

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 2013

This Annual Report for 2013 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 2013 enrolment (as the August 2013 Census) of the College in full time equivalent students was **372**. The breakdown of the numbers is shown below. Domestic = Permanent residents of Australia; FFPOS = International students on study visas; ATSI = Aboriginal and Torres Strait Islander students; SWD = Students with Disability (verified)

OVERVIEW OF ENROLMENTS August Census 2013

Year Group	8	9	10	11	12	Total
TOTAL	47	50	85	93	97	372
Domestic	47	48	77	86	80	338
FFPOS	0	2	8	7	17	34
ATSI	1	5	3	5	5	19
SWD	7	11	7	8	17	50

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 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 History Geography Art Design & Technology French Cooking Health & Physical Education	
Years 9 – 10	Religious Education English Mathematics Science History Physical Education	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 English English as a Second Language Information Technology Systems Legal Studies Mathematics A Mathematics B 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 (SRS20306) Certificate I Work Education (30626QLD) Certificate II Workplace Practices (30981QLD)

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 30 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. A new Strategic Plan was implemented in 2012, with an Annual Plan process for each subsequent year to 2017 when the overall plan will be reviewed.

Capacity is built at the College through ongoing Professional Development. The Queensland College of Teachers mandates 20 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, are 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 as well as through school programs such as the annual East Timor Immersion.

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 (two mornings a week throughout the year), 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, South Sudan, Ethiopia, Sierra Leone, Guinea, Eritrea, Germany, Italy, Philippines, South Africa, Uganda, Congo, Burundi, etc.

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.

Students from all cultures are encouraged to participate in our own 'World Cup Soccer' competition for boys and girls in National teams. Likewise, international students are encouraged 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 staffed 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

2013 saw a further decrease in the number of International students attending St James. As mentioned in earlier Reports, this decrease has been a common situation across Queensland schools and does not look set to change markedly in the next few years. The students who do come contribute to the rich cultural diversity of the College. The Deputy Principal together with the Coordinator of International Students participate in various overseas marketing ventures, including marketing trip to China.

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 2013

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 2013. 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. The performance of students at St James largely reflects the nature of the enrolment at Year 9 level. Many students are from refugee and non-English speaking backgrounds, where English may be a second, third or fourth language. In

In addition, the school has many students who are either verified as Student With Disability or meet the criteria as designated by the Disability Discrimination Act. As such, students struggle with the demands of the NAPLAN testing program. Parents should be wary of placing too much emphasis on these results as a reflection of the literacy/numeracy development program at the College.

Year 2013 NAPLAN Results										
	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
School Scores	533		486		538		500		541	
	Sim	All	Sim	All	Sim	All	Sim	All	Sim	All
	573	580	540	554	574	583	563	573	570	584

Year 12 Outcomes

Outcomes for 2012 Year 12 Students	
No. of non-visa students awarded a QCE	60
No. of non-visa students who received an Overall Position	21
No. of students (incl. visa) who received an Overall Position	21
No. of students who are completing or have completed a SAT	19
Percentage of OP-eligible students with an OP 1 - 15	25%
Total VET qualifications achieved by students: Cert I = 69, Cert II = 57, Cert III=9	135
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	95%
Percentage of QTAC applicants (excl. visa students) receiving an offer	77%

STUDENT RETENTION RATES 2013

Year 10		Year 12		Year 10 – 12
Year	Enrol	Year	Enrol	Apparent Retention Rate
2009	105	2011	111	106%
2010	78	2012	112	143%
2011	67	2013	97	144%

*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 – 12) as sampled from 25 April to 25 May, 2013, was: Girls 83%, Boys 87%. 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 begun in 2012 developing work programs in English, Mathematics, Science, History, Physical Education.

YEAR 12 POST SCHOOL DESTINATION

Note that the 2013 *Next Step* Report will be added in to this Annual Report in July 2014.

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 2013, 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 2013, 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

Throughout 2013, 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 2013, the Senior Boys Basketball Team participated in the Queensland State Schools Basketball Tournament, taking out the championship with a convincing win over St Joseph's Nudgee College in the final.

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

A group of senior students participated in the World Challenge expedition to Malaysia in December, 2013. This was a 3-week outward-bound course which involved hiking through rough and challenging terrain as well as immersion-style experiences in Malaysian culture. It is planned to offer this again in 2015.

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.

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 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 (Phys Ed)	Sheffield University, UK
Mr Jim Bartlett	Cert Prof Counsellor M. Ed Studies B. Ed Studies B Arts Cert Teaching Cert IV TAA	Aust Board Cert Counsellors QGCA UQ UQ UQ MSMC, Strathfield
Ms Nikki Carpenter	M Ed (Teacher Librarian) Grad Dip Ed B Arts	QUT QUT GU
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 Grad Cert TSL	QUT UQ

Staff Member	Academic Qualifications	Institution
Ms Roz Ferris	B. Arts M Arts Cert Teaching	GU UQ MGTC
Mrs Jan 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
Miss Brooke Flynn	BA B Ed	UQ UQ
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
Mr Gordon Green	Dip T Man Arts Elec Trade Cert CNC69 Basic Bricklaying NBB009 Welding & Thermal Cutting Autocad A Cert I Eng/Const Cert IV TAA	MGTC Penrith TC Ithaca TAFE Ithaca TAFE Seven Hills TAFE Gateway TAFE
Ms Fiona Hales	B. Arts Dip Ed Cert III Sys Theology	UQ IFE
Mr Jonathan Hall	B Arts B Education	UQ
Ms Tania Hayes	B Learning Management M Ed Cert IV TAA	CQU CQU TAFE
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	DDIAE BCAE SCU Flinders Uni

Staff Member	Academic Qualifications	Institution
	Grad Dip Theol Studies	Flinders Uni
Ms 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)
Mr Tran Nguyen-Duc	B Sc Grad Dip Ed (Senior Secondary)	UQ QUT
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
Ms Elisabeth Schaefer	B Ed M Ed	QUT USQ
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
Miss Alex Vizcarra	B Arts B Ed	UQ UQ
Miss Jessica Whelan	B Ed B Sc (Ecology)	UQ UQ
Mrs Andrea Williams	B Ed	QUT
Mr Martin Wiseman	BA DipEd M EdStudies MEdLead	UQ UQ UQ ACU
Mr Chris Zammit	B Ed Cert IV Theology	QUT IFE

2. Staff Development Priorities 2013

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.
- Goal-setting and Professional Development Plans (AITSL Professional Standards for Teachers)
- Vocational Education & Training Workplace Assessor Training
- NAPLAN and QCS data analysis
- Differentiating the Curriculum
- Reading to Learn
- Working with students with learning differences
- Professional conferences (QSA Conference, VET Conference, Beacon Conference, etc)
- Professional supervision
- Staff mentoring
- Edmund Rice Education Australia Professional Development Network meetings
- Child Protection Training
- Formation opportunities conducted by EREA and Oceania Province (eg Into the Deep, New Street, Mt Sion Revisited, Galilee, etc)
- First Aid Training
- Professional Development: Information Communication Technologies

The average amount spent per teacher in 2013 on professional learning was approx. **\$1064**

3. Attendance Rate for Teachers

The average attendance rate for teachers is **93.5%**. 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 eg Investiture of Student Leaders
- 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 2013, the College worked towards fully implementing the 1:1 ratio of computers for students in Years 8 – 12. The College operates four Computer laboratories equipped with desktop computers for more high-end computer studies. The College's network management has been outsourced to an external IT company the contract for which lapses at the end of 2013. It is envisaged that on-site management will take over from the start of 2014.

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 2013, planning and budgeting has taken place for the implementation of a 1:1 laptop program across the school. From the start of 2014, laptops will be rolled out to students in Years 8 – 11.

STRATEGIC ACTIONS FOR 2013

During 2013, 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.
- Continue the implementation of the Australian Curriculum in Years 8, 9 and 10.
- Focus on developing staff capacity to teach explicit literacy across the curriculum.
- Plan for the full implementation of the 1:1 laptop 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.
- Offer other service-learning opportunities such as: immersion experiences for staff and student groups to East Timor, 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 architects, finalise all details for planned capital development to commence in 2014: Science/Library building, refurbishment/renovation of the Tom Carey Building, renovation/refurbishment as part of the development of the Trade Skills Centre.
- Work towards the re-development of *Jimmies on the Dam*
- Ensure the College Budget reflects the strategic directions for 2013
- Introduce a Staff Mentoring program and ensure all teaching staff are engaged with the Professional Standards for Teachers process.

Gerry Crooks
Principal

John Percy
Board Chair

ST JAMES COLLEGE



2013

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

The breakdown of the numbers is shown below. Domestic = Permanent residents of Australia; FFPOS = International students on study visas; ATSI = Aboriginal and Torres Strait Islander students; SWD = Students with Disability (verified)

OVERVIEW OF ENROLMENTS August Census 2013

Year Group	8	9	10	11	12	Total
TOTAL	47	50	85	93	97	372
Domestic	47	48	77	86	80	338
FFPOS	0	2	8	7	17	34
ATSI	1	5	3	5	5	19
SWD	7	11	7	8	17	50

SECTION 1: SCHOOL BOARD REPORT

1.1 BOARD MEMBERSHIP 2013

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 Michael Egert	Businessman and consultant
Mr Mike Wilkinson	Executive Secretary to QCEC, Former Student
Mrs Olivia Versace	Solicitor
Mr Noel Williams	Business Manager, Loreto College
Mr Mal Watts	Businessman and consultant

1.2 NUMBER OF MEETINGS CONVENED DURING THE YEAR:

- 7 meetings are held by the College Board each year

1.3 FORMATION & DEVELOPMENT UNDERTAKEN:

- EREA Northern Region Board Induction evening for new members
- EREA Strategic Directions reflections/presentation at each Board meeting

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

- Debtors
- Acceptable Technology Use
- Behaviour Management
- Drug and Alcohol
- Enrolment
- Professional Development
- Privacy

1.5 ST JAMES COLLEGE BOARD ANNUAL REPORT (delivered at the 2013 Awards Night)

Good evening students, staff, invited guests family and friends of the St James community.

Well done and congratulations to the award recipients for their outstanding efforts and contribution to the community of St James. My best wishes to the year 12s as they are soon to become our newest past students of St James. I thank them for their contribution to the legacy of what this special community is and remains for others.

It is my pleasure once again to be with you for this annual celebration.

St James has a lot to be proud of. We witness tonight the high level of student achievement across all areas of schooling and the particular strength in educating a diverse population in the distinctive spirit and mission of St James.

Part of the Board's core business is providing strategic support and a particular concern is to reduce inequities so that students' futures are not so strongly shaped by lived disadvantage. The National and State focus on school improvement can be frustrating to staff when they know how hard they are working, yet better education for all students is itself a result of reflective practice and active communities of learning. This has been given direction through St James' "Strategic Plan", developed last year through a process of self-reflection, and implemented through a collaborative learning community.

Much of the challenge for the Board continues to be the College's sustainability and development of the public profile of the diverse 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.

There are three wounds in modern life, according to Timothy Radcliffe: the first wound is a loss of tradition, of passing things on from parent to child, of the story that gives us identity and meaning. SJ strives to apply a salve to this wound through the Colleges Identity work. Mrs Tricia Parry presented to the Board how the College Identity has continued to develop under her leadership and the Board thanks her for her hard work and dedication to this vital aspect of College life.

The second wound of modern life is imagination where our horizons shrink and lives become petty and mundane. Mr Crooks' reports to the Board highlight each meeting the wonderful and rich activities and studies that occur at St James'. We are fortunate to have a staff and leadership team that has developed a curriculum and whole school approach that caters for different passions and encourages the imagination. A warm thank-you to all staff for your dedication and commitment.

And lastly, the third wound of modern life highlighted by Tim Radcliffe is the wound of belonging, where one suffers loneliness and wanders like Cain throughout the landscape.

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. At the heart of all of this, of the sense of our mission, is recovering our sense and experience of God.

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. The Board continues to refine its processes with regards to risk management with particular thanks to Mr Mal Watts and Mr Michael Egert for their formative work in this area as well as Mr Mike Wilkinson with student safety.

In other business, the Board has considered the plans for refurbishment of the St James building, preparation for the introduction of year 7 and the soon to be built Science library complex.

This year we have continued to consider among other issues, the implementation of the International Education Program, and thank the Deputy Principal Mr Tony McCulkin and Ms Helen Robin for their informative report.

I also thank Board member Mrs Olivia Versace for her guidance and willingness to support the College in legal matters, Br Mick Talty for his continued support and gentle guidance especially in matters of equity, Mr Ron de Bruyn for his wise advice and parent perspective always mindful of retaining the integrity of what is St James.

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. I congratulate Gerry on his reappointment as Principal for the next five years.

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 would like to thank 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.

Together the St James community provides a strong antidote to Tim Radcliffe's three wounds of a modern life. 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.

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 2: NARRATIVE FOR THE 2013 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.

Throughout 2013, capital development planning continued towards the construction of a new Science and Library facility, refurbishment of the existing main school block – the Tom Carey Building, and refurbishment of the technical facilities to form the St James Campus of the Brisbane Flexible Trade Skills Centre in association with Albert Park FLC. It is expected that works will commence early in 2014 and be completed in time for the start of Year 7 students in 2015.

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. As an example of this and in a way to assist in providing out-of-school opportunities for students, the College's basketball club, known as 'Jimmies Basketball', evolved over the past five years. The development this year culminated in the College winning the Schools State Basketball Championships in 2013. This was an enormous achievement and a tribute to the work and effort that have gone into this program by staff and coaches. The program has also had the effect of drawing a significant number of new enrolments.

Other noteworthy co-curricular activities include a highly-developed Outdoor Education program utilising the College's facility at Maroon Dam known as 'Jimmies on the Dam', theatre-sports where the students made the quarter-finals in the State competition, chess, Brekky Van for the homeless, Ronald McDonald House visitations, Jimmies Walk for Justice, etc.

Students and staff continued to have very valuable experiences through immersion opportunities provided by both the College and EREA. In the mid-year holidays, a small group of Year 11 students and teachers journeyed to East Timor (Santa Baghita Orphanage in Dili and the villages of Seloj and Railako Kraik) for a very successful yet humbling 10-day immersion. In addition, over Christmas at the end of the year, a small group of teachers made the long journey to Malawi in central Africa to visit and work in a school run by Sr Melissa Dwyer, a former staff member of St James. Staff also had the opportunity to engage with Indigenous groups in the 'Let's Talk' Immersion.

Connections through the Past Students Association have been enhanced by the popular pamphlet released three times a year known as "Jimmies Spirit". As a result, there have been many re-visits to the College by past students eager to see how their school has changed over the years. It is hoped that as the new refurbishments, renovations and buildings occur throughout 2014 that involvement by the past students will grow.

The College's annual Cultural Night is a celebration of diversity and inclusion at St James. Students from the over-35 different nationalities and cultural backgrounds at the College developed and presented an evening of dance, music and drama for parents, friends and associates of the College. This is always one of the highlights of the year.

Inclusive educational practice is a hallmark of the education program here at St James. Assisted by a team of teacher-aides and blest with smaller class sizes, teachers are able to differentiate the curriculum for the wide diversity of students in their classes. As well as students with learning differences and disabilities, each class also has students whose 2nd, 3rd or 4th language is English, as well as reluctant learners mixing it with very gifted students. The demands on teachers are great but through collaborative planning and teamwork, teacher-support and carefully selected professional development, the teaching and learning that takes place in the classroom is outstanding.

In Term 4, for the first time, the College embraced the enrolment of several young men who were living in community detention. Through the assistance of Red Cross, Mercy Family Services and QPASTT (Qld Program Assisting Survivors of Torture and Trauma), St James accepted young asylum seekers hailing mainly from Iraq, Iran and Afghanistan. All had made the perilous journey by boat only to be caged in detention centres in various regions around the country before finally arriving in Brisbane. With little or no funding assistance, the College is still privileged to be a part of this important and compassionate outreach to these families and individuals (unfortunately labelled IMA's – 'Irregular Maritime Arrivals') who have risked all to escape persecution in their homeland and to seek a new life of hope.

Gerry Crooks
Principal

SECTION 3: Awards Night 2013. Principal's Address.

Distinguished Guests, Parents, Staff, Students and all in the St James College Community.

I would like to reiterate our warm welcome to all our guests who have joined us this evening, some of whom will be presenting Awards later in the program.

It is always an honour for us to welcome the Christian Brothers back to events at St James. Earlier this year, the Oceania Province of the Congregation of Christian Brothers transferred ownership of all their schools in Australia to the organisation that we now know as Edmund Rice Education Australia. While EREA has been in operation now for nearly seven years, this transfer of legal recognition was a significant milestone in the history of Catholic Education in Australia with this new Catholic education entity now being officially recognised by the Church and State.

I would like the Brothers here tonight to take back to their communities our sincere and heartfelt gratitude for all that the Brothers have embedded in St James throughout its long history since the Congregation took over the school in the 1890s. Our opening procession and prayer tonight highlighted the symbols that are now an integral part of our story and the extraordinary tradition of Jimmies.

RE-APPOINTMENT.

Earlier in the year, EREA conducted a Summative Appraisal of my performance as Principal of St James. As a result of the outcomes of this appraisal, I was very pleased to have been offered a second five-year Contract as Principal by the Executive Director, Dr Wayne Tinsey. This is a great honour for me and I have been humbled by the confidence the College community has placed in me. I certainly thank you all and I would like you all to know that I am committed to bringing the best possible leadership I can to this great school in the years ahead.

LEADERSHIP TEAM

But leadership is a collaborative activity and the College is blessed by a strong and collegial Leadership Team in Mr Tony McCulkin – Deputy Principal and Head of Curriculum, Mrs Tricia Parry – Assistant Principal Identity and Head of Religious Education, Mr David Cantwell – Business Manager and Mr Marty Wiseman – Assistant Principal Pastoral.

Their formidable skills and expertise in regard to their respective responsibilities, to say nothing of the deep respect and support each has of the other, make the College Leadership Team a group unified in purpose, spirit and action. For their support and their outstanding contribution to St James, I offer my sincere thanks.

STAFF

I would also like to pay tribute to and thank the staff at St James. Often working under exceptional challenges, they never fail to keep at the forefront of their minds a faithful and dedicated commitment to the students they teach and engage with. Indeed, one has only to walk through the front door of the school to feel the warmth of welcome and acceptance that pervades the school in general. I am always the first to admit that we don't always get things right in our endeavours and, while evenings such as this tonight acknowledge the wonderful things that happen here, we know that we have to work hard in making a difference in the lives of the young men and women who pass through our hands. There can be no compromise. I can assure you all that those who work with your children do so out of a deep commitment to what Edmund Rice education is all about.

STUDENTS

This year our College Captains Melissa Tabulo and Efrem Tesfai have done us proud. You will hear from them a little later as they give their wrap of the school year. But what they won't tell you is what they do in the background. Unheralded and often not noticed by many, are the times they engage with peers and younger students, actively yet quietly supporting them, engaging the lonely one, sorting out a problem between this one or that one before it escalates, being there for the one who needs a friend, and never shutting out the other. There is a significant difference between 'being' and 'doing' in leadership. With adequate training many of us perhaps can 'do' the things that leaders do. But 'being a leader' is a reflection of who we are, who others perceive us to be and the values that underpin our lives. Both Mel and Efrem are two young people who have shown to others what 'being a leader' is really all about and, on behalf of our community I thank them for this.

CAPITAL DEVELOPMENT

As many of you are aware, we are about embark on the most extensive capital works program to be carried out on this campus in recent memory. We believe it will ensure St James College will continue to offer its students a highly competitive standard of education both in its OP pathway and also its Vocational Education pathway. Buildings will include a new Science/Library complex at the rear of the property, together with a state-of-the-art Trade Training Centre and refurbishments of current facilities in preparation for the entry of Year 7 in 2015. These facilities will be due for completion by this time next year, God willing!

In addition to our existing ICT facilities and infrastructure, this year also saw the continuation of the rollout of our laptop program across the school, with all students in Years 8 and 10 issued with their own personal laptops. The effects in the teaching and learning processes have been immediate and will continue to have far-reaching effects in learning outcomes for students.

CO-CURRICULAR ACTIVITIES

Co-Curricular programs at the College are provided to broaden students' experiences and open up opportunities. Social justice activities have included Edmund Rice Advocacy for Change, the Jimmies Walk for Justice fundraising mission, support work at the Ronald McDonald House adjacent to the Royal Brisbane Hospital, the immersion program to East Timor and, of course, our Brekky Van which twice a week brings breakfast to the homeless around Brisbane. These, together with many other activities, give visible witness to the students' embrace of what Education in the Edmund Rice tradition is all about and, quite frankly, their service is inspirational.

Under the enthusiastic leadership of our Co-Curricular Coordinator, Mr Andrew Ebrington, and the expert tutelage of dedicated staff, students also engaged in inter-school competitions in Debating, Theatre Sports and Chess. Days of Excellence programs conducted within our EREA network provided extra academic extension for particular students. Excursions to theatre, galleries, exhibitions and the like have enriched the curriculum for students. In sport, successive Newsletters have highlighted the success of Jimmies students, sometimes against schools very much superior in numbers and standing, in a variety of competitions in AFL, Athletics, Rugby, Soccer, Futsal, Netball and, of course, Basketball – arguably the crowning glory of our sporting program. All are well and truly aware of our Senior Boys Basketball Team's success in winning the Qld Basketball Schools State Championship only a few weeks ago, and we're pretty proud about that! I am extremely indebted to all those who give of their time to ensure our students can match it with the best of what others can offer.

BOARD AND COMMITTEES

The College is fortunate to be served by three outstanding committees: the College Board under the leadership of Mr John Percy responsible for the strategic directions of the school; the Finance and Property Committee, ably chaired by Mrs Cheryl Caughley which oversees the financial management of the College; and, of course, the Parents & Friends Association, a wonderfully supportive parent group led by Mr James Chan which is always looking for opportunities to fundraise for the College. I thank all these highly committed groups, members of which are with us tonight, who do so much behind-the-scenes work to ensure that our school can continue to function and flourish, yet at the same time remain faithful to its ethos.

THINGS THAT INSPIRE

You know, there is a sense of belonging in this place that is hard to define, but somehow situates itself in the lives and experiences of all who find themselves here. In respect to this, and in conclusion, I would like to draw your attention to the two extraordinary pieces of art on either side of the stage here.

To your right, is the banner designed around the Year 12 motto for this year: "Rise Up for What is Right – the Journey for Peace and Justice". Each shape, designed by the students in each of the Homerooms across the school, suggests this man-made community and the patterns on the shapes represent the people in this community. In between the shapes, the white dotted lines symbolise the spirit that is rising up to meet the challenge of the motto. It is a wonderful image that has inspired our school throughout the year.

To your left is the brightness of the sun with all its glowing myriad of colours. Designed by one of our Art teachers, Ms Bronwyn Doherty, the banner was assembled by the Year 8 students as a result of the reflective work done on the Year 8 Camp earlier this year. Each small segment – each flame – belongs to the particular student who designed it. On it they have written their name together with expressions and phrases that tell us something about who they are and

what they consider to be important in their lives. The words themselves are bright and sunny like the design depicted. Words like: Smiling, Witness, Awesome, Epic, Friendly, Sharing, Laughing, Bravery, Family (a very common one across the board), Crazy, Out There, Positive....and so the list goes on. What a treasure and what enrichment they bring to the College. But what is really significant is the core – from which the flames radiate outwards, symbolically bringing the light to us all as indeed the sun does. Making up the core, in a spiral, is this prayer: *Bless these students and their many gifts that radiate towards us* (I love that expression). *Bless the people who will receive these gifts and allow the light that they reflect be a cause of joy and a sign of their belonging.* And the prayer concludes with our traditional aspiration: *Live Jesus in our Hearts Forever.*

The depth of understanding of identity, that is, what it means to be in this place and to ‘live this community’ is evident in what we see here. While we are in the business of educating in history, mathematics, science, literacy and so on, we are also here to help shape the characters of young human beings – a process that starts in the home and is reinforced by what happens at school. I am pleased to say that, for the most part, our kids ‘get it’ – they know what ‘live this community’ is all about, as they walk together on the journey.

I believe that an authentic Catholic School is not just a place where we go to learn within a particular religious tradition. Yes, we can be a school for Catholics, but perhaps more importantly we need to ensure we are a ‘Catholic school’ for all.

Being an authentic Catholic School, and one in the Edmund Rice tradition, means that the core of our endeavours lie in educating for liberation and hope, educating for justice and solidarity with those who need us to stand by their side, educating for inclusion within this community where no one should ever feel they do not belong or are not welcomed, and educating in the spirituality of the Gospel which, for us all, demands compassion, service, healing and witness.

In the words of our College motto, let us all never lose sight of what it means to be *Faithful Forever* to this calling.

Gerry Crooks
Principal