Annual Community School Report

2015

School name:  St James Catholic College

School type:  K-10

Suburb / town:  Cygnet

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Web site  www.sjcc.tas.edu.au

Principal:  Mrs Anne Foale
School vision and mission:
Our Mission is to give witness to the Good News as given to us by Jesus Christ
Motto – LET YOUR LIGHT SHINE
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, because through us we reflect 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. The school
population is 260 and the school is located 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 of 'Let your light shine' and this underpins the
College Vision and Mission to Shine the Light of Christ into all aspects of the
College community life and to assist all students in being the best they can be.
This motto is also the touch point for the College School Wide Positive
Behaviour strategies encapsulated in the mantra FLAMES.

Small classes and attention to individual needs are core features 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 training 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>
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<tr>
<td>Total enrolments</td>
<td>256</td>
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<tr>
<td><strong>Primary (including Kindergarten)</strong></td>
<td>142</td>
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<tr>
<td><strong>Secondary</strong></td>
<td>114</td>
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<tr>
<td><strong>Full time enrolments</strong></td>
<td>256</td>
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<tr>
<td><strong>Indigenous students</strong></td>
<td>36%</td>
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<tr>
<td><strong>Location</strong></td>
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<td><strong>Student attendance rate</strong></td>
<td>93%</td>
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<tr>
<td><strong>Teaching staff</strong></td>
<td>29</td>
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<tr>
<td><strong>Full-time equivalent teaching staff</strong></td>
<td>21.4</td>
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<tr>
<td><strong>Non-teaching staff</strong></td>
<td>17</td>
</tr>
<tr>
<td><strong>Full-time equivalent non-teaching staff</strong></td>
<td>9.4</td>
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The ratio of male to female teachers is 6 to 23

There are two Indigenous employees one employed as a Teacher and one employed as a Teacher Assistant.

All teachers are registered and qualified teachers with the Tasmanian Teachers’ Registration Board. At the beginning of the year 9 were Provisional and 20 Full Registrations. During the year two teachers gained Full registration.

**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 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 in 1976 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.

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, weekly class Masses shared with the Parish, participation in Diocesan Masses and celebrations, reflections days and retreat experiences. Staff participated in a focused spirituality day led by Fr Michael Tate [Parish Priest] on the Spirituality of Pope Francis. Most teaching staff and some support staff also attended the Catholic Education Office sponsored RE Conference in May. Staff prayer is shared by all weekly and small group prayer also happens a number of mornings each week.

The Religious Education program is based on the Good News for Living-Refreshed version aligned with the format of Australian Curriculum. The major charities supported in 2015 included Catholic Mission, St Vincent de Paul, Caritas and the Samaritan 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. Student Captains attend the JJAMM Student Leadership conference in Sydney at the beginning of each year with students from Josephite schools across Australia and New Zealand.
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 Advisory 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 Pastoral Care

*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, 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 formal implementation of Social and Emotional Learning curriculum based on quality SEL programs has been implemented in recent years. This is enhanced by the support of a School counsellor two days per week and a professional psychologist one day per fortnight [system based]. The College also employed for the first time in 2015 a School Chaplain [10 hours per week] who supports the spiritual needs and pastoral care of all students and staff.

A whole school focus on the central role of literacy is well embedded at the College. Secondary students have dedicated literacy classes 2 or 3 times per week and the Literacy rotations in all primary classes are given significant priority and close scrutiny by teachers in reflective practice discussions. The content and format of the rotations are developed in conjunction with the professional commitment to ensuring quality teaching and targeted support for each student.
In 2015 the College made significant progress in bringing together the professional learning focus of teachers, the planning for quality teaching and learning and the pedagogical practices used by teachers consistently in classrooms. This was driven by challenging practice goals # and using proven research based approaches +

1. Setting high expectations for every student’s progress and ambitious targets for improving classroom performances

+Faces on the Data

Faces on the Data, based on the work of Lyn Sharrett, provide a vehicle for data driven discussion. This innovation involves “data walls” 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. The clear focus is to improve student outcomes and set ambitious targets. The tracking of students followed by professional discussion has allowed individual and diverse needs to be addressed. Focused discussion on teaching and learning strategies that value add to students’ progress and shared responsibility of the students is an ongoing highlight of this work.

2. Implementing teaching methods that have been shown to be effective in promoting successful learning for all

+Response to Intervention/ Instruction

Our work on Formative Assessment and Data led to St James Catholic College exploring the processes and practices of RTI. With a basic understanding of RTI it was decided to begin to implement it within our College. Professional Learning in the area of RTI is steady and ongoing. After the initial introduction, which included work on the framework, how it would look in the classroom and specific Tier 2 planning work in the area of Tier 1 began. Differentiation, its philosophy and practice is ongoing professional learning. We are beginning to focus on Collective Responsibility and Concentrated Instruction.
RTI, when fully implemented, will ensure students, in a consistent and structured manner, are given support to achieve required standards.

3. Creating classroom learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn;

+Differentiation
Quality differentiated teaching is a focus of professional learning and dialogue at St James Catholic College. The intent is to ensure learning is presented in a range of ways and that assessment allows for students to show what they can do in multiple ways.

+Individual Education Plans / Inclusive Learning
St James Catholic College is a diverse education setting. Within this setting is a large Aboriginal population, students with a variety of diagnosed Special Needs and a large number of learning and pastoral challenges. Some students also need extending beyond the year standard. Students with a diagnosed Special Need have an Individual Education Plan. This is written with the support of parents, staff and where appropriate students themselves. This plan guides particular areas of need for the students. The IEP is a working document and may change as the needs of the student change.
As well as targeted support and tutoring for academic needs Aboriginal students benefit from the emphasis that is placed on Aboriginal cultural understanding and on developing a sense of cultural pride for our Aboriginal students.

Trade Training Opportunities
SJCC is highly respected for its delivery and outcomes in Trade Training and since 2009 the College has been part of the Southern Tasmanian Catholic Colleges of Tasmania Trade Training Centre [STCCTTC] which is led by Guilford Young College, which is the Registered Training Organisation [RTO] for the consortium.

There are currently 4 subjects offered in TTC – Hospitality, Engineering, Construction and Agrifoods. In 2015, and with plans to continue into 2016, St James Catholic College began to provide course delivery on our site of Construction and Engineering to a cohort of students from St Aloysius Catholic College in Kingston.
Computers and digital technology
2015 saw a seamless move to one to one BYOD [bring your own device] from years 3 -6. The nominated device is an Apple iPad and arrangements for an affordable hire program are made for families for whom the provision of a device presents difficulties. Many devices, both iPads and laptops are also available for Secondary and for early years classes. Increasing, as the internet access becomes more ubiquitous, digital devices are becoming standard tools for learning. Some primary and secondary classes also began working on coding programs and preparing for a more complete roll out of the Aust Curriculum Digital Technologies standard over the next two years.

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 continuing to show steady improvements in student outcomes.

NAPLAN results across all grades indicate that, on average, our students are performing well below the Australian average. This is obviously of huge concern and is driving us to consistently review our pedagogical processes to seek improvement. When our students are compared to students from similar schools, we can be affirmed by the fact that they are performing comparably or better (except Year 9 Spelling).

Similarly, results for Student Gain 2013-2015 indicate solid improvement in Reading and Persuasive Writing for all Year Groups (Years 5, 7 and 9). Numeracy results across each of the Grades also indicate satisfactory progress. Again, as with class average results, when compared to similar schools, our Student Gain is sound –this is particularly evident in Literacy outcomes. This was affirmed by the TCEO Education Services Team who acknowledged St James Catholic College’s NAPLAN Student Gain data as one of the most encouraging in Tasmanian Catholic Schools. However, we are not content with this and are intent on improving our student achievement significantly.
At St James Catholic College our school improvement plan is focused on using data to inform our practice with the aim to ensure personalised learning for each of our students – see the details above.

If we believe every child can learn and every child has the right to learn, we then need to determine what the child has learned and able to do, to optimize their learning on an ongoing basis. By ‘Putting Faces on the Data’ a personal and human element is added, the data is student learning, not just statistics. It makes assessment and data purposeful, motivating, meaningful, and importantly makes students the centre of all we do.

During 2015 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. A Year 8 student from SJCC was the successful Gold Medal [Tasmania] winner for two of these competitions – English and Spelling.

**Reporting**
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 for those who wish. A further opportunity for teacher/parent/student learning conference is offered, and particularly targeted at any students who are not tracking as well as expected, at the beginning of term 4. A final 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.

The ratio of students moving onto further education or to full time training beyond year ten is excellent. Of the 33 students who exited Year 10 in 2015:-
27 moved onto Senior Secondary College, 3 into apprenticeships and 1 into full time employment and 1 moved with family interstate and enrolled at a Defence Academy High School

**School Structure and Student Background:**

The school is organised into Primary and Secondary sections. Kindergarten runs 3 days per week and is an integral part of the Early Years [K-2] program.

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. The College employs an Aboriginal Student Support teacher one day per week and has an Aboriginal Parent advisory group.
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. St James boasts excellent facilities for Food studies and Hospitality, Music and Performing Arts, Health and PE, [see below in Capital development]. It has fine general teaching facilities with classrooms that are generously proportioned and well fitted out with ICT access and flexible learning spaces. Some of the buildings themselves are of older construction and design typical of the 70s or 80s. These are targeted for redevelopment in 2016, as is the Secondary Science laboratory.

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. The College has a well earned outstanding reputation for the production of students exceptionally well prepared for the Trades environment.

Curriculum and Pedagogy:

The College delivers and assesses against the Australian Curriculum. The assessment policy and procedures at SJCC are in line with the Australian Government’s A to E guidelines but also we provide extensive individual feedback to parents - see “reporting” above.

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

Professional Learning Teams [PLT]
At SJCC teachers work in PLT’s with a focus on a range of professional learning. This is not a planning time, but a time to collaborate and learn from each other. It is in this time Data Wall work is carried out. Other areas of learning have included a writing focus, sharing ideas on Differentiation and the use of Technology among other things. The Education Officers provided by the Catholic education system are often included in this time, providing support and resources.
Within the secondary school PLT's are undertaken in subject meeting time. Secondary staff meeting is also devoted to this professional discussion. This meeting time is integral to ensure students are engaged and challenged in all subject areas.

The collaboration of teachers is integral to staff improving their pedagogy and therefore improving the outcomes of students. Collaboration allows staff to feel supported, learn from each and builds a collective responsibility to all the students within the College.

**Formative Assessment**

*Providing regular and timely feedback to students in forms that make it clear what actions individuals can take to make further learning progress*

Formative Assessment was a TCEO System professional learning focus. At St James Catholic College the professional learning was implemented in a clear, systematic manner. Teachers from Kinder – Year 10 are involved in applying the knowledge in their practice. It is an expectation of the College that Learning Intentions and Success Criteria are made explicit to the students. It is also expected that a range of formative strategies are used to inform the learning and teaching cycle.

**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.

2013-2014 a capital project saw development of a new Performance Centre encompassing a Gymnasium/Auditorium and Music and Drama studios as well as storage facilities and a new school canteen. This project was officially opened and named as the MacKillop Performance Centre [MPC] in early 2015.

Intensive planning and design was concentrated in 2015 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. Tenders for the complete project were called in September and were beyond the budget of $4m so some redesigning led to final project confirmation due to
start in January 2016. The compromises were to not redevelop the administration centre and to begin with only 4 rather than 6 fully redeveloped Secondary classrooms. A further major cost reduction was found by making the project a two stage build rather than multiple stages. This means some challenges around reassigning all classes during the building phases but will be worth the sacrifices.

St James Catholic College Financial Pie Charts 2015 attached.

St James Catholic College Financial Pie charts – Income
ST JAMES CATHOLIC COLLEGE
EXPENDITURE 2015
Total Expenditure $4.2 million

Salaries & Related Costs, 71.5%
Capital - Buildings, 6.3%
Capital Levies, 0.4%
Debt Servicing, 6.6%
Maintenance, 0.8%
Education Specific Costs, 2.7%
Administration & Running Costs, 10.2%
Staff Training, 0.6%
Capital - Equipment, Furniture & Library, 0.9%
Education Specific Costs, 2.7%
Maintenance, 0.8%
Capital Levies, 0.4%
Debt Servicing, 6.6%
Administration & Running Costs, 10.2%
Staff Training, 0.6%
Capital - Equipment, Furniture & Library, 0.9%

St James Catholic College Financial Pie charts - Expenditure