



ST JAMES SCHOOL

2015 ANNUAL REPORT



2015 Annual Report

SCHOOL FEATURES

St James is a Catholic Primary School Reception-Year 7 situated in Jamestown in the mid north rural region of South Australia, 191 km north of Adelaide. We are part of the Port Pirie Catholic Diocese. The school was started by the Sisters of St Joseph in 1880. We have a rich Josephite tradition steeped in the charism of St Mary MacKillop that is continued today. Many families are second and third generation old scholars. We enjoy strong connections with our families, Parish and local community.

Students come from families living on properties and within the town. 43.29% of students live in outlying towns, districts or properties and travel to school by bus. The catchment area is from Mannanarie in the north to Hallett in the east, Washpool in the south and Appila in the west. Families face the challenge of the unpredictability of nature and face significant hardship with drought years, bushfires and general down turn in primary industries. The effects are felt by the whole community financially and emotionally. The 2015 school SES was 94.0.

STUDENT ENROLMENT

St James School commenced the 2015 school year with 97 students. The student population was very stable throughout the year with one Year 5 student leaving at the end of Term 2 and one Year 5 student commencing at the beginning of Term 3. All classes were composite: R/1, 2/3, 4/5 and 6/7.

Following is the enrolment in each year level by the completion of 2015:

Year Level	Boys	Girls	Total
Reception	5	6	11
Year 1	3	4	7
Year 2	8	7	15
Year 3	5	7	12
Year 4	3	8	11
Year 5	7	4	11
Year 6	10	8	18
Year 7	4	8	12

Indigenous Students Nil

Funded Students With A Disability 2.06%

STUDENT ATTENDANCE

The attendance rate remained quite consistent with that of previous years.

Attendance Rates (Comparison 2015 to 2014).

Attendance Rate per Year Level 2015		2014
Reception	95.88%	94.08%
Year 1	92.52%	93.08%
Year 2	95.19%	93.27%
Year 3	94.19%	94.21%
Year 4	92.07%	92.93%
Year 5	91.75%	93.38%
Year 6	92.44%	94.82%
Year 7	94.09%	93.69%
Overall School Attendance Rate 2015 : 93.52%		93.69%

MANAGEMENT OF NON-ATTENDANCE

Non-attendance is managed by text, telephone call or follow up notice in writing by class teacher or administration staff to parents requiring explanation for unexplained absence. Following is an excerpt from the school information handbook regarding management of student absence:

Parents are requested to either phone the school or write a note in the diary advising of a child's absence or following a student's absence. Office staff will notify the teacher of any telephone messages received from parents advising of a student's absence. If a teacher believes a student is absent for insufficient reason this should be discussed with the Principal. If a student is absent for three days in a row with no explanation, on the third day the teacher is to notify the Principal and make contact with the family. In the case of unexplained absence, the class teacher is to follow this up with the parent/guardian seeking a reason. If an explanation is not received the Principal is to be notified. Class Roll Folders are to be sent to the Office by 9.15am daily. A note to the student's teacher on the day concerned suffices for doctor, dentist or other appointments when these cannot be made outside of school hours. Students must be signed out as they leave, and signed back in upon return.

Students who arrive at school after 9.00am are required to be signed in at the Office by a parent or guardian.

Extra-ordinary absences - permission for absence for family holidays, sporting or club commitments should be discussed with the Principal.

STUDENT LEARNING OUTCOMES

ADDITIONAL LEARNING PROGRAMMES

The school staffed programs to support students in: Reading Recovery, Quicksmart Maths, Rainbow Reading, and Adaptive Education groups or individual sessions. Student Wellbeing programs and support were offered in Term 2, 3 and 4 through Student Mentoring sessions, Seasons For Growth, and 'What's The Buzz' (Social Skills) groups.

Music, Art and PE were offered by Specialist Teachers across all year levels and this provided the required release time for class teachers (non-instructional time).

Private Music tuition in piano, guitar and drums supported.

ASSESSMENT AND REPORTING

Students are involved in their fifth term at school in the 'Early Years Assessment' conducted by the class teacher.

Students in Year 3, 5 and 7 participated in the 2015 NAPLAN assessment in May.

The NAPLAN, EYA and school based testing results are all used in combination with many other forms of assessment and reporting to inform and guide teaching practice and student learning, track student progress and growth, and report to parents.

We met with parents and students Yr 2-7 for three way conferences and R-2 for Parent/Teacher Interviews in Term 1. In Term 3 optional Parent/Teacher Interviews were offered. Parents were always encouraged to make time to meet with teachers at any other time by arrangement. Written semester reports were provided to parents at the end of Term 2 and 4.

Our goals in both Literacy and Numeracy are to improve the literacy and numeracy outcomes for all students in all year levels. One of the most important aspects we look at as a staff is individual growth in students, comparing their learning progress from year to year.

For comparison purposes the percentage of students achieving the National Minimum Standard is included to compare the gain or loss from 2013 to 2014 then 2014 to 2015. Results indicate that generally across Year 3 and 5 across the five assessment areas there is a slight decrease in student achievement in the NAPLAN testing. There is an increase by the end of Year 7 in all but two areas, this is testament to strong teaching practice in the Year 5-7 year levels. The school summaries identify areas for us to focus on in developing student's learning and achievement.

Students are to be congratulated, on their attendance and participation in the NAPLAN testing.

YEAR 3								
	Students Participating (1 absent and 1 withdrawn all tests)	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS - Comparative		
			2013	2014	2015	2013	2014	2015
Reading	8 – 83%	90%	439.8	409.7	392.6	equal 100%	91 down 9%	90 down 10%
Writing	8 – 83%	100%	439.5	399.2	399.1	equal 100%	equal 100%	equal 100%
Spelling	8 – 83%	90%	421.6	406.2	354.6	equal 100%	equal 100%	90 down 10%
Grammar & Punctuation	8 – 83%	90%	438.8	349.9	388	equal 100%	91 down 9%	90 down 10%
Numeracy	8 – 83%	80%	385.9	374.4	360.2	equal 100%	equal 100%	80 down 20%

YEAR 5

	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS - Comparative		
			2013	2014	2015	2013	2014	2015
Reading	10 - 91% (1 absent)	90%	524.2	495.6	479.4	equal 100%	88 down 22%	90 down 10%
Writing	11 - 100%	91%	501.5	474.1	464.2	equal 100%	94 down 6%	91 down 9%
Spelling	11 - 100%	91%	499.6	491.8	479	equal 100%	94 down 6%	91 down 9%
Grammar & Punctuation	11 - 100%	91%	527.9	483	472.6	equal 100%	94 down 6%	91 down 9%
Numeracy	10 - 91% (1 absent)	100%	508.4	472.8	493.7	equal 100%	94 down 6%	equal 100%

YEAR 7

	Students Participating (1 absent all tests)	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS - Comparative		
			2013	2014	2015	2013	2014	2015
Reading	11 - 92%	100%	565.1	548.1	550	up by 7% to 100%	equal 100%	equal 100%
Writing	11 - 92%	91%	530.4	506.6	538.7	up by 7% to 100%	equal 100%	91 down 9%
Spelling	11 - 92%	91%	573.5	538.2	534.1	up by 7% to 100%	94 down 6%	91 down 3%
Grammar & Punctuation	11 - 92%	100%	562.8	548.4	565.6	up by 7% to 100%	equal 100%	equal 100%
Numeracy	11 - 92%	100%	570.3	534.3	543	up by 7% to 100%	equal 100%	equal 100%

STAFF PROFILE

Staffing consisted of:

10 Teaching Staff (includes Principal):

4 full-time and 6 part-time
TOTAL: 6.3 FTE teaching staff (Averaged out over year)

6 Educational Support Officers (ESOs):

0 full-time and 6 part-time (including Administration, Finance, OHSW, Curriculum, Cleaning)
TOTAL: 2.67 FTE ESO staff (Averaged out over year)

OVERALL STAFFING TOTAL: 8.97 (Averaged across year)

Overall our staffing was reduced slightly from 9.39 FTE (Full time equivalent) staff in 2014 to 8.97 in 2015. This was necessary due to anticipated drop in funding.

TEACHING STAFF QUALIFICATIONS

Staff bring a wide range of qualifications, skills and expertise to our school. Following is a summary of the qualifications of staff:

Diploma or Bachelor of Education Teaching	90%
Graduate Diploma in Education	10%
Working towards Masters	10%

OVERALL STAFF RETENTION COMPARISON

We retained 83.33% of staff from 2014 into the 2015 school year.

We retained 76.47% of staff from 2015 into the 2016 school year.

STAFF ACKNOWLEDGEMENTS

The following staff left St James during or at the end of 2015:

Rose – worked for Term 1 teaching one day a week and 0.4 in Coordinator roles.

Cassandra – worked in a Replacement capacity 1.0 in the R/1 class for the year.

Kylie – After taking leave for 2015 resigned to take up a teaching position in another school.

Rosalie – After reducing FTE during the year, resigned to work within family business.

Louise - worked in a Replacement capacity 0.2 or 1 day for the year in the 6/7 class.

STAFF LEAVE

At various times staff took Long Service, Carer's, Parenting, Sick Leave or Leave Without Pay.

Staff are to be commended on, and thanked for, their dedication and professionalism.

STUDENT, PARENT AND STAFF SATISFACTION

STUDENT SURVEY

A total of 46 Year 4-7 student surveys were returned out of a possible 52; an 88.46% return.

In response to statements about student learning (encouragement, support, choice, feeling valued, feedback about learning) the majority of responses were in the "Agree" – "Strongly Agree" categories, indicating general satisfaction is good. Once again the majority of responses indicated that students feel safe at school, have friends and bullying while experienced was not highly reported by the students.

Responses in the mid to low range or "Disagree" to "Strongly Disagree" occurred in the following areas which indicate that this needs to be considered in our pedagogy and planning in 2016:

I feel comfortable to have a go. (4 responses)

I feel a valued part of my class. (8 responses)

We have some choice about what and how we learn. (8 responses)

I am listened to and the teacher responds to my ideas / questions. (5 responses)

I get time to practice what I am learning until I know it. (8 responses)

I feel comfortable thinking out loud and sharing my thinking with others and the teacher. (13 responses)

I like coming to school. (15 responses)

I feel safe at school. (5 responses)

Bullying is a problem for me at school. (5 responses)

On the surveys there was space for additional comments, following are some examples:

- *St James was absolutely great and I loved doing my primary schooling here. Thanks for all the opportunities.*
- *I like how you listen to me and we can learn in different ways.*
- *I like all the exciting camps and excursions we go on. I also like the fun days we have when we do activities like sports day, splash day and St Joseph's day.*

PARENT SURVEY

A total of 20 family surveys were returned out of a possible 62; 32.25% return. The responses from Parents and Caregivers were mainly in the range from "Extremely Satisfied" and "Satisfied" categories indicating that families are satisfied with most aspects of St James. Responses in the mid to low range occurred in the following areas which indicate that this needs to be considered in planning in 2016:

How satisfied are you that your child regularly gets the help they need at SJS? (1 response)

How satisfied are you that expectations (behaviour and academic) are high for students at SJS? (1 response)

How satisfied are you that your child/children feel safe at SJS? (1 response)

On the surveys there was space for additional comments, following are some examples:

- *Communication is strong and frequent.*
- *Playground equipment updated.*
- *Allow all children opportunity for leadership roles.*
- *Bullying and exclusion to be addressed.*
- *Great range of specialist programs.*
- *Individual programs for those who struggle and those who coast – required.*

STAFF SURVEY

A total of 8 staff surveys were returned out of a possible 16; 50% return. Responses were majority in the “Extremely Satisfied” to “Satisfied” range.

Responses falling under this in the “Unsatisfied” to “Very Unsatisfied” thus requiring attention were to the following questions:

How satisfied are you with the resources and technology equipment for your area? (1 response)

How satisfied are you with the facilities and grounds? (1 response)

Do you receive satisfactory feedback on your work performance? (1 response)

Areas identified for development and to be included in future planning are: more feedback provided to staff on performance, providing support in the maintenance and forward planning of our IT facilities and grounds and maintenance.

On the original surveys there was space for additional comments and this has been summarised:

- *Storage areas need attention.*
- *Communication processes are good.*
- *Need for review of behaviour education and systems for addressing issues of concern.*
- *Staff welcome, support and collaboration could improve.*

FINANCE

SCHOOL INCOME 2015

The school received income from the following sources:

Australian Government Funding	870802
State Government Funding	183976
Fees, charges, parent contributions	155268
Other private sources	16414

In addition the school receives income from:

• Reading Recovery Grant	6250
• Country Areas Program (CAP) funding	11388
• Literacy, Numeracy and Special Needs Learning Program	4711
• Special Education Program Resourcing (Special Needs Funded students)	17360
• Interest	7786
• Additionally distributed funds	1938
• Fees and Levies / Parish Building Fund	31440
• Other Grants or funding applied for as the opportunity arises (eg Chaplain)	5100

SCHOOL IMPROVEMENT

DEVELOPMENT PLANS

Development Plans are strategies to address ongoing improvement of the school in all of the areas reported on previously. The plans may address requirements of the school, the wider community, the Parish, requirements of the Catholic Education Office and Government bodies. Development Plans are contributed to by staff, students and parents to identify development goals, strategies to implement them and identify resources required to achieve the goals within a timeline.

Following are the long term Plans we have guiding our development:

- St James School Annual Plan 2015
- Diocesan Plan
- CESA Strategic Plan

- Continuous Improvement Framework for Catholic Schools
- Financial Plan / Budget

Development plans are submitted to both the Port Pirie and Adelaide Catholic Education Offices. Plans are submitted, discussed and reviewed with the Principal Consultant.

SELF-ASSESSMENT

During 2015, the school engaged in a self-assessment process that covered four domains that are all embedded in the Continuous Improvement Framework for Catholic Schools (CESA). Through surveys, review meetings, P & F, School Board and SRC meetings, formal and informal conversations, information was gathered about how these domains are currently addressed and identified areas for growth and improvement. Following is a brief outline of the goals achieved in the 2015 School Improvement Plan.

2015 SCHOOL IMPROVEMENT PLAN

FAITH FORMATION AND RELIGIOUS EDUCATION

- Our theme for the year was “Celebrate Our Faith”, this theme reflecting the words from a song by Jen Charadia, underpinned our Faith themes for each term and the whole year. Thank you to Jed for his work on ensuring that our Catholic Identity is our core and a strong Christian theme underpins our work as a staff, in classrooms and in our faith celebrations.
- Each class prepared and led a Mass or Liturgy, once a term, usually celebrated with the Parish. The theme of the Mass fits with the Liturgical year, a Feast Day or a particular class theme. Jed and Fr Leon ensured that the Family Masses continued in our Parish once a term. These Masses are enjoyed and appreciated by families and Parishioners.
- The Sacrament of Reconciliation was celebrated in Term 2 by Year 3 students and the Sacrament of the Eucharist in First Communion in Term 3. The Year 4 students held some Retreat activities here at school just prior to the celebration of the sacrament. We are blessed that family support the students in their preparations and celebrations.
- YCS (Young Christian Students) students, past students of St James, met with Sr Kerry regularly in the Parish Hall. When Sr Kerry comes for YCS she visits us at school, and we love seeing her on these days. Sr Kerry is a wonderful presence often attending Masses, celebrations and supporting school events and keeping our link with the Josephite Sisters strong.
- Our annual staff Retreat Day was combined with the staff of St Joseph’s Gladstone and Peterborough and was facilitated by Fr Richard Leonard (Jesuit priest) held at the Jesuit Retreat centre at Sevenhill. Fr Richard spoke on what it means to work in a Catholic school in our current context, the challenges and celebrations. Fr Richard is an engaging speaker and feedback was that the day was very worthwhile in all aspects.
- Our annual community celebrations such as Mothers’ Day, Fathers’ Day and Grandparents Day, St Joseph’s Day and St Mary MacKillop Day continued. They are regular celebrations in our school calendar and well supported by family and friends.
- Thank you to Jed and Fr Leon for their support and work in Faith Formation for staff, students and families.

Social Justice

- As we learn from Scripture, we have a moral and spiritual obligation to help others. We have a different focus for our fundraising and social justice awareness for each term, with a priority given to Catholic organisations.
Term 1: Project Compassion for Caritas Australia
Term 2: Catholic Education Week (Nepal Earthquake Appeal and Vinnie’s Blanket Appeal)
Term 3: Mary MacKillop Foundation
Term 4: Catholic Missions (Gala Day) and St Vincent De Paul Christmas Appeal
The SRC led the school in raising awareness and fundraising for these Catholic charities.

Diocese and Archdiocese / Interschool

- Michelle and Jed attended the Diocesan Assembly in Port Pirie and Michelle attended the Diocesan Leaders Conference in Whyalla.
- The Port Pirie Diocese held the second Catholic Education Week. Held in May, as well as having our own school based activities we engaged in two Diocesan wide activities: Port Pirie Switches Off – an environmental awareness raising activity and Social Justice fundraising.
- We combined with St Joseph’s Peterborough and Gladstone for the celebration of the Feast Day of St Mary MacKillop. We travelled to Gladstone Stadium for a day of celebrating Mass and activities hosted by St Joseph’s School. Fr Hackett and Fr Leon celebrated our Mass in the Stadium, then the students in mixed groups rotated through “Minute To Win It” games and sport activities.

- In Term 4 the Year 7 students from the 3 schools attended a Leadership day run by students in the Remar group from Notre Dame College in Victoria. These senior students run the camp as part of their own leadership and faith development. The Remar students visited St James the following day and worked on painting the silver fence near the playground, hopefully a project they can add to in 2016.

Curriculum

- Religious Education Teaching programmes are informed by the South Australian Religious Education program *Crossways* and *Made In The Image Of God* program.
- We developed our whole school focus on “Gospel Values” which come from the teaching of Jesus through Scripture. We usually spent two weeks highlighting a particular Gospel Value that fitted in with the Church year or school events occurring at that time. The Value was explicitly named and taught and related to the Gospel and encouraged and recognised in everyday events and interactions. Every day practise of the Gospel Value was acknowledged in award presentations at Assemblies.
- Religious Education and Faith Formation is integrated throughout all curriculum areas and is fundamental to the way we learn and interact with each other every day. Jed has worked with teachers to plan for Sacraments and units of work and he has worked to ensure that resources are renewed, updated and are engaging for students and staff.
- Testing in RE for Yr 4 students took place. The online testing is known as ReLAT. Each year a different part of the curriculum from “Crossways” is selected for testing. The testing highlights areas that require a teaching focus for future years.

TEACHING AND LEARNING

Pedagogy, Curriculum, Extra-curricular

- Regular reports were presented to the School Board by the staff rep Helen on the Teaching and Learning taking place in classrooms. It is difficult to encapsulate in a brief report the depth and breadth of our other core work of teaching and learning. Following are a few summary points.
- The Walker Learning Approach continued across all classes. This pedagogy is engaging and through structured investigations, activities and learning experiences enables all students to follow their interests and enter activities at their own level. The children’s learning is carefully planned and guided by the teacher and closely monitored via the focus child, tune in and reflection times. This sits alongside explicit teaching practice in all curriculum areas. Five teachers travelled to Melbourne to attend Walker Learning Study Tours to continue their professional learning to implement this approach. Implementation in Year 4-7 looks quite different to the R-2 classroom. In Year 4-7 teachers began to implement some aspects such as focus students, class meetings, noticeboard (developing responsibility and organisation) and interest based research projects.
- The Australian Curriculum, apart from Language is now fully implemented and reported on. There are continual updates of The Australian Curriculum and we need to keep informed of these and implement accordingly. At the end of 2015 Version 8 of The Australian Curriculum was released with most changes in the areas of Digital Technologies and HASS (Humanities and Social Sciences). Our work in curriculum in 2016 will focus on these two areas in particular.
- We are a community of learners and staff are required to engage in their own professional learning throughout the year. To name a few of the areas: Walker Learning Approach R-7; Restorative Justice with Bill Hansberry, Student Engagement with Mandy Cescato, Prayer, Choir, Early Years Assessment, Made In The Image Of God, Graduate Certificate in Religious Education, Reading Recovery; Finance; Leadership; and Work, Health and Safety.
- Classes were involved in a variety of curriculum related activities that enhance the curriculum and development of the students: small businesses (Yr 6/7), excursions, overnight camps, sleepover at school, swimming lessons, musical and singing performances. Also PE Week, Science Day and Book Week.
- In an alternate year to our school production we held a Christmas Evening where the students performed a fun Christmas song followed by leading a traditional community Christmas carol. As an alternative venue to the Parish Hall, this was held outside on the court area. It was an extremely hot day and evening and the students (actually everyone!) did very well under such conditions.
- Students engaged in a variety of sporting opportunities including JCS swimming carnival, MNSEC swimming, SAPSASA trials and events in athletics, bowls, golf, soccer, basketball, netball, tennis, football, and SACPSSA swimming and athletics.
- Year 6 and 7 students had opportunities to engage in leadership skill development through the Halogen Young Leaders day, studying leadership as a class, leadership roles within SRC, Sport Teams, School Captains and attending a Christian leadership development day with students from Notre Dame College.
- The Year 6/7 students participated in the East Of Ranges Choir, this involved several combined rehearsals here in Jamestown with the other participating schools and culminates in a concert held in the Keith Michell Theatre in Port Pirie. This choir is always a big commitment and the students experience long term preparation and then participation in a major performance on stage. The process and performance is a credit to all involved. Thanks to the students under the guidance of Carey.

PASTORAL CARE AND COMMUNITY

- The Voluntary Choir under the guidance of Carey, sang at the Hospital Symonds Wing Christmas social afternoon.
- We continued to use local media to share school and student achievements and activities with the community. Thanks to Mel K for her support of our school through local media.
- We enjoy a close relationship with the Catholic Women's League and provided items for their annual Social Afternoon and the 2/3 class visited Belalie Lodge with them.
- The annual Rowan Ramsey Community Award was presented to Mark and Tess. The School Board initiated the St James School Community Award and this was presented to Vicki D. These awards are in recognition of generous contribution and service over a long period of time to our school.
- At both the ANZAC Day Dawn Service and the Remembrance Day Service School Captains Zoe and Harry laid a wreath at the gates of Memorial Park.
- We continued our community support by participating in Clean Up Schools Day, National Tree Planting Day, ANZAC Dawn Service, Remembrance Day Service.
- St James provided a display of school work (projects, art work, book work, models) for the annual Jamestown Show.
- Jane worked with students in Art lessons to produce pieces of work that were entered in the annual Peterborough Art Prize. Some of the students won prizes in their age categories.
- Parents and Friends held a morning tea for parents at the beginning of each term. These informal social gatherings are important to maintain our community support and welcome of each other. As a community we offer support to each other at times of sadness and celebrate the happiness and the milestones in children's lives.

OPERATIONS AND MANAGEMENT

- We implemented a series of internal WH&S audits and inspections under the direction of the CEO to ensure the maintenance of a safe school working environment. Thank you to Judy C for her work in this complex, ever changing and growing area.
- There were ongoing staff training requirements as part of the school's WH&S programme: Senior First Aid, General WH&S Awareness, Induction of new, and Re-induction of existing, staff, volunteers and contractors.
- Whole school Evacuation and Lock In Drills were carried out each term.
- We maintained an ongoing review of our Compliance and Accountability requirements through the Principal Consultant Programme through CESA.
- Regular Working Bees formed the basis of the majority of work in grounds and maintenance, parents tirelessly giving their time to make sure that our school is safe and well maintained. Working Bees at the beginning of every term by parents of each of the classes ensure continuous repairs and maintenance in all areas of the school.
- School Board made the decision to add to the existing array of Solar Panels to enable a better return and make a difference to the environment and our electricity costs. The panels were installed in January 2015.
- Construction of the pergola was completed in April 2015.
- Computers were upgraded – 2 for administration and 1 for the Principal. Four iPads were purchased for teaching staff.
- Furniture was purchased for the 2/3 classroom (student tables, chairs, bookshelf, ottoman seating) and arrived just before the commencement of Term 1 2016.
- Country Assistance Program (CAP) funding enabled us to access excursions, performances and pay for travel to venues, costs would otherwise have to be passed on to parents. Examples of expenses covered by CAP funding were:
Andrew Chinn concert and workshops
Bus costs for: excursions, camps, sporting carnivals, whole school travel to Gladstone for JJJ day, Young Leaders Day
Dance lessons with Tash from Hip Hop Bounce
World Of Maths

PROGRESS TOWARDS ACHIEVEMENT OF 2014 GOALS

The following goals were taken from the School Annual Plan and School Strategic Plan for attention during 2014. Some of the goals are ongoing and some have been achieved. Highlighted in blue are some of the achievements in the areas:

- Continue to develop St James curriculum and learning, in particular with the Australian Curriculum – Geography, English-Grammar, Health and PE, The Arts, Languages – *we particularly focused on Grammar in the English curriculum, staff developed their own understanding and implemented this in their teaching.*
- Share and develop our pedagogy here at St James so that all children will be engaged, access the curriculum and be catered for – *time in staff meeting was devoted to sharing understanding about how children learn and what this means for the learning environment and experiences provided at St James.*
- Continue to develop our understanding of an approach to learning that is 'investigation' based and engaging, throughout the school (inspired by Cathy Walker Learning) – *this approach was implemented with enthusiasm in the Reception and Year 1/2 class with both teachers working together and developing their own learning.*

- Raise literacy and numeracy achievement levels as indicated in EYA, NAPLAN testing and school based assessments – [NAPLAN results 2012-2013 either stayed the same or showed improvement.](#)
- Develop our understanding, gathering, analysis and use of Data to inform the student's learning
- Plan and present parent information in Student Wellbeing, Religious Education, Literacy, Numeracy and Kathy Walker Learning – [information was shared with parents about Walker Learning in R/1.](#)
- Develop the outdoor learning area outside the Learning Centre – [Pergola to be constructed.](#)
- Maintain ICT upgrade, purchase more computers for student and staff use and develop use of Interactive Whiteboards to meet emerging curriculum priorities – [20 iPads for student use purchased along with storage baskets and trolley, mobile devices have been well used within the curriculum to support student learning; laptops for teachers and classroom IWBs were replaced.](#)
- Update the school website and make it more user-friendly, informative and interactive – [two staff joined a CESA project to develop a responsive interactive website.](#)
- Continue building and grounds maintenance – [review plan and prioritise projects for the next 5 years: upgrade furniture in classrooms and learning areas, painting of rooms - additional furniture purchased for R/1, 2/3 and General Purpose rooms, painting of toilets completed.](#)
- Develop a cycle for the continuous review of school policies and procedures
- Maintain and develop parent and parish involvement and support of our school community – [Sacraments are celebrated within the Parish, close connection with CWL, Parish Priest and visiting Josephites is maintained. Fathers' Day, Mothers' Day and Grandparent's Day are important community celebrations involving the wider community.](#)
- Develop early childhood presence at St James (eg a play group) – [sub-committee of the Board on "Future Planning" was formed, staff member on leave helped to establish "Little Jimmies" group of mothers and babies, extended invitation to include mothers and pre-schoolers.](#)

SUMMARY OF GOALS FOR 2016

(Summary taken from the 2016 School Improvement Plan – data gathered from Annual Surveys 2015, feedback and meetings with students, parents, staff, Continuous Improvement Framework)

- Continue to develop St James curriculum and learning, in particular with the Australian Curriculum – Digital Technologies and HASS (Humanities and Social Sciences: Geography and History)
- Share and develop our pedagogy here at St James so that all children will be engaged, access the curriculum and be catered for
- Continue to develop our understanding of an approach to learning that is student centred and engaging, throughout the school (inspired by Kathy Walker Learning Approach)
- Raise literacy and numeracy achievement levels as indicated in EYA, NAPLAN testing and school based assessments
- Develop our understanding, gathering, analysis and use of Data to inform the student's learning
- Plan and present parent information in the Walker Learning Approach
- Audit Information Technology resources and develop long term plan for maintaining level of staff and student access
- Complete update of school website Update school profile, image and signage
- Continue building and grounds maintenance – review plan and prioritise projects for the next 5 years: upgrade furniture in classrooms and learning areas, painting of rooms
- Maintain and develop parent and parish involvement and support of our school community
- Maintain and develop early childhood presence at St James (Little Jimmies)
- Revitalize play areas
- Increase safe and accessible storage areas
- Conduct uniform review

THANK YOU

Thank you to:

- the staff of St James 2015 for their positive support, hard work and commitment to providing excellent faith development, pastoral care and learning experiences for our students.
- all parents for their support of our school - staff and students. We work in partnership with each other and when this happens we see the best possible outcomes for children. Thank you to parents for the fundraising efforts, this makes the difference between a good learning environment and an excellent learning environment.
- all members of the Board under the guidance of our Chair and the various sub committees for their commitment to the running of our school in order to offer our students an excellent Catholic education.

Michelle Miller
Principal