



## St James' Primary School, KOTARA SOUTH

Vista Parade, KOTARA SOUTH 2289

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## About the Annual School Report

St James' Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

The Annual School Report outlines the many successes during the 2016 School Year at St James Kotara South. These successes and celebrations included both academic and sporting achievements. The Staff Team continued to immerse themselves in professional development with a focus on building a Professional Learning Community (PLC), using Marzano's Art & Science of Teaching to develop their explicit teaching skills, with the AITSL Standards used as a framework. The staff began to experiment with their learning spaces with a contemporary classroom replacing the computer lab area. The school participated in a wide range of activities, cultural, sporting and academic being successful in a variety of settings. The Annual School Report will assist you in looking at our achievements as well as planning for the future.

### Parent Body

2016 was another busy and productive year for the Parents and Friends of St James. In usual fashion, the greater school community has well supported the teachers and school staff which is to be commended. As this was my final year as P&F President, I wish to thank everyone for their support, feedback, and willingness to assist over the past 3 years. It has been an honour to have been assisting the school P&F executive.

Over the course of the year P&F funds were put towards new iPads, science kits, and another batch of replacement readers for kindergarten, as well as some other sundry type expenses such as the annual contribution towards year 2 swimming etc.

Fund raising continued through 2016 with approximately \$30k raised through activities such as the Annual Golf Day, Bunnings BBQ, Easter Raffle, Mothers and Fathers Days gift stalls, and walkathon. The school uniform shop also had a very productive year and made two \$10k payments to the P&F which has left the current balance of the P&F funds well situated for the 2017 calendar year.

The parents and friends of the school assisted in many ways over the course of 2016, including the canteen, attending and assisting with reading groups, assisting at the school Working Bee days, attending school liturgies and in assisting with sporting events such as the swimming and athletics carnivals.

The parent body continues to be active within the school and enjoys seeing the benefits this brings to enhancing our children's well rounded education and Catholic orientation.

David Cantwell

P&F President 2016.

### Student Body

As our enjoyable seven years at St James comes to a close we would like to express our thanks to all the parents and staff for helping us along the way. We have learnt so much. We have always felt that we have been part of a family, a St James family. Under the care of our teachers we have many fond memories with the excitement and adventure of kindergarten to our Canberra excursion, the Year 6 Retreat, and our Leadership Days in Year 6. We have been encouraged by our teachers to do our best, serve others and be confident role models for others. We have had seven years of amazing learning and wonderful friendships. We thank the school and parish communities for guiding us in our faith life.

## SCHOOL FEATURES

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### History of the school

St James Primary School had its origins in Garden Suburb where it began on 31st January, 1961. Two Sisters of Mercy ran the school, in a building, which was originally the operating theatre from the Greta Migrant Camp. During that year, the rest of the hospital was transported to Garden Suburb to form more classrooms and a temporary church.

In December 1962, New Lambton Parish was divided and Kotara South Parish was formed. In 1963, the Parish was named St Philip's. A disused colliery building in Kotara South was converted into the church. In 1974, twenty-four acres of land was purchased in Vista Parade, by the parish and the new church was built opposite the proposed school site. It wasn't until 1981 that the school opened in its present setting.

In 2010, St James further expanded to include a multi-purpose hall, new administration building and two state of the art classrooms. The library was completely renovated including the addition of a new computer lab. In 2015 the Father Doran Outdoor Education Area was built to further enhance the facilities available at the school.

In 2016 the Computer Lab was dismantled and a new contemporary learning space was established for Year 2 .

### Location/Drawing Area

St James' Primary School, Kotara is a Catholic Co-educational Kindergarten to Year 6 Systemic school in the Diocese of Maitland-Newcastle. It forms part of the Central Region of schools. St James children proceed to St Pius X, Adamstown at the conclusion of their primary schooling. St James neighbours St Columba's, Adamstown, St Joseph's, Charlestown & St Kevin's, Cardiff.

# Catholic Identity and Mission

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## Catholic Imagination and Spirituality

St James Primary School had its origins in Garden Suburb where it began on 31st January, 1961. Two Sisters of Mercy ran the school in a building which was originally the operating theatre from the Greta Migrant Camp. Numerous changes have occurred to the school over the years, culminating in the formation of St James in its present setting in 1981. Since then, the site has experienced numerous changes. 2010 saw the completion of new building works comprising two classrooms, an administration building and school hall. St James forms an integral part of the All Saints Parish encompassing Kotara South, Cardiff and Adamstown.

We, as a school community acknowledge the Awabakal People as the traditional owners of this land. The acknowledgement of Country at Monday morning assemblies emphasises the school's respect for the Awabakal and other indigenous peoples. This has become part of the daily culture of the school.

## Family, Parish and Diocesan evangelising and catechesis

St James forms an integral part of the All Saints Parish encompassing Kotara South, Cardiff and Adamstown. The school is positively promoted at Parish level, where a close collaboration and connection is evident. Parish involvement in school life is highly valued and a great sense of community exists. Helene O'Neill, appointed as Parish Liaison Officer in the All Saints Parish, worked collaboratively with staff, parents and parishioners in an effort to encourage a more faith filled, involved and energetic school / parish community. The school once again hosted Mercy Day for the region.

The school fully supports the work of the St Vincent de Paul Society through fundraising efforts, evidenced by the generous Food Baskets and cash donated prior to Christmas. A Mini-Vinnies group continued to support the Parish St Vincent de Paul Society. This group was comprised of children from Stage 2 and Stage 3. The Parish Sacramental Program is supported through the school. Religious Educational programs are taught concurrently with Sacramental programs, both supporting and reflecting the doctrine of the Catholic Church. Many staff members assist with Sacramental Programs attending celebrations.

## Christian Discipleship

Catholic schools have a religious purpose and a religious life. Our school shares a common mission to educate and form students as disciples of Jesus and is part of the mission of the parish to which we belong. We offer students experiences of following Jesus as members of the Catholic community. We do this as a partnership of staff, parents, parish priest and the Diocese. There is a focus on practical community outreach and support for Catholic agencies such as Caritas Australia (Project Compassion in Lent), the St Vincent de Paul Society (Winter and Christmas Appeals) and Catholic Mission (especially leading to October, which is Mission Month). We have 'Mini Vinnies' and conduct mission project events.

## Religious Education and Curriculum

St James comprises a staff of teachers well qualified and accredited to teach Religious Education. The school implements the Diocesan K-12 Religion Syllabus. Each class has structured and integrated lessons that assist in the development and understanding of our Catholic Faith with all classes timetabling RE as a priority. Lessons are integrated across other Key Learning Areas and use information technology, wherever possible. Guest speakers are also organised to address different stages according to syllabus requirements. Throughout the year, teaching staff attended meetings and contributed to the ongoing development of new RE units, aligned with the Diocesan RE Syllabus. During 2016, Year 6 children participated in the Diocese of Maitland-Newcastle Religious Education Literacy Assessment. Once again the students results were outstanding with the average score well above the Diocesan average.

## Initiatives Promoting Respect and Responsibility

The St James School Community promotes values of respect and responsibility through several awareness and fund raising activities organised by teachers, parents and children. During 2016, the school raised funds for Catholic Mission & Caritas Australia. Mr Richard Cootes, School Liaison Officer for Catholic Mission & staff member at St James, provided ongoing opportunities for reflection and action throughout the year. Various out of uniform days were held to raise funds for Caritas, St Vincent de Paul and Catholic Mission. The Year 6 School Leaders organised the collection of monetary donations each day to contribute

towards the projects funded by Catholic Mission and Caritas.

A Mini-Vinnies team continued to provide support to the local St Vincent De Paul Society. A group of volunteer children from Stage 2 and Stage 3 formed the Mini-Vinnies team. The team was commissioned at a Parish mass where they received their badges.

Year 6 participated in the "Sing out Loud" Program working with the "elders" from Maroba Nursing Home throughout Term 3 and culminating in a performance at St James Hall in front of students and families.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
22	19	4

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St James' Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2016

Scholastic Year	Number of Students
K	63
Year 1	38
Year 2	53
Year 3	30
Year 4	59
Year 5	27
Year 6	30
Total	300

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
96	96	96	96	97	95	97	95.4

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

St James' Primary School values the uniqueness of every child and endeavours to foster the growth of individuals towards self-discipline. Through the teachers' and parents' pastoral care and discipline, it is anticipated that the children will develop in their self-esteem, self-discipline and a genuine love and respect for themselves and others. By the positive and effective reinforcement and through affirmation of pupils' behaviour, the climate of the school will be one of justice, reconciliation and community. A new well-being program called " Kids Matter" was introduced to the school community with outstanding affirmation from the parent body. Our school policy is available and accessible from the school office.

### Discipline Policy

The St James Discipline & Pastoral Care Policies outline the procedures for classroom & playground behaviour. Policies were created in the following areas during 2009; Procedural Fairness, Management of Complaints and Grievances and Anti-Bullying. During 2015, St James continued the process of incorporating these three policies with Pastoral Care and Discipline that reflects the context of the school. The policies are available upon request from the Principal or Executive. Pastoral Care Worker, Christine Martin maintained her role through the National Chaplaincy Program, working 2 days a week, running a variety of programs including Seasons for Growth & Lunch Club. She continues to work as a support person for Mini -Vinnies and outreach for families in need. Christine Martin, Helene O'Neil & the Mini-Vinnies team also helped to raise awareness about issues relating to child protection. This initiative was promoted and endorsed through the Catholic Schools Office. A Pastoral care Blog continues to be used for all staff to access regarding the welfare of the students.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St James' Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues. A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

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### School Improvement Plan

The focus for 2016 continued to be the development of a Professional Learning Community directly aligned with the AITSL approach to teacher performance and development in order to develop a clear vision of what effective teaching looks like in particular in the key learning areas of English and Maths. A new levelled comprehension skills program was introduced ( Cars & Stars) as well as "agreed practices" in Maths were agreed to. Professional development was also focussed on the introduction and development of the Marzano Teaching Framework enabling teachers to reflect and analyse their practice against the elements of the framework. The development of school wide collaborative practice with conversations in teams based on improvements in "the craft of teaching" to enable growth in student outcomes in reading comprehension was a specific goal for 2016.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>The Staff Team met in Professional Learning Teams on a regular basis with considerable development in a more collaborative approach to their practice. Individual professional learning plans were developed by each teacher based on the AITSL Standards. Analysis of data related to Literacy and Numeracy to inform teacher planning, teaching and assessment took place with a focus on NAPLAN, Cars &amp; Stars Reading Comprehension Data, Pat Maths and Reading Online. Teachers became more familiar with the Numeracy Continuum to assist in tracking student progress.</p>	<p>The Staff Team will have a proactive approach to raising student levels of achievement with Professional Learning Teams working on the differentiation of programs to accommodate opportunities for student engagement in higher levels of learning. The Learning Support Teacher will investigate and provide details of planning and strategies to further enhance the learning of our G &amp; T students. Explicit targets will be set for improved achievement in writing and a growth in NAPLAN results. The Staff Team will also target comprehension strategies with the continued implementation of the Cars &amp; Stars Comprehension Program K-6.</p>
<p>The Staff Team attended a wide variety of professional development opportunities where they further explored the Marzano Art &amp; Science of Teaching Framework assisting them to develop a greater understanding of the four crucial questions that drive the work of teachers in collaborative teams: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we respond when a student knows it? There was a real focus on ensuring that students learn, a focus on results and a sharing of strategies, materials and talents of teachers within the teams.</p>	<p>The Staff Team will engage in a continuous cycle of professional development using the Professional Practice &amp; Development Framework (PP&amp;D). Leaders will assist teachers to identify priorities and goals for their professional growth and develop Smart Goal Action Plans based on the AITSL Standards. Continued familiarisation of the Standards will take place at Staff Meetings and through the PP&amp;D process. Formal and informal observations of classroom practice will take place with PP&amp;D leaders and the Principal. Teachers will reflect and evaluate their practice during this process.</p>
<p>The Staff Team identified and taught the twelve (Cars &amp; Stars Program) important reading and comprehension strategies in order to improve our literacy results. They provided crucial and relevant differentiated instruction, created structure and continuity, facilitated instructional planning and ensured consistent record keeping utilising the Cars &amp; Stars Comprehension Resource as a basis for improvements. Children were tested and placed at appropriate levels, taken through each of the skill areas to master the use of each strategy.</p>	<p>The Staff Team will be engaged in improved teaching performance through continued implementation of Marzano's Art &amp; Science of Teaching. Professional development will focus on the implementation of "The Seven Steps in Writing" as well as the integration of technology using ipads and laptop computers across the curriculum areas.</p>

## Academic Achievements

Year 6 children completed the Diocesan RE Literacy Assessment, achieving outstanding results. Stage 3 children also participated in and won the Diocesan Debating Competition. Several students from Year K-6 participated in the Diocesan Public Speaking with two students reaching the Diocesan Finals. Year 6 participated in the Science and Engineering Challenge.

Numerous children from Year 2 to Year 6 participated in the UNSW Maths, English, Spelling, Writing & Science competitions, achieving some outstanding results. Year 5 children entered the Newcastle Herald School Newspaper Competition.

Students in Year 6 who achieved the highest results in English, Maths, HSIE, Science and Creative Arts were awarded a prize at an end of year Awards Assembly.

## Cultural achievements

Throughout the year, the St James school community participated in an array of cultural experiences. Every Monday morning, the staff and children pay tribute to our Indigenous ancestors by reciting an acknowledgement of ongoing Indigenous culture and ancestry prior to the National Anthem. Numerous children represented St James at the ANZAC March, organised by the Adamstown Returned Services League. All students participated in a school ANZAC Service. School Captains travelled to Sydney to attend the National Young Leaders Day. More than 120 students attended the Annual Adamstown RSL March on ANZAC Day. The school acknowledged Year 6 students who demonstrated outstanding qualities of leadership and citizenship with The Fred O'Leary Citizenship Award and the Sharon Claydon Award for Emerging Leadership being presented at the end of year Awards Assembly. St James is fortunate to have a school brass band in addition to a string ensemble. The band and ensemble provided two exceptional concerts during the year to all members of the school community. We have a number of children now learning the piano and guitar with a performance by the students in Term 4.

### Sporting achievements

Throughout 2016, the children of St James participated in many sporting activities encompassing a broad range of sports. All classes also experienced weekly gymnastics lessons for one term provided by Primarily Active. Year 2 children participated successfully in an intensive swimming program, provided by Bellyflops Swim School. In addition to school athletics and swimming carnivals, numerous children participated in gala days involving netball, soccer, touch football and rugby. During Term 4, as part of leadership training, Year 5 students organised and ran a skills program using tabloid sports for all children from Kindergarten to Year 6. Children represented the school, Central Region, & Diocese at athletics, swimming, netball, football, tennis, hockey and basketball. Several children represented PSSA Polding at State Championships including swimming, football, hockey, athletics & cross country.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	86.67%	49.40%	0.00%	13.30%
	Writing	83.33%	48.80%	0.00%	8.10%
	Spelling	93.33%	46.40%	0.00%	14.20%
	Grammar	93.33%	52.50%	0.00%	11.40%
	Numeracy	70.00%	35.60%	0.00%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	77.78%	35.30%	0.00%	17.30%
	Writing	29.63%	17.20%	0.00%	19.90%
	Spelling	40.74%	29.80%	0.00%	19.00%
	Grammar	70.37%	36.30%	0.00%	16.80%
	Numeracy	51.85%	28.30%	3.70%	18.30%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	20
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	20
Total non-teaching staff	9
Grand total	29
Percentage of teachers who are indigenous	0

### Teacher Attendance

95%

### Teacher Retention

The Teacher Retention for 2016 was 100%.

### Professional Learning Undertaken

There was a wide variety of Professional Development undertaken during the 2016 school year. Teachers attended a number of Hawker Brownlow Conferences looking at The Art & Science of teaching as well as the High Reliability Schools model. Other courses included Growth Coaching as well as Kids Matters training. A team of teachers attended a Learning Space Conference and gained many thoughtful and innovative ideas to be shared by the Staff Team. The whole Staff Team also worked on further developing a culture of collaboration with the AITSL Standards as a basis for this work.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

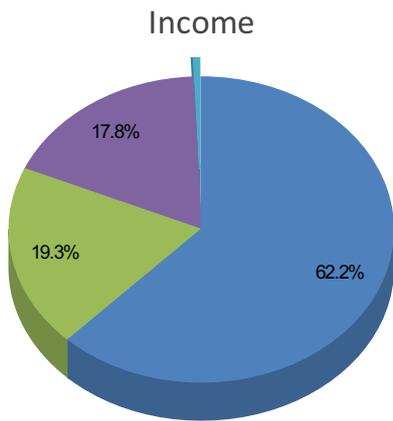
The high level of parental involvement in all aspects of school life is astounding and indicative of the high level of parent satisfaction. There is excellent attendance at P&F meetings with parents also providing assistance with curricula programs involving Religious education, Literacy, numeracy and involvement in sport programs. Parent satisfaction is also evident by the organisation and support of parents through community days and fundraising initiatives such as the Golf Day, attendance at the Welcome BBQ, Bunnings BBQ and working bees held throughout the year.

### Student Satisfaction

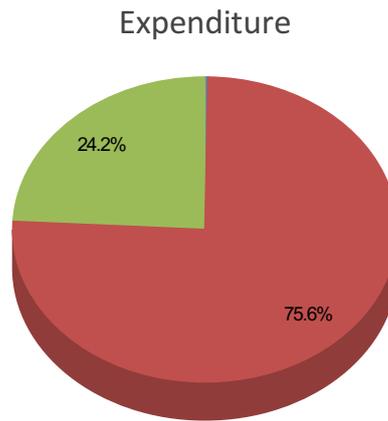
Class based discussions and activities completed across the school indicate that the children of St James feel happy and safe in a caring and nurturing environment.

### Staff Satisfaction

St James is blessed to have such a wonderful community of staff, children, parents and friends. The high level of collegiality and pastoral care amongst staff members is indicative of the high level of satisfaction communicated by all staff. Staff members also attend school functions during weeknights and weekends, often providing assistance and support to fundraising efforts but also as a means of socialising with the extended school community.



- Commonwealth Recurrent Grants (62.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.3%)
- Fees and Private Income (17.8%)
- Other Capital Income (0.7%)



- Capital Expenditure (0.3%)
- Salaries and Related Expenses (75.6%)
- Non-Salary Expenses (24.2%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,071,064
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$644,574
Fees and Private Income <sup>4</sup>	\$592,973
Other Capital Income <sup>5</sup>	\$23,119
<b>Total Income</b>	<b>\$3,349,032</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$8,442
Salaries and Related Expenses <sup>7</sup>	\$2,481,219
Non-Salary Expenses <sup>8</sup>	\$792,745
<b>Total Expenditure</b>	<b>\$3,282,406</b>

For the 2016 year the St James' Primary School received \$17,302 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mr Twohill Mark**

**St James' Primary School**

**KOTARA SOUTH**

**Phone: 4952 2414**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>