

St James College

A Catholic School
in the Edmund Rice Tradition



ANNUAL REPORT 2017



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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

201 Boundary Street

BRISBANE QLD 4000

Ph: +61 7 3230 8600

Fax: +61 7 3839 3058

Email: school@stjamescollege.qld.edu.au

Website: www.stjamescollege.qld.edu.au

ABN: 96 372 268 340

Enrolling: Years 7 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 2017

This Annual Report for 2017 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 2017 is posted on the College website ([www.stjamescollege.qld.edu.au/about us](http://www.stjamescollege.qld.edu.au/about-us)).

INTRODUCTION

St James College, founded in 1868 by Bishop James Quinn and staffed by lay teachers, is today proudly a co-educational Catholic School in the Edmund Rice Tradition. The Christian Brothers, at the behest of Archbishop Dunne in the 1893 assumed the running of the school. Today it draws strength from more than 100 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 some 50 schools nationally, administered by Edmund Rice Education Australia (EREA).

Edmund Rice Education Australia: <http://www.erea.edu.au/>

Foundational to the distinctive nature of the education provided for all students at St James are the following three 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)

SCHOOL PROFILE (MySchool Website): ST JAMES COLLEGE, BRISBANE

2017

School facts

School sector	Non-government
School type	Secondary
Year range	7-12
Location	Major Cities

School staff

Teaching staff	45
Full-time equivalent teaching staff	40.4
Non-teaching staff	43
Full-time equivalent non-teaching staff	30.0

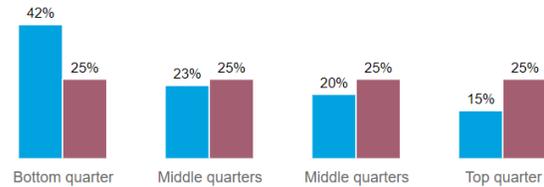
Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 970
Average ICSEA value 1000
Data source Parent information

Distribution of students

■ School distribution
■ Australian distribution

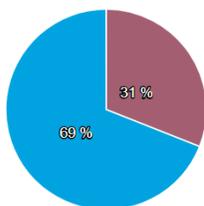


Percentages are rounded and may not add to 100

Students

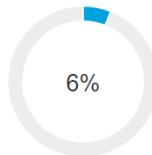
Total enrolments:
425

■ Boys 292
■ Girls 133

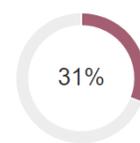


Full-time equivalent enrolments: 424.0

Indigenous students



Language background other than English



ENROLMENT

The total 2017 enrolment (as the August 2017 Census) of the College in full time equivalent students was **427**. The breakdown of the numbers is shown below.

OVERVIEW OF ENROLMENTS

Enrolment (4 Aug, 2017)

*

Year Group	7	8	9	10	11	12	Total
Enrolment Nos. (Nos. 22 May)	45 (44)	45 (47)	46 (43)	93 (83)	115 (114)	83 (88)	427 (419)
Gender (M-F)	37-8	31-14	35-11	64-29	72-43	55-28	294-133
No. Families	43	43	45	92	108	82	360
Youth Outreach Service				0	8	5	13
ATSI	2	6	3	3	8	2	24
FFPOS	2	1	1	21	15	2	42 (38)
Asylum Seeker	0	1	1	5	5	6	18
Refugee Background	5	7	5	15	27	13	72
Exchange Students				1	1		2
Verified SWD (EAP)*							67
Identified SWD (DDA)#							93
Exchange/Short Term				1	1		2
EAL/D**							156

* 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

** Students for whom English is an additional language or dialect (EAL/D)

STUDENT RETENTION RATES

Year 10	
Year	Enrol
2008	94
2009	105
2010	112
2011	78
2012	73
2013	86
2014	66
2015	70

Year 12	
Year	Enrol
2010	109
2011	111
2012	112
2013	97
2014	83
2015	108
2016	86
2017	83

Apparent Retention Rate
116%
106%
100%
124%
114%
126%
130%
119%

STUDENT ATTENDANCE RATE

The average student attendance rate (Years 7 – 10) as sampled during Term 3, 2017:

Overall Attendance %	Non-Indigenous Attendance %	Indigenous Attendance%
91.57%	91.90%	85.60%

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.

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 7- 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 7 and 8 students engage with learning in a foundation program studying all mandatory curriculum areas as stipulated in the Australian Curriculum. In addition to the core subject areas of English, Mathematics, Science, Religious Education, History 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. The College employs two FTE guidance counsellors who assist in tailoring each student's individual study program and personal development.

Year Level	CORE	ELECTIVE
Year 7/8	Religious Education English Mathematics Science History Geography Art Literacy Design Technology French Cooking Health & Physical Education Sport Personal Development	

Years 9 – 10	Religious Education English Mathematics Science History Physical Education Sport (Yr 9 only)	Business Information Technology Design Technology Art Outdoor Recreation & Health Cooking Work Skills (Yr 10)
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Year Level	OP Subjects	Authority Registered Subjects
Years 11 - 12	Accounting Visual Art Biology Chemistry English English as a Second Language Information Technology Systems Legal Studies Mathematics A Mathematics B Modern History Physical Education Physics Study of Religion Languages studied externally (may include Chinese, French, Italian, Korean, etc) Other external subjects: Mathematics C, Geography	English Communication Catering Practices Prevocational Mathematics Religion & Ethics Visual Art Studies

Certificate Courses
Certificate I Business Certificate II Business Certificate I/II Information, Digital Media and Technology Certificate I Hospitality Certificate II Hospitality (Kitchen Operations) Certificate III Hospitality (Commercial Cookery *delivered by external provider) Certificate I Construction Certificate I Furnishing Certificate II Engineering Pathways Certificate II Outdoor Recreation (Multiple Activities) Certificate II Sport Coaching School-based Traineeships TAFE Course Offerings

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 42 international students on study visas. In addition, the College provides a particularly welcoming environment to students with learning differences and disabilities, as well as students from over 45 different cultural backgrounds, many who have English as their 2nd, 3rd or 4th language. 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

Earlier in the year, the College underwent its five-year School Renewal program conducted by EREA. Among the many commendations by the external Review Team in the Final Report were the following:

- The structures of pastoral care and restorative practices are acknowledged as a platform for a liberating education
- Through strong authentic relationships, a culture of care and a feeling of belonging, students are able to engage at their own level in the learning process
- Staff are committed to nurturing students' potential with dignity and respect in an authentic partnership within a safe school environment
- A dedicated pastoral team inspires and models a liberating approach to wellbeing and pastoral care to a receptive and proactive staff.
- A resilient, creative Heads of Faculty Team provide strong support for their teachers who contend daily with the opportunities and challenges of diversity in their classrooms.
- The school has an uncompromising stance on the full integration of students with special needs
- Students indicate that the staff view them with respect, care and dignity; responding to their needs beyond expectation.

These very positive and affirming statements say much about the quality of educational engagement that really should underpin any Catholic school, but even more so, a Catholic School in the Edmund Rice Tradition such as St James.

In August, the College launched its new Strategic Plan 2018 – 2020 which laid out a three-year blueprint for the school. Planning includes: strengthening our authenticity as a Catholic School Community by embracing, standing alongside and in solidarity with the poor, the marginalized and those who need our support; embedding quality teaching and learning empowering students to take responsibility for their own learning; supporting teachers as critical agents in the learning process, encouraging individual excellence and challenging all to become purposefully engaged in society; thirdly, refining processes that nurture student well-being and formation; and finally, working to secure our future by being responsible stewards of our resources – a responsibility underpinned by sound financial sustainability.

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 overseen by the College Leadership Team and the College Board.

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. In addition, the College makes available to students an immersion experience. Formerly, this was to East Timor. However, planning was instituted in 2017 for an immersion to Cambodia which will take place in 2018. It is planned that this will be a biennial program and involve Years 11 and 12 students only.

In addition, students from Year 10 engage with business and industry groups 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, Mother's Day event at the Lady Cilento Hospital, 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, Egypt, Somalia, Kenya, Uganda, Burundi, Congo, New Guinea, Eritrea, Italy, Philippines, South Africa, Uganda, Afghanistan, Iran, Iraq, Syria, Sri Lanka, Myanmar, 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 are also an important feature of the school community.

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 7 - 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 7 and 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 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.

The College continues its unique relationship with the Salvation Army through the Youth Outreach Service (YOS) to conduct, staff and resource the educational facility for student clients at the Pirrrippa Education Centre located in a special facility at the main Salvation Army Head Office in School St, Spring Hill, adjacent to St James College.

Newly-arrived families who have escaped persecution or worse in African nations, the Middle East and in some Asian countries and who have settled in Brisbane on Permanent or Temporary Protection Visas or who are living in 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.

9. Overseas Student Program

2017 saw a small growth in the enrolment pattern from 2016 in the number of International students attending St James. The students who do come contribute to the rich cultural diversity of the College. The Deputy Principal together with the Coordinator of International Students work closely with outside agencies in the enrolment and monitoring processes of international students.

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 7 and 9 2017

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9.

To access our NAPLAN results, click on the MySchool link <http://www.myschool.edu.au/> You will then be taken to the My School website. Type in the name of the school on the home page and search accordingly.

Year 12 Outcomes

Outcomes for 2017 Year 12 Students	
Percentage of students awarded a QCE	81%
No. of who received an Overall Position	20
Percentage of OP-eligible students with an OP 1 - 15	48%
Total VET qualifications achieved by students: Cert I = 43, Cert II = 48, Cert III/IV=10	101
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	92%

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 7 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 Faculty 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 engaged in mainstream classroom groups and supported by Learning Support staff, ensuring social and academic inclusion.

Retention Rates: Year 7 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 7 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.

Tracking Student Performance: Years 11 and 12 students are tracked by the Senior Coordinator and Years 7, 8, 9 & 10 students by the Middle School Coordinator, both in association with 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: This fully implemented in all relevant subject areas.

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.

Personal Development Program: As a Catholic School in the Edmund Rice Tradition, St James has a responsibility to educate the whole person. The Edmund Rice Charter provides the school with a blue print for values education and the global objectives of the Personal Development Curriculum are built from them. In addition, the College has adapted the Personal and Social Capabilities from the Australian Curriculum to underpin this program and its resultant reporting. The course is delivered to students in Years 7-12 inclusive as part of the broader Religious Education Curriculum. In addition to class time students are formed through these objectives by College Assemblies, Year Level Assemblies and the Camp and Retreat Programs.

All of which form a part of the wider Student Formation Program which seeks to nurture and engage the hearts and minds of students who are committed to just relationships in our way of living and promote justice in our world. By completing the program the students should:

CHARTER TOUCHSTONE: LIBERATING EDUCATION

- Be shown the benefits of taking every educational opportunity
- Understand their rights and responsibilities
- Become life-long learners
- Understand their own strengths and weaknesses as learners
- Prepare themselves for a positive working life
- Understand the benefits of a healthy mind and body

CHARTER TOUCHSTONE: GOSPEL SPIRITUALITY

- Be able to see the effects of living out gospel values
- Appreciate and enact Jesus as leader
- Understand the importance of a just world and actively promote it
- Become peacemakers in their relationships and the wider world

CHARTER TOUCHSTONE: INCUSIVE COMMUNITY

- Understand the importance of a diverse local, national and global community
- Be able to connect with people from diverse cultures, genders and ethnicities
- Be empowered to build positive and constructive relationships
- Respect and empathise with people with disabilities

CHARTER TOUCHSTONE: JUSTICE AND SOLIDARITY

- Have a preference for the poor and marginalised
- Advocate for the interests of those in the majority world
- Understand the whilst education is a right they have the responsibility to extend that right to all
- Seek justice in their relationships
- Participate in the healing of restorative justice

Self Awareness

- Recognise emotions
- Develop a growing knowledge of self
- Develop and positive perception of self
- Improve their self worth

Self Management

- Learn how to appropriately express emotions
- Develop self discipline
- Understand the benefits of and enact goal setting and tracking plans
- Be able to work independently
- Develop confidence, resilience and adaptability

Social Awareness

- Understand the meaning and manifestations of empathy
- Appreciate diversity
- Contribute to civil society, advocacy and service to others
- Understand relationships

Social Management

- Communicate effectively
- Work collaboratively
- Make decisions constructively
- Resolve conflicts restoratively
- Build and maintain positive and helpful relationships
- Lead effectively

The College's Personal Development Curriculum is being delivered through the Religious Education Program in Years 7-12. The program has the following units and is taught in conjunction with the Religious Education program in these year levels:

- Year 7: A New Journey, Learners and Thinkers, Positive Relationship, Drug and Alcohol Awareness
- Year 8: Taking Care of Yourself, Keeping Safe & Healthy Online, Managing Your Learning, Service Learning
- Year 9: Self-Identity & Goal Setting, Making Choices-Drug Education, Sex & Sexuality, Career Thoughts
- Year 10: Planning To Do Well, Constructions of Masculinity & Femininity through Role Models, Mental & Emotional Well-Being, Walking in White Shirts (Looking Towards Senior School)

- Year 11: Public vs Private Leadership, Role Models, Authentic Leadership Values, Practical Leadership
- Year 12: Setting Yourself Up for Success, Leading the School, Becoming an Adult, Beyond the Gates

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 (2fte) 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 2017, 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 Ipswich, with the College putting in a commendable performance overall. The Jimmies Basketball program saw school teams dominating both inter-school and district competitions. Students also represent the College in Futsal, Cross-Country, Swimming, Track and Field, Girls AFL, Netball and Soccer. In these sports, students participated in local and State-wide competitions and tournaments. The College's Senior Boys Basketball Team won the Qld State Schools Championships Students. In addition, in the sport of Basketball, six students were selected as Met East Representatives, three were selected as Queensland Representatives and two students received accolades when they were selected as National Representatives.

Students represented the College in debating 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

The College embarked on a revision of its Master Plan during 2017, incorporating into it the development of a new staircase and walkways adjoining the Tom Carey Building. This project is due for completion in 2018.

The College's outdoor education facility at Maroon Dam, *Jimmies on the Dam*, continues to be very popular for Year level camps and outdoor education activities. Further general renovation and modification to the facilities, notably the kitchen facilities, were carried out in 2017.

STAFF

1. Teaching Staff

The Teaching Staff of St James College is a highly qualified, experienced and generous group of professionals who consistently contribute more than would otherwise be expected both within the classroom and beyond.

2. Staff Development Priorities 2017

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.

- Accelerated Literacy Learning: Literacy Coaches
- The full implementation of a Whole-School Pedagogical Framework – *The Art and Science of Teaching*
- Participation in subject-based Queensland Curriculum and Assessment Authority (QCAA) Review Panels
- Attendance at QCAA Workshops and Seminars in subject areas particularly focussed on the new Senior Assessment structures due to be implemented in 2019.
- 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 and preparation for the implementation of the Nationally Consistent Collection of Data in 2018.
- Reading to Learn
- Staff Spiritual Formation
- Working with students with learning differences
- Professional conferences (QCAA Conference, VET Conference, EREA Leadership Conferences, etc)
- Professional supervision
- Staff mentoring
- Edmund Rice Education Australia Professional Development Network meetings
- On-line and school-based 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 and Fire Training
- IT Professional Development: Learning Management System, Learning Fields, Read and Write Gold, etc

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, Anzac Day commemoration
- Subject Selection Meetings
- Parent coaches, managers, umpires/referees (eg Jimmies Basketball Support Committee)
- Social celebrations, including the annual Cultural Night
- 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

STRATEGIC ACTIONS FOR 2017

During 2017, in particular, the following strategic actions were focused on:

- **Ensure responsible decisions are made towards the on-going viability of the school, particularly in respect to the College Budget constraints.**
- **Review current Marketing Plan, investigating further means of enhancing enrolment patterns.**
- **Further develop the faith life of the College through participative practices in liturgy and prayer**
- **Ensure College Counselling services adequately meet the needs of students both in a proactive and reactive way**
- **Ensure Middle Leaders are active members of EREA networks in academic and pastoral areas**
- **Ensure the Australian Curriculum implementation continues.**
- **Professional development for staff in the implementation of a whole-school pedagogical framework**

- Analyse and become familiar with the new directions for Senior Assessment in Years 11/12 as detailed by QCAA in preparation for the 2019 implementation process.
- Ensure educational adjustment programs continue to meet the needs of students with disability and learning differences.
- Ensure our pastoral system identifies the specific needs of the different cultural groups in the school.
- Further develop and enhance the College's co-curricula programs in Sport, particularly basketball, football, Girls AFL, rugby league and futsal.

Gerry Crooks
Principal