Annual School Community Report
2014

School name: St James Catholic College

School type K-10
Suburb / town Cygnet
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Principal: Mrs Anne Foale

School vision

Our vision is that as members of the St James Catholic College community we recognise our personal dignity, our giftedness and the amazing possibilities that are ahead of us. As we adapt with resilience to the needs of the contemporary world, we will shine, reflecting the light of Christ

School Profile:

St James Catholic College [SJCC] is a regional co-educational K to 10 Catholic College serving the Huon Valley region, south of Hobart. Based in the township of Cygnet, the school population is 270. The College has a long and well-respected history within the community and it upholds the values of the Gospel lived out in the Josephite and Edmund Rice traditions. The College
motto is 'Let your light shine' and this underpins the college vision and mission to assist all students in being the best they can be.

Small classes and attention to individual needs are a core feature of the College. Families value the pastoral-care program and family atmosphere. With a mixture of refurbished buildings and new facilities including quality ICT, the College has a strong academic program alongside a full range of the creative arts and trade technology programs.

**School Facts:**

<table>
<thead>
<tr>
<th>School sector</th>
<th>Non-government</th>
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<tbody>
<tr>
<td>School type</td>
<td>Combined</td>
</tr>
<tr>
<td>Year range</td>
<td>K - 10</td>
</tr>
<tr>
<td>Total enrolments</td>
<td>270</td>
</tr>
<tr>
<td>Primary (including Kindergarten)</td>
<td>148</td>
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<tr>
<td>Secondary</td>
<td>122</td>
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<tr>
<td>Full time enrolments</td>
<td>270</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>36%</td>
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<tr>
<td>Location</td>
<td>Regional</td>
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<tr>
<td>Student attendance rate</td>
<td>93.4%</td>
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<tr>
<td>Teaching staff</td>
<td>31</td>
</tr>
<tr>
<td>Full-time equivalent teaching staff</td>
<td>21.8</td>
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<tr>
<td>Non-teaching staff</td>
<td>15</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff</td>
<td>6.8</td>
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The ratio of male to female teachers is 7 to 24

There are two Indigenous employees employed as Teacher Assistants

All teachers are fully registered and qualified teachers with the Tasmanian Teachers’ Registration Board.

**History**
The Sisters of St Joseph established the first Catholic school in Cygnet in 1896 on a site adjacent to the present school. In 1921 the sisters moved to new premises on the current school site but under the name of Sacred Heart School. Twenty three years later the Christian Brothers were invited to
develop an Agricultural College for the boys in the Cygnet community. This was named Lourdes Hill Agricultural College and its classrooms were those which had been used until this point by the Sisters for the Sacred Heart School. These same classrooms now form the staff facilities of the current St James Catholic College.

After the arrival of the Brothers, the Sisters moved to the newly built block of six classrooms and continued a school for the little boys and all the girls through to leaving certificate. It was now known as St James School in line with the new Spanish style Catholic Church, built in 1939 and named after the apostle St James. Right through until the mid 1970s the Sisters and the Brothers continued to operate the two separate schools, St James Convent school and Lourdes Hill Agricultural College, divided only by a paling fence.

The amalgamation of the two schools began tentatively with some classes shared in a co-instruction model but as the numbers of religious teachers began to decline and the school moved to a lay Principal in 1976 the circle had fully turned. There was again only one Catholic school in Cygnet and the classes were all co-educational. The school now took on the title of a College and was known as St James College. From 2008 the school name changed to St James Catholic College. In 2010 funding from the Building the Education Revolution supported the building of a new library and the refurbishment of the Administration area, this capital development was completed at the beginning of 2012. Further developments have continued in the current year, 2014.

**Catholic Culture and ethos:**

The spiritual life of the College is expressed and shared with students in a variety of ways from daily prayer and reflection, including whole school Masses, participation in Diocesan Masses and celebrations, reflections days and retreat experiences. Staff participated in a focused spirituality day led by Br Damian Price CBC on Edmund Rice founder of the Christian Brothers.

The Religious Education program is based on the Good News for Living Archdiocesan resource. The major charities supported in 2014 included Catholic Mission, St Vincent de Paul, Caritas and the Samaritan Fund. A
number of outreach opportunities are given every year to students. A strong emphasis is given every year to developing students awareness and understanding of big social justice issues including global issues. In December of 2014 SJCC was nominated for and subsequently won the Human Rights Week’ Tasmanian Award – the Fairer World School Award. This recognized that the College had addressed social justice issues in depth and across multiple facets of the school’s formal and informal curriculum and provided exemplary opportunities for the students to engage with activities and forum’s contributing to making the world a fairer and more equitable place.

Programs that have enhanced student learning

SJCC is a School Wide Positive Behaviour Support [SWPBS] School and we firmly believe that the establishment and protection of a climate and culture of support and safety is a prerequisite for a sound learning environment. Our pastoral and learning environment is subject to our SWPBS mantra of FLAMES – Faith, Learning, [great] Attitude, Mutual Respect, Encouragement and Safety. Our rewards and sanctions programs are based on adherence to the behaviours and attitudes which enhance this mantra. A comprehensive school climate survey was conducted in 2014 and responses informed a refresh of the SWPBS program across the school.

A whole school literacy program operates across the school and has improved literacy and academic confidence at all levels. Numeracy also continued to have priority in the daily programing in the primary classes and was strongly supported in the Secondary classes through the Challenging Tasks project and the Great Results in Numeracy [GRIN] project for years 7 and 8; both of which were run under the auspices of Monash University and managed by Numeracy project officer Ms Stephanie Van der Schans. The numeracy projects of recent years have led to sustained change in pedagogy of Mathematics and excellent rigor in Maths classes.

The College has a very significant number of Aboriginal students and significant emphasis is placed on Aboriginal cultural understanding and on developing a sense of cultural pride for our Aboriginal students.

SJCC is highly respected for its delivery and outcomes in Trade Training and is part of the Southern Tasmanian Catholic Colleges Trade Training Centre [STCCTTC] in which Guilford Young College, holds the Registered Training Organisation [RTO] accreditation.
There are currently 4 subjects offered in TTC and 42 students are enrolled in one or more of these subjects. At the end of this year we have entered in discussions with a neighbouring College at Kingston to provide Trade Training delivery for the subjects of engineering and construction and this is scheduled to begin in 2015.

After two very successful years of trial of 1-2-1 Ipads in the Year 4 class the decision was taken in 2014 to move to 1-2-1 Bring Your Own Device Ipads across years 3 to 6 in 2015.

**Governance:**

St James Catholic College is one of the systemic Parish schools in the Archdiocese of Hobart and as it has a Secondary component it is also a part of the Association of Southern Colleges. Its governance structure includes the College Board which in turn is under the auspices of the Archdiocesan Governing Council of Systemic schools. The Board operates according to the Constitution of the Systemic Catholic schools of the Archdiocese of Hobart and the associated Board Manual. Current chair is Mr Trent Cowen.

**Student Learning and Achievement:**

Achievement data, as measured by national testing and a range of in-school testing such as PAT Maths and PAT Reading test, is showing steady improvements in student outcomes.

The teachers’ Professional Learning Teams in the Primary school in 2014 undertook a new innovation called “Putting Faces on the Data”. The innovation involves strategies which allow the teachers to visually see the students and their progress towards the pre determined learning outcomes. Students who are not meeting the standards are quickly identified and are targeted with effective strategies to assist them reach the standards. This approach has proved an excellent way of keeping students on track. Using the already established programs such as Letters and Sounds, Literacy groups and
Numeracy groups as well as MULTI Lit [Making up for lost time in literacy] works extremely well in this model. Towards the end of the year we began to explore layering this approach with a Response to Intervention/Instruction model of learning and this will be developed more comprehensively in 2015.

Student progress is reported to parents formally three times per year. Early to mid term one there is an interim report, which is delivered to all students in a Learning Conference with the student and parent and the student learning goals for the year are established and recorded at this meeting. Personal Learning Plans for all Aboriginal students are also developed at this time. At the end of term 2 a full and comprehensive written report is issued and is followed by learning conferences again at the beginning of term 3 as warranted. At the end of the year a summative report and assessment of the year’s work is issued at the end of term 4.

The Kindergarten checks in Kinder and the PIPS Prep assessments beginning and end of the year are undertaken in the relevant years.

Annual NAPLAN reports indicate significant gains in many areas and levels. Most pleasing were the gains made in reading and writing by students progressing from Year 3 to Year 5. Students moving from Year 7 to Year 9 averaged good improvements across all areas and the improvement in reading and in numeracy for the cohorts moving from Year 5 to Year 7 were very pleasing.

The ratio of students moving onto further education or to full time training beyond year ten is excellent. Of the 32 students who exited Year 10 in 2014:
- 27 moved onto Senior Secondary College,
- 2 into apprenticeships and 1 to a traineeship and 1 into employment and 1 moved back to family interstate with the intention of taking up a school based traineeship.

School structure and Student background:

The school is organised into Primary and Secondary sections. A special element of the Primary school is the Stephanie Alexander Kitchen Garden Program which operates for Years 3 to 6. The students participate in both a Garden and a Kitchen class each week. The philosophy of growing,
harvesting, preparing and sharing enjoyable and healthy food from the school garden engages students and volunteers and lends itself to numerous connections with learning programs in other key learning areas. SAKG fits amazingly well with our community environment and our secondary school VET programs in Agrifoods and in Hospitality.

As well as the very successful VET program mentioned above the Secondary school offers a full range of Australian curriculum subjects and a wide range of Options choices including Outdoor Education, Sports Science, Art, Music and Drama, Photography, Business studies, Creative writing and Personalised Learning options. Japanese is the LOTE option across the whole school and specialists from the Secondary school provide Music, LOTE, and PE into all Primary classes as well as the Secondary ones.

The school has a predominantly low socio economic enrolment base. The students come from a mixture of long established local families which have traditionally been small acreage farmers, fruit growers and providers of local services and businesses as well as from newer residents who have chosen the region for its lifestyle and community values. The area is renowned for its Artisan community.

More than one third of the school population identify as Aboriginal and the College is committed to meet the needs educationally and culturally of these students and they are thriving in our College. In 2014, 5 of our 8 student leaders are Aboriginal. The College employs an Aboriginal Student Support teacher for one day per week, and has developed a Parent advisory group. As one of the many opportunities offered to our students this year, a small group of students flew into Melaleuca, in the state’s far south west to contribute to the new Needwonnee Walk in South West National Park, baskets and rope, constructed from local grasses and reeds by students back at the College with help from Aboriginal elders, were placed along the walk. The Fuel for School Breakfast club which was first initiated with Aboriginal funding has been continued through local sponsorship. Each morning just before school commences, any student of the College can access a breakfast of toast and spreads and milk milo.
**Learning Environment- physical facilities:**

The College facilities have developed over many years and are testament to the foresight and hard work of successive Principals, Boards, Parents and Staff. SJCC boasts excellent facilities for Music and Performing Arts, Health and PE, Food Studies and Hospitality and fine general teaching facilities with classrooms that are generously proportioned and well fitted out with ICT access and flexible learning spaces, although the buildings themselves are of older construction. The Science, Construction and Engineering and Art facilities are well equipped but contained within infrastructure and design typical of the 70s or 80s.

Since 2009 the College has been part of the Southern Catholic Colleges of Tasmania Trade Training Centre [STCCTTC]. Good facilities have been developed for the delivery of Hospitality, and Agrifoods at the College and the facilities for Construction and Engineering have been very well equipped and adapted to deliver the courses very successfully. As noted above, the College has a well earned outstanding reputation for the producing students exceptionally well prepared for the Trades environment.

**Curriculum and Pedagogy:**

The College delivers and assesses against the Australian Curriculum [AC]. The assessment policy and procedures at SJCC are in line with the Australian Government’s A to E guidelines and we provide extensive individual feedback to parents through comments on written reports. Report assessments relate to each of the content strands in the AC subjects as well as covering attitude and application to learning in each subject area. The college is involved with moderation processes within Catholic Education Tasmania for Year levels in the Primary school and across subject disciplines in the Secondary school.

There are two opportunities for formal parent/student/teacher Learning Conferences as described above as well as an open invitation and encouragement of informal contact at any time. Teachers use a variety of avenues of communication to keep parents/guardians informed of the subject content being covered.
Religious Education is based on the refreshed version of the Good News for Living curriculum developed in Tasmania for Tasmanian Catholic Schools.

At SJCC there is also a big commitment to explicit teaching of literacy through a whole school literacy program. Once again this program has brought great benefits to our students with some fantastic individual improvements as well as overall continuing upward trends of reading levels across the school. Our NAPLAN national testing results also indicated steady upward movement.

Students from Years 1 to 9 are assessed with the PAT Comprehension, English, Maths and Spelling tests each year in October/November to assist in determining any areas of weakness or particular strengths which are then addressed by relevant teachers or Learning support teachers.

Students in Years 3, 5, 7 and 9 completed the national program of literacy and numeracy [NAPLAN] tests as required and individual performance reports are sent home to all the students tested.

During 2014 selected or self-nominated students participated in the International Competitions and Assessments program [ICAS]. The areas covered by this program included Science, English, Writing, Spelling, Mathematics and Computer Skills.

**Capital Works**
In 2010 the BER initiatives of the Federal government enabled the completion of a new Library and the refurbishment of the administration centre.

At the end of 2013 a capital project began to develop a new Performance Centre encompassing a Gymnasium/Auditorium and Music and Drama studios, as well as storage facilities. This project was completed during 2014 and the benefits of this lovely new facility have been much appreciated by the College and the community during the latter part of this year.

Again as this year, 2014, came to an end a further project approval was announced to provide for the redevelopment of primary and secondary classrooms, primary and secondary toilets, a new Science Laboratory, new Art/Photography facilities and accommodation for Special Learning Needs.
tutoring and staff amenities. We look forward to this development progressing in 2015.

During 2014 the support of the P and F [in money and labour] and Minor Capital Works project funds from the TCEO provided for the development of an Adventure/Challenge playground for Primary students. This project will be continuing in 2015 also.

**Financial Data**
See attached pie charts describing Income and Expenses for 2014
ST JAMES CATHOLIC COLLEGE
SOURCES OF INCOME 2014
Total Income $5.5 million

- Commonwealth Grants - Recurrent, 50.1%
- State Grants - Recurrent, 11.1%
- School Income, 10.1%
- Capital Grants, 7.2%
- Capital Loans & Donations, 21.0%
- Capital Levies, 0.3%
ST JAMES CATHOLIC COLLEGE
EXPENDITURE 2014
Total Expenditure $5.7 million

- Salaries & Related Costs: 50.0%
- Education Specific Costs: 1.9%
- Maintenance: 1.2%
- Debt Servicing: 2.7%
- Administration & Running Costs: 9.0%
- Staff Training: 0.4%
- Capital - Equipment, Furniture & Library: 3.8%
- Capital - Buildings: 30.7%
- Capital Levies: 0.3%