

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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Enrolling: Years 8 to 12

Queensland Curriculum Assessment 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 2014

This Annual Report for 2014 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 2014 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 2014 enrolment (as the August 2014 Census) of the College in full time equivalent students was **373**. 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 2014

Year Group	8	9	10	11	12	Total
TOTAL	45	57	66	123	82	373
Domestic	43	56	60	119	77	355
FFPOS	2	1	6	4	5	18
ATSI	7	3	4	7	3	24
SWD	12	4	11	8	5	40

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 Biology 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 15 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 (NSSAB). 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*. As well, staff have the option of engaging in a variety of Immersion Experiences mounted each year by EREA to such places as India, South Africa and Ireland.

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 available to Year 11 students.

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.

In addition, 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, ERA (Edmund Rice Advocacy) for Change, 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, Italy, Philippines, South Africa, Uganda, Burundi, Somalia, Afghanistan, Iran, Sri Lanka, 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, Science 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 the Middle East and who have settled in Brisbane on Permanent or Temporary Protection Visas or who are living community detention as asylum seekers while awaiting the outcome of visa applications have added to the diverse student enrolment at St James. These students and their families are supported by community groups such as Red Cross, Multicultural Development Association, Mercy Family Services and Qld Program for the Survivors of Torture and Trauma (QPASST). In school, they receive support from the College's Pastoral team 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

2014 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 2014

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 2014. 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 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 2014 NAPLAN Results										
	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
School Scores	537		512		536		529		540	
	Sim	All	Sim	All	Sim	All	Sim	All	Sim	All
	588	580	518	550	558	582	548	574	561	588

Year 12 Outcomes

Outcomes for 2014 Year 12 Students	
No. of non-visa students awarded a QCE	55
No. of non-visa students who received an Overall Position	32
No. of students (incl. visa) who received an Overall Position	35
No. of students who are completing or have completed a SAT	6
Percentage of OP-eligible students with an OP 1 - 15	44%
Total VET qualifications achieved by students: Cert I = 88, Cert II = 67, Cert III=3	
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	100%
Percentage of QTAC applicants (excl. visa students) receiving an offer	92%

STUDENT RETENTION RATES 2014

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%
2012	73	2014	97	133%

*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 5 May to 30 May, 2014, was: Girls 90.6%, Boys 91.2%. 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 2014 *Next Step* Report will be added in to this Annual Report in July 2015.

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 2014, 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 2015, 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 House Deans, Home Room Teachers, Counsellors and the whole staff working together to create a safe, supportive learning environment within a vertical house system. A House Dean is responsible for the overall pastoral care of the students in each of the four Houses. The student is then allocated to a House Home Room Teacher who takes a particular interest in the students' academic, social, emotional and spiritual welfare. These messages are reinforced through the weekly College and House Assemblies which also serve to enhance House and College culture. 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, Learners 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 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 Dean
 - 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 any staff member the student trusts but action comes from:
 - Assistant Principal Pastoral
 - House Dean

- Counsellor
- 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 Dean
 - 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 Dean, 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 2014, 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 Aquinas College on the Gold Coast. 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, Girls AFL (winning their competition), Netball and Soccer (again winning the Bestside Cup for the second year in a row). In these sports, students participated in local and State-wide competitions and tournaments. In 2014, the Senior Boys Basketball Team again participated in the Queensland Champion School Basketball Tournament, and were runners-up in the final to Ipswich Grammar School.

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

The annual World Cup Soccer season at the College was again a highlight with students representing their country of origin and competing fiercely for the crown.

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 and Newsletter.

CAPITAL DEVELOPMENT

After several years planning, the College embarked on one of the biggest capital development projects in its history in 2014. Three major projects were commenced:

- A Trades Skills Centre, to be known as the Brisbane Flexible Learning Trades Skills Centre (St James Campus) and development in association with the Youth+ Flexible Learning Centre at Albert Park. This project was fully funded under the Federal Government's Trade Training Centres in Schools program.
- Refurbishment of the Tom Carey Wing as a result of State Government funding for the move of Year 7 into high school.
- A new three level purpose-built building to be known as the Joseph Canali Centre housing a new Library and eLearning Centre as well as Science facilities and an extensive passive recreation undercroft area.

All three projects are due for completion early in 2015 in time for the new school year. These new state-of-the-art facilities will enhance the teaching and learning environment and will be much-welcomed by staff and students alike.

The College's outdoor education facility at Maroon Dam, *Jimmies on the Dam*, was further developed with the completion of the ablution block and dormitory. This work was carried out largely by senior students from the College under the supervision of the Head of Design & Technology and as part of their Certificate courses in Construction and Engineering.

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 each afternoon after school in the Library 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, ERA (Edmund Rice Advocacy) for Change, Project Compassion, 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
Mrs Vicki Blackman	B Learning Management Cert IV Training & Assessment Dip Hospitality	CQU Worklinks Inc. TAFE
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
Miss Mollie Daphne	B Arts, Media & Communication Dip Communication Grad Dip Secondary Education	Swinburne TAFE, Vic. Swinburne TAFE, Vic. UQ
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
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	Uni Tas.

Staff Member	Academic Qualifications	Institution
	Grad Dip Ed A Grade Electrical Mechanic Cert IV TAA	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
Ms Karen Herrick	B Arts Grad Dip T RSA Cert TESL	UQ ACU British C, Singapore
Mr Aaron Hill	B Visual Arts B Fine Art Grad Dip Education	USQ GU GU
Mr Anthony Hill	Cert Eng/Const. WHSO Cert Eng Electrical Cert I Gen. Const. B. Tech Ed Cert IV TAA	MGCTAFE ASLS VETEC TAFE Qld Griffith Uni
Mr Mark Holmes	Dip T Cert IV TAA	BCAE
Mr David Hopper	B. Tech Ed Cert I Const Cert Fitting (Instrumentation) Cert IV TAA	GU YITAFE DEVET
Ms Erin Johnston	B Education Ad Dip Liberal Arts	GU UNE
Mr Isikeli Kubunameca	B. Arts (Psychology) B Ed GE	UQ UQ
Ms Dianne Markey	B. Economics Dip Education	JCU UQ
Mr Tony McCulkin	Dip Arts (Creative) Grad Dip T M Ed Grad Cert Theol Studies Grad Dip Theol Studies	DDIAE BCAE SCU Flinders Uni Flinders Uni
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)
Ms Lisa Moore	B Secondary Education	QUT
Ms Tania Munro	B Learning Management	CQU

Staff Member	Academic Qualifications	Institution
	M Ed Cert IV TAA	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
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 2014

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 Curriculum and Assessment Authority (QCAA) Review Panels
- Attendance at QCAA Workshops and Seminars in subject areas
- Attendance at QCAA 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
- School Improvement Plan
- Staff Spiritual Formation
- Working with students with learning differences
- Professional conferences (QCAA 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 2014 on professional learning was approx. **\$1469**

3. Attendance Rate for Teachers

The average attendance rate for teachers is **94%**. 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)
- College Awards 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 2014, the College continued its implementation of a full 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 employed a full-time IT Manager from the start of 2014 who works closely with the Head of Library and eLearning in managing the IT needs of the teaching and learning programs in the College. Enhanced wireless connectivity has enabled eLearning across the school to develop considerably.

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.

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.

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.

STRATEGIC ACTIONS FOR 2014

During 2014, 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 to assess work intensification levels among staff to ensure that staff workloads are appropriate and manageable.
- Finalise the new Middle Leadership structure by July following the designated consultative procedures.
- Continue to develop the Staff Mentoring program and ensure all teaching staff are engaged with the Professional Standards for Teachers process.
- Continue the implementation of the Australian Curriculum in Years 8, 9 and 10.
- Plan for the introduction of Year 7 students into high school from both a curriculum perspective and in association with the refurbishment of facilities.
- Research and begin the implementation of a whole-school pedagogical framework commencing with an overall school improvement plan.
- Continue the full implementation of the 1:1 laptop computer roll-out and implement fully the Learning Management System adopted by the College
- Work towards the satisfactory completion of the Capital Development Projects commenced in May, 2014.
- 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: ERA for Change, Immersion Experiences, Brekky Van, Project Compassion related activities and fundraising, etc.
- 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.
- Analyse data regarding entry and exit levels of students to establish patterns of enrolment.
- Extend the positive perception of St James and promote this through the wider community.
- Ensure that the Enrolment Policy maintains a balanced student population while maintaining the College's commitment to inclusion.
- Ensure the College Budget reflects the strategic directions for 2014

Gerry Crooks
Principal

John Percy
Board Chair

ST JAMES COLLEGE



2014

Edmund Rice Education Australia

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- 1.1 Board Membership
- 1.2 Number of Meetings
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- 1.5 Board Chair's Annual Report

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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 September 2014

Year Group	8	9	10	11	12	Total
No. of Students	44	58	67	121	83	373
Gender (M-F)	35-9	38-20	45-22	86-35	55-28	259-114
Youth Outreach Service			3	8	6	17
ATSI	7	4	4	7	3	25
FFPOS (Study Visa Students)	0	1	7	5	5	18
Asylum Seeker	0	0	2	15	0	17
Verified SWD (EAP)*	12	5	11	9	7	44
Identified (DDA)#						50

* Students with Disability who are verified under the Education Adjustment Program (SLI, PI, ID, ASD, SED)

Additional students identified in a disability category under the Disability Discrimination Act (e.g. dyslexia, central auditory processing, non-verified social emotional disorder, language disorder, specific learning difficulty, etc), but who are not verified under the Education Adjustment Program because they do not meet the EAP criteria

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 College's Annual Awards Night, 31 October, 2014)

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

One of the responsibilities of the St James Board is to work with the EREA Executive to ensure faithfulness to the Charter for Catholic schools in the Edmund Rice Tradition and quality stewardship aimed at offering the best possible learning community for students attending St James College. At recent Board meetings we have reflected on what this means for us and discussed new insights and priorities that this might demand.

We are blessed with a rich history of Christian Brothers, going right back to the initial work of Edmund Rice in Ireland and pioneers in Australia such as Br Ambrose Treacy, who emphasised the Gospel priorities of inclusion and special concern for young people at risk of being left behind. St James remains true to this promise and remains a school for all who seek the values of our Gospel, regardless of religious affiliation or financial capacity. The Board continues to reflect on better ways of reaching out towards those young people in our world who are marginalized and in need of the Good News of God's love and concern for all.

Another key responsibility of the Board is to work collaboratively with Principal Mr Gerry Crooks and his staff in the areas of strategic planning, budget and annual audited statements, capital works and master planning. This year has been particularly busy in preparing for the introduction of Year 7 next year. This has required the refurbishment of current facilities and the building of the new Joseph Canali Centre.

The Board has appreciated the work of its Finance and Property Committee for their diligence in guiding the College through this expansion phase. I particularly wish to acknowledge Cheryl Caughley and her work for the Board and as Chair of the Finance and Property Committee over the past ten years. Cheryl has been a tireless servant for St James and provided steady guidance through difficult times. St James will miss Cheryl's oversight, discerning eye, reassurance and understanding as well as clear direction. As Cheryl's tenure comes to completion, I wish her all the best and thank her for her massive contribution to St James. Another faithful servant who has left the committee after several years of professional service is Mrs Anne Beulah and I would like to acknowledge here a big thank you for her contribution to the committee.

As some doors are closing, others have opened. The Finance and Property Committee has been enriched by the involvement of new members Wayne Anderson, Michael Egert and Claudia Matthews. I also thank Danny Lynch, John Browning and Noel Williams for their continued service and the work of David Cantwell as Business Manager at this critical time for St James as it undergoes significant capital investment in building projects and in maintaining budget balance in the light of its enrolments.

Our Board meetings are highlighted by Mr Crooks' willingness to inform our deliberations and give considered advice. It is clear that the school's leadership team and staff are providing an authentic 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, considerate and respectful leadership of the College.

The Board continues to refine its processes with regards to risk management with particular thanks to Mr Mal Watts and to Mr Michael Egert for his formative work in auditing Board Skills and Experience as well as Mr Mike Wilkinson with student safety. 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 and Board formation, Mr Ron de Bruyn for his wise advice and parent perspective and who is always mindful of retaining the integrity of what is St James.

I would like to thank the leadership provided by our EREA Director Regional Support, Mr Jim King, and wish Jim all the best in his retirement. We are also indebted to 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.

The Board wishes every success 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 2014 EREA ANNUAL REPORT

St James College is privileged to stand on this sacred land of the Turrbal and Jaggera Peoples. We acknowledge their Elders, past and present and to come, as we gently walk hand in hand with all Aboriginal and Torres Strait Islander People in solidarity, peace and justice.

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, 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 Selo 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 2014. Principal's Address.

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

I also acknowledge the traditional owners of this region, the Jagera and Turrbal Peoples, on whose land we are now gathered and recognise that it continues to be sacred to them. Our College has stood proudly on this land for over 144 years and today we stand in solidarity with their nations, their ancestors and their elders past and present.

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 and we are delighted that Br Vic Larkin, a former Principal of St James is with us tonight, together with Br Regis Hickey, a former member of the Leadership Team of the Christian Brothers and distinguished author, who also has the rather dubious honour of being my own Principal when I was senior student in Perth just a few short years ago; Br Mick Talty, member of the College Board and Br Tim Scott, a great friend and supporter of St James College. The presence of the Brothers, knowing that

this particular school holds a very dear place in their hearts as a very authentic Edmund Rice school, is indeed our pleasure.

Evenings such as this are all about formally acknowledging the achievements of our students throughout the year and also thanking those who have been integral to these achievements. While we are a small school, what our young men and women have achieved is really quite remarkable.

Recently, I was questioned by a concerned parent about why our students have not done so well in the NAPLAN testing which is reported on with such ceremony on the MySchool website. There is always a stress-element associated with such questions, both from the perspective of an enrolling parent who wants the best school for their son or daughter and a Principal who wants their school to be competitive with others and thereby be an attractive alternative educational choice.

I struggle sometimes with such questions and what my response might be. But I want to tell you something.

We have students from over 35 different nationalities and cultural backgrounds. We have young people here who have not been to a mainstream school for years; some whose tragic backgrounds have meant that they have rarely been to school at all in their countries of origin, who have spent their early lives in refugee camps or on boats; young men and women whose learning differences have meant that they need extensive and appropriate classroom and literacy support; ordinary kids who love this place and have taken on a personal challenge to rise to the highest academic and sporting levels; and students where English is their 2nd, 3rd or even 4th language.

We don't need an arbitrary testing regime that happens on one particular day across the country to tell us how good or how poor one of our students is performing compared with someone from another school.

Do tests ask of students: 'did you have any breakfast this morning'; 'before you left home, how long did it take to organise your little brothers and sisters, get them dressed, throw some breakfast down them and make sure they got to school before you caught the bus or train to school yourself only to arrive late and maybe get a detention for being late!' And do they ask: 'do you feel welcome and accepted at your school, do you have some friends that you can laugh with and play handball with at lunchtime'; and did you sit across a table from someone whom you hurt with a comment or an action and learn that you can sort out the difference or the misunderstanding, and be supported by a pastoral teacher whose compassion at this place knows no bounds.

Each student who walks through that gate can know that we do our utmost to open our school to meet our students' needs, educational, pastoral, spiritual, and personal. If schools need NAPLAN results to market how good their schools are, then perhaps they really are missing the point of what real education is all about.

I hope that tonight you will join with me in congratulating our young men and women who have demonstrated this in the way they have risen above themselves, challenged themselves and believed in themselves. I hope you will be in admiration, as I am continually, of the awesome work that our staff does here - our dedicated teachers and office staff, our teacher aides, our library, kitchen, canteen, grounds, technical and laboratory support staff. I hope that you will appreciate the sporting and co-curricular opportunities that have been offered to your children that they themselves just love to be a part of and enjoy representing their school with such pride. Above all, I hope you will see what your son or daughter means to us here and why we are so passionate about this Edmund Rice educational environment and what it has to offer.

The work that goes on here at St James is the result of the collaboration of many groups and individuals in our community.

LEADERSHIP TEAMS

Foremost among these is the College Leadership Team whose unswerving dedication to everything this College stands for is inspirational. I acknowledge and record my sincere thanks to my Deputy Principal and Head of Curriculum, Mr

Tony McCulkin together with Assistant Principals Mr Martin Wiseman and Mrs Tricia Parry for their support, expertise, good humour and their deep compassion need in managing the complexities of this place. This year has seen massive capital development across the school, about which I will speak later. However, much of the negotiation in terms of funding and financial management has fallen to our Business Manager, Mr David Cantwell, and I thank him for his commitment to ensuring the College can match it with the best in terms of capital resources for the educational programs here.

STAFF & CURRICULUM

As I have intimated above, Edmund Rice Education is more than teaching a classroom subject to a group of students and getting them through a test. It encompasses a quality of relationship that engenders personal hope, mutual understanding and future aspiration. I can say, without a hint of reserve, that the Teaching and Support Staff at St James embody all of those key elements that are testified to in the Charter for Edmund Rice Education – educating for liberation and hope, inclusiveness, a deep spirituality based on the Gospel and a commitment to justice and solidarity particularly towards those on the margins of our society.

This year saw the full roll-out of our laptop program across the school with students enthusiastically engaging with technology across all subjects. Embraced by teachers and students in the teaching and learning programs, the implementation of our Learning Management System incorporating the use of on-line textbooks and the management of assessment schedules and study programs has both challenged and excited students. I am indebted to our Head of eLearning and Librarian, Ms Nikki Carpenter, for her very passionate and expert leadership in this area with both staff and students.

Other programs which have enhanced student learning this year included Reading to Learn, EREA Days of Excellence, participation in the Qld Youth Parliament, Theatre Sports, the Corrective Reading Program, and many others. The College was also a recipient of the Commonwealth Government's More Support for Students with Disability funding program – MSSD, which provided further assistance for teachers in curriculum differentiation and assessment modification to support students with learning differences. St James is blest with a very dedicated band of teachers and teacher-aides towards this end and I thank on behalf of you all Mrs Diane McRoberts for her extraordinary commitment to and leadership of this major aspect of education at St James, for which the College is well-known and respected in the wider community.

This year we say farewell to several staff members. Mrs Andrea Williams, after some 13 years of dedicated service as a teacher and Head of Department leaves us to take up a position at Marist College Ashgrove; Mr Andrew Ebrington who for the past 8 years has enthusiastically directed the sporting and co-curricular program at the College moves on next year to take up a full-time Science teaching position at Terrace; and Mr Nick Eady who had been on 12 months leave of absence and is now taking up a position at Grace Lutheran College. On behalf of you all, I would like to pay tribute to wonderful contribution these teachers have made to St James and we wish they every success in their new roles.

STUDENTS

A school community lives and breathes on the quality of interaction among its students and their commitment to their core business of learning. We are privileged that young men and women from very diverse backgrounds have chosen St James as their place of education. The richness they bring to the College and their willingness to engage with each other regardless of cultural, religious or educational background to build our community is a defining feature of our school. From that treasured and traditional moment when they place their hands on the crest at the College gates each day, students embrace an ethos that includes all. This is no better demonstrated among our students that in the persons of this year's College Captains, Mehitabel and Abraham, from whom you will hear a little later. Their love of their school is palpable, their respect and support of all students is inspirational and their leadership throughout the year has been exceptional. I thank them both, equally, for this.

CAPITAL DEVELOPMENT

This year has seen the College embark on one of the largest building programs in its history. Work is nearing completion of the complete refurbishment of learning spaces in the Tom Carey Building, together with the final stages of the new Trade Skills Centre, part of the dual campus Brisbane Flexible Learning Trade Skills Centre shared between ourselves and Albert Park Flexible Learning Centre. After considerable and frustrating delays to the commencement of the new Joseph Canali Centre which incorporates brand new Science and Library facilities, this new building is now well underway and is due for completion early in 2015. I am indebted to the work of Ms Carol Dowd, our Project Manager,

Fulton Trotter Architects and our builders, James Trowse Queensland, towards ensuring the projects are completed to the highest standards as befits the quality of education we make available for our students. Could I make mention here again of the support, understanding and tolerance of all staff and students throughout this building program. In the midst of noise, dust and displacement, they have soldiered on and, I hope, will be amply rewarded when our new facilities finally materialise.

CO-CURRICULAR & SPORT ACTIVITIES

The College Newsletter week after week highlights the broad range of co-curricular and sporting activities across the school, all of which are too numerous to mention this evening. The vibrant leadership of Mr Andrew Ebrington in ensuring such opportunities are available to all and the enthusiastic encouragement he offers to students will be sorely missed.

Social justice activities this year have included Edmund Rice Advocacy for Change supporting refugees and asylum seekers, the Jimmies Walk for Justice fundraising walkathon, the immersion program to East Timor, the Blood Donor program by senior students and, of course, our Brekkie Van which twice a week brings breakfast to the homeless in Fortitude Valley. Staff at all levels are heavily involved alongside their students in all these works. It is not simply a matter of encouraging young people to stand up in the face of social injustice, but staff here at St James lead by example, many times quietly and unobtrusively in the background, at Brekkie Van, at ERA for Change activities, helping out financially where a student does not have the financial resources, for example, to get to school or attend the Formal. I acknowledge and thank them all.

BOARD AND COMMITTEES

The College is fortunate to be served by three outstanding consultative groups: the College Board under the leadership of Mr John Percy is responsible for the strategic directions of the school and provides strong and effective guidance to the College Leadership Team in managing the affairs of the College; the Finance and Property Committee, chaired by Mrs Cheryl Caughley, oversees the financial management of the College and supports the work done by the College's financial management team; and, of course, the Parents & Friends Association, our wonderfully supportive parent group. 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

St James College, Jimmies, is a not a school you could invent should another school like it be needed for a new area or at another time. You see, Jimmies is not about buildings or situation. It is about a community that is here because it needs to be here; it keeps its doors open to anyone who wants a new start, who seeks opportunity, who is troubled and needs support, who knows that 'small IS good', and who wants a place where they are known by name, loved in person, nurtured with care, and inspired by hope.

Blessed Mother Teresa of Calcutta surrounded by overwhelming and challenging circumstances in that city where she ministered with her Sisters, in seeing the faces of those around her, once said: 'What I can do, you cannot; what you can do, I cannot; but together we can do something beautiful for God.' Well, you know, Jimmies is also doing something beautiful for God and I would challenge anyone to convince us otherwise.

Let us be always 'Faithful Forever'.

**Gerry Crooks
Principal**