

ANNUAL SCHOOL COMMUNITY REPORT

2021

College Details

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Cygnet Tasmania 7112

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Principal: Mr Joseph Sandric

School Vision and Mission:

Vision

As a Christ-centred and student-focused learning community, we strive for excellence and proclaim the personal dignity of all.

Mission

Inspired and informed by the Josephite and Edmund Rice traditions, we provide a welcoming and inclusive environment that “gives preference to those in need”.

As a Catholic College, we prepare our students for life-long learning by:

- Enriching holistic development (intellectual, spiritual, social, cultural, emotional and physical wellbeing)
- Inspiring outstanding academic achievement,
- Celebrating diversity and our rich Aboriginal context,
- Building links with community,
- Developing respect for self, others and the environment,
- Enhancing resilience and
- Nurturing our faith and spiritual growth.

Thus, we follow in the example of Jesus Christ and bring to life our school motto ‘**Let your light shine.**’

School Profile

| | |
|--|-------------------------|
| Year: | 2021 |
| Sector: | Catholic |
| School Type: | Combined |
| Year Range: | Kindergarten to Year 10 |
| Total Enrolments: | 272 |
| Male: | 134 |
| Female: | 138 |
| Indigenous Students: | 108 |
| Teaching staff: | 30 |
| Full-time equivalent teaching staff: | 24.17 |
| Non-teaching staff: | 20 |
| Full-time equivalent, non-teaching staff: | 10.66 |
| Staff (teaching/non-teaching) identifying as Aboriginal: | 7 |

All teachers are registered teachers with the Teachers' Registration Board.

School Profile:

St James Catholic College 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 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 to be the best they can be. Small classes and attention to individual needs assist in achieving this goal. Families value the pastoral-care program and welcoming atmosphere.

With many refurbished buildings and new facilities along with contemporary ICT and literacy and numeracy programs, the College has a strong academic rigour alongside a full range of the creative arts and highly-regarded trade technology programs. St James Catholic College prides itself on providing students with access to Vocational Education Training in the areas of Construction, Engineering, Agrifoods and Hospitality. The whole-school literacy program continues to improve literacy and academic confidence at all levels. Aboriginal cultural understanding is an important focus in the school as it has a significant number of Aboriginal students.

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 house the Early Years.

After the arrival of the Brothers, the Sisters moved to the newly built block of six classrooms and continued a school for the younger boys and all the girls through to leaving certificates. It was now known as St James School in line with the new Catholic Church built in 1939 in the Spanish style 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 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 amalgamated schools were named St James College. Later in 2008 the word Catholic was included and the current name of St James Catholic College adopted.

In 2010 funding from the Building the Education Revolution supported the building of a new library and the refurbishment of the Administration area. Further funding from the Commonwealth Government, Tasmanian Catholic Education Office and St James Catholic College saw the majority of the College refurbished and works completed by the beginning of 2018.

Major improvements included refurbishment of General learning areas, staff offices, Early Learning Centre, dedicated Arts and Music areas and the construction of the MacKillop Performance Centre. This was officially opened by Archbishop Julian Porteous in June 2018.

COVID 19

Covid-19 has continued to challenge the College and community since 2020. Increased staff absences due to sickness or isolation requirements has caused significant timetabling and class coverage issues across the college over the course of this year. Additionally, high numbers of student absences have caused many students to miss multiple days, and in some cases weeks, of classroom learning despite the provision of e-learning opportunities where possible. Overall though, the school has coped well to ensure high-quality teaching and learning were able to continue throughout this period of the COVID-19 pandemic.

Governance

The Archbishop exercises both canonical and civil oversight of the operations of Catholic Schools in Tasmania. The ultimate civil authority for the conduct of the St James Catholic College rests with the Roman Catholic Church Trust Corporation (Church Trust Corporation), acting with delegated authority from the Archbishop.

The College Board operates within the broader mission, policies and structure of the Archdiocese of Hobart and the policies, practices and strategic directions of the Catholic Education Commission Tasmania (the Commission). While the Board is not an incorporated body, it exercises delegated authority as outlined in Section 4. These include supporting the Principal across a range of governance issues such as strategic planning, local policy development and preparation of the budget and the capital works program of the school.

College Advisory Board

The College Advisory Board serves the Church and the community by assisting in the promotion and supporting the management of the College. This includes helping to develop the school vision, mission, strategic plans and school level policies, as appropriate. To successfully do this the involvement of active and engaged Board members is critical; and the College continues to seek parents and friends who can contribute through Board membership. It is a very rewarding opportunity to support the College and children's education.

Together with the College leadership team, staff, students and families, the Board is part of a joint team that is excited to live our gospel values and grow this wonderful school community.

Registration

In 2020, the College underwent the School Registration Process. This process involves a rigorous review of policies and practices, teaching and learning delivered, staff qualifications and skills held and of the College facilities.

Full registration was achieved for 5 years with it also pleasing to note the commendations received.

Validation

In 2021, the College underwent Validation. Validation is a point-in-time opportunity to explore the school's current achievements and goals in its process of on-going school improvement for learning.

Validation provides system assurance about:

1. The school's progress in responding to the Archbishop's Charter
2. The involvement of the school community in on-going improvement for learning, and
3. How the school is meeting the Tasmanian non-Government Schools Registration Board Standards

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 also participate in spirituality days including community Mass.

The College Religious Education program is based on the Good News for Living Archdiocesan resource. A number of outreach opportunities are provided every year to students.

Student Learning and Achievement:

In 2021, the College participated in the Catholic Education Tasmania Validation process. Panel dialogue with the community members explored whether the College's expectations around advancing students' learning were aligned well with the strategic and operational planning. All admitted that there has been "a raising the bar with standards" since the current principal's appointment and greater coherence and direction for this. Furthermore, the panel noted that the leadership team members have clear delegations and responsibilities, and student learning is at the forefront of this.

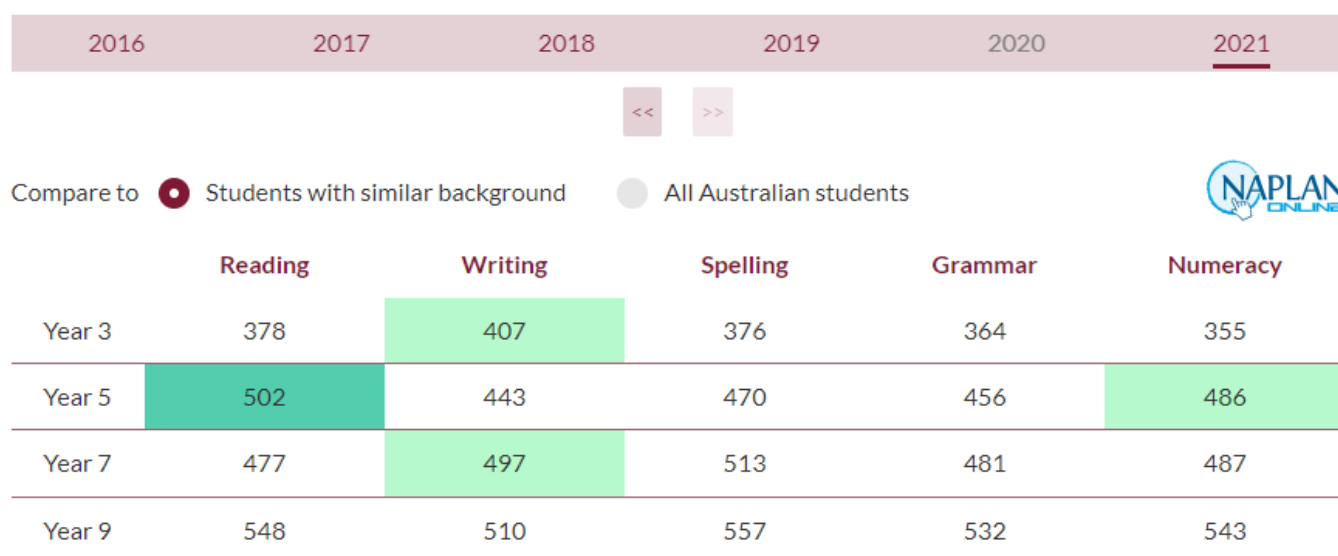
During this year, the college introduced the 'Essential Assessment' pilot program to help achieve a more critical use of data capture and interrogation to inform considered interventions across the college in the areas of English and mathematics. This investment further complements existing data-measurement tools such as PAT Maths and PAT Reading within the ACER Testing Framework, and data gathered from annual NAPLAN assessments.

Student progress is reported to parents formally three times per year. At the end of term one an interim report, at the end of term two, there is a very full and comprehensive written report – both of these reports are followed by an opportunity for parent-teacher interviews. A summative report and assessment of the year's work is issued at the end of term four.

NAPLAN testing data 2021

NAPLAN results across all grades indicate that, on average, our students are performing well below the Australian average. Results from the 2019 NAPLAN testing regime (the last available data set due to the suspension of NAPLAN due to COVID-19) has demonstrated some comparable improvement within writing, spelling and grammar amongst the grade three and five cohort since our last report. When our students are compared to students from similar schools (graphic 1.1), we can be affirmed by the fact that they are performing comparably across most testing domains, and 'above' or 'well above' in writing throughout the college. Despite these gains, our commitment to continuous improvement together with the implementation of our newly developed strategic plan is driving us to review pedagogical practices across the college in order to elevate student achievement.

Graphic 1.1



NAPLAN participation for this school is 97%

NAPLAN participation for all Australian students is 95%

VET Pathways

Students are able to undertake vocational education and training (VET) courses as a part of their school program. Secondary students can also take VET courses in addition to their school studies. The information below displays the number of VET qualifications completed by industry area and by qualification level for students at St James Catholic College.

Qualifications completed: *note: due to the structure of the timetable and classing requirements, the College is unable to provide the full qualification, however can provide full units towards the qualification which can then be transferred to further studies towards the full certificate in Year 11 and 12.

| | |
|------------------------------|---------|
| Introduction to Metal Trades | Total 3 |
| Introduction to Construction | Total 3 |
| Horticulture & Agrifoods | Total 6 |
| Introduction to Hospitality | Total 4 |

School structure and Student background:

The school has a predominantly low socioeconomic enrollment base. The students come from a mix of long-established local families which have traditionally been small acreage farmers, fruit growers and local service businesses and from newer residents who have chosen the region for its lifestyle and community values. The area is renowned for its Artisan community.

Over one-third of the school population identify as Aboriginal and the College has a strong responsibility to meet the needs educationally and culturally of these students.

Those students whose attendance is of concern are followed up by the College Pastoral Team with interviews and contact with families.

Student Attendance for 2021 is based on the census snapshot below:



Reporting period: Semester 1

| Student attendance rate | Percent ¹ |
|-------------------------|----------------------|
| All students | 87% |
| Indigenous students | 87% |
| Non-Indigenous students | 86% |

| Student attendance level (proportion of students attending 90% or more of the time) ² | Percent ¹ |
|--|----------------------|
| All students | 56% |
| Indigenous students | 54% |
| Non-Indigenous students | 58% |

¹ When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

² Student attendance level data were not collected in 2014.

^{NB} School attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

^{NB} School attendance data for Term 3 2021 has not been published due to extensive COVID-related disruptions during this period for a number of jurisdictions.

^{NB} No state-wide lockdowns occurred in Semester One.

^{NB} Data presented on this page should be read in conjunction with the [school attendance caveats](#) provided by each state and territory.

Curriculum and Pedagogy:

COVID19 impacted our normal teaching and learning for a significant part of the year. Both the staff and students worked to overcome this in creative and innovative ways including use of online learning platforms, learning packs and with regular zoom meetings.

Religious Education is based on the Good News for Living curriculum developed in Tasmania for Tasmanian Catholic Schools.

At St James 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.

The assessment policy and procedures at St James are in line with the Australian Government's A to E guidelines but also we provide extensive individual feedback to parents through comments on written reports, assessment on content, understanding and skills criteria on all subjects and two opportunities for formal parent-teacher interviews as well as open invitation for informal contacts. The assessment of students in the early childhood area is informed by the Kindergarten checks in Kinder and the PIPS Prep assessments undertaken twice per year in the first year of full-time schooling. Students from Years 2 to 9 are assessed with the PAT testing early in the year to assist in determining any areas of weakness or particular strengths which are then addressed by teachers or Learning support teachers.

St James Catholic College has been involved with Catholic Education Tasmania to develop our early years program Setup for Success. Setup for Success promotes learning for life for young children and their families and is open to all families within the community. Setup programs are evidence based and delivered by qualified educators from within the school community.

Capital Works

No major capital works were undertaken in 2021. The College had in the previous years undertaken major redevelopment in excess of \$6 million. This redevelopment involved all the major teaching areas as well as relocating classrooms, staff rooms and toilets. The previous years had also seen the construction of the adventure playground for primary aged students.

Financial Data 2021

PIE CHART DATA

St James

2021

Income

| | | | |
|---------------------|---------------|--------------------|--------------|
| Commonwealth Grants | 69.7% | \$4,536,222 | |
| State Grants | 12.6% | \$822,329 | |
| Private Income | 17.7% | \$1,149,045 | |
| Capital Income | 0.0% | \$0 | |
| Total Income | 100.0% | \$6,507,597 | \$6.5 |

Expenditure

| | | | |
|----------------------------|---------------|--------------------|--------------|
| Employee Related | 60.1% | \$3,977,710 | |
| Administration & Operating | 21.4% | \$1,420,219 | |
| Tuition | 5.1% | \$336,968 | |
| Maintenance | 4.2% | \$278,262 | |
| Debt Servicing | 8.9% | \$587,928 | |
| Capital | 0.3% | \$20,726 | |
| Total Expenditure | 100.0% | \$6,621,813 | \$6.6 |
| Loss on Revaluation | | \$0 | |
| Surplus/(Deficit) | | -\$114,216 | |

