



St James' School Vermont

2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

05/05/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

**'At St James, Together we are:
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 2022. Once again, in 2022, 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 2022, there were forty-seven students who received NCCD funding and six families were in receipt of CSEF funding. The school has an DMI score of 103, 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 2022, 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, Sustainability, 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.

Principal's Report

Following the 2020 and 2021 Remote Learning delivery mode, we were all anticipating more face to face learning and teaching time in 2022. It was a great satisfaction to have students attend on site for the entire year rather than the combinations of on site and remote learning. Unfortunately, we were not permitted to welcome parents back on site during first term and were still required to enforce quite strict COVID safe practices. While the main 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.

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 and their feedback was invaluable in helping us to navigate our way back closer to the inclusive and engaging "community" way of operating as we had in the years prior to COVID.

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! When required we live streamed assemblies and some whole school events and recorded others so that parents could be part of these experiences. Our school Visual Art Show and Twilight Sports Carnival were able to be celebrated with our entire community participating, as in pre COVID years.

During 2022 we participated in our four yearly School Review process which involved self reflection on our performance over the past four years and goal setting for the next four years. Our School Improvement Plan and Annual Action Plan were written taking the feedback from our external reviewer into account.

Towards the end of the year, Carmel Foster, our Deputy Principal for over 20 years, announced her retirement from St James. We farewelled Carmel in a way fitting to her contributions and influence on our St James community and appointed a new Deputy Principal, Anita Dell'Orso, who will help lead St James into the next decade.

We are looking forward to 2023 and being able to fully welcome and engage parents back into our community to the extent that we did in pre COVID times.

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 2022's academic year.

Catholic Identity and Mission

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

Achievements

It was wonderful to celebrate our Faith with our community in a greater capacity in 2022. Prayer Services, Class Masses and Community Masses were all re-launched. We were able to celebrate the Sacraments of Penance (First Reconciliation), First Eucharist and Confirmation in revised formats.

Our Enhancing Catholic School Identity (ECSI) data reveals that Recontextualisation is the preferred stance of staff and parents. There has been great growth in this area. Prayer is valued amongst our staff and students

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.

Our Social Justice Leaders coordinated our Project Compassion campaign.

Education in Faith leaders participated in MACS network days and professional learning sessions.

Reporting on Religious Education in our twice-yearly student reports was re-launched following our modified reporting in 2021.

Christian Meditation and opportunities for prayer continued.

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.

Staff participated in a faith development day at the Mary MacKillop Heritage Centre with colleagues from St. John's. This was a day of great learning and reflection. The day was facilitated by AnnMaree Iaccarino and concluded with the Mary MacKillop walk and prayer in the gardens.

ECSI surveys and RE Pedagogy surveys were analysed in preparation for our school review process.

Staff meetings were allocated to working on the Education in Faith sphere. Staff began the process of revising our St. James Mission and Vision Statements. This process was facilitated by Prue Vanstan from MACS Eastern Office.

Learning and 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 return to onsite learning in 2022. All students and their families were welcomed back with great enthusiasm by the staff. The year commenced with a focus on Wellbeing. This included building relationships, maintaining stamina and following routines.

Our Staff Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS) Data highlights our school's strengths in Collective Efficacy, Collaboration, Psychological Safety, Professional Learning and Support for Teams.

Achievements to note include:

- The re-introduction of our new reporting format which was disrupted due to COVID.
- The staff continued to unpack concepts in Inquiry Based Learning. These concepts direct planning across various learning areas and Religious Education using a Pedagogy of Encounter. One staff meeting per term was dedicated to unpacking curriculum and initial planning.
- The school continued its work in the School Improvement Learning Collaborative facilitated by Dr. Lyn Sharratt, Simon Breakspear and MACS. This work has continued to focus on the use of a Data Wall, Learning Walks and Talks and Case Management meetings. St James hosted Learning Walks for approximately 60 schools in the Eastern Region.
- Students and teachers participated in various excursions and hands-on learning experiences facilitated by outside providers.
- Students continued to articulate their learning goals and these were shared in Learning Conferences in Term 1.
- Our Art Show was a great success with many families and community members enjoying the pieces created by our very talented students.
- We continued teaching to the point of need, with Personalised Learning Plans and intervention programs such as Reading Recovery, LLI, MiniLit, LLLL and MacqLit.
- Sustainability continued to be a focus with our animals and gardens being maintained. Many new initiatives and installations were added to our school environment.

- A focus on First Nations Peoples' perspectives was strengthened by staff joining Elder Uncle Bill Nicholson on a guided walk of the Yarra River at Warrandyte. Our students participated in the 'Great Book Swap' raising funds for the Indigenous Literacy Foundation.
- Our Swimming and Water Safety took place in Term 4.
- There was a high level of staff input and participation in the lead up to our school review. Staff Meetings and Professional Learning Days were allocated to completing each sphere.
- The community was kept informed of Learning and Teaching initiatives through the fortnightly newsletter. Termly level and specialist overviews were shared.
- Staff completed the Disability Standards for Education and Mandatory Reporting Modules. Many Curriculum Statements were revised and modified during Staff Meetings.
- Leaders attended Learning and Teaching, Literacy and Mathematics Networks.

STUDENT LEARNING OUTCOMES

During 2022 we collected many forms of data in accordance with our Data Plan.

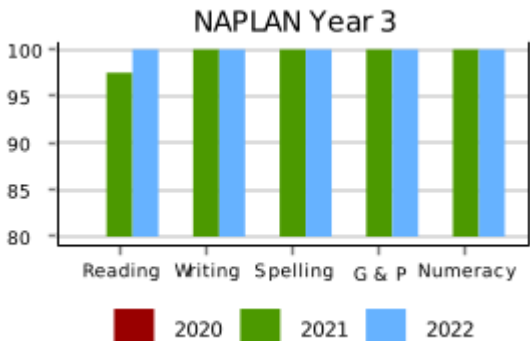
- Our school year commenced with two Assessment Days in which all learners' starting points for learning were determined.
- All students reading levels were assessed and recorded using Fountas and Pinnell's BAS
- Elements of the Observation Survey were undertaken with our Foundation to Year 2 students
- 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	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	97.5	-	100.0	2.5
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

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, Responsibility, 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.
- The 11 new Child Safety Standards were introduced to Victoria on July 1st, 2022. These standards were shown to the staff and the school became compliant with the minimum requirements of the standards.
- The school has embedded a process for Volunteering at our school. The newly developed 2022 Child Safe Policy and 2022 Code of Conduct were shared with staff, parents and volunteers. The new 11 Child Safety standards required us to update the relevant documents within the State of Victoria.
- Every class had an online session with the Kids Helpline. Sessions varied depending on grade but ranged from peer pressure, friendships, resilience and managing emotions.
- A code of conduct for all students (lower and upper) was developed. Students signed this code of conduct and it was displayed in the classroom in a prominent place.
- Restorative Practices continue 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 has and will continue to provide students with a voice in decision making in the school. As the 2021 Semester 2 leaders were Remote Learning for the majority of their service, these leaders were carried over until Semester 1 of 2022. Student representatives are elected from all classes in Semester 1 (where there were gaps) and in Semester 2. Regular meetings have been held and 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 promotes responsible and respectful use of Digital Technologies.
- St James acknowledged NAPCAN week (National Association for Prevention of Child abuse and Neglect) with a variety of activities - videos, live online presentations, stories, activities and S.R.C involvement.

- We continue to focus on Healthy and Active pursuits to support the health and wellbeing of all students. Marathon clubs were able to regularly resume in 2022 on Wednesday mornings.
- 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. In Term 3, April Miller from the Department of Education came to St James for a whole school Professional Development on the 4Rs, what it is about and how we can further this initiative into our planning for the benefit of our students.
- The Watch our Wellbeing (W.O.W) Groups Initiative started up again in Term 2. The sessions ran regularly (each fortnight where applicable) with a different focus each session.
- 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 2022, 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, NAPCAN Week, R U OK? and Red Safety Day.
- In 2022, the Puberty Education program called, 'About Real Life', was run by Sue Pain. The event was presented online in two different sessions (Years 3+4 and Year 5+6). Parents were able to choose which session they felt their child was ready for. The Year 6s had 3 sessions with Sue, in class, to continue their exploration of this topic.
- We are continuing to embed the use of NWellbeing on NForma to record incidents where a child's social and emotional wellbeing has been impacted
- Where necessary, students surveys were delivered to classes to ascertain areas of concern for levels and staff used this feedback to implement changes and follow up issues with students
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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/Skipping Club
- Lego Club
- Draw and Explore Feelings Group
- Seasons Program

Health and Fitness

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

- Bike Ed Program
- Hoop Time

School Camps and Excursions

- Year 6 Camp
- Year 5 Camp
- Class excursions/incursions
- Whole School incursions
- Water and Beach Safety Days (Years 5+6)

Music/Arts Program

- Prep – 6 Performing Arts Program
- Online Music Solutions Instrumental Music Program
- Whole School Art show

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

There was a 11% improvement in Student Voice, with a result of 52% in 2021 and 63% in 2022. The 2022 result scored above the MACS average of 57%.

The students School Climate result was 66% compared to MACS that achieved a lower percentage of 61%.

Student Safety scored 63% in 2022 while the MACS average scored 58%.

In the Staff Survey, the staff's perception of students physical and psychological safety while at school, score 83% positive, compared to MACS average which was 70%.

STUDENT ATTENDANCE

- Teachers mark student attendance by no later than 9:15am, 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.
- If a child was absent from school due to COVID-19 or being a close contact (Term 1), students were given Remote Learning tasks to complete at home if needed.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.5%
Y02	91.0%
Y03	91.1%
Y04	90.3%
Y05	90.9%
Y06	88.9%
Overall average attendance	90.3%

Child Safe Standards

Goals & 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. On July 1st, 2022, 11 new Child Safety Standards were introduced and all schools were required to meet the minimum standards for compliance.

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 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

In compliance with the 11 New Child Safety Standards, the school will:

- Establish culturally safe environments in which the diverse and unique identities and experiences of Aboriginal children, young people and students are respected and valued. (CSS1)

- Ensure that child safety and wellbeing is embedded in school or school boarding premises leadership, governance and culture. (CSS2)
- Ensure that children, young people and students are empowered about their rights, participate in decisions affecting them and are taken seriously. (CSS3)
- Ensure that families and communities are informed, and involved in promoting child safety and wellbeing. (CSS4)
- Ensure that equity is upheld, and diverse needs respected in policy and practice. (CSS5)
- Ensure that people working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice. (CSS6)
- Ensure that processes for complaints and concerns are child focused. (CSS7)
- Ensure that staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training. (CSS8)
- Ensure that physical and online environments promote safety and wellbeing while minimising the opportunity for children, young people and students to be harmed. (CSS9)
- Ensure that implementation of the Child Safe Standards (including Ministerial Order No. 1359) is regularly reviewed and improved. (CSS10)
- Have policies and procedures document how schools and school boarding premises are safe for children, young people and students. (CSS11)

Achievements

- ongoing information to the school community about the strategies and information about the new 11 Child Safety Standards 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 standards.
- 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, 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 allowing continued support for 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.

- embed the inclusion of the new Child Safety initiatives and the new MACS policies in the induction process
- introduce the new MACS policies to the staff and community, including the School Advisory Council:
 - Child Safety and Wellbeing
 - Child Safety Code of Conduct
 - Engaging Families in Child Safety
 - Complaints Handling
 - Student Behaviour
 - Expulsion
 - Negotiated Transfer
 - Suspension
 - Concessional Fee
 - CECV Statement of Commitment to Child Safety
- the wellbeing leader attended regular Wellbeing Network Days and relevant PD (e.g. Resilience Project) and delivered these sessions to the staff: supporting a whole school approach in promoting respectful behaviours and relationships
- the presence of two adults was always adhered to when there was a one on one session at school
- a continuation of implementing risk management strategies for all school activities
- sessions of our WOW (Watch Our Wellbeing) Groups continued - beginning in Term 2. This program of multi age groups was 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

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 2022, our school review which was completed by mid year resulted in us setting some new goals and outcomes which we commenced working on towards the end of the year.

At St James we value our professional learning and we will always be a community of learners. The delivery of our Professional Learning took on a hybrid approach as a result of our trials and successes during COVID years. Sessions and experiences included some the following; on site sessions, online sessions, staff presenters, self investigations, guest presenters, professional reading, peer observation and online courses.

Our achievements included:

- staff identifying and pursuing their personal learning goals
- further development and implementation of Lyn the Sharrat's 14 parameters of highly successful schools
- staff analysing and acting on feedback from parents
- our continued Collaborative Planning sessions which 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 and adopting some useful strategies presented by Simon Breakspear
- 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 2022

- Curriculum Network Days
- Maclit and Minilit Intervention Training
- Externasl consultant facilitated our reflection and writing of our new Vision Statement
- Mary McKillop Heritage Centre

- First Nations Peoples’ perspectives was strengthened by staff joining Elder Uncle Bill Nicholson
- Curriculum facilitated professional Learning by our school leadership team
- Respectful Relationships training
- Parish formation day led by our Parish Priest Fr Dispin John.

Number of teachers who participated in PL in 2022	44
Average expenditure per teacher for PL	\$528

TEACHER SATISFACTION

In 2022 the Staff Climate scored 96% which was 4% improvement from 2021. It was also a 22% above the MACS average of 74%.

Feedback scored 60% which is a 5% increase from 2021, and is 21% above the MACS average scoring 39%.

Collaboration around an improvement strategy scored 93% positive which was 6% above 2021 and 28% above the MACS average of 65%.

Collective efficacy scored 100% up 3% from 2021 and 23% above the MACS average that scored 77%.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.1%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.7%
Graduate	4.3%
Graduate Certificate	8.7%
Bachelor Degree	73.9%
Advanced Diploma	21.7%
No Qualifications Listed	17.4%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	23.7
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	14.0
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

Goals and 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.

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.

Our wonderful Parents and Friends Group managed to revive the enthusiasm for involvement in school activities and the enthusiasm they managed to generate resulted in the restoration of our home school partnerships.

Our School Advisory Council continued to be a great support to the school community and the Leadership of the school and provided wise advice and views representing the community.

PARENT SATISFACTION

The MACSSIS survey date results from parent surveys displayed the following:

The lack of barriers to engagement increased from 60% in 2021 positive to 65% positive in the 2022 surveys

School fit remained above the MACS average at 73% positive despite a drop from 77% in 2021

Catholic Identity improved form 68% positive in 2021 to 70 % positive in 2022 and continues to remain above the MACS average

The MACSSIS survey date results from parent surveys displayed the following:

There was a 11% improvement in Student Voice, with a result of 52% in 2021 and 63% in 2022. The 2022 result scored above the MACS average of 57%.

The students School Climate result was 66% compared to MACS that achieved a lower percentage of 61%.

Student Safety scored 63% in 2022 while the MACS average scored 58%.

Teacher-student relationships scored 76% positive, 3 % above the MACS average of 73%