

# 2019

## ANNUAL SCHOOL REPORT

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*Together in Christ*



### **St James Primary School**

Vista Parade, KOTARA SOUTH 2289

Principal: Lucy Harvey

Web: <http://www.kotarasouth.catholic.edu.au>



[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)

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## About this report

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St James Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

We, as a school community acknowledge the Awabakal People as the traditional owners of this land.

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 continued to expand 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 to help meet student needs. St James' is a 'Successful Foundations' school, implementing the Early Years Framework which focuses on the importance of 'play-based' learning to give our students the best transition to school in Kindergarten.

Our Parents and Friends Association is second to none. They provide tremendous financial and moral support to our school. They are active fundraisers, committed to school improvement and updating 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.

## Parent Body Message

A big thank you to the parents and friends of St James for their ongoing contribution this year. Your support has helped to provide educational resources, including reading books for infants, and equipment, such as the blinds in the hall, to help make the school a better place for the kids. Your support has also ensured the learning continues outside the classroom with money donated to help keep the Green Team thrive, allowing the kids to see how vegies are grown and how easy, or not so easy, it is to catch chickens.

All of these benefits don't come cheaply. It is only through the time and financial support of the parents and friends that make this happen. Thank you to all involved in running the Uniform Shop, canteen, golf day, Easter raffle, Mother's and Father's Day stalls, and distributing the entertainment books.

Congratulations to all and thank you again for helping make the school a better place for all.

P&F President 2019

## Student Body Message

As captains of St James' for 2019, we would like to take this opportunity to thank our Principal, Lucy Harvey, all of the staff, parents and members of the parish community for allowing us the honour of leading the school. There have been so many positive developments in our school since we began 7 years ago, especially the beautiful grounds including the passive play area, dry creek bed and the mud kitchen. We love all the outdoor spaces which allow us flexible spaces for learning. This year we have had fun working with our new Maker Space kits, problem solving and being creative. We've had a lot of fun making memories over the years with all our friends from Kinder to Year 6. The highlights this year definitely include our excursion to Canberra and the incredible leadership day in Sydney. But most of all, it has been a privilege to lead our school and we have loved every moment of it. We bid farewell to St James' feeling grateful for all the wonderful opportunities it has given us and we wish all the very best to all the students and staff for 2020.

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## School Features

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We, as a school community acknowledge the Awabakal People as the traditional owners of this land.

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. We are part of the All Saints Blackbutt South Parish, belonging to St Philip's community.

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 1963, the Parish of St Philip's was named with a disused colliery building in Kotara South being 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. Our school continues to expand enabling us to apply for the Catholic Block Grant in 2019 to build Stage 1 of our master plan. If successful, this funding will allow us to build a new two-storey block, including a library and 6 spacious classrooms.

St James' has a very proactive P&F. Throughout the year many fundraisers are carried out raising money for school improvement and resources. Our parents enthusiastically run Mother's Day and Father's Day stalls, the Easter raffle, annual Golf Day and our bi-annual Champagne and Heels Night to support families in our community in need. Our P&F meet the first Monday of every month at 7pm.

Throughout the year, the St James' school community participated in an array special school events. These included our participation in a school ANZAC Service and ANZAC Dawn Service at Cardiff. St James' is fortunate to have a school band who performed two exceptional concerts during the year, with all members of the school community enjoying the experience. Our students enthusiastically participated in Regional Debating coming in 2nd; Winners in the Regional Spelling Bee for Early Stage 1 and Stage 1; Winners in the Regional Maths Bee in Early Stage 1, Stage 1 and Stage 2.

2019 presented the students of St James' with the opportunity to participate and develop their skills through a vast range of sporting lessons and activities including gymnastics. Year 2 children participated successfully in an intensive swimming program. In addition to school athletics and swimming carnivals, numerous children participated in events such as netball

and soccer gala days. 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.

The students of St James' had many opportunities for excursions and camps in 2019. Year 5 thoroughly enjoyed The Great Aussie Bush Camp while Year 6 journeyed to Canberra. Year 3 and 4 travelled to Sydney Zoo, Year 2 to Tocal Farm, Year 1 to Miss Porter's House and the infants to Life Education.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 182   | 184  | 42     | 366            |

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2019 was 92.91%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |        |        |        |        |        |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 94.40                          | 93.10  | 93.20  | 92.50  | 93.80  | 93.70  | 89.70  |

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 32 |
| Number of full time teaching staff | 13 |
| Number of part time teaching staff | 9  |
| Number of non-teaching staff       | 10 |

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

The School Executive undertook Professional Development in the following areas:

Executive Leadership Training; COMPASS training; Regional Executive Meetings

The Staff Team participated in the following Professional Development:

Teacher Accreditation and Mentoring of New Scheme Teachers; RE Spirituality and Programming; Transition to School - Early Learning; Child Protection; COMPASS; PDHPE Unit Writing; Aboriginal Spirituality; Aboriginal Education Training; Acadience Training; Early Learning Framework Training; Gifted Education Training; regular Professional Learning Team meetings to support SIP

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St James' is a proud Catholic school. We, acknowledge the Awabakal People as the traditional owners of this land, forming a foundation for the catholic life of our school. The Acknowledgement of Country at Monday morning assemblies, which is recited whilst the community touches the ground, emphasises the school's respect for the Awabakal People 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 introduced through class presentations each Monday morning. A Welcome Values Certificate was used to introduce our School values to new families and staff. Students were able to articulate the values, their colours and the actions that each represent. During the year we participated in the Continuum of School Improvement focus on Catholic Identity and were commended for our attention to formation from Executive level to student level.

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 Program, volunteering as group leaders and as members of the Parish Sacramental Team. 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. Family Masses are celebrated each term with students, parents and teachers fulfilling the various ministries.

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, led 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 and taught Harmony Day lessons. Our Year 6 students were involved in visiting Maroba Nursing home to interact with the residents through participation in music and in craft activities. The school continued their sister school contact with a small school in Fiji sending funds, pen pal letters and school supplies to support the staff and students.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

St James' is a community with a strong and optimistic commitment 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 methods, including the use of technology, and within diverse learning spaces to ensure we use best teaching practices in a contemporary 21st Century learning environment. Our classrooms are environments of active, involved, exploratory learning where students share skills, passions and knowledge with one another. We strive to create critical and creative thinkers.

During 2019, we had a focus on Learning Technology. Students were provided with opportunities for skill development in using technology independently and as a class. Classrooms are fitted with Smart Boards or Smart TVs which are used as a group tool. With the support of the P&F, we purchased more iPads and increased our bank of laptops for small group or independent activities. We also purchased Maker Space resources to support Learning Technology. These include: BeeBots, micro:bits, Edison robots and Makey Makeys. Coding classes were run before school on a Tuesday. Teachers also incorporated coding into their technology time in the computer lab, as well as during different KLAs. Students were taught to understand the behaviours and processes that will help them act in a safe and responsible manner when using digital technologies.

St James' offers a unique environmental setting which allows us to create outdoor education areas that promote discovery, risk taking, investigation and imagination. We are strongly committed to the philosophy and pedagogy of Early Learning to build successful foundations for students to flourish in their learning and wellbeing. Being a Successful Foundation school, the students in Kinder undertook one hour per day of play-based learning for the first 5 weeks of the year as part of our transition to school plan. All classes integrated KLA

provocations to support the pedagogy around Early Learning. Students regularly took their learning outdoors for a number of KLAS. You would often see Science experiments and investigation being conducted in the environment as well as real life maths problems being solved. Many creative arts pursuits were also conducted in our outdoor classrooms.

At St James', we provide quality support for students with additional needs in safe, supportive and inclusive environments. As a Gifted Education Lead School, we are able to identify our gifted learners and provide opportunities for all students to be engaged, challenged and extended to meet their learning needs. St James' has a designated Learning Centre. Students attend the room for specialised programs such as Mini Lit and MSL, as well as one-on-one reading to enhance fluency and comprehension.

## Student Performance in Tests and Examinations

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 2019 |                                | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|--------------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                                | School                           | Australia | School                              | Australia |
| <b>Year 3</b>       | <b>Grammar and Punctuation</b> | 82%                              | 57%       | 2%                                  | 11%       |
|                     | <b>Reading</b>                 | 77%                              | 53%       | 2%                                  | 11%       |
|                     | <b>Writing</b>                 | 76%                              | 51%       | 2%                                  | 6%        |
|                     | <b>Spelling</b>                | 76%                              | 48%       | 3%                                  | 13%       |
|                     | <b>Numeracy</b>                | 54%                              | 40%       | 0%                                  | 12%       |
| NAPLAN RESULTS 2019 |                                | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|                     |                                | School                           | Australia | School                              | Australia |
| <b>Year 5</b>       | <b>Grammar and Punctuation</b> | 53%                              | 34%       | 0%                                  | 17%       |
|                     | <b>Reading</b>                 | 66%                              | 37%       | 0%                                  | 12%       |
|                     | <b>Writing</b>                 | 21%                              | 17%       | 8%                                  | 19%       |
|                     | <b>Spelling</b>                | 40%                              | 34%       | 2%                                  | 14%       |
|                     | <b>Numeracy</b>                | 43%                              | 29%       | 2%                                  | 14%       |

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

## 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 2019, the school raised funds for Catholic Mission & Caritas Australia. The School Liaison Officer for Catholic Mission and the school REC 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 lessons around Harmony Day and our school values which they taught to classes. This created a connection between our senior students and the rest of the school community as well as setting high expectations for our students to respect each other. New Student Leadership Policy and Procedures were developed to include student action as part of the criteria for being part of the Student Representative Body.

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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

#### 1. Ensuring high quality teaching of Religion:

Teachers developed their capacity to assess student achievement against learning goals to determine student knowledge, understanding, and ability to apply this to real world situations and to determine where to next in the teaching / learning/assessment cycle. Assessments were developed that allowed teachers to measure learners' achievement and determine the effectiveness of their teaching. Teachers were able to discuss the results of their classroom assessments with learners and their parents and use results to regulate more appropriate learning paths. Teachers collaboratively designed and developed authentic, appropriately challenging assessments which aligned to what is taught, within agreed achievement criteria.

#### 2. Lifting school wide performance of students in writing:

Teachers developed agreed practices around the use of learning intentions. These were implemented in the writing process to allow students to monitor their own progress against the learning intention. The Writing Support Teacher provided modelled writing lessons, which involved the demonstration of learning intentions, modelling the writing cycle from planning to publishing with each class teacher. Teachers were able to modify their teaching to include a greater variety of strategies and approaches to learning. Lunch time writing groups and extension and support writing groups were used to further develop student achievement.

#### 3. Establishing a school wide approach to education of gifted students:

Extension groups, focused on cross-curricula Aboriginal Education priorities and writing, continued throughout the year with the GEM. Teachers highlighted differentiated learning paths and tasks in programs to indicate where Gifted Students varied from the core learning sequence. The GE committee attended a workshop presented by Karen Rogers (Gifted Education Specialist). The committee trialled the strategies presented and presented these to staff at Professional Development Meetings. Cluster grouping for Year 1 was trialled.

#### 4: Implementing a school wide approach to Early Learning:

The Kinder teachers introduced the Early Years Framework to staff. ES1 teachers moved from play based learning at the commencement of the year to using KLA provocations twice per week along with 'play with words'. Staff received professional learning to provide strategies and research around the EYLF. Staff developed appropriate provocations to trial in classrooms. Year 1 teachers attended professional learning on implementing Early Learning into the Year 1 curriculum and received individual learning opportunities with the Early Years Learning Education Officer.

### Priority Key Improvements for Next Year

1. Providing high quality religious education that engages students meaningfully in their Faith journey:

Staff will continue to refine the Teaching/Learning /Assessment cycle through participating in Professional Learning teams to develop authentic assessments, to jointly interpret student achievement and set an improvement agenda. Staff will engage in regular faith formation to allow them confidence and background knowledge that will enhance their engagement with the religious Curriculum and student learning.

2. Ensuring every student is known as a person and learner and demonstrates growth in their learning every year:

Professional Learning opportunities to enable staff to establish Agreed Practices for every class to display Learning Intentions, Success Criteria and develop Data Walls which enable Individual Goal Setting techniques to take place. Extensive Data Analysis to be undertaken using all data stored in CeD3 platform and targets to be set for 2020. Throughout Term 1, PAT Assessment data will be used to establish learning needs and strengths allowing

teachers to develop and modify teaching programs to student achievement levels. The employment of an Aboriginal Education Teacher (AET) to focus on support for students and school communities in the areas of curriculum, culture, spirituality and student welfare.

3. Capacity of every teacher & every leader through collaborative professionalism and relevant, contemporary professional learning:

Continue the implementation of PLTs. Commit to ongoing PP&D practice within the school to focus on Data Analysis to inform teaching. Professional Learning Meetings each week with PLTs twice per term. The Executive will attend Professional Learning with Lyn Sharratt and be upskilled in the area of being a professional learning community and implementing PLTs effectively. Executive will facilitate PD in this area. Case Management Meetings will be timetabled twice a term to discuss specific target students for input from staff. Two Pedagogical Mentors will be employed to co-teach with classroom teachers, plan, scaffold and facilitate professional learning through collaborative assessment of student work and collegial dialogue.

4. Nurture a culture of learning that is adaptive, innovative and continuously improving:

Staff will investigate the implementation of a BYOD policy. Four staff members will attend professional learning in STEM. These staff members alongside of CSO Staff will then upskill Staff. Teachers will implement the Key Elements of the Early Learning Framework by ensuring data, play environments and transitions are an integral part of pedagogy & practice. Students will participate and engage in KLA provocations across the school. The application of enquiry based, critical and creative thinking skills will be more widely used throughout the school.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### 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. Parent satisfaction is also evident by the organisation and support of parents through community days and fundraising initiatives such as the Golf Day and a highly successful Champagne and Heels Fundraiser. Attendance at masses, liturgies, assemblies, carnivals and numerous other events is always extremely high. Our K-6 Awards Assemblies draw huge crowds weekly. 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. There is open communication between teachers and students. 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.

## Teacher 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. They also delight in the positive personal moments of each other. Staff come together regularly, meeting at least once a term for breakfast and reflective prayer. The St James' Staff is a happy staff.

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## Financial Statement

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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 2019 year is detailed below:

| <b>Recurrent and Capital Income 2019</b>   |                  |
|--|------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$2514509        |
| Government Capital Grants <sup>2</sup>     | \$0              |
| State Recurrent Grants <sup>3</sup>        | \$755230         |
| Fees and Private Income <sup>4</sup>       | \$776690         |
| Interest Subsidy Grants                    | \$11152          |
| Other Capital Income <sup>5</sup>          | \$179005         |
| <b>Total Income</b>                        | <b>\$4236586</b> |

| <b>Recurrent and Capital Expenditure 2019</b> |                  |
|---|------------------|
| Capital Expenditure <sup>6</sup>              | \$205892         |
| Salaries and Related Expenses <sup>7</sup>    | \$2994667        |
| Non-Salary Expenses <sup>8</sup>              | \$1080652        |
| <b>Total Expenditure</b>                      | <b>\$4281211</b> |

### 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.

END OF 2019 REPORT