

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St James Primary School

Vista Parade, KOTARA SOUTH 2289

Principal: Mrs Jennifer Edstein-Boyes

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

About this report

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.

Message from key groups in our community

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 are 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 a nurturing 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 commitment to school improvement. We embrace change as needed to improve learning outcomes for all students. We have an established culture of continuous professional improvement among staff and deep understanding of how students learn is shared. We strive to deliver the curriculum using contemporary pedagogy that is research based. At St James', we have continue to provide 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 2021, 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 enhanced 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 an active group. 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

Last year I said that 2020 was a year like none other. I hoped, when I said it, that it would be a unique and one-off comment. However, 2021 had yet more surprises for us and we are here again reflecting on another disrupted year. I think, as a P&F and as a parent group, we saw each other even less last year than we did in 2020, which is sad, but the unfortunate consequences of parenting and schooling in a pandemic. We are blessed with a wonderful parent group who I know miss the social interaction with each other and the physical interaction with the teachers and their children's classes.

If we are to look for positives in the darker times, not being able to spend money raised by the P&F Community means we have savings to spend on educational needs that the School identifies in the future.

But, more importantly, I believe our absence from the school has given the parent group a renewed appreciation and vigour for St James, and a desire to get involved. I was delighted when there were over 30 attendees at the last meeting, and we formed the canteen and fundraising subcommittees. The canteen subcommittee has already started its great work and I know the fundraising subcommittee is planning away at events for the year.

The re-invigoration of the parent group will mean wonderful things for our school, and we look forward to renewing our personal and faith connections between parents, and between the parent group, the staff and the students, over the year ahead.

Student Body Message

As captains of 2021, we would like to take this opportunity to express our gratitude to all staff, parents, and members of our parish community. The COVID pandemic certainly threw us a few curve balls this year but our school embraced the challenges and it taught us that 'community' and human connection builds strength and resilience. We would like to say thankyou to you all, as you made this year an enjoyable, creative, and productive one.

This year, we welcomed Mrs. Edstein. She worked well with us and encouraged us to give everything a try.

Throughout home learning, we realised and recognised the dedication and passion our teachers had to continue our learning. Our parents showed us how to get through hard times during home learning.

Some highlights of this year included camp, the National Young Leader's day in Sydney and the Motiv8 sport day. We were disappointed that we were unable to travel to Canberra for the traditional Year 6 excursion but were very grateful that other opportunities presented themselves. We will remember all these days and adventures for the rest of our lives.

We will miss St. James, but we will never forget all the love, time, and opportunities the school community has provided for us. As we farewell the school, we wish all the staff and students all the very best of wishes for a wonderful 2022.

School Features

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. We are still awaiting council approval.

St James' has a very proactive P&F. Our parents enthusiastically run events throughout the year including Mother's Day and Father's Day stalls, the Easter raffle. These fundraisers were mostly on hold due to COVID-19 but will return in the future. Our P&F meet the first Monday of every month at 7pm.

2021 presented a challenge to staff to adapt school events to the covid climate. The school conducted an ANZAC service, liturgies for Easter however many of our usual liturgies and Masses had to be cancelled.

2021 presented new challenges related to the extended period of home learning. The parents, staff and students all learnt new skills in relation to Zoom, Teams, online platforms and online conferences.

The students of St James' had some opportunities to attend incursions, excursions and camps in 2021 however these were reduced due to covid restrictions. Year 5 and 6 both thoroughly enjoyed their camp at Tea Gardens in Term 1. Year 2 managed an excursion to Tocal to experience life in the early days of settlement in that region.

Student Profile

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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
184	191	40	375

* 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 2021 was 94.64%. 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
94.38	94.57	95.06	94.67	94.49	94.57	94.74

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	36
Number of full time teaching staff	14
Number of part time teaching staff	14
Number of non-teaching staff	8

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

During 2021 offsite Professional Development was hampered by Covid restrictions however we were able to adapt and utilise online options and our own staff expertise and still deliver meaningful PD to our staff.

Areas focused on included:

- RE Formation experiences
- Positive Behaviours for Learning
- Leading Learning Collaborative
- Individual staff members accessed Professional Learning that met their personal needs.

Several staff members continued completing further study such Masters of Educational Leadership and Certificates in various disciplines.

Catholic Identity and Mission

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. Students are encouraged to articulate and model the school values through their everyday actions.

St James' forms an integral part of the All Saints Blackbutt South Parish. The school is held in high regard within the parish. 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.

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. Zoom meetings were used to facilitate the sacramental preparation.

As a school community we usually have several opportunities to attend Mass and celebrate major feasts with liturgies in our school hall. This was not able to happen in 2021.

Our school and parish share a common mission to educate and form students as disciples of Jesus. We offer students experiences that develop them as members of the Catholic community. We do this in partnership with our staff, our 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 during the Winter Appeal. This group 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 when able organise activities for all the children such as Mission days etc.

Curriculum, Learning and Teaching

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' school has an established culture of continuous professional improvement where deep understanding of how students learn is our focus. We strive to deliver the curriculum in a variety of methods, including the use of technology and diverse learning spaces. We aim to ensure we use best teaching practices in a contemporary 21st Century learning environment. Our classrooms are environments where active, involved, collaborative learning takes place and where students share skills, passions and knowledge with one another. We strive to create critical and creative thinkers.

During 2021, St James' focused on the Diocesan priority - Leading Learning Collaborative. Staff received further 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. A whole school focus on data literacy continued to ensure that: assessment informed instruction, that 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 are immersed in play-based learning for the first 5 weeks of the year as part of our transition to school plan. In 2021, both Kinder and Year One integrated KLA provocations to support the pedagogy around Early Learning. Students regularly took their learning outdoors for a number of KLAs. Teachers in all grades are encouraged to utilise

the outdoor spaces available to conduct lessons. Lunch club continued in 2021 when possible.

At St James', we provide quality support for students with additional needs in a safe, supportive and inclusive environment. 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 this centre for specialised programs.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	73%	54%	0%	11%
	Reading	71%	55%	2%	10%
	Writing	91%	53%	4%	7%
	Spelling	69%	50%	0%	13%
	Numeracy	53%	37%	5%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	55%	35%	5%	14%
	Reading	56%	41%	8%	11%
	Writing	31%	20%	6%	18%
	Spelling	59%	38%	6%	14%
	Numeracy	42%	29%	6%	14%

Pastoral Care and Student Wellbeing

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

There were no changes to the policy in 2021.

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

St James is a Mercy school and our school values are the mercy values. We endeavour to make these values part of the childrens' lived experience.

In 2021 we began to implement PBL within the school community. All staff were involved in online Professional Development to ensure everyone understood the philosophy behind PBL. A small team was then formed to work on bringing PBL to life at St James'. We developed a draft matrix of behaviours that reflect our expectations regarding social interaction and behaviour within our school community. We sought student input and parent input when formulating the matrix. This work will continue in 2022. It is an exciting venture that we believe will reap rewards for all members of our school community.

School Improvement

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 engaged in faith Formation: Pedagogy of Encounter, which built the understanding of teachers in the new RE Curriculum, with a particular emphasis in Early Stage 1. The Pedagogy of Encounter enabled staff to build their knowledge and confidence in leading the students to encounter God. Staff also engaged in formation based on the use of scripture within our Religious Education lessons to further engage the students in their understanding and love of scripture. The St James' community took part in prayer and liturgy to highlight the Church's major feast days: Lent, Easter, the Feast of St James and St Philip and Advent.
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 embed Agreed Practices which included every class displaying Learning Intentions and Success Criteria. Teachers developed their capacity to use a variety of sources of data to identify the learning needs and strengths of students and to set learning agendas based on student achievement levels.
3. Capacity of every teacher & every leader through collaborative professionalism and relevant, contemporary professional learning: Executive led Professional Learning within staff meetings. In 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. Nurtured 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 Project Based Learning groups were established in Stage 3. Staff implemented the BYOD Policy across years 5 and 6 in 2021..

Priority Key Improvements for Next Year

Key Improvement areas for 2022

Offer Faith Formation experiences for all members of our staff.

Improve student reading comprehension levels across the school. There will be a targetted focus on Inferential Comprehension in Stage 2 and Stage 3.

Build the vocabulary of all students in K-6.

Continue to roll out/ implement Positive Behaviours for Learning (PBL) across the school community.

Community Satisfaction

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

At St James we value parental input and feedback. Parents are seen as partners in our role as educators.

Throughout 2021 we sought parent input on variety of areas, including

1. Student Leadership Model at St James
2. Introduction of PBL at St James'
3. Traffic Concerns including our Kiss and Drop and parent pickup procedures.

We gather feedback via surveys, invitation to email members of staff and our Tell Them From Me Survey. Our Parents and Friends association is another very important forum where parents can raise questions and concerns in a respectful environment. We believe every school is always capable of improving practices and routines. It is through open and honest dialogue positive change happens.

Attendance at masses, liturgies, assemblies, carnivals and other events, that were able to be held was extremely high. Online zoom meetings for Kinder Orientation, Information Evenings for BYOD and P and F continued throughout the year. Participation numbers were strong.

Our enrolment figures continue to increase. St James is held in high esteem within the local community. 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, lunches and phone calls for the efforts the school went to in order to keep their children safe throughout the pandemic.

Student satisfaction

The students of St James' are happy to come to school knowing they are cared for and will be safe. They enthusiastically embrace the variety of learning opportunities given to them. They enjoy the outdoor play spaces and love being in the Fr Doran Outdoor Education Area. The students love looking after our fish, birds and chickens.

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 2021, the students adjusted to changing routines and showed real resilience. Children viewed school as a stable place and willingly they complied with new protocols.

Teacher satisfaction

St James' is blessed to have such a highly motivated, dedicated, professional 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 adapted to the demands of home learning and reinvented ways of doing things to suit the situations presented.

The staff value the professional development opportunities offered to them and are always seeking ways to enhance their teaching practice and pedagogy to improve student outcomes and wellbeing. The staff work as a team and support each other when challenges arise. During such a unique year the collegiality and pastoral care of each other was more important than ever.

Financial Statement

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$3,225,258
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$899,109
Fees and Private Income ⁴	\$774,501
Interest Subsidy Grants	\$7,791
Other Capital Income ⁵	\$250,399
Total Income	\$5,157,058

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$38,835
Salaries and Related Expenses ⁷	\$3,447,027
Non-Salary Expenses ⁸	\$1,297,139
Total Expenditure	\$4,783,001

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 2021 REPORT