



St James' School Vermont

2021 Annual Report to the School Community



Registered School Number: 1681

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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 2021 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 Schools.

25/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 340 in February 2021. Once again, in 2021, 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 had a growing number of students who were referred to the Melbourne Archdiocese Catholic Schools or outside agencies for services such as speech pathology and oral language

or cognitive assessments. In 2021, there were forty-one students who received NCCD funding and 2.9 percent 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 2021, there were forty-three 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

Following the 2020 Remote Learning delivery mode, we were all anticipating more face to face learning and teaching time in 2021. Unfortunately, this was not the case. Nonetheless, at St James, we managed to facilitate a high quality delivery of the curriculum to students which was supported by our parent partners at home when necessary.

Feedback from all three stakeholders from our 2020 experience was taken into serious consideration when developing our 2021 Remote Learning plans. 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. Wellbeing check ins with both staff and students was a major focus 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.

Our School Advisory Council 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 extracurricular 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, First Eucharist with our Year Four students and Confirmation with our Year Six students. We also managed to attend camps for both our Year 5 and our Year 6 cohorts of students; a definite highlight for them! We live streamed assemblies and some whole school events and recorded others so that parents could be part of these experiences. Our whole school concert production was recorded at school and it's no surprise that the DVD and Digital Link sales were the most popular ever!

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 2022 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 2021's pandemic year.

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 2021 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), First Eucharist and Confirmation with limited parent attendance

VALUE ADDED

- Our Founders' Day Mass was celebrated with parishioners, including the children from both schools at St. John's, Mitcham; our central, Parish place of Worship. We recognised the contributions of long term parishioners. This took place before COVID lockdowns.
- Our Social Justice Leaders coordinated our Project Compassion campaign.
- Education in Faith leaders participated in MACS network days and professional learning sessions.
- The celebrations of Level Masses took place online when possible.
- The Sacrament of Reconciliation was celebrated in November as a whole level.
- In Term One and the early weeks of Term Two, children celebrated their First Eucharist
- 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 revised format for Semester One and a modified format in Semester Two.
- Christian Meditation and opportunities for prayer continued face-to-face and 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.
- ECSI surveys and RE Pedagogy surveys were completed by all stakeholders in preparation for the school review process in 2022.

Learning & Teaching

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 2021 we collected as much data as possible in accordance with our Data Plan.

- Our school year commenced with two Assessment Days in which all learners' starting points for learning were determined.
- 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
- Writing Analysis took place twice per term in Collaborative Planning meetings.
- Personal Learning Plans continued to be used to set goals and targets for outcomes to meet students' needs and for those at risk.

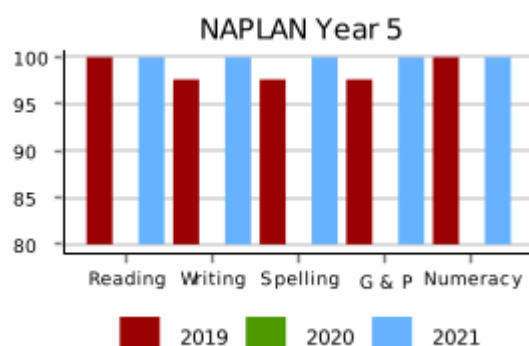
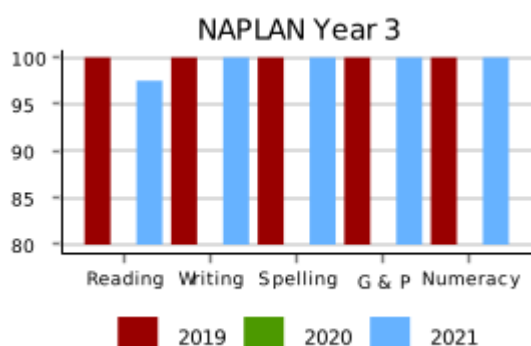


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	97.5	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	97.6	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	97.6	-	-	100.0	-
YR 05 Writing	97.6	-	-	100.0	-

* 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

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 are 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 were put on hold until 2022.
- 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, where possible with Inquiry and R.E topics.
- The Watch our Wellbeing (W.O.W) Groups Initiative began but only was able to hold a few sessions in Semester 1. Remote Learning in Term 3 and 4 halted it. In 2022, we will continue 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 2021, Buddy meetings were 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 conduct Wellbeing Check ins with students to 'check in' and monitor their emotional state during off site learning and lock down

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 2021 due to Remote Learning and COVID-19 Restrictions, but will begin again in 2022.

Social and Emotional Skills

- Values Education
- Resilience, Rights and Respectful Relationships curriculum
- Counselling service from Catholic Care
- Student Representative Council
- Social Justice Team

Initiatives were held intermittently, when possible due to the pandemic, such as:

- Gardening Gurus
- Buddy Program
- Drawing Club
- Book Club
- Dance Club/Skipping Club
- Lego Club

Health and Fitness

- Physical Education Program Prep -6
- Swimming Program
- Marathon Club
- Bike Ed Program

School Camps and Excursions

- Year 6 Camp

- Year 5 Camp
- Class incursions
- Whole School incursions (eg Dance teachers worked with students to develop skills that were showcased at our modified concert)

Music/Arts Program

- Prep - 6 Performing Arts Program
- Online Music Solutions Instrumental Music Program

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:

Students from Prep- Year 2

- Tell me how you're going. - Good. Really positive
- Are you accessing the work ok? - Yep
- How are you feeling about your learning? - Good.
- What are you most proud of? - Maths. Dividing into equal groups
- He is going "Good to Great" - enjoys going outside at 11 and having lunch at 12pm.
- She is proud of her persuasive writing - took a long time, and she 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.

Students in Years 3-6

- Tell me how you're going? Doing alright, sometimes I just feel a loss of motivation, some activities are fun and I like going around the house to find stuff.
- Are you accessing the work ok? 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.
- 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

Parents were also invited to provide feedback, so we could continue to modify and adjust meet students' needs.

Common themes amongst parent responses were:

- children were lacking motivation and showing signs of fatigue
- live specialist classes on Google Meets were engaging children
- children are missing social connections and being with their peers
- 9:00 Class Google Meets were a great way to start the day
- small group meets were assisting children's understanding of learning tasks and academic content

it was an ongoing challenge in balancing breaks off screen

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.
- During COVID 19, student attendance was marked according to their attendance to daily Google Meets and specialist classes. If work was not completed or a non attendance was noted in various classes, the teacher would contact the parents, usually via email. This was noted on the child's file and, if needed, commented on the child's written report.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	97.5%
Y02	96.8%
Y03	96.1%
Y04	97.4%
Y05	97.2%
Y06	96.8%
Overall average attendance	97.0%

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 works 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 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, 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 School Advisory Council, 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 the new, MACS policies in the induction process
- introduce the new MACS Child Safety Policy, Parent, Carers and Student Code of Conduct to the staff and community, including the School Advisory Council
- a continuation of implementing risk management strategies for all school activities
- groups of staff attended the introductory, online session of 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 continued the online professional development around the introduction of the new, 'Information Sharing and Family Violence Reforms' legislation
- sessions of our WOW (Watch Our Wellbeing) Groups continued, though interrupted due to lockdowns. This program of multi age groups is designed to instil respectful values and relationships and mentors. It is an avenue for supporting, encouraging and promoting child safe practices. It is promoted as another safe space for children to voice concerns.

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

Achievements

While the goals listed above remained a focus during 2021, 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 2021

Curriculum Network Days

Berry Street Education Model Training

Literacy; (eg. Colourful Semantics),

Learning Diversity (eg. Lady Ladybugs Conference for ASD girls),

Coping with Lockdown - from a psychologist point of view.

This was a lower cost than many previous years due to COVID restrictions.

Number of teachers who participated in PL in 2021	44
Average expenditure per teacher for PL	\$105

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 are 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	90.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.2%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.5%
Graduate	9.5%
Graduate Certificate	9.5%
Bachelor Degree	71.4%
Advanced Diploma	28.6%
No Qualifications Listed	14.3%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	22.7
Non-Teaching Staff (Headcount)	14.0
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

Achievements

Whilst the year unfolded with unrivalled 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 the '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.

It was then that our attention focused on the welfare and wellbeing of our families. Adaptations were made, such as moving to online catch-ups and Parent Support Group meetings. Care packages were made and delivered to families and initiatives, such as a weekly game of 'Kahoots' was enjoyed by many, lifting spirits and building that sense of connectedness. 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 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 2021, these results will give insight into Parent Satisfaction in this area of school life at St James.

Remote Learning Parent Survey Feedback

Thank you to the many parents who completed these surveys in term three.

The results were presented and discussed at our School Advisory Council.

For those familiar with statistics and the bell distribution curve, many of the responses fell within a normal distribution, although the bell was often slightly shifted towards the positive side. This indicated that there are a variety of family situations and responses.

For example, for the question regarding the number of google hangouts, most families indicated the number of hangouts were about right and there were approximately as many families who preferred more hangouts as those who preferred less hangouts.

Some interesting differences were:

- Regarding the wellbeing of students, responses from parents indicated that generally Prep - Yr 2 students was higher than Yr 3 - 6 students
- Regarding engagement in Specialist lessons, responses from parents indicated that Preps were on the negative side of the bell curve, Yr 6s were at an average bell curve level and Years 1 - 5 students were on the positive side of the bell curve (very engaged)

Some of the comments made by SAC members include:

- It was great to see some changes made by some teachers
- It is satisfying to know that these surveys are actually taken seriously
- Parental voice is important and it's good to know that the school takes this seriously and provides opportunities for our voice to be heard
- I understand that you cannot satisfy every home situation but it's good to know you are listening and seeking feedback

Here is the summary:

- The exercise was extremely beneficial
- We had approximately 62% responses
- Feedback indicated that we are hitting the mark because the overall summary would be very close to a perfect bell curve slightly shifted to the right.
- For every situation which suited a family well there was a family who were not suited by the same situation.
- Having so many responses, and close to the average response in the just right category is good feedback
- Individual levels were provided with their feedback and have
 - Maintained some practices
 - Slightly altered some practices
 - Increased or decreased the frequency of delivery modes