



# 2020

## 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.

During 2020, staff, students and parents successfully adapted to the many challenges presented by COVID-19. Home Learning was implemented using a variety of platforms such as Seesaw and OneNote. Many students continued to attend school during the height of the pandemic adjusting to new COVID safe classrooms. Throughout the year, our community worked together to provide a safe and supportive environment for all. Social distancing, hand sanitizing and cleaning all became part of our daily routine. Whilst many aspects of school life were different from previous times, the support, cooperation and flexibility of all members of our community allowed for quality teaching and learning to continue.

Our Parents and Friends Association is second to none. They provide tremendous financial and moral support to our school. Whilst COVID-19 prevented active fundraising, the P&F remained committed to school improvement and updating resources. We are forever grateful to the enthusiastic, hardworking 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**

2020 was a year like none other in so many ways, including the way the parents and friends of St James' have been able to contribute to the school. While we haven't been able to be present on site, the community showed support from afar as best we could. The ongoing contribution of parents and friends this year has helped to provide educational resources and equipment, and a fabulous playground feature of the new covered picnic tables, giving the children a lovely place to sit and engage with each other during break times. It is the time and financial support of the parents and friends that provides these resources, to help make our community so wonderful and allow the children a safe and happy environment in which they can learn and grow. Thank you to all involved in running the Uniform Shop, canteen, golf day and distributing the entertainment books. Although we weren't able to have the usual fundraising activities such as the Mother's Day and Father's Day stalls, and Easter raffle, a lot of preparation went into these events (now ready for 2021!). We thank all volunteers for the time spent on these, and all community, activities.

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

P&F President 2020

#### **Student Body Message**

As captains of St James' for 2020, we would like to take this opportunity to thank our Principal, Lucy Harvey, all the staff, parents, and members of the parish community for allowing us the honour of leading the school.

This year was a year like no other and presented many challenges along the way. The incredible support from the school staff, allowed us to continue our learning during the pandemic – their commitment to online learning was admirable. We are truly grateful to all the staff for remaining close during this challenging time.

This year St James welcomed a major redevelopment with the addition of a new classroom. This added another dimension to the wonderful indoor and outdoor learning spaces, allowing us to get creative and thrive. We were very fortunate to spend some time of the year in the newly fitted out Year 6 area which was great.

The highlights of the year included a virtual tour to Canberra, attending the National Young Leaders Day in Sydney, Motiv8sports day and our end of year camp to Toukley.

It has been a privilege to lead our school and we have loved every moment of it. We bid farewell to St James' feeling extremely grateful for all the wonderful opportunities it has provided us, and we wish all the very best to all the students and staff for 2021.

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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. 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. These fundraisers were mostly on hold due to COVID-19 but are ready to recommence in 2021. Our P&F meet the first Monday of every month at 7pm.

2020 presented a challenge to staff to adapt school events to the existing climate. The school conducted an ANZAC service, liturgies for Easter and Christmas, Book Week celebrations, NAIDOC Week celebration and Grandparents Day with a twist.

2020 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 modified sports. We were able to hold our annual swimming carnival as well as providing the opportunity for Stage 2 and 3 students to participate in a cricket gala day.

The students of St James' had opportunities to attend incursions, excursions and camps in 2020. Year 6 thoroughly enjoyed Camp Toukley, Motiv8Sport as well as a virtual journey to Canberra. Year 1 thoroughly enjoyed hatching baby chickens in the classroom. Year 3 experienced life in the Daintree and at Uluru with a classroom transformation. Year 4

enthusiastically participated in a STEM challenge day. Infants experienced Life Education with a visit from Healthy Harold.

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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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
184	207	41	391

\* 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 2020 was 94.38%. 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
95.35	94.23	94.54	93.94	94.37	94.17	94.05

## 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 2020:

Total number of staff	37
Number of full time teaching staff	14
Number of part time teaching staff	13
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:

Leading Learning Collaborative, Regional Executive Zoom Meetings, Diocesan Executive Zoom Meetings, Tell Them From Me Survey Training, Data Training CeD3 and Data Framework.

The Staff Team participated in the following Professional Development:

Leading Learning Collaborative, Teacher Accreditation and Mentoring of New Scheme Teachers; Transition to School - Early Learning; Child Protection; PDHPE Unit Writing; Aboriginal Education Training; Early Learning Framework Training; Gifted Education Training; Pedagogical Mentor Training; Growth Coaching; STEM Academy Teacher Training; Number Talks and 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.

Our school values were adopted from the Mercy Educational Values, which are reinforced through presentations each Monday morning and our schoolwide reward system. A Welcome Values Certificate is presented to new families and staff, to help introduce our School values. Students are able to articulate the values, their colours and the actions that each represent.

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. Although Covid-19 affected many of our usual parish/school opportunities this year, reimagined occasions to highlight the connection were undertaken. This included our parish priest visiting each class for Religion lessons or prayer experiences and our Parish Liaison Officer, working with students on a "Faith in Sport" initiative.

The Parish Sacramental Program is always supported through the school with RE programs being taught concurrently and various teachers volunteering as group leaders and as

members of the Parish Sacramental Team, however this program needed to be postponed this year.

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.

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 Year 6. 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 and give out tokens to students displaying school values.

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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 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 2020, St James' Primary focused on the Diocesan priority - Leading Learning Collaborative. Staff received professional input around Lyn Sharratt's 14 Parameters to boost student achievement and build teacher capacity to learn, teach and lead. Students were provided with opportunities to develop their understanding around what they were learning, why they were learning it and how to improve their learning. Each classroom incorporated learning intentions and co-constructed success criteria in order to create a visible learning culture within the school. A whole school focus on data literacy was also a focus to ensure that: assessment informed instruction; early and ongoing intervention was evident; and through a case management approach that all staff shared responsibility and accountability for student growth and achievement.

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 Kindergarten 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. Lunch clubs were formed to further enhance students' skills and interests in STEM, creative arts and physical education.

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.

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## **Student Performance in Tests and Examinations**

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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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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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 2020.

### 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 fundraising activities organised by teachers, parents and children. During 2020, the school raised funds for Catholic Mission & Caritas Australia. Students also collected items for the St Vincent de Paul Winter and Christmas Appeal.

St James' Mercy Values (Respect, Courage, Service, Justice, Compassion and Hospitality) were a weekly focal point at our whole school assembly. Student Leaders highlighted a focus value and how it could be demonstrated within our community. Students were recognised for actively displaying our school values through a class token initiative. Individual students were also recognised for demonstrating our school values through Principal Awards, Class Awards and COMPASS positive chronicles.

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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. Providing high quality religious education that engages students meaningfully in their Faith journey:** Staff refined the Teaching/Learning /Assessment cycle through professional learning in the use of the Lyn Sharratt Assessment Waterfall. Teachers developed Learning Goals and Co-constructed Success Criteria with their students ensuring greater engagement with learning. Staff engaged in faith formation, led by the Parish Priest, allowing their confidence and knowledge to develop which further enhanced 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 enabled staff to establish Agreed Practices which included every class displaying Learning Intentions and Success Criteria. Teachers developed their capacity to use PAT data to identify the learning needs and strengths of students and to set learning agendas based on student achievement levels. An Aboriginal Education Teacher (AET) focused on support for Indigenous students and brought about a more visible presence of Aboriginal spirituality and culture within the school.
- 3. Capacity of every teacher & every leader through collaborative professionalism and relevant, contemporary professional learning:** Executive led Professional Learning within a PLC environment. At weekly Professional Learning Meetings and PLTs, staff developed their capacity to interpret, analyse and use data to inform teaching, worked to develop data driven teaching units and collaboratively developed and analysed assessment. Case Management Meetings were timetabled twice a term to discuss specific targeted students for input from staff. Two Pedagogical Mentors co-taught with classroom teachers, planned,

scaffolded and facilitated professional learning through collaborative assessment of student work and collegial dialogue.

**4. Nurture a culture of learning that is adaptive, innovative and continuously improving:** Four staff members attended professional learning in STEM. These staff members, alongside of CSO Staff, implemented Stem programs within Stage 2. Enquiry based, critical and creative thinking skills were used throughout the school and PBL groups were established in Stage 3. Staff developed a BYOD Policy.

### Priority Key Improvements for Next Year

- 1. To ensure that St James' School is a place which provides high quality religious education that engages students meaningfully in their Faith journey:** Teachers will have further professional development to be upskilled in the area of RE Data collection and using this data to better inform their teaching of RE and giving student quality feedback. Teacher programs will show evidence of quality and challenging differentiated learning and assessment tasks which include learning intentions and success criteria.
- 2. To ensure every student is known as a person and learner and demonstrates growth in their learning every year:** Executive will lead Professional Learning, along with CSO Staff, in Data Analysis, using all data stored in CeD3 platform then targets will be set. Teachers will develop student skills in goal setting and taking responsibility for and accountability of their learning.
- 3. To build the capacity of every teacher & every leader:** Professional learning to continue through LLC with Lyn Sharratt, further development and consolidation of PLCs and PLTs and Case Management Meetings. Development of a school wide Numeracy Data Wall using current PAT data. Executive to develop a timetable of Classroom Walk and Talks.
- 4. To nurture a culture of learning that is adaptive, innovative and continuously improving:** Implementation of BYOD program in Stage 3. Staff to gain Professional Learning in ICTL and the embedding of skills across KLAs. Professional Learning around the Early Learning Framework for new Kinder staff and Year 1 Staff. Year 1 teachers to implement Play Provocations.

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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' however due to COVID 19 this aspect of school life was unable to function as normal in 2020. There was excellent attendance at P&F meetings at the beginning of the year and once meetings were able to recommence towards the end of the year. Parent survey results suggest parents feel they understand written reports about their child, that teachers have high expectations for students and that students feel safe and supported at school. 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 and continued through online/streamed experiences throughout the year. 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. Throughout the year, parents expressed great appreciation for the timely communication of changing COVID-19 protocols. They regularly expressed their appreciation through emails, morning teas and phone calls for the efforts the school went to in order to keep their children safe during these unprecedented times.

### 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 and surrounding playground. 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. Student survey results suggest students feel they have friends who help them make positive choices, that they feel safe at school and that their schooling has a strong bearing on their future. Students show their satisfaction daily through the enthusiasm and happiness they display each morning when coming through the school gates

with smiles on their faces. Throughout the year, the students adjusted exceptional well to the changing routines brought about by COVID-19. They saw St James' as a safe place and willingly complied with new protocols. During Home Learning large numbers of students continued to attend school and students rejoiced in their preference to learn from school once Home Learning concluded.

### **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. Survey results suggest the teaching staff feel there is a shared responsibility amongst the staff for the faith life of the school and that the school is well maintained and resourced. 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. Throughout this year, staff verbalized great appreciation and satisfaction with the support given to them by the Executive Team during Home Learning and the constant COVID-19 changing protocols. They believed they were kept well informed and that their safety and well-being was given high priority.

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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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,751,738
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$800,462
Fees and Private Income <sup>4</sup>	\$763,004
Interest Subsidy Grants	\$8,457
Other Capital Income <sup>5</sup>	\$229,250
<b>Total Income</b>	<b>\$4,552,911</b>

Recurrent and Capital Expenditure 2020	
Capital Expenditure <sup>6</sup>	\$426,705
Salaries and Related Expenses <sup>7</sup>	\$3,135,857
Non-Salary Expenses <sup>8</sup>	\$1,178,685
<b>Total Expenditure</b>	<b>\$4,741,247</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 2020 REPORT