



2018

ANNUAL SCHOOL REPORT

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St James' Primary School, KOTARA SOUTH

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About the Annual School Report

St James' Primary School is registered by NESAs 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 2017 and gives information about 2018 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

Principal's Message

St James' Primary School Kotara South is a proud Catholic school. Founded by the Sisters of Mercy, we take great pride in our Mercy heritage. Our core values of respect, courage, service, justice, compassion and hospitality are embedded in our everyday life. We are a school with strong ties to our parish of St Philip's and are committed to an inclusive Catholic education. The positive relationships which exist amongst the staff, students and parents is evident in our community. We foster open communication and respect the dignity of all in our interactions with one another. Our staff are dedicated, hard working professionals. We strive to provide the best environment for students to grow in all facets of their life, attending to their spiritual, social, emotional, cognitive and physical needs, establishing a solid and broad foundation for lifelong learning and wellbeing.

St James' is a community with a strong and optimistic commitment to school improvement. We not only embrace change but initiate change to achieve our core objective – to improve learning outcomes for all students. We have an established culture of continuous professional improvement where deep understandings of how students learn is shared. We strive to deliver the curriculum in a variety of ways and within diverse learning spaces to ensure we use best teaching practices in a contemporary 21st Century learning environment. Throughout the year we expanded our outdoor education areas and with the support of the P&F are committed to further developments in this area. At St James', we have always provided quality support for students with additional needs. As a Gifted Education Lead School, we have been able to identify our gifted learners and implement programs, including a Virtual Academy, to help meet student needs.

Our Parents and Friends Association is second to none. They provide tremendous financial and moral support to our school. Through active fundraising, \$42 000 was committed to school improvement and resources. We are forever grateful to the enthusiastic, hard working volunteers for their dedication to the St James' School community.

We look forward to continuing the strong relationships present at St James', knowing that together we are living our mission, vision and values.

Lucy Harvey

Acting Principal

Parent Body

The Parents and Friends of St James' continued to go above and beyond in 2018, working collaboratively with the teachers and staff to achieve some amazing outcomes. In my first year as P&F President, it was humbling to see so many people willing to commit their time and energy in supporting our wonderful school.

Over the course of the year, the P&F helped to organise plenty of events and activities to raise money for the school. This included running the uniform shop and canteen as well as orchestrating the Easter raffle, golf day, Mother's and Father's Day stalls, and selling Entertainment Books. A highlight for the year was the inaugural Champagne and Heels event, where the mums and teachers not only celebrated in style but also raised money to support the Nicola Geary Fund. The fund was set up by the St James' P&F a number of years ago to support families in need, and to remember Nicola, a young mum who sadly passed away soon after her son started Kindergarten at St James'.

The combined efforts of the P&F culminated in the group raising \$42,000 for the school this year. This money went towards the development of more passive play areas for the kids, including a mud kitchen and dry creek bed. The money also supported the continuation of the Green Team, a group who volunteer their time to ensure the kids have the opportunity to interact with their very own vegie gardens and chickens.

Thank you to all who volunteered their time in 2018, not just through fundraising activities but in many other ways including attending and assisting with reading groups, attending school liturgies and in assisting with sporting events such as the swimming and athletics carnivals.

The Parent and Friends community is thriving at St James' and personally I'm looking forward to another great year in 2019.

P&F President 2018.

Student Body

As we write this report, we can't believe how quickly our wonderful time at St James' has flown past. It has been incredible, and we would like to take this opportunity to thank the parents, staff and parish community for helping us along the way. We have had some awesome times over the last seven years. From our adventures in Kindergarten to our Canberra excursion, the Year 6 retreat, the colour run and our leadership days in Year 6. We have created some wonderful memories and become great friends with all the St James' community. It has truly been an honour to represent St James' at all the excursions, leadership days and sporting events we have had. Whilst this is our last report at St James', we will never forget our first school. It has made us who we are today and who we will be in the future. We can't thank you enough.

School Captains 2018

SCHOOL FEATURES

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 by the parish, opposite the church grounds, as the new site for St James' Primary School. It wasn't until 1981 that the school opened in its present setting.

We are a proud Mercy school, living daily our core values of respect, courage, service, justice, compassion and hospitality.

Location/Drawing Area

St James' Primary School, Kotara South 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 High School, 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

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. 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 has become part of the daily culture of the school. We have articulated our school values through the adoption of the Mercy Educational Values which were launched at a school liturgy in which the history of our school and the relevance of the values were highlighted. Each value was introduced and became a focus each term. The school community developed a common language based around our values. A Values Certificate was developed to introduce our School values to new families. Students were able to articulate the values, their colours and the actions that each represent.

Family, Parish and Diocesan evangelising and catechesis

St James' forms an integral part of the All Saints Blackbutt South Parish. The school is positively promoted at Parish level, where close collaboration and connection is evident. Parish involvement in school life is highly valued and a great sense of community exists. Our Parish Liaison Officer, worked collaboratively with staff, parents and parishioners to encourage a more faith filled, involved and energetic school/parish community. The school once again hosted Mercy Day for the region. The Parish Sacramental Program is supported through the school with RE programs being taught concurrently. Teachers assist the Parish Sacramental Team, volunteering as group leaders. As a school community we have several opportunities to attend Mass and celebrate major feasts with liturgies in our school hall. All classes assist to prepare liturgies sharing the responsibility of developing and nurturing the prayer life of the school. We participate in Diocesan celebrations, Caritas, Catholic Mission and St Vincent de Paul events, through established social justice initiatives. Family Masses are celebrated each term with students, parents and teachers fulfilling the various ministries.

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, St Vincent de Paul Society and Catholic Mission. The school fully supports the work of the St Vincent de Paul Society, lead by the Mini Vinnies group, through fundraising efforts, evidenced by the generous food baskets and cash donated prior to Christmas and winter. This group was comprised of children from Stage 3. As well as supporting the Parish, the Mini Vinnies group raise awareness of and funds for Project Compassion, Catholic Mission and Caritas, they assist students on the playground, give out points to students displaying school values, taught Harmony Day lessons and were involved in the Young Hearts Program visiting Maroba Nursing home weekly for 10 weeks culminating in a performance at Maroba.

Religious Education and Curriculum

At St James' we have been proactive in the sharing of DEEP pedagogy teaching practices and assessment ideas in RE. We worked with the Religious Education Officers to develop our understanding of the development and implementation of effective learning and teaching sequences. We integrate Religion with other KLAs, ensuring Catholic Principles and Perspectives are taught. Each class has structured integrated lessons that assist in the development and understanding of our Catholic Faith, timetabling RE as a priority. Lessons use information technology tasks that require students to use creative and critical thinking, wherever possible. Guest speakers are also organised to address different stages according to syllabus requirements. We provide education that helps develop values that will enable individuals to contribute positively to the wider community. During 2018, Year 6 children participated in the Diocese of Maitland-Newcastle Religious Education Literacy Assessment. Staff participated in a Spirituality Day in response to grief that was experienced by our school community. The day examined our journey to date and where our journey was leading us.

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 2018, the school raised funds for Catholic Mission & Caritas Australia. The 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 Mini Vinnies School Leaders organised the collection of monetary donations each day to contribute towards the projects funded by Catholic Mission and Caritas.

Our Year 6 students devised weekly lessons for Term 2 around our positive behaviours for learning program, Bounce Back, and our school values which they taught weekly to classes. This created a connection between our senior students and the rest of the school community as well as setting high expectations on our students to respect each other.

Student Profile

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

LBOTE*	SWD*	Indigenous
41	12	5

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	58
Year 1	59
Year 2	66
Year 3	40
Year 4	55
Year 5	29
Year 6	60
Total	367

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
93	93	93	94	92	92	92	93

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

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, the children develop in their self-esteem, self-discipline and a genuine love and respect for themselves and others. By positive and effective reinforcement and through affirmation of pupils' behaviour, the climate of the school is one of justice, reconciliation and community. We aim to provide a loving and secure environment which values each child and his/her opportunity to develop – spiritually, intellectually, physically, emotionally and socially. We believe that pastoral care practices and procedures at St James' help to develop in our students a sense of self-worth, accountability and responsibility. Our Pastoral Care Worker has maintained her role through the National Chaplaincy Program, working 2 days a week, running a variety of programs including Seasons for Growth & Tapping. We continue to be a 'Kids Matter' school where every face has a place. In 2018, the staff reviewed the school Wellbeing and Pastoral Care Policy. Our policy is available at the school office.

Discipline Policy

The school's Wellbeing and Pastoral Care Policy outlines the discipline procedures for both classroom and playground behaviour. The school aims to facilitate the development of self-disciplined, responsible and independent individuals. It is an expectation that the main emphasis in discipline at St James' Primary School will be the effective reinforcement of positive behaviour and the development of a culture of caring. As a result of positive and effective reinforcement and through affirmation of pupils' behaviour, the climate of the school will be one of justice, reconciliation, compassion, tolerance and community. Teachers will commend students who show a willingness to meet expectations. House tokens are given to students who are seen to be following the rules and expectations of the school. When a child infringes the rights of others or breaks the school or classroom rules, it may be necessary to impose consequences for negative behaviours. The staff of St James' has developed clear, levelled guidelines for students.

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

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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.

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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

School Improvement Plan

The key priorities of the School Improvement Plan included:

1. Ensuring high quality teaching of Religion: providing professional learning opportunities for teaching staff to plan, assess and report on Religious Education units of work that show evidence of differentiated tasks to meet students’ needs.
2. Lifting school wide performance of students in writing: providing opportunities for staff to attend professional learning on *Effective Writing Instruction* to build their strategies in best practice.
3. Establishing a school wide approach to education of gifted students: providing professional learning for staff around quality differentiation as a means to target and address the needs of students and to track growth.
4. Continuing and strengthening collaborative learning: providing opportunities for staff to meet in professional learning teams to ensure an ongoing and sustainable professional culture of collaboration; continuing to adapt classrooms with flexible learning spaces.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>1. Ensuring high quality teaching of Religion:</p> <p>We have been able to develop Learning and Teaching sequences that include 21st Century pedagogy. Teachers gained skills in creating teaching activities which provide opportunities for students to participate in a variety of experiences that reflect their individual learning needs and that allow them to demonstrate evidence of engagement with content covered.</p> <p>Units were developed with a focus on higher order cognitive skills, providing students with opportunities to work with content in more depth. Teachers used a backwards mapping method of looking at where they wished their students to be and therefore which learning path was needed to lead students there.</p> <p>Teachers worked in teams with positive effects for both students and teachers. Teaching practice was improved through collaboration, expanding their teacher toolkit with new strategies. There was lesson consistency between classes and teacher conversations were more focussed on student learning. Student’s academic achievement increased, as teachers developed learning sequences with agreed core competencies they could articulate to students.</p>	<p>1. Ensuring high quality teaching of Religion:</p> <p>In 2019, we aim to further develop teacher knowledge of rich assessment. Teachers will focus on how best to assess units and interpret the data collected. This will include developing teacher capacity to assess student achievement against learning goals to determine student engagement, student knowledge and where to next in the teaching / learning cycle.</p> <p>Teachers need to be able to create and implement valid and reliable assessments to measure learners’ achievement and determine the effectiveness of their teaching. Teachers need to be able to discuss the results of their classroom assessments with learners and their parents and use results to regulate more appropriate learning paths. Teachers will be provided with PD to design and develop authentic, appropriately challenging assessments which align to what is taught, within agreed achievement criteria. Teachers will design tasks which cater for the diverse needs of the students, are varied in nature and allow students to demonstrate their knowledge, understanding and ability to apply this to the real world and which has agreed achievement criteria which is expressed to students.</p>

<p>2. Lifting school wide performance of students in writing:</p> <p>All staff attended a two day PD and then used Professional Learning Team time each term to meet in stage or grade teams with the 'Writing Support Teacher'. A learning cycle was established: pre-assessment, identifying learning needs, and designing a teaching sequence to address the learning need (using strategies from <i>Effective Writing Instruction</i>). The strategies were embedded and highlighted in teacher programs. Writing assessment tasks and rubrics were created and shared with students, giving them the opportunity to use self-assessment practices.</p> <p>The writing support provided in classrooms was in the form of modelled lessons and team-teaching, or extension groups for the more able students. Teachers shared their strategies and successes at staff meetings.</p>	<p>2. Lifting school wide performance of students in writing:</p> <p>Building on the learning cycle from 2018, teachers will aim to use learning intentions and success criteria based on examples from <i>Effective Writing Instruction (Alison Davies)</i> to monitor student achievement and provide feedback. The assessment at the end of the cycle will be used to evaluate student achievement against the success criteria and to identify the next area of writing to be developed.</p> <p>The Writing Support Teacher will continue to work with extension groups in Term 1. In Term 2, professional development will focus more on classroom practice. The teachers will trial a model of professional learning, whereby the Writing Support Teacher will spend a day in each classroom workshopping the writing process from planning to publishing, modelling a variety of strategies and team-teaching with the class teacher.</p> <p>As a result, teachers will be able to modify their practice to include some different approaches to learning.</p>
<p>3. Establishing a school wide approach to education of gifted students:</p> <p>Teachers are familiar with the Gifted Education Policy and identification procedures for gifted learners. A multiple criteria approach is used to identify and group students for different purposes. A number of flexible grouping strategies have been implemented including an advanced reading group in Kindergarten, a Maths Olympiad and Maths Games group in Stage 3, an extension English group in Year 6 & Year 3, and project-based learning groups in Years 4 & 5. Professional Development in the Mini-CoGE refresher was undertaken by two teachers, Stage 3 teachers participated in training using a conceptual framework, and Design Thinking was explored by three teachers (who then presented at a staff meeting). All teachers also completed the MNLearn unit on the Virtual Academy, while two Year 6 students participated in the program with support from the classroom teacher, Gifted Education Mentor and VA educator. A teacher from each stage worked with the GEM to create differentiated learning tasks to complement the Geography units on MNWorks. The GEM commenced a Masters in Gifted Education and attended GEM networking days.</p>	<p>3. Establishing a school wide approach to education of gifted students:</p> <p>The most successful strategies from 2018 will be continued in Term 1, 2019. Extension group programs and feedback will be shared with class teachers. Teachers will continue to seek the most effective methods of differentiation and will trial a number of approaches to track growth in the short term. The Gifted Education Committee will attend a workshop with Dr. Karen Rogers (Gifted Education Specialist). The Committee will implement strategies learned in their own classrooms and lead professional development of strategies with teachers at a staff meeting. Teachers will then trial the strategies in their classrooms and report back on successes at a later staff meeting.</p> <p>Cluster grouping will be implemented in Year 1 as a trial. Following an evaluation of Year 1, cluster grouping opportunities for other year groups (using CogAT, PAT and teacher assessment data) will be investigated.</p> <p>During 2019, Teachers will focus on the cross-curricular priority of Aboriginal Education, linking with the school improvement plan in writing.</p>

Academic Achievements

also completed the trial paper for the Maitland-Newcastle Diocesan Religious Literacy Test. A team of Stage 3 students won the Central Region Debating Competition, progressing through to the Diocesan Debating Finals. Two students from each stage participated in the Central Region Public Speaking Competition. Year 6 students completed the Newcastle Permanent Primary School Mathematics Competition, achieving excellent results. Year 6 also participated in the Science and Engineering Challenge held at St Therese's Primary, New Lambton.

Students in Year 6 who achieved the highest results in Religious Education, English, Maths, HSIE, Science, PDHPE and Creative Arts were awarded a prize at the 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, students and parents pay tribute to our Indigenous ancestors by reciting an Acknowledgement of Country, which includes physically connecting ourselves to the Awabakal land we are on, followed by singing the National Anthem. In March our School Captains travelled to Sydney to attend the National Young Leaders Day. All students participated in a school ANZAC Service, led by Stage 2 students. Year 5 students attended a Diocesan Leadership Day organised by the RE and Spirituality Team at CSO, along with their own Leadership Day facilitated by the Year 5 teachers. St James' is fortunate to have a school band, comprising of woodwind, brass and percussion instruments. The band provided two exceptional concerts during the year, with all members of the school community enjoying the experience. 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.

Sporting achievements

2018 presented the students of St James' with the opportunity to participate and develop their skills through a vast range of sporting lessons and activities. During Term 3, classes also received weekly lessons from Primarily Active to develop specific sporting skills in soccer, cricket and hockey. Year 2 children participated successfully in an intensive swimming program at Finns Swim School. In addition to school athletics and swimming carnivals, numerous children participated in events such as netball and soccer gala days. Also in Term 3, the school organised and ran a successful Colour Run within the school grounds for all students. Children represented the school, Central Region, & Diocese at athletics, swimming, netball, football, tennis, hockey, AFL 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	92.10%	75.70%	0.00%	0.00%
	Writing	94.70%	71.70%	0.00%	0.00%
	Spelling	89.50%	69.60%	2.60%	12.50%
	Grammar	97.40%	73.10%	2.60%	11.30%
	Numeracy	97.40%	66.80%	0.00%	0.00%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	92.90%	65.50%	0.00%	0.00%
	Writing	53.60%	43.70%	14.30%	23.40%
	Spelling	85.70%	63.90%	0.00%	0.00%
	Grammar	96.40%	64.40%	0.00%	0.00%
	Numeracy	92.90%	57.50%	0.00%	0.00%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	23
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	23
Total non-teaching staff	11
Grand total	44
Percentage of teachers who are indigenous	1

Teacher Attendance

97%

Teacher Retention

100%

Professional Learning Undertaken

The School Executive undertook Professional Development in the following areas:

- Executive Leadership Training
- COMPASS training
- National School Improvement Tool
- Regional Executive Meetings

The Staff Team participated in the following Professional Development:

- Focus on Reading
- Good for Kids
- Spelling
- MSL
- Effective Writing
- Gifted Education in Maths and Writing
- Information Technology

- Teacher Accreditation
- RE Spirituality and Programming
- Transition to School - Early Learning
- Child Protection
- COMPASS
- Science Unit Writing

Parent, Student and Teacher Satisfaction

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

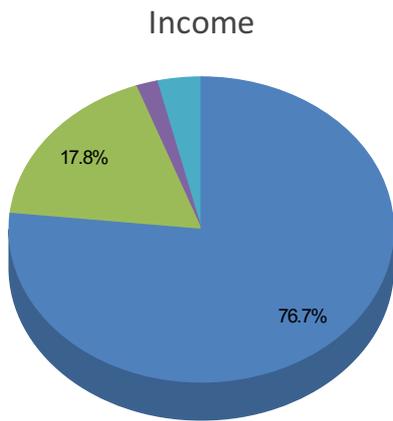
The high level of parental involvement in all aspects of school life is astounding and indicative of the high level of parent satisfaction at St James'. There is excellent attendance at P&F meetings with parents also providing assistance with curricula programs and school improvement initiatives to the amount of \$42 000. Parent satisfaction is also evident by the organisation and support of parents through community days and fundraising initiatives such as the Golf Day and the Champagne and Heels Fundraiser. Attendance at masses, liturgies, assemblies, carnivals and numerous other events is always extremely high. Parents welcome the opportunity to be involved in the daily life of the school, volunteering for canteen, reading, excursions, extra curricula activities and sporting events. Feedback from our Self Review highlighted the positive relationship between parents and the school. Our enrolment figures continue to increase with most classes at capacity. St James' is not only a highly sort after school within the local community but beyond its' borders.

Student Satisfaction

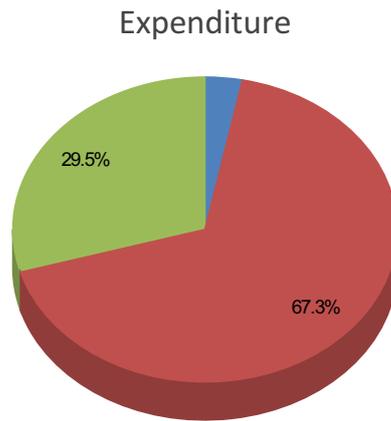
The students of St James' continue to be happy to come to school knowing they are safe and cared for. They enthusiastically embrace the many opportunities given to them. They are particularly grateful for the outdoor play spaces and love being in the Fr Doran Outdoor Education Area. The students love looking after our Green Team area, enjoying the produce from their gardens. Our fish, birds and chickens are well loved and cared for by our students. 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 highly motivated, dedicated, professional and collegial staff. The high level of pastoral care amongst staff members is to be admired and helps support the great reputation the school has in the Diocese. The Staff willingly 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. The staff value the professional development opportunities offered to them and are always seeking ways to enhance their practice to improve student outcomes and wellbeing. The staff genuinely care and support one another during difficult times as evident this year with the loss of two much loved staff members. They also delight in the positive personal moments of each other. The St James' Staff is a happy staff.



- Commonwealth Recurrent Grants (76.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.8%)
- Fees and Private Income (1.8%)
- Other Capital Income (3.7%)



- Capital Expenditure (3.1%)
- Salaries and Related Expenses (67.3%)
- Non-Salary Expenses (29.5%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,418,863
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$794,188
Fees and Private Income ⁴	\$80,056
Other Capital Income ⁵	\$166,158
Total Income	\$4,472,813

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$139,971
Salaries and Related Expenses ⁷	\$3,009,703
Non-Salary Expenses ⁸	\$1,319,155
Total Expenditure	\$4,328,858

For the 2018 year the St James' Primary School received \$13,548 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

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, 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:

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>