

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St James Primary School
Vermont

2019

REGISTERED SCHOOL NUMBER: 1681



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Contact Details

| | |
|---------------------------|-------------------------------------|
| ADDRESS | 51 Centre Rd Vermont VIC 3133 |
| PRINCIPAL | Mr David Mutimer |
| PARISH PRIEST | Fr Dispin John |
| SCHOOL BOARD CHAIR | Mr Paul Chalkley |
| TELEPHONE | (03) 9874 1830 |
| EMAIL | principal@sjvermont.catholic.edu.au |
| WEBSITE | www.sjvermont.catholic.edu.au |
| ABN | 19 343 847 826 |
| E NUMBER | E1270 |
| FEDERAL DET NUMBER | 1681 |

Minimum Standards Attestation

I, **David Mutimer** attest that **St James Vermont** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

May 2019



Our School Vision

‘Seeking the Spirit,
Learning to Love,
Loving to Learn,
Living Life to the Full.’

School Overview

St. James Catholic Primary School, Vermont, is one of two primary schools as part of St John the Evangelist Parish in Mitcham. St. James School is situated on a large block in the leafy suburb of Vermont, which is a middle-class socio-economic area. It is in the Outer Eastern Zone of the Eastern Region of Catholic schools in the Archdiocese of Melbourne.

The school was opened in 1970 and has undergone many refurbishments since then. In 2010, as part of the Building Education Revolution, work included the addition of a community centre, a multi-purpose room and amenities, two new classrooms, a redesigned Library (Resource Centre) and ICT Lab, as well as upgrades to existing classrooms including the installation of Interactive Whiteboards. The spacious grounds include an oval, grassed playing areas, attractive gardens, adventure playgrounds, an asphalt netball/basketball court and a large quadrangle where assemblies are held.

At St. James, we strive to live out our Vision. We aim to promote within our students, indeed all our community members, a *‘love of learning’*. Our mission at St. James is to educate the whole person. We recognise our responsibility to meet the religious, social, academic, physical and emotional needs of our students and we endeavour to guide each child to reach their potential.

As part of a strong, vibrant Parish community, we strive to ensure our Faith is nourished. The values of the Gospel are the mainspring of all that we do. We endeavour to

ensure that there is a strong sense of belonging for each member of our community. Key staff members of St. James work closely with the Parish team.

The staff, on occasions, works with St. John's school, sharing some professional learning opportunities and events for the children, such as the Year Five and Six camps. The Sacramental program is Parish based and is well supported by staff and community members.

Student numbers have increased from 222 in 2001 to an enrolment of 332 in February 2019. Once again, in 2019, we were able to organise our learning spaces into 14 grades, Prep-6. We have two classes at each level all of which are straight classes. We have several specialist learning areas including Physical Education, Performing Arts, Visual Arts, LOTE (AUSLAN) and STEMMs.

We have a growing number of students who are being referred to the Catholic Education Office or outside agencies for services such as speech pathology and language assessments. In 2019, there were twenty-two students who received NCCD funding and 3 per cent of families were in receipt of CSEF funding. The school has an SES score of 109, which is indicative of the general middle-class nature of the parent body. There are 6.25% of students who come from language backgrounds other than English. In 2019, there were thirty-nine staff members, several of whom were new to St James. Our staff are highly motivated and professional and there is a great sense of pride in how we work. Our School Improvement Team (SIT) currently comprises of Education in Faith, Learning and Teaching, Mathematics, Literacy, Student Wellbeing, Learning Diversity and E- Learning Leaders, along with the Principal and Deputy Principal.

Our parent community works very closely with the school. Parents' vital and valuable contribution to the education of their child/ren assists in building strong school/home partnerships. Our school has an excellent reputation in the wider community. We continue to achieve well in academic, community, sporting and arts spheres.



Principal's Report



The 2019 school year at St James saw many accomplishments in all spheres of education. Our vision statement, "*Seeking the Spirit, Learning to Love, Loving to Learn, Living Life to the Full*", was well and truly witnessed in many aspects of our school community life!

Our 2018 School Review enabled us to put some of the recommendations made into place during the 2019 school year. 2019 was the first year of implementation of our new four-year School Improvement Plan.

We continued to build on our strong Parish relationship, with Fr Dispin making time to visit us weekly to celebrate Mass with all classes. Our Parish based Sacramental program continued to provide rich celebrations for our families. As a school we examined how we integrate the teaching of Religious Education with our Inquiry Units of work and refined our planning processes to reflect this.

Our main Learning and Teaching focus involved the introduction of specifically timetabled, collaborative planning sessions where teachers shared their expertise and took even greater responsibility for examining both group cohort and individual student achievement data. The result of these weekly collaboration sessions, which were led by members of our School Leadership Team, was an increase in targeted teaching and consequently, student learning outcomes.

A specific highlight of the year was our whole school concert production, "Standing in the Australian Hall of Fame." Each student participated in the production which was held at Crossways Baptist Church in East Burwood.

Our wonderful Parents and Friends' committee worked tirelessly to organise a variety of social and fund-raising activities. Such was their work and the support from our community, that they managed to raise their target of \$30 000 to pay for our new front fence with an automated sliding gate. Apart from looking great, this feature adds to the safety of all students at St James. Thank you to all families who contributed to this!

As well as focusing specifically on Social Emotional Learning, we integrated SEL into many curriculum areas. We further developed the use of meditation and mindfulness both as a calming strategy and as a form of prayer. The use of Christian meditation each Tuesday, Wednesday and Thursday morning across the whole school strengthened its focus.

I would like to thank the dedicated, hardworking staff we have at St James for their professional and personal approach they display towards the education of our students. Their interest in their work, the support they demonstrate for one another and their ability to work collaboratively ensures we have an engaging, positive culture. I am proud of our 2019 achievements and look forward to the opportunities, challenges and achievements that 2020 will provide us at St James.

Education in Faith

Goals & Intended Outcomes

- To deepen staff knowledge and understanding of the components of the Renewed RE Framework.
- To support an approach to curriculum design that offers students authentic learning opportunities; bringing their world and contemporary culture into dialogue with Catholic tradition.
- Make explicit, that the values we teach are grounded in the Gospels, Catholic Social Teaching and our faith.

Achievements

There have been a number of activities and events in 2019 relating to the Catholicity of our school, which 'add value' to the achievement and spiritual development of our community. These include:

- Our Founders' Day Mass celebrated with parishioners, including the children from both schools at St John's, Mitcham; our central, Parish place of worship. We recognised the contribution of long-term parishioners.
- The celebration of a weekly, Parish Mass at St James each Thursday. Each week a different class joined the Parishioners for the celebration.
- Whole school Masses/Prayer Services, such as Ash Wednesday, Holy Week, Feast of the Sacred Heart, St James Feast Day, End of the Year Mass of Thanksgiving.
- Regular 'Family Masses' held on various Sundays.
- Attendance of student and staff representatives at the Mass to celebrate Catholic Education Week and Mission Week.
- A Parish-based Sacramental program with a strong emphasis on family involvement and Adult Faith Education for parents.
- Home Masses were held for families with First Eucharist Candidates.
- Sacrament of Confirmation was celebrated in August with two ceremonies at St John's Church.

- Helen Carboon facilitated sessions for Prep students and their parents, 'Children and God Things'
- Prayer Services were held each fortnight with classes taking turns to lead the community in prayer.
- Fundraising activities were also organised for those less privileged. Our Annual Mini- Mission Fete, run by senior students, raised \$4420.00 and supported The John Wallis Foundation, The Jane McGrath Foundation and Freeze MND.
- A Parent Evening was held, aimed at helping parents determine the 'Readiness' for their child and family to celebrate Sacraments.
- Children celebrating the Sacrament of Penance for the first time gathered in the Lenten season.
- Commitment ceremonies were held within Parish Masses as children prepared to celebrate Sacraments.
- A Bread Making Day was held for all parishioners who were celebrating Eucharist for the first time.
- A parent evening was held at St John's early in November. Parents of students, predominantly in Year 2, were invited to consider their understanding of the Sacrament of Reconciliation. Maree O'Keefe, our Pastoral Associate, centred the evening on the Sacrament being another pathway of healing and restoring relationships, one that nourishes our lives in our faith journey.
- Reporting on Religious Education in our twice-yearly student reports has continued, along with work samples in the students' Religion folder on Google Drive.
- Christian Meditation continued three mornings a week, where the whole school begins the day with this form of prayer.
- Professional development has continued around curriculum, with a focus on developing our knowledge and understanding of the Renewed Religious Education curriculum.



- Professional learning was undertaken in developing our knowledge and understanding of curriculum in this area as well as time for personal development, exploring Spirituality.

It has been a year of growth for our school – a great opportunity to reflect and set new challenges to strengthen our Catholic Identity and continue to integrate our faith and life.

CATHOLIC CULTURE- STAFF, STUDENT AND PARENT

Results from the 2019 CEMSIIS Surveys indicated the following:

- The positive endorsement of staff for the respect for the Catholic religion emphasis at school: 91%
- The positive endorsement of parents' perceptions of the respect for the Catholic religion emphasised at our place is 98%.
- The positive endorsement of students for the regularity and opportunity to pray together in their class: 96%



Learning & Teaching

Goals & Intended Outcomes

To

- Use data to drive teaching / differentiate to cater for individual needs
- Further develop the instructional practice of staff through peer observation, coaching and feedback
- Improve student learning outcomes and achievement in Writing.



Achievements

- The staff consolidated their learning in using the Victorian Curriculum and developed a two-year plan in moving forward with Concepts for 2020/2021.
- The Renewed Religious Education Framework was unpacked further and linked to Inquiry Units where possible.
- Provocations across Inquiry/RE were shared with staff as a springboard for planning in these areas.
- Planning structures were refined and enhanced, releasing cross level teams once per term to review learning and teaching cycles and to forward plan.
- Thorough the Learning Collaborative, staff unpacked Lyn Sharratt's 14 Parameters and constructed a Data Wall in Writing to track all learners' growth.
- Planning structures were refined to enable Collaborative Planning and Case Management. School Leaders were released to support this process.
- Learning Walks were implemented as a way of providing collective feedback.
- Moderation took place to allow for Collaborative Assessment. A sample booklet of annotated student writing samples from 0 – 6.5 was developed.
- The Assessment Schedule was renewed and data from F-6 was continually gathered, analysed and shared.
- All classes participated in excursions/incursions as part of their Inquiry Units.
- Student goals were consistently reviewed and refined and were shared with parents through Parent/Teacher/Child conversations held in Terms 1 and 3.
- Various opportunities were presented to students and their families to extend and consolidate learning in English and Mathematics – ICAS, Premiers' Reading Challenge, Indigenous Literacy Foundation Great Book Swap, Simultaneous Storytime, Maths Olympiad and Maths Family Challenges.
- Individual learning needs were addressed through focussed planning sessions, the development of Individual Learning Plans and varied intervention programs including Reading Recovery, Levelled Literacy Intervention, a Writing skills group, Occupational Therapy group and Maths Intervention. Learning Sprints continued to be a focus with an emphasis on improving Writing outcomes.
- The Arts continued to be a whole school focus with Specialist programs in Visual Arts and Performing Arts. Our whole school concert 'Standing in the Australian Hall of Fame' was an

outstanding community event; the culmination of many weeks of work. The talent and enthusiasm of the students was truly amazing. The choir continued to perform at a number of events.

- 2019 saw the introduction of a new languages program, Auslan. This has been very well received by the community and was incorporated into the concert, assemblies and whole community gatherings.
- Our Physical Education and sporting programs continued to have a high profile. All students were given the opportunity to develop skills in weekly specialist lessons. Our senior students participated in Inter-school sporting activities and carnivals. Many of our teams played in, or won the competition finals. Students from Year 3-6 also had opportunity to participate in Swimming, Cross Country and Athletics. Some of the senior students were given opportunity to trial for Representative, Regional or State teams. An intensive swimming program was well attended by Prep – Year 4.
- Our Environmental Program (including chooks, goats, recycling and energy saving) are a feature of our sustainable school and are fully supported by our school community. “Wrapper-free Wednesdays” encouraged families to reduce packaging in lunch boxes. The latest addition to our Environmental Program in 2019 were our cheeky goats Boots and Millie.
- Students are involved in STEMMS sessions that are mostly conducted in our computer lab and library area. Students are also involved in digital photography and movie making, cyber-safety programs and robotics. They worked with Littlebits electrical circuits, Lego Mindstorm and Lego WeDo 2.0 and developing design skills through the production of catapults, drawing machines, rescue winches and many other machines.

STUDENT LEARNING OUTCOMES

The Year 3 and Year 5 NAPLAN data for 2019 indicates that we have outperformed the state mean in all areas - Reading, Writing, Grammar and Punctuation, Spelling and Numeracy.

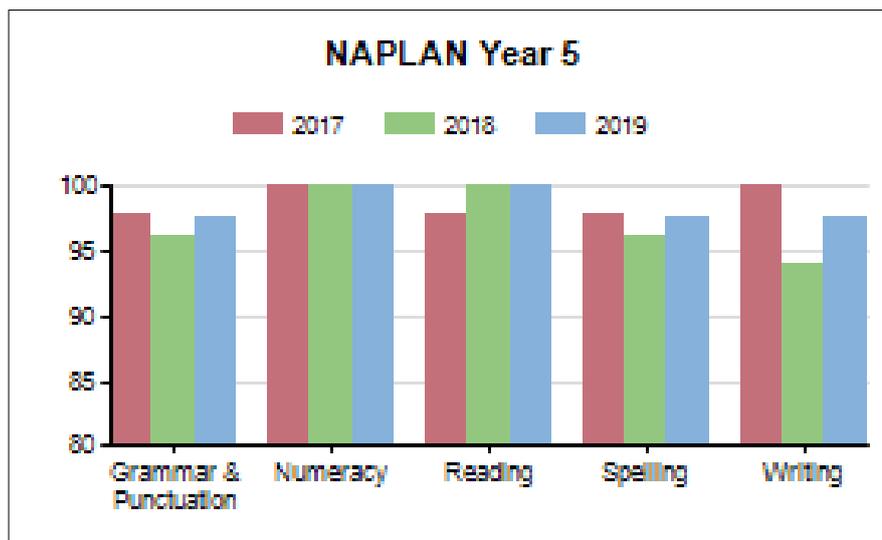
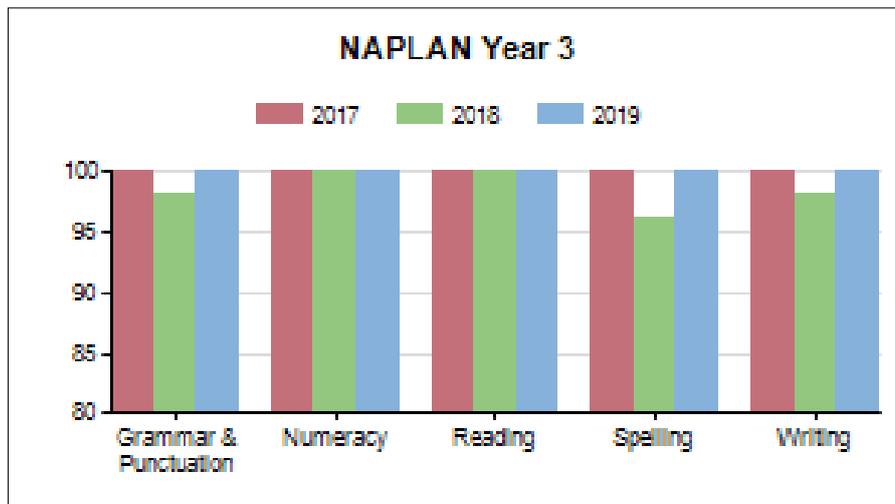
NAPLAN data analysis and ongoing analysis of teacher assessments ensures learning needs are being met for all students at their point of need. Professional development for teachers in the areas of Literacy and Numeracy, and how children learn in these areas, continues to be a focus, ensuring high standards. Learning Sprints and Case Management meetings are contributing to this.

The following table shows the percentage of students at St James who achieved at or above the National Minimum Standard in Literacy and Numeracy:

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2017 % | 2018 % | 2017 - 2018 Changes % | 2019 % | 2018 - 2019 Changes % |
| YR 03 Grammar & Punctuation | 100.0 | 98.2 | -1.8 | 100.0 | 1.8 |
| YR 03 Numeracy | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Reading | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Spelling | 100.0 | 96.3 | -3.7 | 100.0 | 3.7 |
| YR 03 Writing | 100.0 | 98.2 | -1.8 | 100.0 | 1.8 |
| YR 05 Grammar & Punctuation | 97.8 | 96.1 | -1.7 | 97.6 | 1.5 |
| YR 05 Numeracy | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Reading | 97.9 | 100.0 | 2.1 | 100.0 | 0.0 |
| YR 05 Spelling | 97.8 | 96.1 | -1.7 | 97.6 | 1.5 |
| YR 05 Writing | 100.0 | 94.1 | -5.9 | 97.6 | 3.5 |
| <u>Trend data- 2017-2019</u> | | | | | |
| <u>Reading Trend</u> | | | | | |
| Year 3 consistently scored well above the state mean in years 2017, 2018 and 2019 | | | | | |
| Year 5 consistently scored well above the state mean in these years. | | | | | |
| <u>Writing Trend</u> | | | | | |
| Year 3 and Year 5 consistently scored above the state mean in all three years. | | | | | |
| <u>Spelling Trend</u> | | | | | |
| Year 3 scored comparative to the state in 2017 and 2018 and above the state in 2019. | | | | | |
| Year 5 scored below the state mean in 2017, comparative to the state in 2018 and above the state mean in 2019. | | | | | |
| <u>Grammar and Punctuation Trend</u> | | | | | |
| Year 3 consistently scored well above the state mean in 2017, 2018 and 2019. | | | | | |
| Year 5 consistently scored above the state mean in all three years. | | | | | |
| <u>Numeracy Trend</u> | | | | | |
| Year 3 and Year 5 consistently scored above the state mean in all three years. | | | | | |

NAPLAN data analysis and ongoing analysis of teacher assessments ensures learning needs are being met for all students at their individual point of need. Professional development for teachers in the areas of Literacy and Numeracy, and how children learn in these areas, continues to be a focus, ensuring high standards for all.

The following table shows the percentage of students at St James who achieved at or above the National Minimum Standard in Literacy and Numeracy:



Student Wellbeing

Goals & Intended Outcomes

- Use Nforma as a tracking tool for Student Wellbeing.
- To embed R, R, R, R auditing and tracking tool

Achievements

- The school has continued to follow the focus on the overarching values of Respect, Cooperation, Resilience, Persistence, Honesty, Justice, Organisation and Confidence. These values are integrated into learning in the classroom, including through various strategies, including Circle Time. There has been an emphasis of aligning these values with Gospel scripture and teachings.
- The school has embedded a process for Volunteering at our school. The Child Safe Policy and Code of Conduct remain regular agenda items, considering updated, relevant legislative requirements within the State of Victoria.
- Restorative Practices continues to be the key strategy in supporting positive student behaviour. Classroom rules and playground rules are aligned with each other. Restorative language continues to be embedded in both the classroom and on the playground, enabling students to learn from their mistakes, reconcile and resolve problems with others. These practices are focused on compassion, forgiveness, justice and inclusiveness.
- The Student Representative Council continues to provide students with a voice in decision making in the school. Student representatives were elected from all classes. Elections were held each semester and regular meetings have been held. There continues to be regular attendance from all class representatives.
- We are an accredited eSmart school. We are sustaining our practices and policies. Cyber safety is continually being addressed through lessons and our student eSmart team promote responsible and respectful use of Digital Technologies.
- We continue to focus on Healthy and Active pursuits to support the health and wellbeing of all students. In 2019, our school participation in Ride2 School continued to be extremely high and strong participation in weekly, before school Marathon Club followed by breakfast continued. 'Walk to School' month in October was highly successful with a high participation rate.
- Staff and parents have been involved in supporting our students in various wellbeing and Program Support Group meetings. Submissions for Students NCCD for 2020 were prepared.
- The Resilience, Rights and Respectful Relationships curriculum is continuing to be embedded in the classroom and is integrated with Inquiry and R.E topics.
- Student leaders (Year 6 students) continue to meet regularly as part of leadership to provide a voice in the running of the school. School leaders have been provided with many opportunities to display leadership- Speaking at the Prep Parent Information evening, Assemblies, Prayer Services and during School Tours.

- In 2019, Buddy meetings have been regularly timetabled and have been very beneficial in building strong and lasting relationships between the students in Year 6 and Prep and students in Year 5 and Year 1.
- We have celebrated many initiatives to highlight the learning and importance of our personal and social capabilities, such as Harmony Day, National Day of Action against Bullying and Red Safety Day.
- In 2019, Puberty Education program called 'Abut Real Life' run by Sue Pain was implemented. This will continue into the future supporting children and their families from Yrs. 4-6.

Student Attendance

- Teacher marks student attendance by no later than 9:30am, with the understanding that if a child arrives in the classroom after 8:50am they are marked late.
- Parents are encouraged to communicate an absence either via email to classroom teacher or the office, or they can record a message of absence on the phone absentee line and these absences will be noted on Nforma by the admin staff.
- If a child is absent and the parent has not contacted the classroom teacher or office, they will be marked as Absent, Reason Type: Unknown and Communication: None. If the parent calls the office later in the morning, then office staff will update the roll for the classroom teacher for that student. However, if there is no communication about a student's absence from a parent, a text message will be sent out from school to parents indicating an unknown absence, followed by a phone call if necessary to trace each child's whereabouts.
- Should a child be away for more than three days without any explanation, teachers are encouraged to ring to check on the child's wellbeing.
- Parents planning a holiday within school time are asked to send a note/email to both the class and to the Principal or office. The one sent to the Principal/office will be put in the child's office file.
- Parents of students who take extended holiday leave (5 days or more) complete an "*Extended Holiday Learning Plan*" recommending activities they can complete during their holiday. The plan also acknowledges that during the students' absence, important learning concepts will be missed.

Value Added

St James provides a number of school activities and programs that have a positive effect on the wellbeing and achievements of students and the school community.

Social and Emotional Skills

- Values Education
- Circle Time
- Resilience, Rights and Respectful Relationships curriculum
- Student Representative Council
- Social Justice Team
- Gardening Gurus
- Buddy Program
- Counselling service from Catholic Care
- Drawing Club
- Book Club
- Dance Club
- Lego Club

Health and Fitness

- Physical Education Program Prep -6
- Twilight Sports
- Inter-School Sport
- Athletics
- Cross Country
- Swimming Program
- Marathon Club
- Bike Ed Program

School Camps and Excursions

- Year 6 Camp
- Year 5 Camp
- Class excursions/incursions
- Whole School incursions

Music/Arts Program

- Prep – 6 Performing Arts Program
- Online Music Solutions Instrumental Music Program
- Whole School Concert at Crossways Baptist Church, East Burwood.

Education Programs

- Reading Recovery
- Levelled Literacy Intervention
- Occupational Therapy
- ICAS
- Gateways
- Before and After School Care Program (Camp Australia)



e-Learning

- Computer Lab
- Classroom computers, iPads, Netbooks and Chromebooks
- STEMs specialist teacher (teaching Multi-Media skills and STEM)
- GAFE: Google Drive, Hapara
- Extensive number of robotic devices

STUDENT SATISFACTION

The results from our 2019 CEMIS Data show that students believe St James is a place where people are respectful and that it is not likely that someone from our school will endure online bullying. Students believe that they are valued members of the community and that adults at our school care about them and their futures. They believe that there is a good energy at St James, where teachers encourage them to do their best and they enjoy being together, with their classmates.



Child Safe Standards

Goals and Intended Outcomes

Intended Outcomes

Central to the mission of St James is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.



Goals

The following goals underpin our commitment to child safety at St James School.

We aim for

- All students, as a fundamental right, to be safe and protected from all forms of abuse and neglect.
- Our school to work in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students to have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, to have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students to be based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices to demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed, are treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students are free to raise concerns about child safety, knowing school leadership will take these seriously.
- Appropriate confidentiality is maintained, with information being provided to those who have a right or a need to be informed, legally or pastorally.

Achievements

- ongoing information to the school community about the strategies and information about child safety continued e.g. through the Education Board, parent information nights, along with the newsletter, and policies publicly available on the school website
- embed the strategies put into practice to continue to inform the school community about these practices e.g. the process to be a volunteer at St James, and through the newsletter
- periodically reviewed the effectiveness of the strategies put into practice e.g. Child Safety Policy, Risk Management processes
- a child safety policy and related policies that state a commitment to child safety are actively implemented into the fabric of the life of the school
- monitor the school's adherence to its child safety policy and practises e.g. reviewed the practicality and effectiveness of security cameras, sign in sheets for school and community events on the premises, risk management strategies, including for excursions, electronic sign in for all adult visitors and contractors. An online register system that provides alerts for those whose WWCC is ready to expire continues to be used. Colour coded lanyards for all adults on the premises was embedded, so that children could easily recognise registered visitors
- support, encourage and enable school staff, parents, and children to understand, identify, discuss and report child safety matters e.g. highlighted in Personal and Social Capability curriculum, special events including the National Child Safety Day, activating on SRC initiatives such as revising our Student Code of Conduct
- promoting our accreditation as an eSmart school and continue supporting this initiative and implementing strategies to maintain this accreditation
- support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse e.g. staff are equipped to identify and manage such incidents with ongoing supportive professional development, such as Mandatory Reporting. These recommended procedures are adhered to.
- contractors and applicants for jobs that involve child-connected work for the school are informed about the school's child safety practices (including the annual Code of Conduct).
- embed the inclusion of Child Safety initiatives and policies in the induction process
- a continuation of implementing risk management strategies for all school activities
- groups of staff completed the 'Berry Street' Program, supporting a whole school approach in promoting respectful behaviours and relationships
- continued use of the 'Resilience, Rights and Respectful Relationships' curriculum to support social emotional learning and the personal and social capabilities



Leadership & Management

Goals & Intended Outcomes

- To develop and implement a strategic plan for feedback to staff.
- To strengthen our Collaborative Approach to Learning and Teaching.

Achievements

- In 2019, staff undertook a variety of Professional Learning activities. We ensured that we met compliance through professional learning in a number of areas, e.g. emergency management, first aid, mandatory reporting and child safe standards. A brief summary of the professional learning undertaken by staff is provided later in this report.
- In 2019, we continued to strengthen our Child Safe policies, in consultation with staff, the Education Board and the wider school community. We embedded our volunteer process in the school and reinforced child safety practices. In terms of other administrative and curriculum policies, we reviewed and evaluated a number of policies as per our cyclical approach to policy review.
- We commenced participation in the Eastern region Learning Collaborative project, focussing on the work of Lyn Sharatt.
- We revised the school timetable to facilitate collaborative planning teams across levels in the school. School leaders led these teams, establishing focus and protocols. Case Management sessions were introduced in these sessions.
- A whole school focus was on various forms of Feedback to enhance student learning outcomes and staff professional growth.
- Our Prep parents were surveyed to evaluate our Enrolment Information, Orientation and Induction processes and practices. Clearly, parents feel we are doing extremely well in this domain. We took this feedback on board and made a few changes, moving forward.
- We continued investigations into a building program, working with an architect and consulting key stakeholders. Unfortunately, our application for a Capital Grant to the State Government was unsuccessful.
- A whole school focus was on reviewing our Homework Policy. We consulted current research, workshopped with staff and worked with Education Board members before inviting an external facilitator to lead a parent evening in this area. This resulted in the launch of our new, 'Home Learning' policy.
- We reviewed our Language Other Than English program, and decided to introduce AUSLAN to the school community; a rich sphere of learning which also speaks of our Catholic ethos.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

In 2019, the staff undertook a range of professional Learning activities at St James, externally and on site. It included Zone and Regional Network meetings, Professional Learning Team meetings, collegial planning, visiting speakers, courses and professional reading.

Professional Learning included participation in Religious Education – Strengthening our Catholic Culture, Personal Faith development, Literacy and Numeracy, including Mathematics Leadership Cluster, working towards A Collaborative Approach, Inquiry Learning – use of contemporary tools and Student Wellbeing, Data analysis and exploring current research and best practice in approaches to learning and teaching.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

39

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$594

TEACHER SATISFACTION

Our staff at St James are highly professional, caring and committed to improving student outcomes. They are proud to be part of our Parish school community. Some of 2019 Data collected from our CEMSIS survey and pertinent to this sphere is most encouraging and reveal that our school culture and climate to be very strong and healthy.

Results from the 2019 CEMSIS Staff Surveys indicated the following:

- Staff believe that the quality of relationships between staff and members of the leadership team are high (91%)
- Staff also believe that the overall social and learning climate of the school is exceptionally high and well above the CEM average school comparison. (88%)
- There is strong support for the school's leadership effectiveness (81%)



School Community

Goals & Intended Outcomes

- To use resources within our community to, 'Take Action' in student learning.
- To strengthen parent partnerships.

Achievements

- Students were once again given responsibility to maintain and enhance the school environment. E.g. Year 1: Recycling managers, Year 4: Compost Crew. Classes were rostered for "Environment Duty" once a term and were given the responsibility of tending to the animals. Parents also assisted by volunteering to be on 'Farm Duty' on weekends and during school holidays.
- We continue to be well supported by a hardworking, dedicated group of parents who involve themselves in school activities. The 'Parent Classroom Helper' program was well supported throughout the year, as was their involvement in interschool sport, excursions, and social occasions.
- We continue to have the support of volunteers who have assisted in the processing of new library books
- The Parents and Friends' activities fundraised over \$30,000. This was an outstanding achievement from a hard-working, generous, collaborative group who also shine as a welcoming body of people to new friends in our community. This money was used to build a new, front fence.
- Parents supported and participated in various 'Active and Healthy' Programs such as monthly Ride2School Days, weekly Marathon Club and Breakfast Club gatherings, our Busy Bikers Club, sporting events and our annual Lap-a-thon, which was a 'Colour Fun Run' this year.
- Our working bees were supported by the community.
- The Parish Fete held in November was again well supported by the St James families.
- Our school continues to liaise well with the St James Netball and Auskick groups offering use of our school facilities for training. The local Neighbourhood Watch group used the school for their monthly meetings.
- The school continued to enjoy a positive and supportive relationship with our local council and parliamentarians, where they are invited to our community for an event such as presenting awards or the induction of leaders in our school.
- School families attended various local community events, such as the dawn service on ANZAC Day, a Remembrance Day ceremony at our local Halliday Park and a

Whitehorse Council service to commemorate National Reconciliation Week. We were very appreciative of our successful application to have our Year 5 students be beneficiaries of the interfaith excursion, run by our local council.

- We were most appreciative of our, 'Artist in Residence' grant, enabling the whole school community to be involved in creating a mural, 'Our Living City – Melbourne', under the direction of our guest artist, Jann Daly.
- Many members of the community extended the hand of friendship and support to those in need in what was a difficult year for some of our families.
- Our school Pastoral Care Group continued to offer support through the casserole bank and by sending cards to those in need.

PARENT SATISFACTION

The CEMISIS Data tells us clearly that families feel that they are partners with St James, believing that the school matches their child's developmental needs. They have a high perception of the social and learning climate of the school; with ratings being above the data from other comparative Catholic primary schools.



VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS | 2017 | 2018 | 2017 - 2018 | 2019 | 2018 - 2019 |
|-----------------------------|-------------|-------------|--------------------|-------------|--------------------|
| | % | % | Changes | % | Changes |
| | | | % | | % |
| YR 03 Grammar & Punctuation | 100.0 | 98.2 | -1.8 | 100.0 | 1.8 |
| YR 03 Numeracy | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Reading | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Spelling | 100.0 | 96.3 | -3.7 | 100.0 | 3.7 |
| YR 03 Writing | 100.0 | 98.2 | -1.8 | 100.0 | 1.8 |
| | | | | | |
| YR 05 Grammar & Punctuation | 97.8 | 96.1 | -1.7 | 97.6 | 1.5 |
| YR 05 Numeracy | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Reading | 97.9 | 100.0 | 2.1 | 100.0 | 0.0 |
| YR 05 Spelling | 97.8 | 96.1 | -1.7 | 97.6 | 1.5 |
| YR 05 Writing | 100.0 | 94.1 | -5.9 | 97.6 | 3.5 |
| | | | | | |

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | | % |
|--|--|----------|
| Y01 | | 92.6 |
| Y02 | | 92.3 |
| Y03 | | 93.1 |
| Y04 | | 92.1 |
| Y05 | | 93.4 |
| Y06 | | 92.2 |
| OVERALL AVERAGE ATTENDANCE | | 92.6 |

| TEACHING STAFF ATTENDANCE RATE | |
|---------------------------------------|-------|
| TEACHING STAFF ATTENDANCE RATE | 95.3% |

| STAFF RETENTION RATE | |
|-----------------------------|---------|
| Staff Retention Rate | 82.90 % |

| TEACHER QUALIFICATIONS | |
|-------------------------------|-------|
| DOCTORATE | 0.0% |
| MASTERS | 9.1% |
| GRADUATE | 22.7% |
| GRADUATE CERTIFICATE | 9.1% |

| | |
|--------------------------|-------|
| BACHELOR DEGREE | 77.3% |
| ADVANCED DIPLOMA | 31.8% |
| NO QUALIFICATIONS LISTED | 4.5% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| PRINCIPAL CLASS (HEADCOUNT) | 3 |
| TEACHING STAFF (HEADCOUNT) | 34 |
| TEACHING STAFF (FTE) | 22.0 |
| NON-TEACHING STAFF (HEADCOUNT) | 11 |
| NON-TEACHING STAFF (FTE) | 11.7 |
| INDIGENOUS TEACHING STAFF (HEADCOUNT) | 1 |

NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

