



# St James' School Vermont

2020

## Annual Report to the School Community



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## Contact Details

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## Minimum Standards Attestation

I, David Mutimer, attest that St James' School 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 2017 (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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

10/05/2021

**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](http://www.acnc.gov.au)

## 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. The spacious grounds include an oval, grassed playing areas, attractive gardens, adventure playgrounds, a synthetic grassed 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.

Student numbers have increased from 222 in 2001 to an enrolment of 339 in February 2020. Once again, in 2020, 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 2020, there were fifty-one 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 5% of students who come from language backgrounds other than English. In 2020, there were forty-one 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 the 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

2020 was a year like no other within our education system, let alone the entire world!

At St James we worked extremely hard to create as close to a "normal" learning environment as possible for all of our students. We commenced this endeavour with a very carefully thought out and structured process so that clarity and consistency could be provided to staff, parents and students. Feedback from all three stakeholders was constantly taken into account and refinements and adaptations were made accordingly. While the focus remained on a combination of student academic learning and wellbeing, we were very conscious of family life and supporting parents to maintain a balanced home life for themselves and their children.

Throughout Remote Learning the staff met regularly and collaboratively online to discuss the wellbeing and academic needs of our students. These regular meetings also provided us as leaders to "check in" on staff wellbeing, as many staff were juggling teaching their class of students and assisting their own children to learn remotely. Flexibility, understanding and maintaining a growth mindset were key elements during Remote Learning. We held wellbeing check ins with both staff and students during Remote Learning.

Our wonderful Parents and Friends Committee Leaders met regularly with our school leaders and kept a relevant social element within our St James community. We established an anonymous donation system whereby families could make a donation which was distributed to some families in need. Our School Education Board met regularly online and in many ways was a barometer for our Remote Learning program, constantly providing feedback to us as to the impact our Remote Learning was having on families.

We modified many Sacramental and extra curricula activities throughout Remote Learning so that students were provided with modified, yet genuine opportunities. Thanks to some creative thinking by our Religious Education Leaders and Father Dispin, we were able to celebrate the Sacraments of First Reconciliation with our Year Three students and Confirmation with our Year Six students. Our Year Four students will celebrate their First Eucharist in 2021. We also managed to hold a virtual camp for our Year Five students and provide many online excursions to enhance student learning. We live streamed assemblies and some whole school events and recorded others so that parents could be part of these experiences. Pre recorded, virtual Art Show was very popular!

Once Remote Learning concluded, we welcomed students back onsite and it was a joy to all staff to hear student laughter and voices in the playground. By the end of the year we were able to have a limited number of parents onsite which was also very satisfying. Throughout the entire time we constantly kept up to date with the latest COVID safe practices and processes.

We are looking forward to 2021 and being able to welcome parents back into our community on a more regular and less restricted basis.

I would like to take this opportunity to thank all staff, students and parents for their flexibility, support and sense of positivity which ultimately helped our St James community survive and at times thrive throughout 2020's pandemic year.

## School Education Board Report

The St James School Education Board experienced an unprecedented 2020 in many ways. Along with the rest of the wider community, the COVID-19 global pandemic effected a multitude of key functions and plans that were in place for the community of St James last year. The rapid transformation to the delivery of board meetings was a key change, ensuring alignment with COVID-19 government guidelines. To meet this requirement, meetings changed from face-to-face to an online video conferencing platform.

This was a new way of working for many team members, however albeit the change process, it was highlighted that the core business of the team successfully continued to function using this format. Significant discussions were raised at each meeting around the continuous improvement cycle that was implemented to support the new pedagogical approach to delivering the school curriculum. Home-based learning became the main form of education delivery in 2020, with St James staff, parents and carers working tirelessly to deliver learning and support to students that was purposeful, dynamic and evidence-based. This challenge was met and done so triumphantly in many ways through the use of anonymous surveying and tabled discussions to optimise engagement of all key stakeholders across the school community.

Lisa Licciardi,  
Chairperson



## Education in Faith

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

- To enhance St. James School as belonging to a faith-filled, Catholic Parish community.
- That staff, students and parents will grow in their understanding of the importance of the Catholic faith and traditions.

### Achievements

Given the year that 2020 was and the limits imposed on numbers at gatherings and celebrations, at times, Education in Faith looked different at St. James. Our staff worked hard to provide as many opportunities as possible for our community to learn, celebrate, pray and reflect in our online setting.

When restrictions allowed, we were able to gather and celebrate the richness of our faith by holding school prayer services and liturgies. We were fortunate to be able to celebrate the Sacraments of Penance (First Reconciliation) and Confirmation with limited parent attendance.

#### VALUE ADDED

- Our Founders' Day Mass celebrated with parishioners, including the children from both schools at St. John's, Mitcham; our central, Parish place for Worship. We recognised the contributions of long term parishioners. This took place before COVID lockdowns.
- Our biennial Staff Conference with all Parish staff took place at Foothill's Conference Centre. This was facilitated by Fr. Dispin John and Fr Frank Malone
- The celebrations of Level Masses took place online when possible.
- Whole school Masses/Prayer Services, such as Ash Wednesday, Holy Week, Feast of the Sacred Heart, St. James Feast Day were pre-recorded and shared online with students and families throughout the year.
- The Sacrament of Reconciliation was celebrated in March as a whole level.
- The Sacrament of Confirmation was celebrated in December adhering to restriction guidelines.
- Reporting on Religious Education in our twice-yearly student reports continued in a modified format for 2020.
- Christian Meditation and opportunities for prayer continued through Remote Learning.
- Professional Learning around curriculum continued with a focus on developing further our knowledge and understanding of the Renewed Framework for Religious Education and the use of a Pedagogy of Encounter, linking learning to the concepts in Inquiry Based Learning.



## Learning & Teaching

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

- To strengthen student engagement in learning.
- To improve student performance in numeracy.
- To improve student performance in literacy.
- That students will be confident, independent, active learners.

### Achievements

Our staff, students and parents are to be congratulated on the seamless transition to Remote Learning in 2020. Learning and Teaching continued throughout the pandemic with our staff being keen and flexible in trialling new aspects of technology whilst maintaining the integrity of their planning and curriculum delivery. Students' learning needs and styles were catered for through rich and varied tasks planned by Classroom, Specialist Staff and Learning Support Officers. Google Meets were used for classroom check-ins, wellbeing check-ins, small group focussed teaching and assessment.

Achievements to note include:

- Modified reports were developed to meet CEM requirements.
- The staff continued to unpack concepts in Inquiry Based Learning. These concepts direct planning across various learning areas and Religious Education. One staff meeting per term was dedicated to unpacking curriculum and initial planning.
- The school continued its work in the Learning Collaborative facilitated by Dr. Lyn Sharratt and CEM. This work has led to the development and use of a Data Wall, Learning Walks and Talks and Case Management meetings which continued during Remote Learning.
- Some classes participated in 'virtual' excursions as part of their Inquiry Based Learning.
- Students continued to articulate their learning goals and these were shared via online Google Meets with parents/carers.
- Our Art Show was shared on an online platform.
- We continued teaching to the point of need, with Personalised Learning Plans and intervention programs such as Reading Recovery and LLI being facilitated online.
- Sustainability continued to be a focus with our animals and gardens being maintained.
- Teaching staff participated in the CEM online Professional Learning opportunities - Spelling in Context facilitated by Misty Adoniou, Phonics in Context facilitated by David Hornsby and Literacy Webinars facilitated by various CEM staff.

### STUDENT LEARNING OUTCOMES

During 2020 we collected as much data as possible in accordance with our Data Plan.

- All students reading levels were assessed and recorded using Fountas and Pinnell's BAS
- Elements of the Observation Survey were undertaken with our Foundation to Year 2 students
- PAT-M and PAT-R were administered
- A writing sample was moderated for each student
- Despite the interruptions and change in learning and teaching methods due to COVID-19, many students displayed at least twelve months growth in their learning

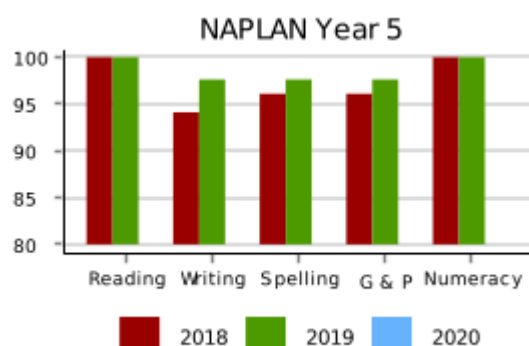
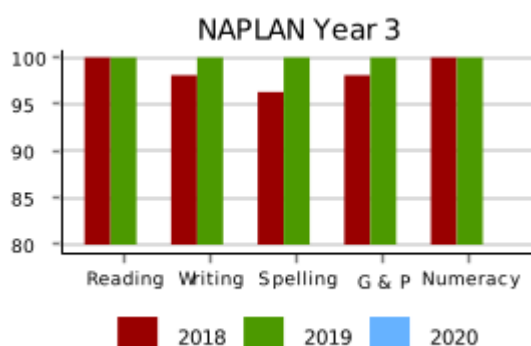


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.1	100.0	1.9		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	96.3	100.0	3.7		
YR 03 Writing	98.1	100.0	1.9		
YR 05 Grammar & Punctuation	96.1	97.6	1.5		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	96.1	97.6	1.5		
YR 05 Writing	94.1	97.6	3.5		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

- To empower students to be full-flourishing independent, resilient and responsible learners and citizens.

### 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 the implementation of the Respectful Relationships curriculum. There has been an emphasis of aligning these values with Gospel scripture and teachings.
- Restorative Practices continues to be the key strategy in supporting positive student behaviour when students were onsite for learning. 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.
- 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 promotes 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. However, due to Remote Learning our participation in Ride2school days was put on hold until 2021.
- Staff and parents have been involved in supporting our students in various wellbeing and Program Support Group (PSG) meetings.
- The Resilience, Rights and Respectful Relationships' curriculum is continuing to be embedded in classrooms and is integrated with Inquiry and R.E topics.
- The Watch our Wellbeing (W.O.W) Groups Initiative began but only was able to hold 2 sessions before Remote Learning halted it. In 2021, we will begin this program again.
- 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 2020, 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 National Day of Action Against Bullying and Red Safety Day.



- We are embedding the use of NWellbeing on NForma to record incidents where a child's social and emotional wellbeing has been impacted
- During Remote Learning classroom teachers conducted 1:1 Wellbeing Check ins with students to 'check in' and monitor their emotional state during off site learning and lock down
- During Remote Learning, Wednesdays were designated as Wellbeing Days when children would complete non-screen lessons such as; art, p.e etc.
- There were also days for student and staff wellbeing where there was no structured learning but activities to be completed as a family



## VALUE ADDED

### 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, most of these could not be conducted in 2020 due to Remote Learning and COVID-19 Restrictions, but will begin again in 2021. The ones in bold are the ones that were attended to in 2020.

### 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/Skipping 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
- Before and After School Care Program (Camp Australia)

### **e-Learning**

- Computer Lab

- Classroom computers, iPads, Netbooks and Chromebooks
- STEMMs specialist teacher (teaching Multimedia skills and STEM)
- GAFE: Google Drive, Hapara
- Extensive number of robotic devices

## STUDENT SATISFACTION

Staff undertook 1:1 Wellbeing check-ins with students during Remote Learning to track how they were managing with the workload, being discounted from their peers etc. Below are some excerpts from the check-ins:

### A Year 1 Student:

1. Tell me how you're going. - Good. Really positive
2. Are you accessing the work ok? - Yep
3. How are you feeling about your learning? - Good. Inquiry
4. What's challenging for you? - Not too challenging. Probably a bit too easy
5. What are you most proud of? - Maths. Dividing into equal groups
6. Is there anything else you want me to know? - loves making connections to other books that she knows.

### A Year 2 Student:

Remote Learning Wellbeing Check in Term 3.

Is going "good to great" - enjoys going outside at 11 and having lunch at 12pm.

Reminded that can watch videos again if needed to be reminded.

Is proud of her persuasive writing - took a long time, and tried her best at it.

Enjoying specialists tasks - enjoying equations in Maths.

Able to access IT - but has had some difficulties with meets - people freezing

Finding it challenging not seeing her friends, and only seeing them online.

### A Year 3 Student:

Tell me how you're going?

Doing alright, sometimes I just feel loss of motivation, some activities are fun and I like going around the house

Are you accessing the work ok? (ICT question)

Only problem is my computer is old

How are you feeling about your learning?

Work is really good, I like on Google Hangouts, I enjoyed the maths task where we emailed a partner

What's challenging for you?

Missing my friends and I don't take enough breaks, but I get to finish earlier, Miss Fitzy encouraged Jellena to continue to attend the Q&A sessions for clarification

What are you most proud of?

Finishing my tasks quite quickly, but still doing good work. I'm proud I can finish my work without disturbing my parents and sister.

Is there anything else you need me to know?

Looking forward to doing maths with Mr. Crowe on Fridays

**Year 4 Student:**

Is going "good to great" - enjoys going outside at 11 and having lunch at 12pm.

Reminded that can watch videos again if needed to be reminded.

Is proud of her persuasive writing - took a long time, and tried her best at it.

Enjoying specialists tasks - enjoying equations in Maths.

Able to access IT - but has had some difficulties with meets - people freezing

Finding it challenging not seeing her friends, and only seeing them online.

**Year 5 Student:**

Tell me how you're going?

Good!!

Lots of obstacles and distractions

Breaks during the day- when I'm not concentrating

Are you accessing the work ok? (ICT question)

All good!!

How are you feeling about your learning?

Learning a lot in researching for reading

Maths- want some more challenges (method thinking)

What's challenging for you?

Smooth sailing- still see some friends

What are you most proud of?

Overcoming all the obstacles

Is there anything else you need me to know?

Camp?

Extra maths challenges-

Tool time

- dad helps me with it
- tips/ tricks/ links

**Parents were also invited to provide feedback on the first Remote Learning so it could be reshaped for Term 3.**

Comments were invited from parents about Remote Learning. Well over half of the respondents took up the opportunity to comment. Lisa Licciardi the Chair of our Education Board has put together a summary of a selection of comments representative of the overall feedback across Prep - Year 6 here. As a staff we took note of this feedback in determining our Remote learning 2.0 organisation.

If Remote Learning was to be enforced by the government during Term Three what advice or recommendations would you give us to improve the overall experience for your child?

- "Everything was really well organised".
- "More small group google hangouts to complete tasks together".
- "The students got very little feedback on the work they submitted".
- "More audio files to explain the tasks resulting in more independence for the child and less reliance on the parent".
- "Perhaps the amount of work given in some of the required tasks were quite lengthy and this added more anxiety for my child. A task that should take 30min took over an hour in some instances. Teachers may need to think about the amount of work they set".
- "More off screen days with a well-being focus".
- "A timed expectation of work to be done, i.e. a minimum of two hours, and if your main work is completed the optional tasks are no longer optional".
- "I was very pleased with the overall experience for my child. It's smooth when technology plays ball and your child is in a good mood and ready to learn.

Optional additional Comments (successes, challenges, fun moments, etc)

- "Wonderful to be involved with and witness the skill progression across the remote learning period of my child".
- "Challenge: Time management. My husband and I both work from home and the pandemic made us even busier at work. We just took turns attending to our child's remote learning needs each day, depending on whoever has the lighter workload".
- "Overall, we were very impressed with the level of organisation and high quality of the curriculum provided online by St. James".
- "I enjoyed the flexibility given in commencing the learning every day".
- "Some activities were not compatible on all devices however there was always a work around".
- "Not having to transport kids, kids having hunger tantrums, constant interruption of our work, kids riding their bikes".
- "Thanks for all the hard work".

- "We had three children working from home on three different timetables so it was hard to coordinate and manage breaks and interruptions".

## STUDENT ATTENDANCE

### Student Attendance

- Teachers mark 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 teachers 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, the 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
- Should a child be away for more than three days without any explanation, teachers are encouraged to ring home 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.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.9%
Y02	96.8%
Y03	97.5%
Y04	97.5%
Y05	97.7%
Y06	96.9%
Overall average attendance	97.2%

## Child Safe Standards

### Goals & 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

### Achievements

- ongoing information to the school community about the strategies and information about child safety continued e.g. through the Education Board, 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,
- 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, especially during COVID restricted times, staff completing the Mandatory Reporting module.
- 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, 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. Off-screen times were heavily promoted and designed to support everyone's wellbeing in COVID remote learning times
- 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.
- 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 began the 'Berry Street' Program, supporting a whole school approach in promoting respectful behaviours and relationships
- ensured the presence of an adult when there was a one on one session with a staff member, online, during remote learning
- Some staff began the professional development around the introduction of the new, 'Information Sharing and Family Violence Reforms' legislation
- Initial sessions of our WOW (Watch Our Wellbeing) Groups began. This program of multi age groups is designed to instil respectful values and relationships and mentors





## Leadership & Management

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

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

### Achievements

While the goals listed above remained a focus during 2020, the context changed due to COVID-19 restrictions.

At St James we value our professional learning and we will always be a community of learners. While the delivery method and communication method changed our learning was broader to help accommodate the new mode of learning we faced due to COVID-19.

Our achievements included:

- staff identifying and pursuing their personal learning goals
- presenting Remote Learning survey results to parents
- staff analysing feedback from parents regarding Remote Learning
- our weekly Collaborative Planning sessions continued online throughout Remote Learning
- Collaborative Planning sessions proved to be a great source of sharing of expertise, collegial support and professional learning
- maintaining our commitment to the Eastern Region system professional learning focusing on the research of world renowned educational expert, Dr Lyn Sharratt
- we revisited our school master plan which allows for a variety of flexible learning spaces and offices to facilitate a comprehensive collaborative approach to Learning and Teaching

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### Description of Professional Learning undertaken in 2020

[PLUndertaken]

Number of teachers who participated in PL in 2020

41

Average expenditure per teacher for PL

\$404

## TEACHER SATISFACTION

Because the CEMSIS survey was not conducted in 2020, we completed this section using local data such as: remote learning surveys, quotes/reflections/feedback from students, parents and teachers, and qualitative comments on different types of learning.

We surveyed staff throughout Remote Learning and used this feedback to influence decisions and directions regarding Remote Learning.

Some specific results from these surveys included:

- some staff spending too much time responding to parent and student emails
- some staff not having a regular break from screen time
- there were mixed results from how staff were feeling during Remote Learning ranging from confident to okay to struggling
- some staff reported that their personal wellbeing was not very high
- some quotes from the survey include:
- "as a school, I think we have done this well"
- "I wish things were back to normal"
- "my team has been a fantastic support and we have really looked after each other in this stressful time"
- "I miss having planning time and miss the face to face contact"
- "Even if I just spend ten minutes on each child's work just on their daily feedback/corrections that is already almost five hours of work and that's just feedback, not forward planning"
- "Everyone is trying their best and my team and leadership have been very supportive but it is much tougher working at home rather than face to face teaching"

## TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.4%
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## ALL STAFF RETENTION RATE

Staff Retention Rate	84.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.5%
Graduate	19.0%
Graduate Certificate	9.5%
Bachelor Degree	81.0%
Advanced Diploma	28.6%
No Qualifications Listed	4.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	21.6
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	7.4
Indigenous Teaching Staff (Headcount)	1.0

## School Community

### Goals & Intended Outcomes

#### Goals and Intended Outcomes

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

### Achievements

Whilst the year unfolded with unrivaled restrictions, we adapted, listened to the needs of the community and worked towards catering for these.

We started with our enthusiastic parent group attending the, 'Parent Classroom Helper' program and volunteering to be involved in many aspects of school life. One example was 'Marathon Club' each Wednesday morning for students and parents in Years 3-6 where parents came along to deliver breakfast to the hungry ones after many laps around the school. Initiatives such as these were short-lived due to the COVID restrictions. Adaptations such as sharing ceremonies, like the Remembrance Day Prayer Service were delivered online

It was then that our attention focused on the welfare and wellbeing of our families. Adaptions were made, such as moving to online catch-ups and Parent Support Group meetings. Our Parents and Friends' group drove a campaign to, 'Pay it Forward' where donations were given to help those in need and these were distributed anonymously. 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 continued to liaise well with the St James Netball and Auskick groups offering use of our school facilities for training when COVID restrictions permitted. We happily sent the weekly video clips to families to engage them in Auskick exercises during the lock down. We constantly sought feedback from our families through such avenues as surveys, seeking to understand communication efficiencies and monitoring the wellbeing, academic and varied needs of all community members



### PARENT SATISFACTION

Given that Remote Learning was the major challenge of 2020, these results will give insight into Parent Satisfaction in this area of school life at St James.

## Parent Remote Learning Time Survey Feedback Results

We had responses assigned to 204 students or 61% of our 332 enrolled students.

Thank you parents because this makes the data very valid, reliable and representative of the total population

What best describes your supervision of your child's learning situation?

- Results here varied from class to class with a variety of situations including many in the "other" category.
- Generally responses from Preps, Ones and Twos showed approximately 62% of students had someone to supervise/assist their child's learning most of the time and 38 % had other circumstances which varied from part-time to no assistance available.
- This assistance figure reduced to approximately 53% for Year Three and Four students and reduced further to approximately 45% for Year Five and Six students
- Some students attended St James on site part-time and full time
- The Percentage of students having minimal or no assistance at home with their learning is as follows:
  - Preps 25%
  - 1/2s 30%
  - 3/4s 27%
  - 5/6s 37%

How would you describe your child's overall experience of remote Learning?

	Very Positive and Successful	Somewhat Positive	Così Così	Somewhat Negative & Unsuccessful	Very Negative & Unsuccessful	Other
Prep	32%	47%	11%	5%	-	5%
One/Two	37%	50%	10%	3%	-	-
Three/Four	21%	61%	18%	-	-	-
Five/Six	22%	61%	9%	5%	-	3%

How did you find the slides containing your child's learning tasks?

	Very clear & easy to understand & follow	Usually clear & easy to understand & follow	A bit difficult to understand & follow at times	Very difficult to understand & follow	It's hard to comment because I did not really look at the slides
Prep	55%	32%	13%	-	-
One/Two	46%	49%	5%	-	-
Three/Four	43%	38%	12%	-	7%
Five/Six	31%	51%	9%	-	9%

How would you describe the communication from school?

	Clear and Often	Clear but not often enough	Unclear and often	Unclear and not often enough	Other
Prep	87%	10%	-	3%	-
One/Two	71%	24%	-	-	5%
Three/Four	77%	14%	-	4%	5%
Five/Six	70%	27%	-	1.5%	1.5%

In relation to technology available, which of the following describes your situation? (respondents could select a number of responses related to their situation.)

The summary of results is:

- Internet access was mostly good and occasionally interrupted for a minimal number of students
- Most families had enough devices and quite a few borrowed a device from school
- Hangouts were generally easy to use or access with this not being the case for a small number of students

Comments were invited under the following two sections. Well over half of the respondents took up the opportunity to comment. Lisa Licciardi, the Chair of our Education Board has put together a summary of a selection of comments representative of the overall feedback across Prep - Year 6 here. As a staff we took note of this feedback in determining our Remote learning 2.0 organisation.

If Remote Learning was to be enforced by the government during Term Three what advice or recommendations would you give us to improve the overall experience for your child?

- "Everything was really well-organised".
- "More small group Google Hangouts to complete tasks together".
- "The students got very little feedback on the work they submitted".
- "More audio files to explain the tasks resulting in more independence for the child and less reliance on the parent".
- "Perhaps the amount of work given in some required tasks were quite lengthy and this added more anxiety for my child. A task that should take 30min took over an hour in some instances. Teachers may need to think about the amount of work they set".
- "More off-screen days with a well-being focus".
- "A timed expectation of work to be done, i.e. a minimum of two hours, and if your main work is completed the optional tasks are no longer optional".
- "I was very pleased with the overall experience for my child. It's smooth when technology plays ball and your child is in a good mood and ready to learn.

Optional additional Comments (successes, challenges, fun moments, etc)

- "Wonderful to be involved with and witness the skill progression across the remote learning period of my child".
- "Challenge: Time management. My husband and I both work from home and the pandemic made us even busier at work. We just took turns attending to our child's remote learning needs each day, depending on whoever has the lighter workload".
- "Overall, we were very impressed with the level of organisation and high quality of the curriculum provided online by St. James".
- "I enjoyed the flexibility given in commencing the learning every day".
- "Some activities were not compatible on all devices however there was always a workaround".
- "Not having to transport kids, kids having hunger tantrums, constant interruption of our work, kids riding their bikes".
- "Thanks for all the hard work".
- "We had three children working from home on three different timetables, so it was hard to coordinate and manage breaks and interruptions".

