards becoming hope-filled members of society. We commit to just and supportive relationships in our way of living and we promote justice in our world.

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 2012 Census): 407
- Staffing (as at Aug Census):
 - Full-time teachers: 36 (incl. Principal)
 - Part-time teachers: 6 p/t (3.4 fte)
 - Full-time Support Staff: 15
 - Part-time Support Staff: 18 (7.8 fte)
 - Part-time Indigenous Support Officer: 1 (0.7fte)

- Enrolment Profile:

AUG 2012	YR8	YR9	YR10	YR11	YR12	TOTAL
Domestic	49	60	69	90	94	362
International Visa Students	1	4	4	18	18	45
TOTAL	50	64	73	108	112	407
Aboriginal and Torres Strait Islander	6	1	5	5	8	25
Youth Outreach Education Program			1	6	7	14
Domestic students NESB incl. refugees	7	17	25	25	19	93
Students with verified learning disability	13	7	8	17	16	61

SECTION 1: EREA POLICY COMPLIANCE REPORT

1.1 ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY

1. Number of Indigenous Students by year group:

AUG 2012	YR8	YR9	YR10	YR11	YR12	TOTAL
Indigenous Students	6	1	5	5	8	25

2. Number of Indigenous Teaching Staff:

There are no Indigenous teaching staff at St James College.

3. Role of the Indigenous Support Officer:

The College employs an Indigenous Support Officer – Aunty Thersa Nunn, Elder of the Noonucca People of Stradbroke Island. The role of the ISO is as follows:

- Support of ATSI learners, apart from or together with other students; working to increase student attendance, improve student academic achievement and improve retention rates of students.
- Supporting Pastoral Coordinators in the various year levels, school counsellors, and the College Leadership Team in the pastoral care of ATSI students.
- Assisting staff to develop an up-to-date understanding of ATSI students and teaching/learning processes appropriate to their learning needs.
- Liaising with College Leadership Team, Head of Departments, Teaching/Learning Support and classroom teachers regarding language, background, educational experience and other matters pertinent to the provision of appropriate education for ATSI learners.
- Assisting in the adaptation of teaching materials.
- Supporting and promoting ATSI Cultural activities including the College's Indigenous Dance Group and cultural excursions.
- Supervising the preparation and presentation of cultural performances (eg. Dancing) in conjunction with other staff and outside bodies.
- Assisting the College Leadership Team in updating the College's Reconciliation Action Plan.
- Liaising with families of students and outside community groups.
- Assisting in the co-ordination of guest speakers in respect of Indigenous students.
- Attending the school with parents on important occasions (eg. Parent-Teacher interviews, Open Day, Orientation, Parents and Friends functions, NAIDOC week and school liturgies).
- Assisting the College Leadership Team as requested in the interviewing of prospective students.
- Communicating with parents and families of Indigenous students (eg. Newsletter).
- Assisting in the monitoring of assessment for Indigenous students including helping students in managing their study workload to meet deadlines for assignments.
- Encouraging the involvement of students in whole of school activities (eg. Sporting carnivals, walkathon etc).
- Monitoring student attendance and progress through researching and recording relevant information on students, especially any at risk. Confidentiality of information is paramount and is only released to those who have a right to it and is done only with the permission of the Principal.
- Assisting the Careers Officer in the placement and support of ATSI students in the workplace.
- Assisting students and parents in valuing their spirituality and that their unique Aboriginal and Torres Strait Islander spirituality is affirmed and heightened.
- Participating in professional development activities to maintain and enhance level of knowledge and skills.

- As a school officer, assisting with general tasks including housekeeping of resources, maintenance of resource records, assisting with the production of materials and resources, and general administrative support according to skills and training.

4. Number of Indigenous students who completed Year 12:

In 2012, 6 Indigenous students completed Year 12

5. Formation opportunities provided for staff in Indigenous education or culture:

Several staff participated in the two immersion programs: Let's Talk (EREA), Indigenous Immersion Course (Oceania Province). The Indigenous Support Officer was invited to the EREA National Congress in Melbourne as a 'listener' whose job it was to reflect back to the assembly the issues raised from an Indigenous perspective.

6. Indigenous celebrations experienced during the year:

National Reconciliation Week, Reconciliation Walk, NAIDOC week activities, College Assembly to announce the Qld Aboriginal and Torres Strait Islander Foundation (QATSIF) Scholarships for 2012. ATSI Graduation in the Cathedral of St Stephen for all graduating ATSI Year 12 students in QLD Catholic Colleges.

7. Involvement of the local Indigenous community in the school:

Each year, the College hosts the start of the Reconciliation Walk through the streets of Brisbane. This is organised by Reconciliation Queensland. Staff from the College often participate in this event. In 2012, the staff engaged with Reconciliation Queensland in an in-service afternoon focussing on the 'game' entitled *The Bridge – A Learning Tool Towards Reconciliation*. Aboriginal students across the school participated in the Leroy Loggins Program which assists Indigenous students in their schooling and with personal interactions. Senior ATSI students participated in the annual cultural FIER event (Festival of Indigenous students in Edmund Rice schools) run by personnel and students from QLD EREA schools (St James College hosted this event in 2012).

The *Learn Earn Legend* program helps with the support of Indigenous students in Year 12 and also provides after-school support. Merli Cashman is the program's Support Officer and, together with ex- NRL players, works with students on their social skills to improve their ability to gain employment. Scott Czulowski, the Government Projects and NRL Welfare Manager, also assists in setting up traineeships and apprenticeships for students, and his department also provides students with education about the dangers of alcohol and drugs within today's society. Two students last year gained employment through this program, and *Learn Earn Legends* is still supporting two current students at the QUT. The experience with this program has many beneficial effects on the Year 12 students, and provides them with a better platform to work with as they enter the workforce after completing their education.

8. Involvement of the school in the local Indigenous community:

Because of the location of the College, it is difficult to engage with the local Indigenous community. However, the ISO's connections to families in the community are direct assisting the College in maintaining strong ties with the community. Senior students who were recipients of the QATSIF Scholarships attended the annual QATSIF Breakfast with members and Elders together with Indigenous students from other QLD schools. Graduating Year 12 ATSI students joined students and their families from Catholic Colleges across Brisbane for the annual Indigenous Liturgy and Graduation in the Cathedral of St Stephen presided over by Archbishop Mark Coleridge.

9. Formal or informal partnerships with Indigenous organisations

- Reconciliation Queensland
- Murri Watch
- Queensland Aboriginal & Torres Strait Islander Foundation
- Dare to Lead
- Learn Earn Legends

1.2 CHILD PROTECTION

- 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*, set up during 2011 continues to be an excellent resource base to assist students. 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.
- New Queensland legislation which became law in mid-year meant significantly more in-servicing of staff particularly in the areas of mandatory reporting. In-service programs were conducted by EREA and also Qld Catholic Education Commission (QCEC). Key staff, including members of the College Leadership Team together with College counsellors attended these inservices.

SECTION 2: FORMATION

2.1 EREA PROGRAMS

Teaching Staff were also engaged in a broad range of Formation and Immersion opportunities offered through both EREA and the Oceanic Province (QLD) Formation Teams:

- *Into the Deep*: 2 staff members attended
- *Galilee*: 1 staff members attended
- *Break Every Yoke*: 2 leadership staff members attended
- *New Street Revisited*: 1 staff member attended
- *Mt Zion Revisited*: 1 Leadership Team member of staff attended
- *Let's Talk*: 1 staff member participated in this EREA Indigenous Program)
- *Indigenous Immersion*: 3 staff members
- *South Africa Immersion*: 1 staff member participated
- *India Immersion*: Principal participated
- *East Africa Immersion*: 1 staff member participated
- *EREA Women in Leadership*: 2 staff (including new AP) attended this
- *EREA Women New to EREA*: 2 staff attended this

2.2 SCHOOL-INITIATED FORMATION EXPERIENCES

1. Formation and Retreats

The Year 8 Formation and Retreat focus is on new beginnings and experiencing community and is a vital part of the current Year 8 Induction Camp which is held early in Term 1. Belonging to the St James Community and learning about its history is also the focus of the first Year 8 Religious Education Unit. 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. Formation opportunities are planned for both Year levels with the Year 9 group aiming towards including targeted formation opportunities as part of the planning for a Year 9 Camp. 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 Staff engaged in a one-day Reflection Day during Term 3

2. Service Learning

The College's Service Learning Program provides a broad range of activities and opportunities which allow all students to become more aware of the structure of care in our society, how they contribute positively to provide services to others and to be given strategic opportunities to realize that they are empowered and supported by the College to critique, debrief and look at how we can contribute to look after one another in both the College Community and our broader agencies

The Jimmies Brekky Van allows opportunities for our Year 11 and Year 12 students to be actively involved in serving the homeless of Brisbane twice a week – on a Wednesday morning at Kemp Place and on a Friday morning at West End. Students are actively engaged in providing this valuable Service Learning opportunity which not only provides a much needed service but also allows students to learn first hand the value of assisting others in need.

Service Learning is also available in Year 10 as we have developed a partnership with Ronald McDonald House based at the Royal Hospital at Herston. Students provide a range of services for those families needing to be accommodated in the facility as they have a sick child receiving treatment at the Royal Children's Hospital. This activity has proved very popular and has engaged a broad number of our students in this essential service. It is hoped that in 2013 further opportunities can be found to further these experiences at this Year level.

In 2013 a whole school Service Learning Program will be launched to allow the younger students to focus on service in and around their homes, neighbourhoods and families. This program will be based on the notion of students doing things to make the lives of others more comfortable and will be supported in a wrap around approach through Homeroom Teachers, Pastoral Coordinators, Religious Education Teachers and the Assistant Principal Identity. It is hoped that once this program becomes established that this provide a firm foundation on which to build other opportunities.

2.3 STAFF DEVELOPMENT DAYS

1. Staff Induction:

- Two new teachers were employed at the College at the commencement of 2012 and the induction process was carried out by the Principal, together with the Deputy Principal (Studies), Assistant Principal (Pastoral), Assistant Principal (Identity) and the College Counsellor.

2. Staff Development Days:

- The College Staff was involved in four Staff Days during the year. The following were highlighted:
- Staff Health & Well-Being conducted by Mark Sayer at EREA Indooroopilly.
- 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.

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.

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 (Rostrevor College, Adelaide), Student Leader Training Days, Year 12 Twilight Retreat, Young Leaders Conference (Sydney).

5. College Leadership:

- Regular weekly CLT meetings and some social gatherings were held. Conferences attended during the year by various members of CLT included: EREA Principals Conference (Melbourne), Religious Institute Principals meetings throughout the year, EREA Deputy Principals Conference (Perth), QSA Conference in Brisbane, School Business Managers Conference (EREA), Pastoral Network and Identity Gatherings throughout year, Women in Leadership (EREA) conference in Melbourne, etc.

6. College Board:

No specific workshop sessions other than regular Board Meetings were held in 2012

SECTION 3: SCHOOL RENEWAL

The College was involved in a School Renewal process during 2011 and throughout 2012 the following priorities from the report were addressed:

1. Strategic Plan

The whole school community was involved in the development of a new Strategic Plan for the College. The plan was developed around a values-based model supplied by EREA. A Working Party was formed from parents, College Leadership, Board and past students. The Strategic Plan was designed around four core values discerned by the community: Hope, Opportunity, Inclusivity and Community. The Strategic Plan was formally and publicly launched at Awards Night in 2012.

2. Introduction of a Language Other Than English

French was introduced as a subject into the Year 8 Curriculum in 2012. Students whose learning differences precluded their study of this participated in a specialist literacy program.

3. Strategy for the Implementation of IT across the curriculum

The roll-out of 1:1 computers for Years 9 – 12 was completed and a strategy to implement an individual laptop program to be phased in throughout 2013 - 2014 was developed. Laptop trolleys were situated on all levels of the main classroom block.

4. Visible Catholic symbolism and iconography around the College

School symbols drawn from the College Crest together with the College and EREA candles and the Aboriginal Cross were used in all major College liturgies. The practice was introduced by the AP Identity and has been embraced by the College community. The Edmund Rice Icon, donated from the now-closed-down Nudgee International College was mounted in a prominent place in the College Hall.

5. Review the Pastoral Care Program and Curriculum

The Pastoral Team worked throughout 2012 refining the Pastoral Care program and its related Behaviour Management policy. A new Personal Development program was introduced into the curriculum for Years 8 – 10 and tied in with the Religious Education program.

6. The growth of outreach programs

As well as the College's two major outreach programs – the Youth Outreach Service in Fortitude Valley (Education program) and the Brekkie Van (two mornings per week) – Year 10 students engaged in weekly service at the Ronald McDonald House adjacent to the Royal Brisbane and Women's Hospital.

SECTION 4: TEACHING & LEARNING

4.1 The priorities for teaching and learning during 2012

- Completion of the full implementation of 1:1 computer program across Years 9 – 12
- Planning for the introduction of the laptop program across the school in 2013
- Development of eLearning tools and online programs through the Library hub
- Introduction of the Australian Curriculum in English, Science, Mathematics and History, as well as planning for further introduction of courses in 2013
- Revision of the Religious Education curriculum

4.2 The process to determine these priorities

- College Leadership Team meetings to assess priority
- Directed planning through the Heads of Department middle management meetings
- Change of Library focus and employment of Head of Library and eLearning

4.3 Particular programs/strategies that were in place to enhance educational outcomes for students

- Student Diary
- Parent-Teacher Interviews
- Senior Coordinator and Careers Counsellor regularly interview senior students and develop and review their Senior Educational and Training Plans (SET Plans)
- Extensive preparation sessions for NAPLAN (Year 9) and Queensland Core Skills (QCS) tests (Year 12)

4.4 A list of programs/courses undertaken by staff to enhance their professional learning

Below is a list of some of the PD courses undertaken this year by St James staff in 2012

- Membership of several senior teachers on QLD Studies Authority panels
- ESL Teachers Professional Development seminar
- Aust Institute Teaching School Leadership Convention Symposium
- School Law Seminars
- Inclusive Technologies
- QSA Conference: Shaping Teaching and Learning
- Implementing the Australian Curriculum
- Assessment for Learning Masterclass

- Gifted and Talented workshops
- Social Justice and Human Rights in the Australian Curriculum
- Improving Outcomes for Struggling Students
- Conducting Workplace Conversations
- Developing VET assessment tools
- Commonwealth Targetted Programs Action Learning workshops
- Reading to Learn seminar
- Implementing the new Archdiocesan RE Curriculum
- Infographics and Visual Data to support learners

SECTION 5: EDUCATING FOR JUSTICE AND PEACE

The following are examples of where Justice and Peace issues are addressed in the curriculum and :

- Year 8 History Curriculum features a unit on Aboriginal Perspectives
- Indigenous Literature is a major unit in Year 11 English
- Year 11 Studies of Religion contains a semester unit on the Nature of Religion and Aboriginal Spiritualities
- Justice and Peace themes are contained in all Religious Education units in Years 8 – 12
- The Years 8 – 12 Religious Education curriculum features the following units: Social Justice (Year 11/12), Justice for All (Year 8), People of Peace and Justice (Year 9), Moral Responses to Justice Issues (Year 9), Acting Justly (Year 10).
- Groups of students regularly worked with outside agencies including Ronald McDonald House.
- The College continues to conduct the educational program at the Youth Outreach Service in Fortitude Valley where staff work with the young men and women on the margins to re-engage in schooling.

SECTION 6: STRATEGIC DIRECTIONS

6.1 Liberating and Inclusive Education

- The school launched its new Strategic Plan which focussed on four core values: Hope, Opportunity, Community and Inclusivity
- Enrolment procedures continued to address realistically all aspects of inclusion. Students are accepted into the College regardless of their religious, cultural background or financial circumstances. Where students with learning differences or those from a language background other than English apply, every reasonable effort is made to accommodate them in the classroom through inclusive teaching practice, teacher-aide support and classroom management. Where families are experiencing financial difficulties, a concession-rate process is in place which allows a negotiated outcome between home and school.
- Inclusive practice is an essential element in the classroom where teachers aim at differentiating the curriculum to suit the diversity of students in their class.
- The College continues its long-standing traditions of offering opportunities for young men and women on society's margins. It offers carefully structured pathways and co-curricular activities that provide hope and direction for students who are struggling with school engagement, the effects of trauma (eg refugees), homelessness and poverty. A Student Support Fund has been established at the College, contributed to by staff and others, which assists students with the provision of uniforms, food, etc.

6.2 Effective Relationships

- The College maintains strong connections with the Salvation Army through the Youth Outreach Service and continues to manage and staff the educational program at YOS in Fortitude Valley.
- The College endeavours to maintain connection with the Cathedral Parish and also the Jubilee Parish of Red Hill where at several times in the year, College masses are held.
- The collegial nature of the EREA Northern Region Principals' gatherings are always very much appreciated as is the high level of support the College receives from the Director Regional Support, Jim King.

6.3 Organisational Sustainability

- A change in Business Manager at the end of 2012 has resulted in several changes in financial management processes.
- Principal sat on the EREA Policy Review Committee throughout 2012 in the revision of Oceania and EREA Policies.
- Members of the College Leadership Team attended leadership conferences organised by EREA and other educational bodies.
- Assistant Principal (Pastoral) Performance Appraisal (Formative) conducted in 2012.

SECTION 7: SCHOOL BOARD REPORT

7.1 BOARD MEMBERSHIP 2012

Name / Address	Comments
Chair Mr John Percy	Senior Education Officer, Qld Catholic Education Commission
Mr Gerry Crooks	Ex Officio, College Principal
Mrs Cheryl Caughley	Relationship Manager, Customer Service, Archdiocesan Development Fund, Chair of the College's Finance and Property Committee
Mr Ron de Bruyn	Refinery Technician, Former Parent, Former President of P&F
Br Michael Talty	Christian Brother, Deception Bay FLC
Mr Adrian McDonald	Financial Advisor, Accountant
Mr Mike Wilkinson	Executive Secretary to QCEC, Former Student
Mrs Olivia Versace	Solicitor
Mr Noel Williams	Business Manager, Loreto College

7.2 NUMBER OF MEETINGS CONVENED DURING THE YEAR:

- 7 meetings are held by the College Board each year

7.3 FORMATION & DEVELOPMENT UNDERTAKEN:

- EREA Northern Region Board Induction evening for new members

- EREA Strategic Directions reflections/presentation at each Board meeting

7.4 LIST OF SCHOOL POLICIES APPROVED BY THE BOARD DURING THE YEAR:

- Child Protection
- Critical Incident Management
- Debtors (draft)

7.5 ST JAMES COLLEGE BOARD ANNUAL REPORT (delivered at the 2012 Awards Night)

This community of St James is quite special and not to be taken for granted. It is right and just to give thanks to our past students; for what we have today is due to their efforts; and what this year's students contribute will be the foundation for the future. As participants in the St James story, part of the Board's core business is providing strategic support.

This could not be highlighted more than by the work this year of all who have contributed to the development of St James' Strategic Plan. This collaborative process has resulted in a document to guide the College with assurance into the future.

Much of the challenge for the Board has been around sustainability and developing the public profile of the rich opportunities available for those who choose an education at St James. Its inclusive, warm acceptance and understanding of others, its broad curriculum, make this college an attractive place to be for those who seek a caring community within which to be educated. This richness comes from its diversity; the overseas students, the multicultural environment, those with gifts academic, practical, sports and in the performing arts. Together as a St James community you have achieved much and should be justifiably proud of what the College has achieved and be willing to advance on this. I am confident the Strategic Plan has illuminated the way in these uncertain times.

While considering strategic directions, EREA Director Wayne Tinsey provides much for this Board to reflect upon. He challenges us to consider where St James positions itself in the Catholic education landscape of this country and what distinctive contribution will we make? How will we be in relationship with the broader Church and education communities of Australia and beyond and given St James' diverse and multi-cultural population, how will we continue to challenge one another to deeper authenticity in response to our charter and the Gospel?"

The College has a long tradition of authentic outreach to those in need. This identity, built on relationships embracing respect and trust, is well known and acknowledged within EREA. It will be how we form relationships with each other and within our broader Church and society that will determine how we carry our mission into the future.

Another aspect of the Board's core business is 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.

This year we have continued to considered among other issues, the implementation of the Student Formation Program, and thank Assistant to the Principal Mr Martin Wiseman for his informative report; Student Protection policies and thank Board member Mr Mike Wilkinson for his guidance in this most important area; International Education developments and thank Mr Tony McCulkin, Deputy Principal, for his work and dedication to the successful outcome with ELICOS and transitioning students into a secondary school environment; 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. Most of this is ongoing but we are always mindful of retaining the integrity of what is St James.

What makes this college special is its engagement with the world. It is about the dignity of every human with a focus on service, inclusion and an active preferential option for those at the margins of our society.

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.

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, Mr Michael Talty, Mrs Olivia Versace and particularly Mr Noel Williams who leaves the Board at the end of this year and has contributed so much not only as a Board member but also as an active member of the Finance committee; 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 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 Ritchie.

Finally, to quote Wayne Tinsey in his paraphrase of Pope John XXIII, the Christian Brothers did not ask EREA to 'guard a museum; but empowered us to water a garden'. They gave us a clear mandate, not only to hold the charism of Edmund Rice, but more importantly, to foster its growth. All the best to those who graduate this year. May you go forth with determination to be responsible citizens – where heart, mind and spirit are combined for the greater good and live rich and fulfilling lives. I thank the whole St James' community for their contribution to this heritage.

Mr John Percy
Board Chair

SECTION 8: NARRATIVE FOR THE 2012 EREA ANNUAL REPORT

St James College is a challenging environment and huge demands are made on its staff to ensure that the Teaching and Learning programs, Pastoral programs, Identity/Mission programs and Finance and Property Department work together to create the unique and inclusive ethos of the school.

At the start of 2012, the College Leadership Team welcomed its newest member, Mrs Tricia Parry, who has assumed the key position of Assistant Principal Identity. In addition, Mrs Parry directs the Religious Education program, a challenging role that reflects the very essence of what we are about. The College's Business Manager, Mr Richard Occhipinti, finished in this position at the end of the year to pursue a further career opportunity at another school and a new Business Manager was appointed, Mr David Cantwell.

Middle management at St James involves two highly committed teams: the Pastoral Team and the Heads of the various curriculum departments in the school. It is always opportune to thank them for their committed service to the students and their families through the work that they do in ensuring that St James not only always delivers a quality educational product but also high quality young men and women who can stand tall in the world and know that they are prepared for what life will present them.

Providing an inclusive educational program for all our students is arguably the most successful aspect of our school. The work done by teachers and teacher-aides is exceptional in ensuring all students have access to the curriculum and feel welcome to participate in all activities regardless of cultural or social background, ability or disability, or family circumstances. This is no better seen in the work done in the classroom and around the school with students with disability or learning difference.

This aspect of St James continues to be a great witness out in the community to what we believe is one of key tenets in education, a resolve to provide a just and liberating education for all. If there is a down-side to any of this, however, it is in the fact that the College is developing such a good name for working with students with disability that the numbers in this area are increasing dramatically causing some concern among teachers about maintaining a balance in the classroom.

During the year, the College Board in association with the Property and Finance Committee, EREA Northern Region office and Fulton Trotter Architects whose collaborative expertise provide this school with such positive and purposeful direction, assisted the Principal in submitting a successful Block Grant Authority application for a new and much needed Science and Library facility, a successful application to the State Government for refurbishment of existing facilities to accommodate the introduction of Year 7 in 2015, and a joint application (pending) in association with Albert Park Flexible Learning Centre to DEEWR for a Trade Training Centre.

Successive Newsletters have highlighted the achievements and involvement of our students throughout the year and these tell the story of a school, small as it is compared with those around it, which is committed to providing an extraordinarily broad range of opportunities for its students.

St James students have matched it with the best of them in Leadership Courses, Days of Excellence, Business and Sporting breakfasts, the Lord Mayor's Youth Advisory Council, Rotary, and programs that prepare them for the world of work through our partnership with the Beacon Foundation. Students have attained school-based traineeships and apprenticeships, have studied at TAFE and in pre-university courses at UQ and QUT. Construction students have had on-the-job practical experience in completely building a new ablution block at our outdoor education facility at Maroon Dam. Academic excursions, sporting carnivals both local and interstate, and numerous other co-curricular activities detail the extraordinary achievements of individuals and teams.

The development of 'Jimmies Basketball' over the past three years has produced major dividends for students for whom this sporting opportunity provides hope, a sense of camaraderie and also a means of giving something back to the school by their involvement. Our teams have been more than a match for other much larger EREA schools as attested to by them taking out of the Bronze Medal at the annual EREA Basketball Tournament in Penrith in July. Several students have gone on to play district, State and even College Basketball in the USA as a result of the start they have received at St James.

In 2012, a new Strategic Plan for the school was developed that maps out the future directions of our College for the years to come. Based on the Charter for Catholic Schools in the Edmund Rice Tradition, this plan is centred on four core values that we see are essential elements under which the strategies for action sit. These values are: Hope, Opportunity, Community and Inclusivity.

The value of Hope focuses on the aspirations of the individual and our flexibility to meet the needs of all our students. Community is all about life-giving relationships that underpin how and why we do what we do here at St James. Opportunity is about realising present and future possibilities - about learning to achieve ones best at the highest level possible. And Inclusivity is all about the core value of this school. It is about ensuring everyone in this school community is valued for who they are; that they are respected and that their dignity is upheld. A school like St James has existed for over 144 years because it has offered something different - it has offered hope, community, opportunity and a sense of belonging to all those who have walked through its gates, placed their hand on the crest and said to themselves: 'this is where I need to be'.

The new Strategic Plan is now published on the College website. The implementation of the strategies and their related actions will be the on-going task of the College Board, Leadership Team, Parents and Friends, Middle Management groups and staff to ensure that the College continues grow in its authenticity as an Edmund Rice school.

Gerry Crooks
Principal