


St James College

Annual Report 2020

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Curriculum Offerings

Distinctive Curriculum Offerings

Curriculum Overview

St James College is a Catholic coeducational college for Years 7 - 12 in the Edmund Rice tradition and under EREA governance. It is a unique place of faith and learning excellence of 21st century skills and capabilities, as inspired by the college mantra: Global Learning, Achieving Aspirations. With many international families enrolling at the college, our cohort represents all corners of the globe, allowing students the opportunity to form worldwide friendships. At the forefront of contemporary education, St James College blends extensive offerings in academic and vocational 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 engage in ATAR and Vocational pathways together, providing technical and academic skills, or find their way to further tertiary options through AQTF courses and qualifications. Targeting the development of employability skills, those related to technical knowledge and training, adaptability, problem solving, critical thinking and communication.

During the Pandemic teachers were very skilled at developing online tools eg One Note, to ensure quality delivery.

The college has strong industry links in growth employment industries and relationships with local and international educational institutions and universities, embedding micro credentials, skills, and post-school pathways.

The range of academic subjects is enhanced by vocational and co-curricular programs including sport, debating, cultural, and advocacy activities that equip students with the skills necessary to succeed in workplaces of the future. 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 college delivers the Pirlirra Education program in partnership with the Salvation Army Youth Outreach Service at a campus adjoining the college. This unique and flexible education program offers a range of subjects with a focus on work skills and work placements, yielding excellent outcomes for students seeking an alternative model to mainstream education.

St James College has cultivated a high-performance culture which is exemplified through some outstanding results achieved across a variety of activities and programs, including **exemplary Basketball, Football, Netball and Rugby Programs**. These include students achieving **high Academic Results securing tertiary places**, apprenticeships and meaningful employment and the College being placed as one of the three **National Finalists in the 2019 Australian Training Awards – School Pathways to VET and as State Finalists in 2020 in Small Training Provider QTA; VET Teacher of the Year and Equity Student of the Year**. St James supports 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.

The College has a particularly *strong focus on STEM, engineering, construction, health & fitness, creative arts, music and design programs, with general foundations plus elective courses of choice*. These are focused on improving communication, literacy and foundation skills through a “hands on” visual / performing arts, physical education and design technologies environment. Student learning is matched to the world or work and post school pathways where young people need a variety of skills. It has a State-of-the-Art Trade Skills Centre and excellent facilities in Hospitality and other areas. The College has an Outdoor Education Centre at Maroon Dam. Students are prepared for the global labour market through the skills and knowledge they gain; Human and Technical Skills, Foundation and Critical Thinking Skills, Enterprise and Entrepreneurial Skills, ICT Capabilities and Problem Solving and Communication Skills. ***St James offers a very extensive and flexible curriculum***. Students can study a combination of General, Applied Subjects, 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.

During the Covid Pandemic Lockdown In Term 2, students were monitored closely and those who were in the “at risk, vulnerable” category attended school in person, or were in close communication. It is a tribute to our College and staff involved, that International students in 2020, with excellent communication and access to learning, support in resilience and persistence, were mostly retained and new students enrolled.

Other Highlights

- “Write That Essay” Improvement in Literacy across whole school.
- First group of ATAR students complete Year 12 and obtain University/Other pathways.
- “COVID19 Pandemic” Online learning set up and implemented domestically and internationally.
- Number of qualifications delivered by school RTO increased to eighteen, with a further five qualifications delivered by partner RTOs
- Partnership with Institute of Faith Education for delivery of Certificate III and Certificate IV in Christian Ministry and Theology
- Partnership with Prestige Service Training – 19 students competed a Certificate II in Health Support Services qualification

- Over 100 Year 10 students participated in the Act – Connect – Empower (ACE) Program - to create a positive, interactive, relevant and reflective program that focusses on employability and transferable skills.
- Continued RTO partnerships with College of Health & Fitness – Certificate III in Fitness and Formula Student – Certificate II in Engineering (Pathways)
- New industry partnerships forged for trainer currency and work experience opportunities including, Technology One, Community, Ellivo Architects, Platinum Electricians, Brisbane Diff & Gearbox, Sampson Automotive, Indooroopilly Montessori Children’s House
- Engineering Students – construction of racing car for race Term 4.
- College Captains attended National Edmund Rice School Leader Conference in Adelaide
- 6 Students graduated ACU Step Up Program successfully completing full University subject
- Over 150 Students accessed Jimmies on the Dam, Maroon Dam
- New QCE System and Senior Schooling implemented
- 113 Students in Year 12 participated in Mentoring Program
- College supports 20 Asylum Seeker students
- 20 Students engaged in a School Based Traineeships
- 82% of Students studying a VET course
- 66 international students at the College
- 139 Students currently completing Certificate III qualifications
- Students placed in Work Experience Programs.

Co-Curricular Activities

Basketball (All Tournaments bar CBSQ cancelled due to COVID19)

St James has an enviable reputation for success in this sport winning 3 State Open Boys Championships in recent years and are placed in Top Division. St James Junior Girls Team placed 3rd in the Championships in 2020. The program includes over 100 students from all year levels and training and playing occurs right throughout the school calendar.

Basketball Tournaments

- GCI Tournament
- TSS Tournament
- CBSQ Senior Basketball Championships
- CBSQ Junior Basketball championships
- Elite 8 Tournament
- National

Futsal (Most events cancelled due to COVID19)

Futsal is 5 a side indoor soccer and in the past St James has been very successful winning a number of championships. St James has coaches who coach at National and District Representative level. The teams compete at several tournaments over the year. If successful in one competition it progresses onto multiple levels.

Futsal Tournaments

- SEQ Australian Futsal Association Schools Championship (Qualifiers)
- SEQ Australian Futsal Association Schools Championship (Knockout Rounds)
- SEQ Australian Futsal Association Schools Championship (Champion of Champions)
- Australian Futsal Association Schools Championship (Australasian Championships)
- North Brisbane Futsal Championships
- Calvary College Cup

Football (Soccer) (Most tournaments cancelled due to COVID19)

The St James teams compete at two major tournaments and one invitational tournament. These are offered to all students and are included within the futsal tournaments also. Our coaches are fully qualified and with many years' experience at highest levels in Queensland. St James utilizes both futsal and football together as we have our own unique brand compared to traditional football excellence programs. St James placed first in GCI as well as obtaining top places in other Carnivals.

Football Tournaments

- EREA Football Championships
- Uhlsport Cup (Senior Team only)
- ISSA Cup (Junior Team only)
- Gold Coast International

Rugby League (Cancelled due to COVID19)

Rugby League is focused on the first half of the year. Our senior Rugby League prepare for one major tournament a year held during the June/July holidays all over Queensland - QISSRL. Our junior program is focused on the 9's form of the game getting them as much exposure as possible to the game, building their knowledge and skills of the game up in preparation of senior league. This is open to boys and girls. Girls Rugby League has grown and has a number of competitions available to them. Please note there is an age restriction on Senior Rugby League due to safety purposes.

Rugby League Tournaments

- Confraternity Cup QISSRL (Senior Boys Rugby League – Must be turning 16)
- Confraternity Cup QISSRL (Senior Girls Rugby League – Must be turning 16)
- Gold Coast Titans Cup

Netball (Most cancelled due to COVID19)

Netball has numerous opportunities for our teams to be exposed to tournaments throughout the calendar year. We are lucky that a number of these competitions allow us to enter many teams of all levels. St James encourages all girls (and boys in 2021) who like and are interested in netball to get involved. We have teams that are selected to compete in the June/July holidays at the QISSN Carnival. Our coaching and management staff have ample experience in the game and create an incredible environment for our teams. Coaching Clinics QISSN by Australian Representative Coaches have enhanced the program.

Netball Tournaments

- QISSN (Queensland Independent Secondary Schools Netball)
- QC Cup
- Vicki Wilson Cup
- Super 7's
- INFQ Netball Series (Indoor Netball)

Rugby Union

Rugby Union is new to St James and we are building our opportunities around the Rugby 7's game. St James will be building their groups around to enter in one major competition in a year but expose them to as many gala days as possible. We encourage all genders to experience Rugby 7's. Seven teams entered Schools Competition in 2020 and experienced success.

Rugby 7's Tournaments

- Rugby 7's School Cup
- Rugby 7's Gala Days

Representative Sport

- 17 South District Representatives
- 8 Metropolitan East Representatives
- 1 Rower, Queensland Schools Rowing Championship Regatta

Other Sporting Opportunities

St James is growing all sporting programs across the college. Below are other sports/activities that are developing further.

- Running Club – Cross Country training
- Track and Field
- Chess
- Ten Pin Bowling
- Swim Club
- E-Sports (Gaming)

Academic Co-curricular

St James also has several academic opportunities that come under the cocurricular banner, these activities are closely managed by staff who specialize in these particular opportunities.

Academic Tournaments

- World Scholar's Cup – Brisbane Round in April, Global Round (Sydney or Melbourne) in August, teams of 3, preparation involves reading a wide range of given resource material around a central theme, public speaking and written team tasks.
- QDU Debating – Years 8-12 Terms 1 and 2 each year, team event, Wednesday evenings four times across the semester, followed by finals. Teams competed in QDU and again won debates prior to COVID19 Lockdown.
- Rostrum Voice of Youth – Individual public speaking competition (event in May) - cancelled due to COVID19.
- Other Public Speaking Opportunities
- University Student Competitions

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.

Aboriginal and Torres Strait Island issues, Initiatives and programs were 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, Children's day celebrations, an Indigenous camp with students of Pacific Island origin, Allstars NRL game, NAIDOC week and the EREA Indigenous Graduation. The College continues to push advocacy of Australian First Nation people.

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 the Buddhist Temple and St Stephens Cathedral. 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 the different communities.

Engagement of our cultural communities to ensure our staff are culturally competent was also a cornerstone of the College this year. With employment of staff who are culturally diverse to liaise and engage with our cultural communities, the College was able 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. To break down barriers that exist, day excursions for our Asylum Seeker and cultural communities, Cultural camps to learn more of their culture and Cultural Day with staff and students took place.

The weekly Jimmies Brekkie Van continued to serve those who are marginalised within our society. We also enable the staff, parents and students to participate in this service within our community through communication via the College App. Our College community have contributed both baked goods, warm accessories and their time to support our marginalised community. A collaboration with 'Dig In' has assisted their group to use our commercial kitchen to prepare and then serve an evening meal each Saturday to our now shared clients at Kemp Place. The group also supports St James students in their training programs – this has been a wonderful collaboration. The College commenced a relationship with Emmanuel City Mission and Wesley Mission to support those with food insecurity. The College has also started a Brekkie Club, with donations from Woolworths Spring Hill, to support our students and families that have food insecurity. The next progression in this initiative with the continued support of Woolworths is to prepare food hampers at the College and Connect students and families with food insecurity to organisations such as Wesley Mission in Spring Hill.

Our students have been highly involved in numerous EREA students Advocacy events, ERA for change, Reflection and Formation Days and other social justice opportunities with other organisations including forums with a range of participating schools. The Black Lives Matter Protest, specifically for Australia, was an event that both students and staff supported and

advocated for attention to the overrepresentation of incarceration and deaths of Aboriginal and Torres Strait Islander communities in jail.

Staff and students participate in the Luminous Lantern Parade supporting those new to Queensland particularly refugees and asylum seekers at 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 down and incorporated with the Awards Night, but still produced many high-quality cultural items, with students showcasing their ethnic heritage. The night is an important evening for students to showcase their culture, especially as some of them were persecuted and escaped their countries due to their culture, religion and beliefs.

International Women’s Day was another event that the College enthusiastically embraced and fostered participation. With women 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, Caritas Project Compassion, St Vincent de Paul Christmas Appeal, and celebrating the end of Ramadan with our Muslim students with Eid el-fitr.

Other Highlights

Arts and Culture

- Student Leaders Conference
- Arts Exhibition / Rotary Function
- Indigenous Dance Troupe
- Polynesian Dance Troupe
- National Apology Day
- Polynesian Cultural Dinner
- African Cultural Dinners
- International Student Lunches, Dinner and Excursion
- Celebrating the diversity of languages spoken at St James
- Shake & Stir Macbeth Performance
- Annual Alumni Gathering
- Senior Formal
- Pacific Islander and Indigenous Students Camp
- Refugee Camp
- Black Excellence Program
- Global Competency Badging in Year 10 Religious Education Program
- Professional Development Cultural competency
- Cultural Performances
- Indigenous Sacred Space Opening.

Spirit

- Seniors and New Staff acknowledged at Inaugural Mass
- Ash Wednesday Ceremony
- Easter Liturgy
- ANZAC Liturgy
- Year 12 Retreat
- House Breakfasts
- Chocolate Crackle
- Each House supported Project Compassion
- Edmund Rice Conversations
- Commonwealth Multifaith Service, St John's Anglican Cathedral
- Celebration of the Feast Day of Edmund Rice
- Celebration of the Feast Day of St James College
- Christmas Liturgy
- Reflection Days
- Celebration of other Cultures – Chinese New Year
- Celebration of other Faith: Eid-al-Fitr (following Ramadan)
- International Women's Day Lunch
- World of Women – International Day of the Girl
- Fundraising for the National Breast Cancer Foundation and Cystic Fibrosis
- Celebrating *Laudato si – On Care for our common home*.
- National Reconciliation Week – Smoking Ceremony to launch the official opening of the Yarning Circle and Totem Poles
- Refugee Week – Chalk Drawing Activity across the College
- Celebrating National Aboriginal and Torres Strait Islander Children's Day
- World Soccer College Competition – Winners Congo Team
- RUOK? Day
- NAIDOC Week Celebration.

Community and Industry

- Weekly Brekkie Van providing breakfast and companionship to the marginalised in the inner-city precinct
- ERA for Change – 28 days for climate
- Dig-In program is conducted by a student group of University young Graduates who provide pre-packaged meals and other services to our marginalised community, Basketball program, school community and our cultural groups
- P&F ongoing support, Bunnings BBQs and other fundraising initiatives
- 4 Enrolment Information Evenings
- Attendance at the Listening and Discernment phase of the Student Plenary Assembly
- Staff attendance at the NRL Launch
- Staff and student attendance at the Rotary Brisbane High-Rise Breakfast supporting St Jude's School in Tanzania
- Funeral of Archbishop John Bathersby – honouring legacy.
- 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
- Commemorated National Day of Action Against Bullying & Violence
- Library Tournaments for students
- Student representation at the Lord Mayor's Youth Advisory Youth Council

- QCEC Spirit of Catholic Education Awards with 6 nominations from St James College
- Mitchelton Rotary Club sponsorship exchange of Austrian student
- Staff and Student attendance at the Black Lives Matter Rally
- School Officers Day – Morning Tea celebration
- Parent and Student Engagement Workshops
- Reconciliation Walk from Boundary Street, Spring Hill to Boundary Street, West End led by Turrbal Elder, Uncle Joe Kirk.
- 2 Students represented in the ERA for Change Executive Leadership Group
- Mercy Day Celebrations – Indigenous student dancers participated in the Mercy Community’s video celebrating this event
- Rotary Club of Brisbane High-Rise Meeting / College Art Exhibition hosted at, and catered by, St James College
- QATSIF Graduation
- Emmanuel City Mission Initiative
- Wesley Mission Community Initiative
- Graduation EREA Indigenous Students at St Laurence’s College with the Welcome to Country performed by the St James Dance Troupe.

Strategies to Promote a Positive Culture

Wellbeing and Pastoral Care

- College Assemblies
- House Assemblies
- Year Level Assemblies
- Well Being Curriculum (including online due to COVID19)
- Year Level Camps (not run in 2020 due to COVID19)
- Cultural Camps (not run in 2020 due to COVID19)

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 over the course of the academic year.
- 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. This will equip them to recognise signs of cyber safety risks, as well as to provide them with clear paths for raising any concerns they may have relating to cyber safety and/or cyber bullying directly with the School.
- Promotion of a supportive environment that 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 (this may occur where a bystander observes inappropriate online behaviour either being perpetrated by, or targeted at, a student).
- Reporting of cyber safety incidents is encouraged and made easy through the establishment of multiple reporting channels (as specified below).

- 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, in order to identify systemic issues and to implement targeted prevention strategies where appropriate. Staff record incidents according to Catholic School Authority policy.
- Cyber safety strategies are included in students' School diaries.
- Cyber safety posters are displayed strategically within the School.
- Promotion of student cyber safety awareness by participating in relevant cyber safety related events.

St James College recognises that the implementation of whole-School prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within the School:

- A structured curriculum and peer group support system, relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year.
- Education, training and professional development of staff in bullying prevention and response strategies.
- Appropriate sharing among staff of information about cyberbullying incidents.
- Regular provision of information to parents/guardians, to raise awareness of bullying as a School community issue to equip them to recognize signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the School
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians.
- Promotion of responsible bystander behaviour amongst students, staff and parents/guardians.
- Reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below).

Regular risk assessments of bullying within the School are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff.

Records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate.

Statements supporting bullying prevention are included in students' School diaries.

Education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear.

Anti-bullying posters are displayed strategically within the School.

Promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

Strategies for involving parents in their child's education

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

Staff satisfaction surveys are also conducted by EREA. The data then 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 which meets every month. Communication around College events and policies occurs weekly 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

- Introduced a large recycle bin and issued all classrooms with paper only bins this has allowed us to drop our ground waste by 8 Tonne / year and move from three industrial bin empties to two.
- Replaced all down light in hall with LEDs.
- Eliminating out all old fluros with LEDS
- Rotating out all old A/C with new high efficiency units 3/4 school completed.
- Only using environmentally friendly cleaning products and consumables.
- Currently further investigating solar panels.
- Installing a bottle return initiative.
- Developed student committee looking at environmental initiatives
- Classes developing herb gardens and looking at green initiatives around the College
- Continued support of Laudato Si – Care for our common home though recycling
- Planning and development of a cultural and environmental space for ALL students to use

Characteristics of the Student Body

St James College has very diverse mix of students coming from a wide range of backgrounds. With over half of the students having English as an Additional Language or Dialect it makes for a very global population. 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 represented with Africans, Pacific Islanders, Middle Eastern, South East Asian, Chinese, Japanese, Korean forming the majority of the EALD population. Our College caters for students with diverse needs, including those who face learning challenges. When students come to St James College they "make friendships with the world". The broad nature of the curriculum offered attracts students who are looking for a choice of pathways. Indigenous students are very welcome, and it is of significance that the College has a dedicated indigenous space in Boundary Street. The pastoral care offered envelops the students nurturing them to reach their potential. Overall, the students are encouraged to achieve their aspirations in a global learning environment.

Average student attendance rate (%)

The average Student Attendance rate is 87%.

Management of non-attendance

If students are absent from school at any time, parents/carers should advise the College by 9am and provide a satisfactory explanation for the absence. They can do this by completing both points below:

- Phoning the Absentee line on prior to 9.30am.
- Writing a note in the students' diary to the Homeroom Teacher on their return to school.

St James 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 in adequate time. Student attendance is taken for the first time by the Homeroom Teacher in AM Homeroom and a daily absentee report is distributed to all teachers.
- An SMS message is sent to all parents/carers advising them their child is not at school if the College hasn't been advised of their absence
- Students continually late to AM Homeroom are to be referred to House Deans.

Late Arrival at School / Classes

- Any student who arrives to school after Homeroom is to report to Student Services. The time of arrival is recorded on the class rolls for the day.
- Any student who is late for classes will be given a suitable consequence by their classroom teacher. Persistent lateness to class will be referred to the House Dean

Early Departure from School

- Leave from school (appointments with doctors etc.) can only be given via parental request. Once this is ascertained, they must go to Student Services to sign out.
- In the case of illness, the student, under teacher direction and written authorisation, is to report to the Student Services, who will phone parents/carers for permission to allow the student to go home or parent/carer come and pick them up.

Year 10 to 12 Apparent Retention Rate

Year 10		Year 12		Apparent Retention Rate
2008	94	2010	109	116%
2009	105	2011	111	106%
2010	112	2012	112	100%
2011	78	2013	97	124%
2012	73	2014	83	114%
2013	86	2015	108	126%
2014	66	2016	86	130%
2015	70	2017	83	119%
2016	73	2018	89	122%
2017	73	2019	97	133%
2018	75	2020	96	128%

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	43	2
Full-time equivalents	43.8	28.8	1.5

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	2%
Masters	25%
Batchelor Degree	100%
Diploma	42%
Certificate	48%

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. This includes:

- Write That Essay – Whole School PD with a specific focus on improving literacy
- Attendance at QCAA Workshops and Seminars in subject areas particularly focused on:
 - the new QCE system
 - Endorsement and Confirmation workshops
 - Assessment writing workshops
- Attendance at QCEC subject specific workshops with a focus on the new QCE system and assessment writing and marking
- Attendance at QCAA Information Sessions – SET Plans, Principal’s forum, NAPLAN Online
- Goal-setting and Professional Development Plans (AITSL Professional Standards for Teachers)
- Vocational Education & Training Workplace Assessor Training
- Vocational Education and Training Conference
- Attendance at QCEC and EREA VET Forums
- Differentiating the Curriculum and preparation for the implementation of the Nationally Consistent Collection of Data
- Bullying Prevention and Management (CompliLearn)
- EREA Code of Conduct (CompliLearn)
- Introduction to International Students (CompliLearn)
- Privacy (CompliLearn)
- Student Duty of Care (CompliLearn)
- Work health and Safety Queensland (CompliLearn)
- Readcloud Introductory Inservice
- Differentiation workshop (delivered by Principal)

- Child Protection
- Staff Spiritual Formation
- EREA Leadership Conferences
- EREA Women in Leadership Programs
- Working with students with learning differences
- Professional Supervision
- Staff mentoring including new staff / beginning teacher mentor program
- Edmund Rice Education Australia Northern Region Professional Development Network meetings
- First Aid Training and Fire Training
- NAPLAN and ATAR data analysis
- The Berry Street Education Model – Whole School PD with a specific focus on Pastoral
- Staff Inservice – Smart Leaders
- Autism Friendly Schools (Helen McLennan [OT & Teacher] Autism Friendly Association)
- First Response and Evacuation Procedures Instruction
- Professional Development – Cultural Competencies, Students with Disabilities, Global Learning & Pathways.

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

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$136,600.

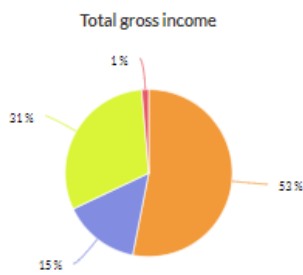
Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days was 93.2%. The percentage of teaching staff retained in 2020 was 92.2%.

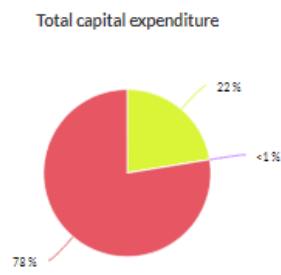
School Income

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	5,427,760	12,308
State / territory government recurring funding	1,520,302	3,447
Fees, charges and parent contributions	3,139,308	7,119
Other private sources	135,157	306
Total gross income	10,222,527	23,180
Less deductions	262,251	595
Total net recurrent income	9,960,276	22,586

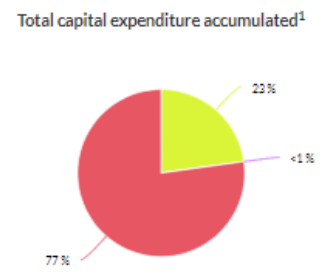
Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	0	0
State / territory government capital expenditure	0	0
New school loans	126,750	414,850
Income allocated to current capital projects	6	7
Other	438,147	1,403,847
Total capital expenditure	564,903	1,818,704



(excluding income from government capital grants)



Percentages are rounded and may not add up to 100%



¹ Accumulated capital expenditure is the sum of three consecutive years.

National Assessment Program

Literacy and Numeracy Results

No NAPLAN tests were undertaken in 2020.

Our Attainment and Achievement – Year 12

Outcomes for our Year 12 cohort of 2020

Number of students receiving a Senior Education Profile	87
Number of students awarded a Queensland Certificate of Education (QCE)	71
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	4
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	12
Number of students awarded one or more VET qualifications	71
Number of students who are completing/completed a school-based apprenticeship of traineeship (SAT)	15

Strategic Improvement: Progress and Next Steps

Strategic Pathway

We have developed the following strategic priorities and direction to ensure the continued sustainability and growth of the College in offering all-inclusive bespoke learning pathways.

We apply our values of hope, community, opportunity and inclusivity by:

Strengthening our authenticity as a Catholic School Community in the Edmund Rice tradition that:

- stands in solidarity with the marginalized;
- embraces and celebrates inclusiveness;
- experiences quality relationships among staff, students, parents and wider community;
- invites all into a spiritual journey that is inspired by the Gospel.

Enhancing positive student identity and growth through:

- refining processes that nurture student well-being and formation;
- challenging and supporting students to liberate their potential;
- education that promotes cultural competence, context and understanding;
- programs that support and build resilience, independence and life-long skills;
- strengthening co-curricular opportunities, particularly in music and arts.

Embedding quality teaching and learning that:

- successfully implements and prepares students for the new QCE system;
- empowers students to take responsibility for their own learning;
- supports teachers as critical agents in the learning process;
- encourages individual excellence;
- challenges all to become purposefully engaged in society;
- provides pathways to success with high qualification completion and enterprise partnership outcomes;
- priority focus on literacy and numeracy improvement;
- focuses on English Language Development and Vocabulary Acquisition across curriculum;
- embeds benchmarking through best practice educational programs.

Securing our future through:

- celebration and promotion of our St James story;
- a balanced and complex enrolment profile;
- continued innovative and strategic financial management;
- proactive marketing strategies;
- responsible stewardship of our working environment;
- consolidating partnerships with key stakeholders.



Facilities Resourcing and Development

- Development of Master Plan and Strategic Plan and BGA Application
- Upgrade of all teachers' computers to continue our first-class IT infrastructure to both students and staff
- Refurbishment of the Teachers' staff amenities
- Refurbishment of the Learning Support Area
- Refurbishment of the historical St James Room
- Refurbishment of the lower administration floor near the current study centre including returning the space to its original heritage condition
- Acquisition of more musical instruments as the expansion of the music program continues to excite and challenge our students – music room refurbish
- Completion of our Yarning Circle - our Indigenous Sacred Space and official opening by past student, Marlon Riley and Art by Jennifer Kent
- New College website launched.
- Development and launch of College App.

Next Step 2020 Post-School Destinations St James College

This is a summary of the post-school destinations of students from St James College who completed Year 12 and gained a Senior Statement in 2020. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



49.5% response rate

46 out of 93 Year 12 completers from this school responded to the 2020 survey. Due to the low response rate, care should be taken interpreting these results.

Post-school destinations



In 2020, 60.9% of Year 12 completers from St James College were engaged in education, training or employment in the year after they completed school.



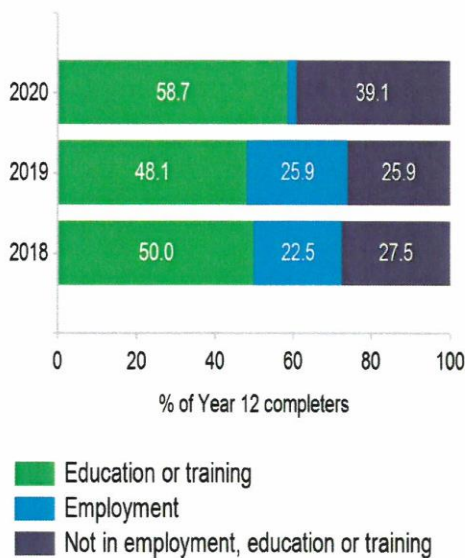
Of the 46 respondents, 58.7% continued in some recognised form of education and training. The most common study destination was VET certificate.



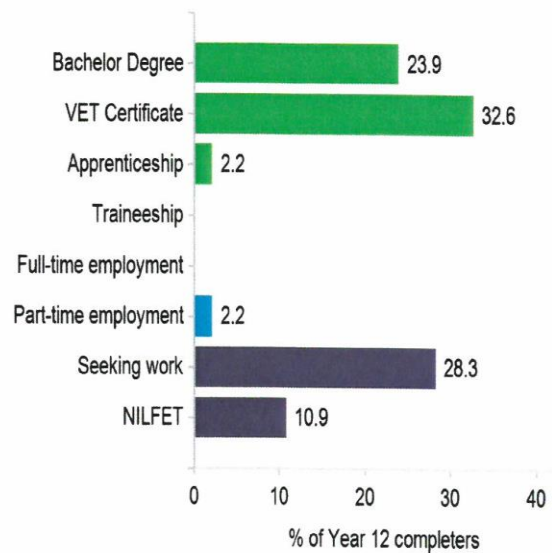
A further 2.2% transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



Main Destination in 2020



Parent, Teacher and Student Satisfaction with the School

The College Advisory Council meets regularly to provide discernment in the directions and operations of the College. In relation to Parents and Friends meetings, the College decided to adopt a Forum model. These were based around strategic areas of the College namely the curriculum pathways, wellbeing, social advocacy, fund raising, and spirituality. These meetings were designed as conversation with the Principal and key staff regarding the functioning of the College and its engagement with the parent group. Guest speakers were invited to attend different meetings eg Catholic Parents Queensland, Write That Essay Consultant, National Director EREA Liberating Education. The College Leadership Team shared its Master Plan and progress is being made in achieving the implementation.

Additionally, the students completed the annual Student Survey which garnered their responses and provided them with an opportunity to voice their opinions related to the College and its strategic directions. The responses were presented to the students and discussed as well with the staff to shape their practice and ensure we were meeting the needs of the students.

The NSSAB Review was conducted in Semester 2 in 2020. This was a very thorough process, and the school was congratulated on its performance.

Principal Awards ceremonies took place, cultural dinners, where parents and carers were invited to attend enabling stronger community relationships.

Stakeholder meetings and lunch/breakfast meetings took place to bring community, industry and school students and staff together for feedback and partnerships. Staff members were invited to provide feedback through surveys. Parents and students have provided wonderful testimonial statements. Enrolment Information evenings have provided the venue for statements by students, demonstrating the love of the College regarding it as their other “family”.

Due to the Pandemic, and the times of “Lockdown” specific measures were put in place to ensure the equity gap was addressed – this included a team of “wellbeing” staff who contacted home on a regular basis. In addition, many students with disadvantaged “vulnerable” backgrounds, continued to attend school throughout the lockdown period.