# ANNUAL SCHOOL COMMUNITY REPORT

**2025**

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## College Details


Address: 25 Mary St
Cygnet Tasmania 7112

Contact: Phone: 03 6295 1541
Email: stjames@catholic.tas.edu.au
Website: sjcc.tas.edu.au

Principal: Mr Joseph Sandric

*St James Catholic College is a vibrant and innovative learning community based on our Catholic faith traditions.*

*We value our local community, excellence in education and the healthy relationships that allow our students to flourish.*

***St James Catholic College Strategic Priorities 2023 - 2028***

Enhance Catholic Identity and Evangelisation

For all to develop their Leadership capabilities

For student learning outcomes to be at the forefront of decision making

Support Mission and Community development

## *St James Catholic College Strategic Priorities*

**2023 - 2028**

**"Let Your Light Shine"**

### Enhance Catholic Identity and Evangelisation

Continue to develop and strengthen relationships between the staff of St James Catholic College, the St James Parish and the wider Parish communities.

Continue to develop an understanding of the Catholic tradition, our charisms and their expressions across all facets of College life for staff and students.

Provide quality Religious Education programs across the College which allow students to build a deeper understanding of Catholicism, their own faith and a closer relationship with Jesus Christ.

Use the RE curriculum to strengthen awareness around active discipleship and provide opportunities for outreach.

### For all to develop their Leadership capabilities

Encourage students to participate and voice opinions, making sure that they are accountable for their words and actions.

Offer opportunities for staff and students to be formed and mentored in leadership

Supervise and mentor staff to thrive in their vocation using Reflective Conversations with Line Managers and PLC Teams

Provide in-house professional learning for staff and students that is targeted to needs.

### For students learning outcomes to be at the forefront of decision making

Continue the positive practice and professional development that supports and enriches effective teacher-student relationships

Use data to inform and improve student centered, inclusive, teaching and learning practice and programs

Refine the communication processes to improve engagement and collaboration with our parent community

Increase the knowledge and understanding of Aboriginal and Torres Strait Islander education through whole school curriculum and cultural participation and involvement

### To support Mission and Community development

Continuation of marketing program increasing college visibility and communication within local community and digital media channels.

To continue to provide quality human and capital resources for expansion and improvement of college programs and facilities.

To increase local community engagement and stakeholder participation within college outreach and mission programs.

To expand and support local organisations and networks within the Cygnet and Huon Valley community.

**Principal Message**

At St James Catholic College our 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.

Our Catholic values as outlined in *The Archbishop's Charter for Catholic Schools* guides everything we do, and we thank all students and families for their active participation in both our college and Parish celebrations.

**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. St James Catholic College proudly 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 their best. Small classes and attention to individual needs assist in achieving this goal. Families value the holistic pastoral-care support and welcoming atmosphere that encourages each student to thrive.

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 technologies subjects and access to Vocational Education Training (VET) courses in the areas of Construction, Engineering and Hospitality.

The College also continued to offer a strong and well-resourced learning support program that catered for all students.

During 2025, there were 228 students enrolled. The table below includes the breakdown of our student details:

| | |
|---|---|
| Year: | 2025 |
| Sector: | Catholic |
| School Type: | Combined |
| Year Range: | Kindergarten to Year 10 |
| Total Enrolments: | 228 |
| Male: | 117 |
| Female: | 111 |
| Indigenous Students: | 98 |

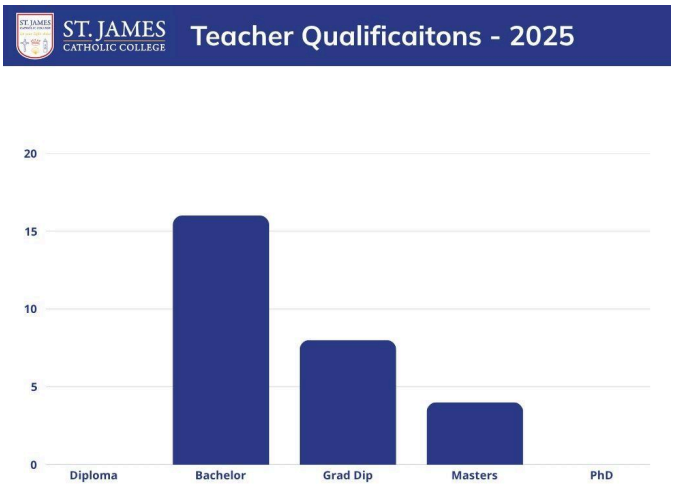
St James Catholic College continued to provide an excellent faith based educational experience for its students, where every student was valued for their unique gifts, talents and contributions. The educators and staff at St James lived and promoted the Catholic ethos and the values of the College. The College employed a team of highly-skilled professionals who were dedicated to providing outstanding pastoral and learning support to enable each student to achieve their full potential.

Further information on the College can be found on our website: sjcc.tas.edu.au or by contacting our office on 03 6295 1541 during school hours.

All teachers at St James Catholic College were registered to teach in accordance with the requirements of the Teachers Registration Board Tasmania.

In 2025 we had 28 teachers working at St James with 14 holding full registration. Provisionally registered teachers at the early stages of their teaching careers, were supported through CET's Early Careers Program and were given the opportunity and support to progress to full registration.

A breakdown of teachers and qualifications are tabled below:




ST. JAMES CATHOLIC COLLEGE

**Staff - 2025**

| | |
|---|---|
| Full time teaching staff | 11 |
| Part time teaching staff | 18 |
| Full-time equivalent teaching staff | 21.05 |
| Full time non-teaching staff | 1 |
| Part time non-teaching staff | 21 |
| Full-time equivalent non-teaching staff | 12.35 |
| Number of Aboriginal and Torres Strait Islander Staff | 5 |

**School Advisory Board.**

The School Advisory Board consisted of six members and met nine times in 2025. Highlights for the Board included the implementation of the College Master Plan with many improvements happening around the college grounds such as new gardens and seating areas, and a refresh and update of the playground.

**Our Student Representative Council (SRC).**

Our 2025 SRC was made up of students from Year 10. The SRC met fortnightly with the School Leadership Representative to raise important issues as the student body. The 2025 team demonstrated initiative, compassion, and dedication through a wide range of activities and proposals that enriched college life.

In February, our college captains attended the JJAMM gathering in Sydney, joining fellow leaders from Josephite Colleges across Australia and New Zealand. This four-day event sparked fresh ideas and inspiration, which our two students brought back and shared with their team. Through regular fortnightly meetings, the group ensured that the spiritual, academic, cultural, and social dimensions of college life were thoughtfully considered and actively supported.

**Key Highlights of 2025 included:**

- The installation of air conditioning and heating in three KLC classrooms.
- Coordination of events including Purple Day, Project Compassion, Pink Day for cancer awareness, and Footy Colours Day.
- Leading the Vinnies Winter and Christmas appeals, fostering generosity and community spirit.
- Approval for new College blazers, followed by the design and purchase of new College flags.
- Installation of inspirational quotes from Mary MacKillop, Julian Tenison Woods, and Edmund Rice in the KLC foyer.
- College representation at significant events such as the Catholic Education Week Mass, the Ordination of Archbishop Ireland, and Anzac Day ceremonies.
- Attendance at the morning tea with the Governor of Tasmania at the Cygnet Hall.
- Leading and supporting College assemblies, masses, and liturgies.

**Aboriginal Student Success Teacher and Support**

The College continued to employ staff members in 2025 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.

**Professional Learning**

Professional learning continued to be a key focus at St James Catholic College in 2025. All staff attended CET System Days on the 4 February and 13 October. Teachers also began participating in the Teach First Initiative that will run for the next 3 years. The first system sprint focused on sequencing learning and was undertaken in Term 3.

Other professional learning undertaken at St James Catholic College in 2025 included attendance at internal and external Moderation meetings, Shaping Minds Mathematics PL, Literacy and Numeracy PL, Subject specific Network Meetings, CET Religious Education Meetings, AJASS Wellbeing and Faith and Mission Meetings, First Aid PL, Aboriginal Perspectives PL, Amplify training, Speech Assessment and programming training, INSIGHT ILTP Training, MiniLit, InitiaLit and MacqLit training, Preschool Outcomes Measure Training, The Resilience Project training, Diabetes training, Peaceful Kids training and Mental Health training.

**Discernment:**

Over the course of 2025, the college went through the Catholic Education Tasmania Discernment process. Thanks to Lead Principal, Mr Craig Deayton, the leadership team of the college worked through the process during a student free day and during staff meetings ensuring all key stakeholders including staff, students, family and the broader community were provided with the opportunity to be involved in the process. The outcome was a new strategic plan based on the input of all.

**Birth to Five Program- Little Lights**

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.

**School structure and Student background:**

In 2025 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.

Almost half (43%) of the school population identified as Aboriginal and the College continued its strong responsibility to meet the needs, both educationally and culturally, of these students.

The pastoral care team worked with students whose attendance was of concern through interviews and contact with families. Improved attendance was an actionable priority for 2025, following on from policy guidelines that were written to align with the College commitment to improved attendance.

Student Attendance for 2025 was based on the census snapshot below:

| Attendance Rate | Reporting Year |
|---|---|
| Year Level | 2025 |
| Pre-Year 1 | 88% |
| Year 1 | 85% |
| Year 2 | 81% |
| Year 3 | 89% |
| Year 4 | 79% |
| Year 5 | 84% |
| Year 6 | 85% |
| Year 7 | 84% |
| Year 8 | 79% |
| Year 9 | 82% |
| Year 10 | 77% |

Conditional Format List

| | |
|---|---|
| Cell | 90-100 |
| Cell | 80-89 |
| Cell | 70-79 |
| Cell | Below 70 |

Parents/guardians/ or independent students are responsible for notifying St James Catholic College to explain the absence of their child on any school day or for any school activity. Notification is made via Compass app, email: stjames@catholic.tas.edu.au or phone: 6295 1541 by 9.30am each school day.

Students are marked as present at the commencement of each day/commencement of each subject (Secondary Students) by their teacher. Any non-attendance is cross checked by the Administration Office.
For whole school student attendance rates, please refer to the school's data on My School.

For unauthorised absences at St James Catholic College, the Principal, Deputy Principal, teachers and permitted Administration staff, are authorized to follow up unauthorized absences. Where the school has not been notified of a student absence by 9.30am, parents/guardians will be notified by text message requesting they follow up with the school. Where an absence remains unexplained, the student will be marked as an unauthorized absence. The process for following up unauthorised absences with parents/guardians and independent students is outlined in the CET Attendance Policy.

**Catholic Identity and Mission**

In 2025, 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 including Catholic Education Week where our College captains lead the congregation in the readings and prayers, reflection days, and Immersion and retreat experiences. Two students from Year 9 attended a 4 day pilgrimage to the South Island of New Zealand following in Mary MacKillop's

footsteps. Our newly elected (for 2026) College captains attended a faith formation and student leadership day with other student leaders from Josephite Secondary Colleges in November, in Werribee, Victoria.

Staff also participated in CET spirituality days, personal professional development opportunities, Statewide Catholic Identity and Evangelisation Meetings, AJASS Faith and Mission Meetings, Colloquiums and Parish Masses.

In 2025 there continued to be a close partnership between the Faith and Mission life of the College and the Sacred Heart Parish of the Huon Valley. Sacramental Preparation 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 came together as a Catholic school community whilst exploring the important topic of 'how to grow in faith'. The annual Marian Liturgy and May Ball continued to be a highlight of the College calendar with a large number of community members and families supporting this event.

Numerous events and charities were supported by the College Community in 2025, living our faith by raising funds and awareness for those in need. These included support of the Vinnies Winter Appeal, Caritas/ Project Compassion, Cancer awareness Pink Day and Speak Up StayChaTY.

**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 2025, 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. 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 and attend CET Religion and Faith and Mission Network meetings. A New Primary ILRE (Instructional Leader of Religious Education- Primary) was appointed after the resignation of our K-10 ILRE to take up a position in Catholic Education. The Religious Literacy Assessment was undertaken by all students in Years 4 and 8.

**Teaching and Learning**

In 2025, the Australian Curriculum v.9 and the Good News for Living framework guided teaching, with each student provided with the essential skills, deep understanding, and enduring values that inspire and empower a commitment to lifelong learning and personal growth.

A commitment to providing rich, curriculum-linked experiences remained strong. A glance through the Subject Selection Handbook, newsletters, social media, and yearbook revealed the breadth of opportunities available to students—each designed to help them discover their strengths and shine.

Staff continued to deepen their professional expertise through individual learning pathways and CET statewide system meetings including All School System Days that focused on the Teach First Initiative and Science of Learning. Collaborative planning within the College ensured that teaching strategies were responsive to student needs, with assessment, implementation, and evaluation driving the creation of inclusive and effective learning environments.

In alignment with Catholic Education Tasmania and our College strategic plan, the college continued the implementation of the Shaping Minds Maths Curriculum across Prep to Year 6. Literacy blocks in the Primary school remained grounded in Science of Learning principles, and included Initialit, MiniLit, MacqLit (P–2), and Spelling Mastery (Years 3–6). Secondary classes continued to embed Insight principles and Spelling Mastery was introduced to all Year 7 students. Years 7 and 8 students enjoyed their twelve-subject rotations throughout the year and students in Years 9 and 10 selected three elective courses tailored to career pathways or personal interests—fostering autonomy and engagement. Our Kindergarten continued to offer a program that nurtured curiosity, fostered creativity, and built foundational skills through play-based learning and meaningful exploration.

2025 included the rollout of our Learning Management System Connect to all Secondary students and the introduction of French as our LOTE offering from Prep to Year 8. New curriculum resources were purchased for use in classrooms, intervention and support for students based on internal and external data analysis continued, and the integration of technology to enhance classroom experiences was ongoing. Staff also continued to conduct internal and external assessments to monitor student progress.

Aboriginal cultural learning remained a vital part of the curriculum, with students participating in meaningful experiences that deepened their understanding and respect for First Nations histories and perspectives. Students continued to be offered many additional opportunities linked to the curriculum including camps, outdoor education and well being experiences and incursions and excursions. Year 10 students were provided with support and guidance in relation to their chosen post Year 10 pathway.

*Data driven decisions*

Data was increasingly used in planning times across the whole College to ensure improvement in student 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. Students from Years 2 to 9 were assessed using the ACER PAT testing framework as supported and mandated by CET, at the end of 2025. NAPLAN testing took place in May for all students in Years 3, 5, 7, and 9. Students in Year 10 also took part in Civics and Citizenship testing.

The assessment of students in Kindergarten was informed by the Kindergarten Development Check, and EYLF and NQS frameworks. All Prep students undertook PAT Early Years assessments, and Year 1 students undertook Phonics and Number Check assessments. Initalit, MiniLit and MacqLit enabled teachers from Prep - Year 3 to support the individualised Literacy needs of students and the implementation of Spelling Mastery in Years 3-7 offered targeted spelling support. The continued employment of a 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 strategic plan will ensure we review pedagogical practices across the college in order to elevate student achievement regularly.

*Reporting and conferences*

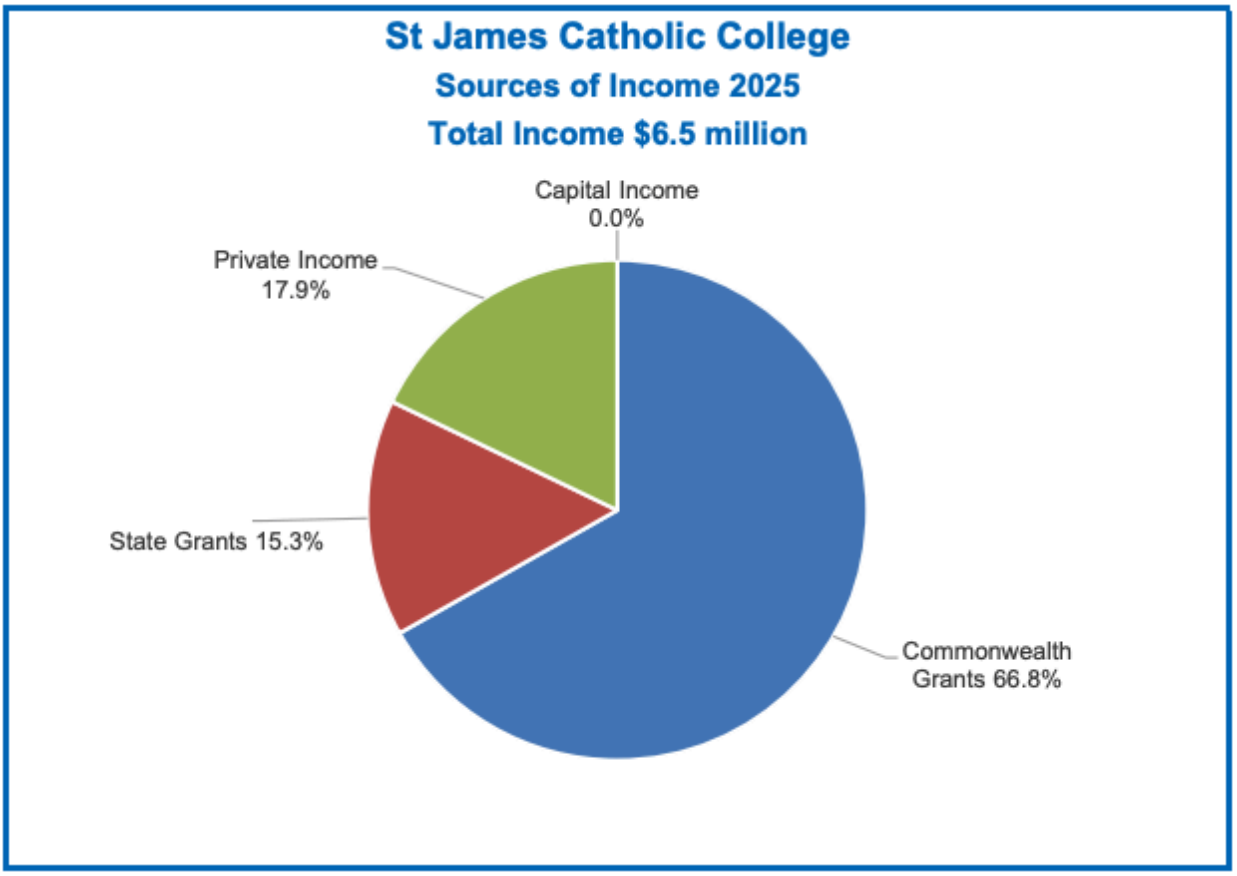
Parent Teacher conferences were provided in Term 1 and Semester 1 Mid year reports were sent out via COMPASS in July. Mid Year Parent-Student-Teacher Conferences were held shortly after. In Term 4, end of year reports were generated through COMPASS and were uploaded for parents/guardians to access. The assessment policy and procedures at the College continued to be in line with the Australian Government's guidelines and CET guidelines. Feedback to students continued through comments/rubrics and marks in relation to assignments/assessments and 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. The College continued to use a summary report format for both Mid Year and End of Year reports and Kindergarten families were provided with two formal parent teacher conference opportunities.

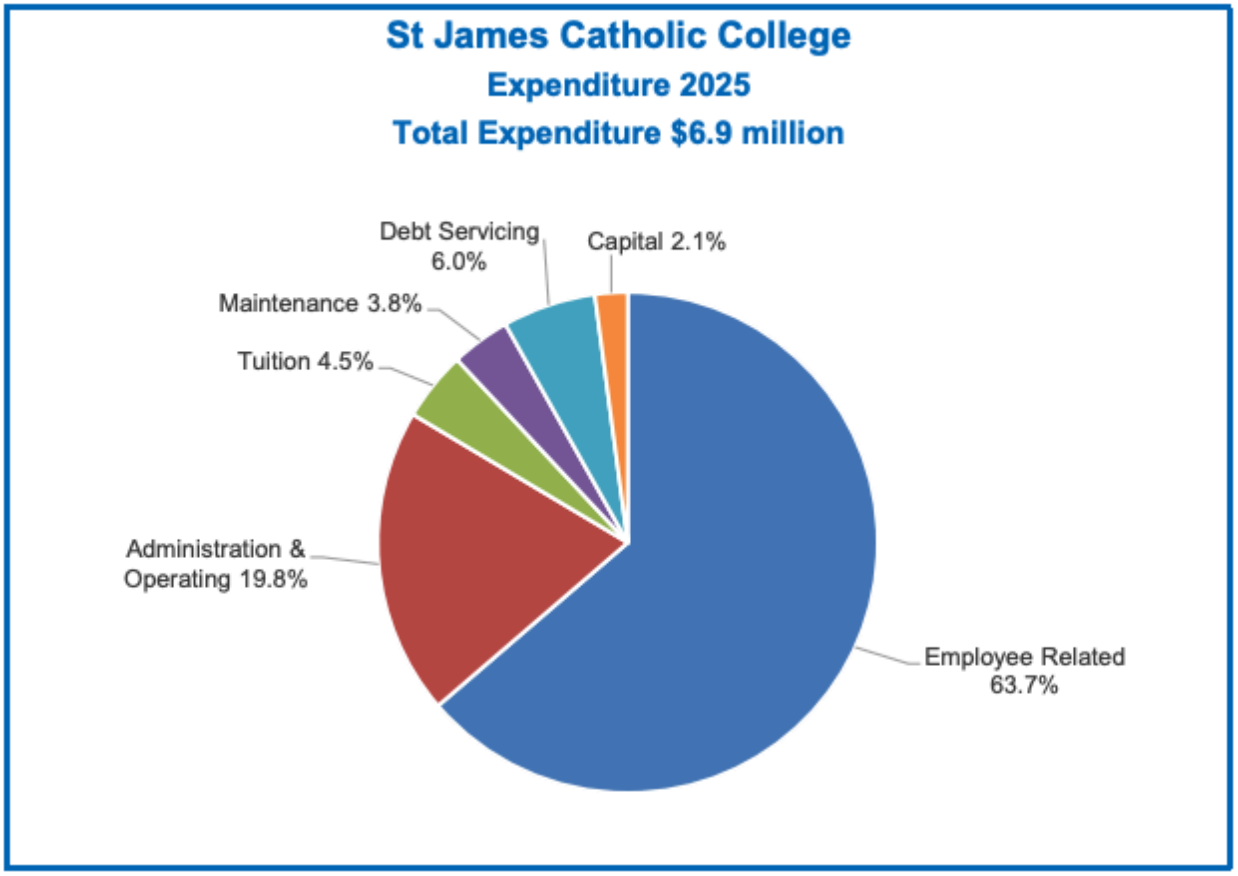
*Subjects and Electives*

Compulsory core subjects, and all specialist, rotation and elective subjects (7-10) were underpinned by the Australian Curriculum (V9.0) 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. French was the College LOTE offering from Years 3-8.

In 2025 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 2025. At the beginning of Term 4, a Subject Selection day allowed Year 9 and 10 students to learn about the subjects on offer for 2026 and to make informed decisions. A Subject Selection Handbook was produced and provided to all prospective families and Year 9 and 10 students, to support them in their decision making.

**Financial Data 2025**






For further Financial Information for St James Catholic College please refer to the school's data on My School.

**2025 School Effectiveness Survey**:

Parent satisfaction within our College:

| ***Connectedness to School*** | **Strongly Disagree** | | | | | | **Strongly Agree** | |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **Avg** |
| 1. My child looks forward to the learning they do at school. | 0.0 | 0.0 | 0.0 | 25.0 | 25.0 | 33.3 | 16.7 | 5.4 |
| 2. My child enjoys the learning they do at school. | 0.0 | 0.0 | 0.0 | 25.0 | 25.0 | 25.0 | 25.0 | 5.5 |

Student satisfaction results: (Younger student survey)

***Instructions:***

*We want to know how you feel at school on a normal day. Read the sentences below and click on the circle that is closest to how you feel. There are no right or wrong answers, we just want to know what you think*

| ***Student Morale*** | **Never Never** | | | | | | **Always Always** | |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **Avg** |
| 1. I feel happy at school. | 0.0 | 0.0 | 10.0 | 40.0 | 20.0 | 20.0 | 10.0 | 4.8 |
| 2. I feel good at school. | 5.0 | 10.0 | 0.0 | 20.0 | 35.0 | 15.0 | 15.0 | 4.8 |

Staff satisfaction results:

| ***Quality Teaching*** | | | | | | |
|---|---|---|---|---|---|---|
| | **Strongly Disagree** | | | | **Strongly Agree** | |
| | **1** | **2** | **3** | **4** | **5** | **Avg** |
| 1. Staff at this school have created an environment that promotes excellence in the school's teaching and learning practices. | 0.0 | 0.0 | 48.1 | 40.7 | 11.1 | 3.6 |
| 2. Staff at this school have created an environment that maximises the learning outcomes for students. | 0.0 | 0.0 | 44.4 | 37.0 | 18.5 | 3.7 |
| 3. Staff at this school always focus on improving the quality of the school's teaching and learning practices. | | | | | | |

In 2025, Catholic Education Tasmania implemented a School Effectiveness program which gathered feedback data from parents, student and staff stakeholder groups across key domains of: Organisational Climate, Teaching Climate, Student Behaviour and Student Wellbeing. Data from these surveys will be provided via the Annual Community Report ongoing.