



ANNUAL SCHOOL COMMUNITY REPORT

2022

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.**'

College Profile

Year:	2022
Sector:	Catholic
School Type:	Combined
Year Range:	Kindergarten to Year 10
Total Enrolments:	242
Male:	120
Female:	122
Indigenous Students:	103
Teaching staff:	28
Non-teaching staff:	20
Staff (teaching/non-teaching) identifying as Aboriginal:	7

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

College 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 continued to ensure strong academic rigour alongside a full range of the creative arts and highly-regarded trade technology programs in 2022. Providing students with access to Vocational Education Training in the areas of Construction, Engineering, Agrifoods and Hospitality continued in 2022.

The College also continued to offer a strong and well-resourced learning support program that catered for all students. The founding charisms continued to underpin and inspire and inform the College vision and form the basis of taught classroom content and retreat/ immersion opportunities in 2022.

School structure and Student background:

In 2022 students continued to come from a mix of long-established local families who have traditionally been small acreage farmers, fruit growers and local service businesses. Newer residents who have chosen the region for its lifestyle and community values, also chose to enrol their child(ren) at St James Catholic College.

Over one-third of the school population identified as Aboriginal and the College continued its strong responsibility to meet the needs educationally and culturally of these students.

Those students whose attendance was of concern were followed up by the College Pastoral Team with interviews and contact with families. Improved attendance was an actionable priority for 2022 and policy guidelines were written to align with the College commitment to improved attendance.

Student Attendance for 2022 was based on the census snapshot below:

Year Level Desc	Year Level	% of Absentees	% of Partial Attendance	% of Attended
Pre-Year 1	Kindergarten	9.7%	0.2%	90.1%
Pre-Year 1	Prep	17.2%	0.7%	82.2%
Year 1	Year 1	13.6%	0.5%	85.9%
Year 2	Year 2	16.5%	1.3%	82.2%
Year 3	Year 3	13.8%	0.6%	85.6%
Year 4	Year 4	12.9%	0.4%	86.7%
Year 5	Year 5	16.9%	0.6%	82.5%
Year 6	Year 6	11.2%	0.6%	88.2%
Year 7	Year 7	21.0%	1.0%	78.0%
Year 8	Year 8	16.6%	1.8%	81.5%
Year 9	Year 9	19.8%	1.5%	78.6%
Year 10	Year 10	23.6%	2.9%	73.5%

Conditional Format List

Cell	% of Absentees Greater than or equal to 10.0%
Cell	% of Absentees Less than 5.0%
Cell	% of Absentees Between 5.0% And 7.0%
Cell	% of Absentees Between 7.0% And 10.0%
Cell	% of Partial Attendance Greater than 20.0%
Cell	% of Partial Attendance Between 10.0% And 20.0%
Cell	% of Partial Attendance Between 7.0% And 10.0%
Cell	% of Partial Attendance Between 5.0% And 7.0%
Cell	% of Partial Attendance Between 0.0% And 5.0%

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 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. The board continued to support the Principal, Joe Sandric 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 College.

College Advisory Board

The College Advisory Board serves the Church and the community by assisting in 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 continued to seek parents and friends who could contribute through Board membership.

College Leadership

In 2022 the College Leadership team consisted of the Principal, Deputy Principal, Head of Student Support, Head of Mission, PLC leader, Finance Officer and Personal Assistant to the Executive.

Strategic Planning

The College Leadership team dedicated significant time to working consultatively and collaboratively with the community in the development of the College Strategic Plan for 2023-2028. The Strategic Plan was developed following consultation with parents, students and staff and finalised by the end of 2022.

Capital Works

No major capital works were undertaken in 2022. The College had in the previous years undertaken major redevelopment in excess of \$6 million. This redevelopment involved all 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.

Catholic Identity and Mission

In 2022, the spiritual life of the College was expressed and shared with students in a variety of ways from daily prayer and reflection, whole College Masses, attendance at Parish Masses, College liturgies, participation in Diocesan Masses and celebrations, reflections days, and Immersion and retreat experiences for both staff and students. Staff also participated in spirituality days, mission professional development opportunities, Statewide Catholic Identity and Evangelisation Meetings and Parish Masses.

In 2022 the Head of Mission role was created to oversee the Faith and Mission life of the College and to liaise closely with the Sacred Heart Parish of the Huon Valley. Sacramental Preparation and Family Week Masses allowed for a strong partnership to continue to flourish, along with weekly attendance by classes at the regular Friday Parish Mass. For their Spirituality Day, staff joined with St Aloysius Catholic College and Sacred Heart Catholic School, Geeveston in South Hobart to explore the Trinity in our current world,

Numerous events and charities were supported by the College Community in 2022, living our faith by raising funds and awareness for those in need. These included support of the Vinnies Winter Appeal, Loui's Van, Caritas, Pink Day and Speak Up StayChaTY. The Mini-Vinnies group continued to be active in coordinating College events.

Religious Education

Religious Education is at the heart of St James Catholic College teaching and learning, both integrated across the curriculum and in explicit Religious Education lessons and classes. All Religious Education curriculum content in 2022, continued to follow the Tasmanian Catholic Education Good News for Living Curriculum, focusing on the teachings and example of Jesus Christ and God's love for us. The appointment of a Religious Education Coordinator at the commencement of Term 2, 2022, for two days per week to oversee the Religious Education Curriculum from Kindergarten to Year 10, provided all teachers with readily available support. Godly Play continued to encourage wonder and delight in the Catholic faith and its traditions in the Primary College setting. Staff continued to undertake professional development opportunities in Religious Education including combined opportunities with Sacred Heart Catholic School, Geeveston.

Teaching and Learning

St James Catholic College, as a faith-based College, has the dual responsibility of ensuring the curriculum and pedagogy follow the directions laid down by the Archbishop's Charter as well as by State and Federal Government instructions.

The use of best pedagogical practice to ensure that every student was engaged, challenged, and learning successfully continued to be a priority in 2022. Incorporating the Australian Curriculum general capabilities and cross-curriculum priorities when planning lessons, ensured every student was being provided with the knowledge, skills and attributes that will help prepare them for a lifetime of learning and meaningful adult employment.

Teachers used a combination of explicit instruction and inquiry approaches to maximise learning opportunities in their classrooms. They continued to plan a diverse range of engaging, high quality lessons for all students. Teachers ensured all learning and planning aligned to the Australian Curriculum version 8.4 and became familiar with the changes that are embedded within version 9.0 that is to be implemented and in use in 2024.

Throughout the year students were exposed to many additional opportunities linked to the curriculum, including camps, outdoor education experiences and excursions.

At the commencement of the year and throughout the year several new teachers and staff members joined St James Catholic College and the College also hosted several UTAS professional experience students, completing their final teaching placements of their University education degrees.

Wonderful Aboriginal cultural opportunities were offered to the students as well as highly engaging teaching lessons that focused on aboriginal curriculum content.

Data driven decisions

Data was increasingly used in planning times across the whole College to ensure improvement in students outcomes and teaching and learning resources. Analysis of both internal and external assessments also provided teachers with data that informed planning. Naplan and PAT data was readily available to all staff to access and other forms of data collected by year groups or subject areas were analysed and assessed. The college continued the roll out of the 'Essential Assessment' Program to help achieve a more critical use of data capture to inform considered interventions across the college in the areas of English and Mathematics from Years 3-8. This investment further complemented existing data-measurement tools such as PAT Maths and PAT Reading within the ACER Testing Framework, and data gathered from annual NAPLAN assessments. Students from Years 2 to 9 were assessed using the ACER PAT testing framework as supported and mandated by CET, early in the year and again at the end of 2022. NAPLAN testing took place in May for all students in Years 3,5,7, and 9.

The assessment of students in the early Foundation and Foundation years, was informed by the Kindergarten Check, EYLF and NQS frameworks and the Prep assessments undertaken twice per year in the first year of full-time schooling. Initalit, MiniLit and MacqLit enabled teachers from Prep - Year 3 to support the individualised Literacy needs of students. The continued employment of an Early Years Literacy Support Teacher ensured teachers were provided with detailed data and resources that allowed targeted intervention groups to be actioned. Our commitment to continuous improvement together with the implementation of our newly developed strategic plan will ensure we review pedagogical practices across the college in order to elevate student achievement regularly.

Reporting and conferences

Parent Teacher conferences were provided in Term 1 and Semester 1 Mid year reports were sent out via COMPASS late July. Mid Year Parent-Student-Teacher Conferences were held shortly after. In Term 4, end of year reports were generated through COMPASS and were uploaded for parents/guardians to access. The assessment policy and procedures at the College continued to be in line with the Australian Government's A to E guidelines and CET guidelines. Feedback to students and parents continued through comments on written reports, on taught content assignments/ assessments/ tasks, and via two opportunities for formal parent-teacher conferences. An open invitation for informal contacts ensured parents were active partners in their child's education.

Subjects and Electives

Compulsory core subjects, and all specialist, rotation and elective subjects (7-10) were underpinned by the Australian Curriculum (V8.4) and included references to the general capabilities and the cross-curricular priorities. Elective courses continued to be offered from Years 7 to 10 which engaged students in learning that extended their personal interests and skills. Rotation subjects in Years 7 and 8 ensured all students undertook the recommended time allocation for Arts and Technology subjects. Indonesian continued to be the College LOTE offering from Years 1-8.

In 2022 students continued to be able to undertake vocational education and training (VET) courses as a part of their College program in Years 9/10. These VET programs were very well supported by students and families and formed an important pathway to work employment for many students at the end of 2022.

Technology

Over the next three years (2022-2024), our upper primary and secondary college students will be moving to Windows-based devices in place of our current Ipad/Mac provision. The motivation for these changes is to provide equitable access to digital learning resources that will help to develop the 21st century skills and abilities needed for contemporary academic or vocational pathways. These changes will be further complemented by the introduction of a school-wide learning management system (LMS) that will further support teaching and learning across our college.

Professional Learning Opportunities/ Staff development

We were committed to offering ongoing professional learning opportunities to build our capability in service delivery and in our teaching and learning programs in 2022.

Staff development continued to be a College priority and took place across all areas of College life throughout 2022.

Birth to Five Program

The College Birth to Five Program, *Little Lights*, continued to provide inviting and engaging play-based learning experiences, and a place for families to connect with other families from our local community weekly on Friday mornings.

The *Little Lights* program played a role in increasing Kindergarten numbers for 2023.

Pastoral Care and Student Wellbeing

Student wellbeing was supported by two College Counsellors and a team of Pastoral Coordinators/ Year level coordinators. Designated staff meetings where the RULER framework was unpacked ensured all staff had knowledge of College expectations in relation to behaviour and the Positive Behaviour Support strategies in place. This will continue to be a working goal for 2023.

Student Leadership

Leadership opportunities continued to be offered across the College in 2022. Three College Captains led the College and represented the students. Student Representative Meetings were held regularly and were open to all students. Through College events and general day to day opportunities our College leadership students ensured all students at the College had the opportunity to express their concerns, needs and have a voice for change. One initiative was sourcing a new trackpant - which was successfully implemented with very favourable take up.

Aboriginal Student Success Teacher and Support

The College continued to employ a staff member in 2022 to support and coordinate programs for our Aboriginal students. As a result, students were involved in various cultural activities and mentoring programs designed to improve their educational outcomes and access to external providers. Ensuring close links with broader community organisations and events, also allowed a strong working partnership to develop. Wonderful cultural experiences also continued to be showcased and assemblies allowed all students within the College the opportunity to engage closely with and learn about the original custodians of our land.

Learning Support

Student Support

The college employed teacher assistants on either a full time or part time basis to support our students with additional needs to ensure they had access and were able to participate on the same basis as their peers. Several students accessed support from an allied health professional, for NDIS therapy and/or support at school and several consultations were held by various Speech Pathologists, Occupational Therapists and Psychologists both via video link or in person regarding developments and strategies for students at substantial or above in the NCCD. Literacy intervention support programs; MiniLit, MacqLit, Phonic books and Story Champs were provided to all students to ensure all were supported at their current level of achievement.

The College continued to also offer a strong and well-resourced learning support program that provided students with the opportunity to be involved in various academic and sporting events and competitions. These included but were not limited to, ICAS Mathematics, Science and English competitions, STEM Challenges and wonderful Religious Immersion and Cultural Opportunities.

Financial Data 2022

