

Annual Report

2024




ST JAMES COLLEGE

Acknowledgement of Country

In the spirit of reconciliation, we, as members of the Jimmies Family, acknowledge the Aboriginal and Torres Strait Islander peoples as the First Peoples of our Nation. We acknowledge, respect and give gratitude to the Traditional Owners of the Countries on which our campuses are located. We pay our respects to Ancestors, Elders, and leaders of the future as well as to Aboriginal and Torres Strait Islander members of our Terrace Family. We value the knowledge of our Aboriginal and Torres Strait Islander peoples, and recognise and honour their stories, cultures, and achievements as we walk together for mutual liberation and a truth-telling history for all Australians. Inspired by the Touchstones, we are called to be people of knowledge, humility and wisdom who walk in solidarity with the First Peoples of our Nation for reconciliation, justice, equity and healing.



St James College Annual Report 2024

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	CRICOS Number	00715J
	Principal	Ms Andrée Rice

Curriculum Offerings

Distinctive Curriculum Offerings Curriculum Overview

St James College is a Catholic coeducational college for Years 5 – 12 in the Edmund Rice tradition and under EREA Colleges Ltd governance. It is a unique place of faith and learning excellence that focuses on 21st Century skills and capabilities, as inspired by the College mantra: **Global Learning, Achieving Aspirations**. The College caters for a diverse range of students, developing their technical and enterprise skills to equip them to step into credentialed future pathways. The EREA Learning Statement underpins all aspects of St James' vast curriculum.

St James offers a very extensive and flexible curriculum. At the forefront of contemporary education, St James College blends extensive offerings in academic and skills and training subjects with rich and innovative curriculum support programs tailored to meet the needs of every student. St James is exemplary in the continued success in delivering a hybrid educational model that considers the skills necessary for workplaces for the future. Students can study a combination of General Subjects, Applied Subjects, and Vocational Education and Training AQTF Certificates. We create **bespoke pathway** opportunities for all students and the subjects that we offer are reflective of this for students to transition into University, TAFE, Training, Apprenticeships and/or the workforce beyond school.



Our diverse range of subjects are:

Mathematics: Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics.

English and Languages: English, English as an Additional Language, Essential English, Chinese, Intensive English Program.

Humanities: History, Business, Accounting, Legal Studies, Modern History, Study of Religion, Religion and Ethics, Advocacy and Community Service.

Design and Technology: Digital Technology, Design Technology (Manufacturing), Design Technology (Food).

Science: Science, Biology, Chemistry, Physics, Science in Practice, STEAM.

Health, Sport, Recreation and Fitness: Health and Physical Education, Sports Excellence.

Creative Industries: Visual Art, Music, Dance.



Additionally, a wide range of Certificate qualification courses at various levels are offered at the College:

Business
Information
Technology Hospitality
Fitness
Sports Coaching
Creative Industries
Health Support
Services



Salon Assistant
Outdoor Recreation
Engineering Pathways
Construction
Workplace Skills
Furnishing Pathways
Sampling & Measurement
Health Services Assistance

The College is multicultural, multilingual, and multi-faith with a strong intervention culture that is student-centered. St James is highly regarded for its specialist staff, including multiskilled teachers and classroom support staff, guidance and career counsellors, art therapists and partnership programs.

The Santiago Building, is strategically significant, offering space for a senior campus, careers hub, creative industries precinct, new commercial café space, specialty classrooms (Hairdressing Salon, Digital Technology, Health Support & Business), and delivers the Pirlirra Education program (alternative pathways).

The College also has an Outdoor Education Centre at Maroon Dam. At the end of 2024, the College was able to purchase another building, currently known as the Warren Street Building due to its location, which has further increased the capacity of the College for future growth.

Co-Curricular Activities

The range of curriculum options at St James College is complimented by myriad co-curricular programs including sport, debating, cultural, and advocacy activities that equip students with the skills necessary to succeed in global societies and workplaces of the future. St James has an enviable reputation for success in sports, with opportunities offered for all students in sports including Basketball, Football, Futsal, Netball, Rugby League, Rugby Union, Swimming, Track and Field and Personal Training & Fitness – these are linked to VET qualifications where possible.

The College has cultivated a high-performance culture which is exemplified through some outstanding results achieved across a variety of activities and programs. These include students achieving success in a range of sports, high ATAR results gaining competitive tertiary places, securing apprenticeships and meaningful employment. In 2023, St James College hosted the 2023 QISSN Carnival at Nissan Arena and was named the **Netball School of the Year** by Netball Queensland. The College was named the **Winner** of the Australian Training Awards (ATA) in the **School Pathways to VET** category and was a State Finalist in the **Small Training Provider** category in the Queensland Training Awards. Five students were recognised as finalists in the Queensland Training Awards at the Metropolitan Finals with two students successfully going through to the State Final in the categories of Equity Student of the Year, and Aboriginal and Torres Strait Islander Student of the Year.

These achievements exemplify St James strategic rationale to support students to choose from a diverse range of flexible **global learning** pathways, **connect** students with the right teaching, support, industry partners and resources, **committing to** students **achieving aspirations** and succeeding in life.

Co-Curricular Highlights

- QDU Debating – 4 teams across Years 5-12
- ERA for Change
- Lord Mayor’s Youth Advisory Council
- Brisbane Council Green Heart Schools
- Toastmasters – 4 students participated in 6 week course
- Universities – ACU (Health excursions), QUT (STEM Days), Griffith University (Biology and Science excursions), UniSQ, and UQ
- RI Network Day of Academic Excellence – Years 7, 8 and 9 students
- Lions Youth of the Year – two students made it to Zone Round (Level 2)
- Students participated in ACU, QUT and UQ Step Up program (university courses)
- Shake & Stir *Macbeth* Performance



Sporting Highlights



- Partnership with the Queensland Reds Rugby & TAFE to deliver Cert II in Sports and Recreation (Year 10 Sports Excellence)
- Bachar Houli AFL Cup – Seniors Boys – Champions
- Bachar Houli AFL Cup – Senior Girls – Champions
- Bachar Houli AFL Cup – Junior Boys – 3rd
- Open Boys EREA Football Tournament – 3rd
- Year 9/10 Boys EREA Football Tournament – 8th
- Year 5/6 boys EREA Football Tournament – 8th
- JPC QLD Rugby 7's U15 Boys – Champions
- JPC QLD Rugby 7's Opens – Champions
- Ballymore Cup U15 Boys Rugby Union – 5th
- Boys Rugby League – Met East Champions
- Australian School Girls National Cup (Inaugural) Rugby Participation
- QISSRL Confraternity team – 4th Place (Division 3)
- Vicky Wilson Cup Boys Netball – 4th
- Vicky Wilson Cup Girls – 6th
- Queensland Catholic Cup Netball Boys – 3rd
- Queensland Catholic Cup Netball Girls – 7th
- Queensland Catholic Cup Netball Girls – Juniors – 2nd (Division B)
- QISSN Boys Netball – Champions (Division 1)
- QISSN Girls Netball – 7th Place (Division 1)
- Kon Guet won Player of the Carnival CQUQISSN
- 1 Girl Selected in CQUQISSN All Stars Girls Netball Team
- 5 Boys Selected in CQUQISSN All Stars Boys Netball Team
- 1 Boy Selected in CQUQISSN Rising Star Boys Netball Team
- 13 Multi Class athletes selected for QRSS 13-19 yrs Track and Field Carnival
- 4 QRSS representatives
- 8 Mount Gravatt District Representatives 10–12 yrs
- 80 South District School Sports Representatives
- CBSQ Open Boys Division 1 Basketball Championships – 6th Place
- CBSQ Open Girls Division 2 Basketball Championships – Runners Up
- Queensland Athletics All Schools Multi Class Champion School
- SEQ Metropolitan Finals Winter Series 2024 – Year 9 Girls Rugby League – Champions
- U16 Boys School Futsal League Central Conference Champions
- 16 Boys Futsal Team 6th Queensland School State Futsal Championships
- 16 Girls Futsal 8th Queensland School State Futsal Championships



Other Highlights

- FINALIST as a Small Training Provider in Queensland Training Awards
- 3 students were Metropolitan Finalists in 2024 Queensland Training Awards—Equity VET Student of the Year, Vocational Student of the Year, Aboriginal and Torres Strait Islander Student of the Year
- 96% of 2024 graduating students achieved at least one Certificate
- Continued “Writers Toolbox” Improvement in Literacy across whole school
- 35 students completed Year 12 with an ATAR score and obtained University/Other pathways, along with 29 Year 12 students who used their Certificate III qualification to gain entry to University Bachelor degrees
- 30 students engaged in School-Based Traineeships or Apprenticeships as part of their senior schooling (1 day per week in employment and completing a Certificate III qualification)
- 12 students complete a University Head Start program in 2024, completing between 1 and 3 university subjects with passing grades
- Continued Gateway school agreements in 5 key industry areas tied to the National/State Strategy (Hydrogen, Advanced Manufacturing, Health, Construction, as well as Wine, Tourism & Hospitality)
- Continued RTO partnerships with: Connect and Grow - Cert II/III Health Support Services, Academy of Fitness and High Performance (AFHP) – Certificate III in Fitness, and Formula Student – Certificate II in Engineering (Pathways)
- New industry partnerships forged for trainer currency and work experience
- Engineering Students built a race car for Schools Race Car Challenge
- Series of Outdoor Education Camps for Certificate II Outdoor Education students
- Year 10, 11 and 12 students placed in Work Experience Programs



Social Climate

Advocacy and Social Justice within the College

The EREA Touchstones of Gospel Spirituality, Inclusive Community, Justice and Solidarity and Liberating Education, were well reflected in the vast array of opportunities offered to all members of our community in 2024.

Aboriginal and Torres Strait Island issues, Initiatives and programs continue to be at the forefront of the College this year. With College celebrations, education weeks and days of remembrance, the community participated in National Sorry Day morning tea, Reconciliation Week, Mabo Day, NAIDOC week, QATSIF ceremony and graduation and BCE Indigenous Graduation. The College continues to push advocacy of Australian First Nation people – Voice, Treaty and Truth.

Advocacy of our multifaith communities was also part of the College, with our representation at the Commonwealth Multi Faith Service, Support of our Muslim brothers and sisters engaging in Ramadan, Easter Liturgy, St James and Edmund Rice Feast Day liturgies, Year level excursions to Churches, Buddhist Temple, Cathedrals and other places of worship. Advocacy and engagement across faiths is important and crucial to ensure our students are engaging with the world and are aware of the plights and struggles of different communities.

Engagement of our cultural communities to ensure our staff are culturally competent was also a cornerstone of the College this year. The College employs culturally diverse staff to improve its support of our cultural communities. Our Cultural Liaison and Engagement Officers, Art Therapist and teaching staff all contributed to the support of the students through engagement in the classroom, cultural dinners to bring the community, families and the College together, day excursions for our Asylum Seeker and cultural communities, Cultural camps to learn more of their culture and Cultural Day with staff and students.

The weekly Jimmies Brekkie Van continued to serve those who are marginalised within our society. We enable staff, parents and students to participate in this service within our community through communication via the College App. Our college community have contributed baked goods, warm accessories and their time to support this marginalised community. A collaboration with 'Dig In' involves the use of our commercial kitchen to prepare and then serve an evening meal each Saturday to our now shared clients at Kemp Place. The College continues its collaboration with the Romero Centre, St John's Cathedral, Brisbane Central State School, Villa Maria, Rueben Centre in Africa and Solar Buddy through Technology. Social Justice continues to be a crucial focus of the College and continues to grow. Next year we look to incorporate more year levels into the service program.

Our students have been highly involved in numerous EREA students Advocacy events, EREA Leadership forums, ERA for change, Reflection and Formation Days and other social justice opportunities.

Staff and students participate in the Luminous Lantern Parade supporting those new to Queensland; particularly refugees and asylum seekers of which St James has a large proportion. Our students engaged exceptionally well with all activities surrounding this theme including Refugee week. Additionally, the College participated in the "Best Foot Forward" initiative by Edmund Rice Foundation Australia, drawing awareness to, and advocating for education for girls globally.

The annual Cultural Night was scaled up this year and was run over two consecutive evenings. Students showcased their ethnic heritage with record crowds attending. The night is an important evening for students to showcase their culture, especially as some of them were persecuted and escaped from their countries due to their culture, religion and beliefs.

International Women's Day was another event that the College enthusiastically embraced and participated in. Featuring female guest speakers from different walks in life, the College supported its girls and women on this day, advocating for change that still needs to happen in the world when it comes to women's issues.

Each activity and initiative that College engaged in was supported with an educational program teaching our community about these pertinent issues. Other events which St James supported included representation at Remembrance Day, ANZAC Day services and Mass, Blue Edge, Book Week celebration, EREA Corroboree, the Kokoda Challenge with Technology One, the Rite Journey, Wear it Purple Day, Archdiocesan Caritas Project Luncheon, St Vincent de Paul Christmas Appeal, and celebrating the end of Ramadan with our Muslim students with Eid al-Fitr.

Arts and Culture Highlights

- Aboriginal and Torres Strait Islander Dance Troupe
- Pacific Island Dance Troupe
- National Apology Day Event
- Refugee Students Welcome Breakfast
- Asylum Seeker/Refugee New Arrivals Lunch
- International Student Lunches, Dinner and Excursion
- Shake & Stir Macbeth Performance
- Pacifika Potluck Multicultural Share a Meal
- Cultural Performances at external organisations – TechnologyOne HQ; QISSN Opening and Closing Ceremonies; CPR Insurance company at Cloudlands, Business Managers Meeting; Northside TAFE and schools combined NAIDOC week celebration; Brisbane Central State School (Harmony Day); Valley Chamber of Commerce Business Lunch with Lord Mayor Adrian Schrinner
- Harmony Day celebration
- Indigenous graduation ceremony – Brisbane Catholic Education
- Chinese and Vietnamese New Year
- National Sorry Day afternoon tea with students, elders and the community
- Africa Day – celebration of the countries and cultures of Africa
- Lantern Parade March, Southbank
- Northern Territory Immersion – 27 students travelled to Kakadu, Tiwi Islands, Darwin Arts Festival
- Year 5/6 Welcome Wall Mural
- Introduction of free Music Tuition Programs – Vocals, Piano/keyboard, Guitar, Drums and Brass.
- Voice to Parliament assembly forum for community.
- Collaboration with African Youth Council around engagement of our students and at risk Students.
- Acknowledgement of Mabo day and its significance.
- Junior Students Re-immersion African Camp.

Spirit

- Diverse Neuro-Learners Family Gatherings/Talks
- Seniors and New Staff acknowledged at Inaugural Mass
- Inaugural Middle School Liturgy and Leaders' Badging Ceremony
- Year 12 Graduation Liturgy, Awards Night Liturgy, Ash Wednesday Ceremony, Shrove Tuesday, Easter Liturgy, ANZAC Liturgy, Year 12 Retreat/Camp, Year 12 Reflection Week, Year 10 Positive Day, Year 9 Positive Day, House Breakfasts, Holy Thursday celebration
- Each House supported Project Compassion – Lantern Appeal
- Commonwealth Multifaith Service, St John's Anglican Cathedral
- Celebration of the Feast Day of Blessed Edmund Rice
- Celebration of the Feast Day of St James College
- International Women's Day
- Children's Day
- Christmas Liturgy
- Staff Christmas Liturgy
- Year 5/6, 7, 8, 9, 10 Retreats
- Year 5/6, 7, 8, 9, 10 Camp Reflection evenings
- Year 11 Leadership Retreat Day
- Celebration of other Faith: Eid al-Fitr (following Ramadan)
- Acknowledgement of other faiths and their celebrations: Purim (Jewish), Ramadan (Islam), Diwali (Hindu), Nowruz (Persian)
- Women's Health Week
- Men's Health Week
- World Schizophrenia Awareness Day
- Celebrating *Laudato Si – On Care for our common home*
- National Reconciliation Week
- Blue Edge Program
- Autism Brekkie
- Valentine's Day
- Refugee Week/Gatherings
- World Cup Soccer College Competition
- RUOK? Day
- Catholic Education Week
- Staff Spirituality Day
- Stand for Justice Day provided service to: Carinity Hilltop Aged Care, Sewing for Charity, Carey House Walk for Justice, Romero Centre, Authentic Church, Salvation Army Family Store Stafford, Logan East Community Neighbourhood Centre, Holy Trinity Church, St John's Cathedral, Sheltered by Grace, Villa Maria Aged Care, St Stephens Cathedral, Bupa Aged Care New Farm, New Farm State School, Books for PNG Kids, Equine Therapy, St Vincents Aged Care Corinda, Kids 4 Kids Foundation, African Youth Council, Connected Inc, Brisbane Central State School, Nairobi Centre, Easts Rugby Union, Mater Hospital Early Learning, St Vincent De Paul Society and Support Centre Spring Hill.

Community and Industry

- St James College sponsor support of CQU QISSN – TechnologyOne, SB Quality Cleaning, Higgins, Catholic School Parents Queensland, Edmund Rice Education Australia, Struddys, Ashburner Francis, Independent Education Union of Australia, McInnes Wilson Lawyers and Macksey Rush Architects
- TechnologyOne Community Day cooking meals for the St James Brekkie Van
- Weekly Brekkie Van providing breakfast and companionship to the marginalised in the inner-city precinct
- ERA for Change
- Jimmies Podcast
- Dig-In Program - provides pre-packaged meals and other services to our marginalized community, basketball program, school community, our cultural groups and homeless community. Through the use of the College's kitchen and volunteers, Dig-In have been constant in their provision of service to our marginalized community who suffer from food insecurity
- Brekkie Club for students
- Support of St James College Archdiocesan Catholic Foundation Fund for Bursaries and other student needs.
- Brisbane Central State School – Harmony Day celebration 'the games we play' supported by St James' students and staff.
- Close the Gap event at the College.
- Cultural Day Community Stalls – encouraging our students, families, staff and wider community to showcase their talents through selling food, cultural items, clothes etc.
- National Sorry Day
- World Homeless Day
- Firehawks Connection with Hawks Rising Program.
- HEAL Program lunch time activities and Equine Assisted Learning Program.
- Connection with St Ignatius Catholic Primary School and Brisbane Central Primary School helping them celebrate Under 8s Day.
- Multicultural Australia – Framework Launch Breakfast Gathering.
- Enrolment Information Evenings.
- Showcasing our College at our Annual Open Day.
- QATSIF Ceremony ACU, Award Certificates for QATSIF Scholarship recipients
- Adopt-A-Cop school-based Police Officer, Constable Ben Porteous, Assembly presentations
- Running of Blue Edge Program – an initiative partnering lead by the Police with our College, developing student leadership
- Commemorated National Day of Action Against Bullying & Violence
- Parent and Student Engagement Workshops
- Two students represented in the ERA for Change Executive Leadership Group
- QATSIF inspired Graduation for our First Nation students
- Year 10 and 11 Service & Leadership Program
- Emmanuel City Mission Initiative
- Wesley Mission Community Initiative
- Romero Centre connection
- EREA Leadership camp (Nudgee) – 5 Year 11 students

- Kokoda Challenge 30km and 48km hike with TechnologyOne – Participation by staff and students
- Kokoda Walking Club
- Students and Staff attendance at QCF Philanthropy Lunch at Brisbane City Hall
- Live Studio Session at TechOne HQ with panellists from the School of St Jude, Tanzania.
- Australia Human Rights Commission visit
- Tuesday service afternoon – Year 10 ACS and Year 11 Religious Education classes out serving the community as part of the social justice ethos of the College and the Church.
- “We Are More Conference” – Adelaide (staff and student attendance) chosen as most innovative school
- Student Council encouraging student voice and agency amongst students
- Face to face consultation with National Children’s Commissioner Anne Hollonds on focusing on how children and young people can influence the development of services and supports under the National Strategy to Prevent and Respond to Child Sexual Abuse
- Mary Rice Valentine’s Day celebration and House fundraiser for Nairobi Ruben Centre
- Year Nine – Rite Journey Program incorporated into Year 9 Religious Education
- Staff PD on running the Rite Journey
- Lovebites program



Strategies to Promote a Positive Culture

Fostering a Positive Wellbeing

St James has a strong and active student wellbeing program where the value and worth of every student is nurtured and grown. The St James Wellbeing structure is headed by the Deputy Principal, Directors of Student Wellbeing and Engagement, and supported by House Deans, Homeroom Teachers, Counsellors, Therapists, Adolescent Mental Health Youth Nurse, Cultural Liaison Officers, Careers Guidance Directors, First Nations and Cultural Liaison Officers and Student Support and Wellbeing Officers.

The College **Wellbeing Program** is informed by the EREA Touchstones and is underpinned by evidence-based practice adapted to the College setting. We adhere to the Berry St Trauma informed Practices and Unconditional Positive Regard. Processes to support this framework include:

- restorative justice
- responsible thinking
- daily wellbeing check-ins
- data informed counselling
- behavior management plans
- referrals for support and Behavior Management Plans
- positive interventions including peer skills, healthy relationships, leadership development and celebrations.



These all work towards establishing a set of clear and supportive structures allowing for positive, strength-based decision making.

Data is gathered, analysed and used to inform the Wellbeing approach of the college, including through the use of the 'Bloom Wellbeing App', 'The Alpha School System' 'Track One' and 'Wellio' – which gives real time check in data, 'Track One' – linked to the school's students administration program to use educational data, statistical analysis and modelling to gain insights into students and 'The Berry Street Education Model' – combining welfare, wellbeing and academic learning to achieve success and growth.

Community Engagement and Support - St James places a significant emphasis on fostering a sense of community among its students, staff, and families. This is achieved through regular community-building activities, such as cultural events, sports days, and collaborative projects that encourage students to engage with one another and with the broader community. The college aims to create a supportive and inclusive environment where every student feels valued and connected.

Proactive Wellbeing Approach

The College strategically structures a proactive wellbeing program that supports students and nurtures their social and psychological growth, alongside their academic.

The Wellbeing team is supported by Directors of Wellbeing, Learning and Careers, Art and Dance therapists, personal and group counsellor, Cultural Liaison Officers, Sports Development Officers, Physiotherapists and allied health professionals and a full-time youth nurse to provide students, families and staff with the guidance and support they need to lead healthy, fulfilling, productive and responsible lives.

The wellbeing programs are key anchor points of support and care for students, linking students, community and school together in effective partnerships. The program is a structured curriculum delivered via Homerooms and the Advocacy and Religious Education Program and is enhanced by immersions, retreats, camps and advocacy opportunities. The college has a strong house system that is led by House Deans, Homeroom Teachers and support staff. Key events are undertaken to bring the school together as a community including:

- Cultural programs (Dance, Art, Mentoring, Performances, Tutoring)
- Immersions
- Retreats
- Healthy Relationships Programs
- College Assemblies
- House Assemblies
- Year Level Assemblies
- Well-Being Curriculum - targeted program across whole school (vertical and horizontal focus) using the Wellio Program
- Year Level Camps
- Cultural Camps
- Therapy group activities including Dance Therapy, Art Therapy, QLD Police Blue Edge Program, Grounded Program - St James initiative and programs by Adolescent Mental Health Youth Nurse.

The Proactive and Targeted Wellbeing Program delivered across the whole school is administered by the Directors of Wellbeing and Homeroom Teachers. The program is underpinned by 'Wellio' with interactive lessons, and data tracking with evidence-based wellbeing instruction. The program focuses on key areas that are linked to age-appropriate wellbeing topics including emotional regulation, healthy relationships, building resilience, and mental health literacy.



Cyber Safety and Anti-Bullying Strategies

The following initiatives form part of our overall cyber safety strategy within the School:

- A structured curriculum and peer group support system, that provides age-appropriate information and social and emotional competencies relating to cyber safety (including cyber bullying) to **students**.
- Education, training and professional development of **staff** in cyber safety strategies and responses.
- Student Protection Training for All Involved in School.
- Regular provision of information to **parents/carers** to raise awareness of cyber safety as a School community issue.
- Promotion of a supportive environment encourages the development of positive relationships and communication between staff, students and parents/carers.
- Promotion of responsible bystander behaviour amongst students, staff and parents/carers.
- Regular risk assessments of cyber safety within the school are undertaken by surveying students to identify cyber safety issues.
- Records of reported cyber safety incidents are maintained and analysed to ensure compliance with EREA policy.

Strategies for involving parents in their child's education

St James conducts a yearly Student Survey, data is collected and presented to the community to ascertain trends across time.

Staff satisfaction surveys are also conducted by EREA and data shared with the College Leadership Team for analysis and action.

Parents/carers are given the opportunity to consult with regards to school policies and decisions via the Parents and Friends group. Communication around College events and policies occurs via the newsletter. Feedback on these are always welcome via email and phone conversations. Relevant staff are in-serviced yearly on complaints handling processes and procedures.

Reducing the school's environmental footprint

- Laudato Si is implemented and part of stewardship program across the school curriculum, cocurricular programs and initiatives
- Introduced a recycle program across the college, including internal and external bins, allowing to decrease ground waste.
- Energy efficient lighting installed.
- Environmentally friendly products used where available/possible e.g., catering, cleaning products and consumables.
- Developed student committee looking at environmental initiatives
- Classes developing herb gardens and looking at green initiatives around the College

Characteristics of the Student Body

As a Catholic school in the Edmund Rice tradition, St James College is committed to its young people and staff to create **Authentic Relationships, Celebrating the Individual, Living the Message of Jesus and Encouraging them to be Champions of Justice and Peace.**

With 65% students from EALD backgrounds & DMI of 87, bridging the equity gap is our priority. Many of our families of students have come to Australia as refugees, as well as newly arrived refugee students. We see a variety of different ethnic backgrounds and live and breathe a real life context of multicultural understanding and tolerance.

Our college caters for students with diverse needs and strengths. The broad nature of the curriculum offered attracts students who are looking for a choice of pathways and where achieving excellence and securing post school pathways is a priority. Indigenous students are very welcome, and it is of significance that the College has a dedicated indigenous space in Boundary Street. The wellbeing offered envelops the students nurturing them to reach their potential. Overall, the students are encouraged to achieve their aspirations in a global learning environment.

Our cohort includes:

- 9% Aboriginal &/or Torres Strait Islander
- 55% students in National Collection of Consistent Data (Students with Disability)
- 40% students Refugee background
- 70+ international students
- "Pirlirpa" Alternative-learning space (for Years 10-12) so students with complex needs can access education.

Average student attendance rate (%)

The average Student Attendance rate is 89%.

Management of non-attendance

If students are absent from school at any time, parents/carers should advise the College by 9am via phoning the Absentee line prior to 9.00am or using the College App. St James College will maintain attendance records and monitor the attendance of enrolled students through the implementation of the following procedures:

- Students are expected to be at school by 8.20am and to go to Homeroom – rolls marked & a daily absentee report is distributed to all teachers.
- An SMS message is sent to parents/carers advising them their child is not at school if the College hasn't been advised of their absence.
- Students continually late to morning Homeroom are to be referred to House Deans.

Late Arrival/Early Departure

Any student who arrives to school after Homeroom or needs to leave early is to sign in as soon as they arrive at school. The time of arrival/departure is recorded on the class rolls for the day. In the case of illness, the student is to report to Student Services, who will phone parents/carers for permission to allow the student to go home.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	81	7
Full-time equivalents	66.9	55	

Qualifications of all Teachers

Qualification - highest level of attainment	Percentage of staff with this Qualification
Masters	30
Bachelor's degree	100

Major Professional Development Initiatives

All teachers undertake Professional Development during each year and additional PD for their specific field of expertise. This includes ensuring all staff undertake mandatory spirituality professional development and pedagogical framework training and implementation.

- Blue Edge Program with Queensland Police
- 'Breakfast Bites' Program for staff and parents of neurodiverse learners
- CompliLearn and CompliSpace (including but not limited to the following courses: Bullying Prevention and Management; Child Protection; Child Safeguarding Program (QLD), Complaints Handling; Confidentiality; EREA Code of Conduct; Human Resources (Discrimination, Harassment and Bullying); Internal Grievance Resolution and Consultation Procedures; Media; Social Privacy; Student Duty of Care; Whistleblower Program Training Course; Workplace Health and Safety.
- Differentiation workshop – Autism Queensland
- Differentiating the Curriculum and implementation of the NCCD
- EREAC Professional Development Network meetings
- EREA Leadership Conferences and Programs
- Cultural Competency and Digital Literacy upskill - Cultural Competencies, Students with Diverse Learning, Global Learning & Pathways, Literacy and Numeracy
- Edmund Rice Education Australia, QCAA, QCEC, State and National Conferences
- First Aid and Fire Safety training
- First Response and Evacuation Procedures Instruction
- Future focused: Gateway school of Hydrogen – what does it mean for Jimmies and why it's important
- Goal-setting and Professional Development Plans (AITSL Professional Standards for Teachers)
- 'Minds and Hearts' Psychologists -working with Neurodiverse students PD
- NAPLAN and ATAR data analysis
- New directions of work
- Professional Supervision

- QCAA Workshops and Seminars
- QCEC subject specific workshops including VET Forums
- Reconciliation Week participation
- Refugee and NAIDOC Week's cultural development, participation and celebration
- RE Accreditation Whole Day PD at ACU
- Rites Journey Program for RE teachers
- Staff mentoring including new staff / beginning teacher mentor program
- Staff Spiritual Formation
- Stretch Reconciliation Action Plan
- Student Protection and Code of Conduct
- Vocational Education & Training Conference
- Vocational Education & Training Workplace Assessor Training
- Wellbeing Day – Social Justice Outreach
- Wellbeing programs focused on youth mental health, wellbeing and data tracking

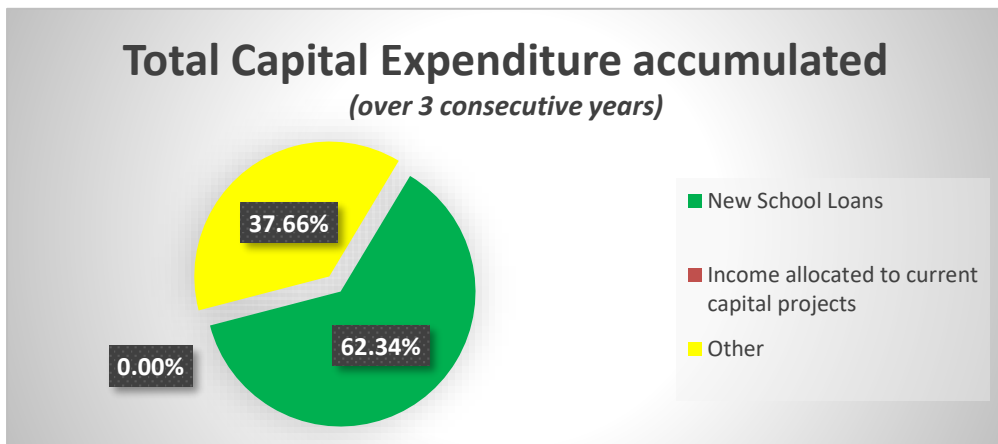
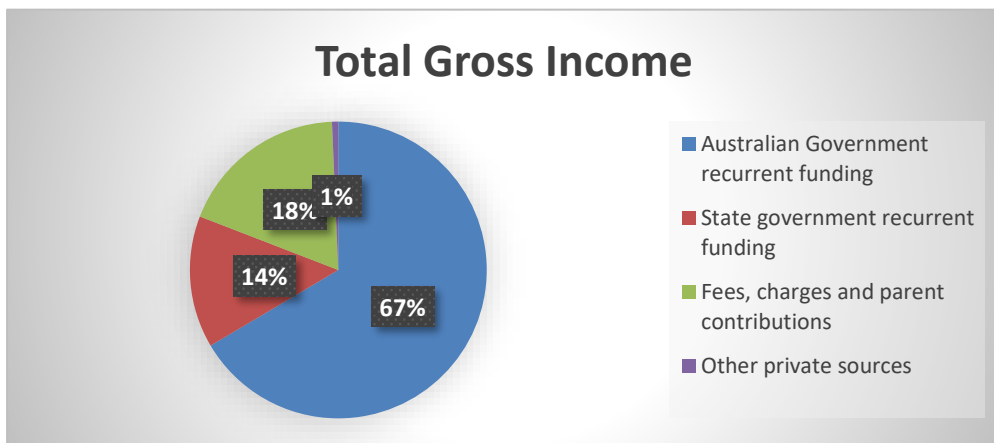
The percentage of teacher participation in professional development was 100%.



School Income

Net Recurrent Income	2024	\$ per student
Australian Government recurrent funding	18,565,240	20,560
State government recurrent funding	4,013,905	4,445
Fees, charges and parent contributions	5,151,607	5,705
Other private sources	190,313	211
Total Gross Income	27,921,065	30,920
Less deductions	31,454	35
Total net recurrent income	27,889,611	30,886

Capital Expenditure	2024	\$ Accumulated (over 3 years)
Australian Government capital funding		
State government capital funding		
New School Loans	14,575,111	14,575,111
Income allocated to current capital projects	-	
Other	3,419,569	8,804,686
Total capital expenditure	17,994,680	23,379,797



National Assessment Program

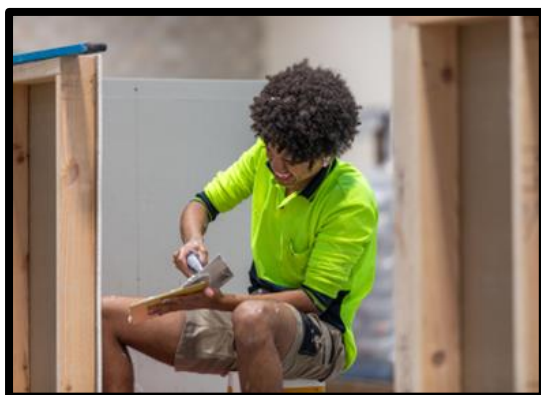
Literacy and Numeracy Results (Mean)

2024	Reading	Writing	Spelling	Grammar	Numeracy
Year 5	454	432	475	492	427
Year 7	491	487	502	470	466
Year 9	515	504	536	486	496

Our Attainment and Achievement – Year 12

Outcomes for our Year 12 cohort of 2024

Number of students receiving a Senior Education Profile	142
Number of students awarded a Queensland Certificate of Education (QCE)	123
Number of students awarded one or more VET qualifications	136
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	30
Number of students awarded a VET qualification:	
▪ Certificate I	16
▪ Certificate II	133
▪ Certificate III	86
Total number of Certificate qualifications awarded in 2023 to Year 12 cohort	246



Facilities Resourcing and Development

The College acquired the Santiago Building in late 2021, and by early 2024, transformed the ground floor into the Tapa Expressive Arts Precinct, featuring a state-of-the-art performance space (Realta Theatre) and beautifully designed Visual Art rooms.

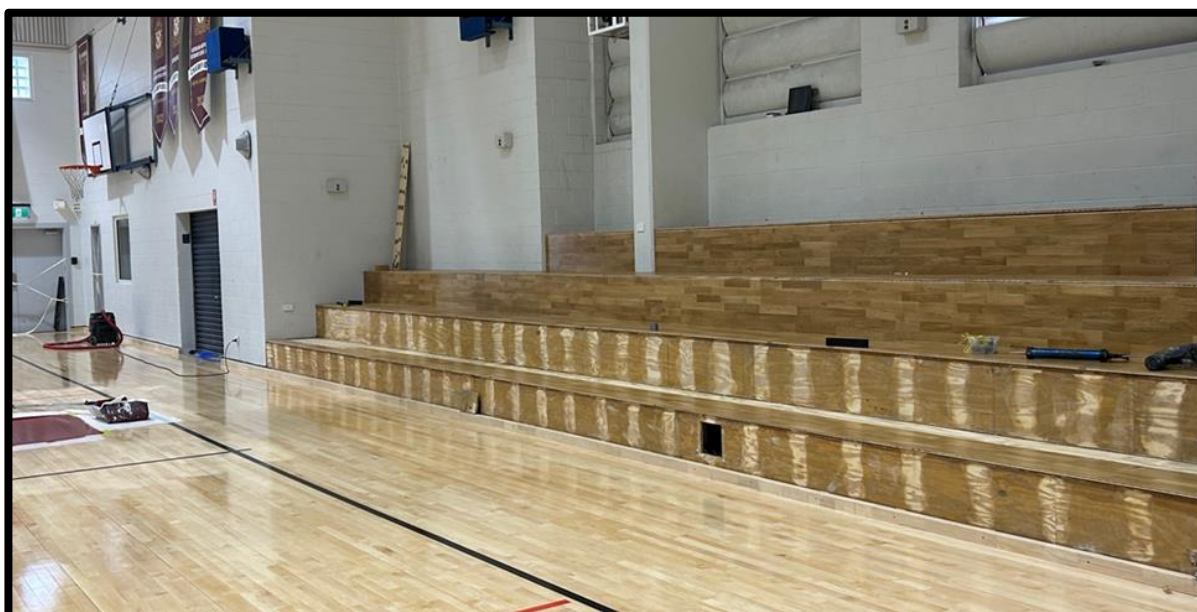
The College also established a Health & Beauty hub in Santiago, which includes Hairdressing and Allied Health spaces to provide our students with an opportunity to undertake practical experience in these social services.

During 2024 the Tom Carey Building was repainted to match the campus colors and style.

Other development initiatives in 2024 include the redevelopment of the lower eastern yard into an artificially turfed sports field, and the reflooring of the Edmund Rice Hall to a state of the art playing surface to bring this space up to a competitive sport standard surface.

At the end of 2024 The College acquired another building known as Warren Street which offers another exciting opportunity for future College expansion.

Under the Masterplan, the next refurbishment stage in 2024/2025 will convert the existing Canteen and Uniform Shop into a full-sized gym, expand the café into a modern canteen, and relocate the Uniform Shop near the front of the college for easy parent access.



Strategic Improvement: Progress and Next Steps

Strategic Pathway

St James College has a high-performance focus, and a culture of diversity and inclusive education.

Four strategic challenges have been identified and are addressed with clear, meaningful and constructive guidelines.

Sustainability

- Prioritise enrolment expansion, using multi-faceted marketing
- Ongoing promotions for reputation enhancement
- Use of culturally sensitive and accessible resources
- Sourcing external funds, grants and expansion opportunities, as well as continued facilitation of the Bursary Endowment and Faithful Friends funds
- Expansion of the International Student program and International Students Hub

The College will continue to use enterprise to generate income, and work toward the upgrade of facilities, infrastructure, materials and human resources.

Identity and Global Advocacy Consolidation and Embedding

- Touchstones inculcation – Liberating Education
- Enculturation of staff and students
- Community affiliation and partnership development
- Social Justice and community outreach
- Whole School First Nation Initiative, perspectives and programs – Truth, Treaty and Voice

Success and Change Management

- Sustaining the model – continuation of the Strategic Vision and Operational Plan
- Addressing Learning and Innovation – using flexible structures to support staff and students
- Planned further development of Middle School
- Expansion of pathways, curriculum, innovation, partnerships enterprise and affiliated resourcing
- Benchmarking best practice
- Continued development of sporting and arts excellence – curricular and cocurricular

Diversity of Staff, Learners and Cultures with a Focus on Bridging the Equity Gap

- Continue to deliver accessible cultural, sporting, arts (instrumental music), education and advocacy programs
- Ensure alignment with Touchstones
- Targeted diversity of staff, learners and cultures with a focus on bridging the equity gap
- Accessible liberating education – continued provision of pathways planning to ensure enhanced post-school options for students
- Consolidate and embed identity and global advocacy

Parent, Teacher and Student Satisfaction with the College

The St James College Advisory Council regularly meets to guide the College's direction and operations. Our Parents and Friends meetings focus on wellbeing, curriculum, advocacy, identity, and culture, facilitating conversations with the Principal and key staff about the college's functioning and engagement with parents. Guest speakers, and members of the College Leadership team attend various meetings to enable a strong community engagement culture.

The College Leadership Team shared its Operational Plan, with progress being made in implementation. The Cultural Liaison Team promotes communication within the College community through cultural gatherings and dance.

Principal Awards ceremonies and cultural dinners involving parents and carers strengthen community relationships. Stakeholder meetings and lunches bring together community, industry, students, and staff for feedback and partnerships. Information evenings, cultural events, and cocurricular activities offer opportunities for storytelling and dinners.

The College undertook the EREA School Renewal process in 2024, with reflections sought from staff, students', parents, carers and the College community. The College was accredited as a Catholic School in the Edmund Rice tradition and commended for its adherence to the EREA touchstones; Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.

Staff, parents, and students provided feedback through surveys and testimonials. The ATA process benchmarks best practices.

Enrolment Information evenings and cultural events showcase students' love for the College, considering it their other "family."

