



ST JAMES SCHOOL

2016 ANNUAL REPORT TO COMMUNITY



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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 continues today. Many families have second, third and even fourth generation connections as old scholars. We enjoy strong connections with our families, Parish and local community.

Students come from families living on properties and within the town. Just under 45% 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. Our community is very dependent on primary industries and is affected by the fluidity of the economic climate governing these industries. The effects are felt by the whole community financially and emotionally. The 2016 school SES was 94.0.

Catholic schools must provide a comprehensive educational experience for all children while allowing individual differences and talents to flourish. To achieve this, schools need dedicated and competent teachers as well as modern facilities and resources. To enable this to happen effectively, the School Board requires a clear vision of education for our community, thus ensuring that all students receive a well-rounded education of high quality.

Catholic schools take into account the student's intellectual, moral, spiritual, religious, physical and social capacities. All students are to be prepared for life in the world, including the rapidly changing world of technology. Students in Catholic schools are future leaders in the world and in the Church. In imitation of Jesus, such leadership is understood as service.

ENROLMENT PROFILE

St James School commenced the 2016 school year with 92 students. In Reception, eight students started school and one new student joined us in Year 2. We had one Year 5 student leave and one Reception student join us during the year, keeping our enrolment at 92. At the conclusion of the year 18 Year 7 students left for High School, this was a particularly large class and the impact of this class leaving impacts on our enrolment number into 2017.

In 2016 St James School comprised 4 classes:

R/1	Total 20:	Rec: 9	Yr 1: 11
Yr 2/3	Total 22:	Yr 2: 8	Yr 3: 14
Yr 4/5	Total 22:	Yr 4: 12	Yr 5: 10
Year 6/7	Total 28:	Yr 6: 10	Yr 7: 18

Indigenous Students Nil

Funded Students With A Disability 1.086%

STUDENT ATTENDANCE

It must be said that the attendance rate is overall pleasing thanks to families and staff for doing everything possible to place a high priority on attendance and manage this in a pastorally caring way. Thank you to parents and caregivers for communicating absence and reasons for absence.

MANAGEMENT OF NON-ATTENDANCE

Student Attendance 2016: Non-attendance is managed by 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.

Attendance Rates (Comparison 2016 to 2015)

Attendance Rate per Year Level	2016	2015
Reception	94.16%	94.08%
Year 1	95.09%	93.08%
Year 2	92.00%	93.27%
Year 3	95.15%	94.21%
Year 4	92.26%	92.93%
Year 5	94.48%	93.38%
Year 6	92.53%	94.82%
Year 7	93.37%	93.69%
Overall School Attendance Rate	93.63%	93.52%

STAFF PROFILE

TEACHER 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	88.88%
Graduate Diploma in Education	11.11%
Working towards Masters	11.11%

NUMBER OF TEACHING AND NON-TEACHING STAFF

Staffing comprised:

9 Teaching Staff (includes Principal):

6 full-time and 3 part-time

TOTAL: 6.8 FTE teaching staff (Averaged out over year, allocated funding for 6.5, school funded 0.59)

6 Educational Support Officers (ESOs):
Finance, OHSW,

0 full-time and 6 part-time (including Administration, Curriculum, Cleaning)

TOTAL: 2.57 FTE ESO staff (Averaged out over year)

OVERALL STAFFING TOTAL: 9.37 (Averaged across year)

Overall our staffing was increased slightly from 8.97 in 2015 to 9.39 FTE (Full time equivalent) staff in 2016 to maintain the level of student support that we value and have made a decision at Board level to support.

No staff identify as Aboriginal or Torres Strait Islander.

OVERALL STAFF RETENTION COMPARISON

We went from 18 staff in 2015 to 15 staff in 2016, a retention of 83.33%.

NEW STAFF

At the beginning of 2016 we welcomed two new staff to fill positions that became available when staff resigned, changed roles or reduced time and two staff at different times during the year to fill replacement positions while staff took leave.

PROFESSIONAL LEARNING UNDERTAKEN IN 2016

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: Godly Play; Aboriginal & Torres Strait Islander Education; Digital Technologies; Writing and Developing Individual Education Plans for students; Reading Recovery; NAPLAN testing online; Social Justice Outreach; Enlivening Religious Education; First Aid; Finance; Leadership; and Work Health and Safety training.

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

STUDENT, PARENT AND STAFF SATISFACTION

STUDENT SURVEY

A total of 63 Year 4-7 student surveys were returned out of a possible 72; an 87.5% return (up on last year's response).

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. Following are some of the written comments students responded with:

- *I feel our school is very safe.*
- *I think that getting feedback helps me improve my work. I like to get notes that tell me how to improve on my work.*
- *I like the choices and opportunities we have.*
- *We are often encouraged to try new things.*
- *My teacher makes it fun as we learn.*
- *I have learnt to believe in myself.*
- *Some of the things we do are challenging but it is good to have a go.*

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 2017: Thirteen out of 72 students reported that they “Agree” or “Strongly Agree” that bullying is a problem for them at school. Following are some of the general comments made by students:

- *Sometimes I feel left out.*
- *We should have a choice about what subjects we learn.*
- *Sometimes I am not very comfortable thinking aloud and sharing my thinking with others and the teacher.*
- *We get time to practice what we're learning but sometimes teachers push me too far too fast and this leaves me confused.*
- *I feel a valued part of my class – I do not feel like this all the time.*

PARENT SURVEY

A total of 17 family surveys were returned out of a possible 57; a 30% return (down on last year's response). The responses from Parents and Caregivers were mainly in the range from Extremely Satisfied to Satisfied categories indicating that families experience satisfaction with most aspects of St James. There were no responses indicating Poor/Not Satisfied for any areas. Responses in the mid range occurred in the following areas which indicate that these areas do need to be considered in planning in 2017:

- *Communication between home and school.*
- *Student social and emotional development.*
- *High behaviour and academic expectations.*

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

- *Expectations are too high on working parents to contribute to the school, pay extra instead of fundraising.*
- *Excellent communication from school and class teacher. Communication is the key.*
- *Couldn't be happier with our experience of the school.*
- *Playground and hardcourt area needs looking at.*
- *Excellent technology resources.*
- *Yard issues can be problematic, not obvious unless observing closely.*
- *We have been extremely pleased with how St James has catered for our 3 very different children, each nurtured and supported in their learning.*
- *Too many community activities.*
- *NAPLAN scores for Year 3 were below national average.*

STAFF SURVEY

A total of 3 staff surveys were returned out of a possible 15; 27% return (down considerably on last year). Responses were in the Extremely Satisfied to Satisfied range. There were no responses falling in the Poor/Not Satisfied rating.

On the original surveys there was space for additional comments, these comments are very useful and identify areas to be addressed or to keep on doing. Following is a summary:

- *Have felt welcomed and supported.*
- *Feel comfortable to speak about issues.*
- *Would love some natural play spaces for children.*
- *Thorough communication.*
- *Collaboration can be worked on in some areas.*
- *IT in some areas requires update e.g. teacher laptops.*
- *Communication processes are good.*

FINANCE

SCHOOL INCOME 2016

The school received income from the following sources:

Australian Government Funding	\$901,979
State Government Funding	\$178,789
Fees, charges, parent contributions	\$171,906
Other private sources	\$20,739

In addition the school receives income from:

- Country Areas Program (CAP) funding \$11,701
- Literacy, Numeracy and Special Needs Learning Program \$4,500

- Special Education Program Resourcing (Special Needs Funded students) \$10,000
- Interest \$12,580
- Fees and Levies / Parish Building Fund \$9,372
- Other Grants or funding applied for \$19,525

SCHOOL IMPROVEMENT

SELF-ASSESSMENT PROCESS

During 2016, 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.

Development Plans are strategies to address ongoing improvement of the school in all of the areas reported on. 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. Development plans are submitted to both the Port Pirie and Adelaide Catholic Education Offices. Plans are submitted, discussed and reviewed with the Principal Consultant.

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

- St James School Annual Plan 2016
- St James Strategic Plan 2015-2017
- Diocesan Plan
- CESA Strategic Plan
- Continuous Improvement Framework for Catholic Schools
- Financial Plan / Budget

2016 SCHOOL IMPROVEMENT PLAN

Following is a brief outline of the strategic direction and goals achieved in the 2016 School Improvement Plan under the domains that relate to the Continuous Improvement Framework.

FAITH FORMATION AND RELIGIOUS EDUCATION – CATHOLIC IDENTITY

- Our theme for the year was “Year Of Mercy” an international theme proclaimed by the Pope. This overall theme was picked up in sub-themes for each term. Classes prepared and led a Mass or Liturgy, once a term. School led Masses continued in our Parish once a term.
- The Sacrament of Reconciliation was celebrated in Term 2, First Communion and Confirmation in Term 3. We have strong family and parish support for the students in their preparations and celebrations.
- YCS (Young Christian Students) students, mostly past students of St James, met with visiting Josephite sister regularly in the Parish Hall.
- Annual staff Retreat Day was combined with the staff of St Joseph’s Gladstone and Peterborough and was on the topic of sacramental moments.
- Annual community celebrations such as Mothers, Fathers and Grandparents Days, St Joseph’s Day and St Mary MacKillop Day are keystones for our Catholic community and are well supported by family, friends and parishioners.

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. For a small school we are proud of what we raise to assist others. We raised funds and collected items for Caritas (Project Compassion), Catholic Missions, and St Vincent De Paul.

Diocese and Archdiocese / Interschool

- Last year was a particularly significant year for us as we celebrated 150 years of the Sisters of St Joseph with interschool and diocesan events.
- Principal and REC attended the Diocesan Assembly in Port Pirie and Principal attended the Diocesan Leaders Conference in Port Pirie.
- For the first time all Catholic Schools in SA joined together to celebrate Catholic Education Week in May. Instigated in the Pt Pirie Diocese in SA this was the third time we celebrated. In our Diocese we have three core activities that focus on environment, social justice and prayer.
- Year 7 students from our three local Catholic Schools attended a leadership camp run by senior 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. A smaller group of the Remar students visited St James and continued to work on painting the small oval fence to brighten the area.

Curriculum

- Religious Education Teaching programmes are informed by the South Australian Religious Education program *Crossways* and *Made In The Image Of God* program. Parent information sessions on the Made In The Image Of God program were offered for parents, one parent took up the offer. Every effort is made to provide information for parents on the topics covered.
- We continued to focus on key “Gospel Values” which come from the teaching of Jesus through Scripture. The Value was explicitly named and taught and related to the Gospel and encouraged and recognised in everyday events and interactions.
- Testing in RE for Yr 4 students took place for the second year. 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.

Thank you to our REC, Parish Priest and visiting Josephite sister for their support and dedication in Faith Formation for staff, students and families.

HIGH QUALITY TEACHING AND LEARNING

Pedagogy, Curriculum, Extra-curricular

- Regular reports were presented to the School Board by the staff rep on the Teaching and Learning taking place in classrooms. It is difficult to encapsulate in a brief report the depth and breadth of our core work of teaching and learning. Following are a few summary points.
- Pedagogy inspired by 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. Our experienced teachers have implemented the aspects of Walker Learning that they believe work in our own context. In 2016 R-3 students were engaged in exploratory Investigations and in Year 4-7 students were involved in class meetings, use of the class noticeboard (developing responsibility and organisation) and interest based research projects.
- The Australian Curriculum, 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. Our focus in 2016 was on developing our understanding and implementation of the Digital Technologies and HASS (Humanities and Social Sciences) curriculums.
- Unpacked Digital Technology curriculum and purchased robots: beebots, probots and edisons – resources to enable implementation of the curriculum.
- Classes were involved in a variety of curriculum related activities that enhance the skills and experiences 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, French Day and Book Week.
- The School Production of “Robin Hood” took place at the end of third term. Each student played a part acting, singing and dancing. A huge thank you to all involved for the amazing Production that was performed at a Matinee and Evening performance. The costumes, props, music and of course the performance of the students were all of such a high quality. Several invited guests

including our Bishop, staff from the Catholic Education Office and politicians came. A lot of work and effort but an amazing experience for our students to be a part of and highly rewarding for all involved.

- Students engaged in a variety of sporting opportunities including JCS swimming carnival, MNSEC swimming, SAPSASA trials and events in athletics, swimming, bowls, 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 Caritas “Just Leadership” 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.
- We reported to parents formally through written reports in Term 2 and 4 and conferences/interviews in Term 1 and 3. The 3-way-conferences that students and families Year 2-7 were involved in have been implemented to encourage students to take responsibility and actively participate in their own learning. As well as these times, we always encourage a strong relationship and open channels of communication between home and school for the benefit of the students.

PASTORAL CARE AND COMMUNITY – STRONG HOME/SCHOOL/COMMUNITY ENGAGEMENT

- Outside of the terms where we were involved heavily in Production, the Voluntary Choir under the guidance of our Music teacher sang Christmas items at the Aged Care facility and the Hospital.
- We enjoy a close relationship with the Catholic Women’s League, providing items for their annual Social Afternoon and the 2/3 class visited Belalie Lodge with them.
- The School Board presented the annual Rowan Ramsey Community Award and the St James School Community Award to deserving parents recognising their generous contribution and service over a long period of time to our school.
- At both the community ANZAC Day Dawn Service and Remembrance Day Service, School Captains ably represented our school and laid a wreath at the gates of Memorial Park.
- We continued our community support by participating in Clean Up Schools Day and National Tree Planting Day.
- St James provided a display of school work (projects, art work, book work, models) for the annual Jamestown Show.
- 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.
- St James Catering assisted with catering for funerals and providing support for families in very difficult times.
- Little Jimmies playgroup established, inviting under 5s along for a morning of fun based around a theme each week. A very generous parent volunteered her time to coordinate the playgroup, was successful in applying for a community grant towards running costs. The play group is providing a very important social service for our community, not just for the children but for the parents as well.

EFFECTIVE ADMINISTRATION AND RESOURCING

- Work Health and Safety and Key Performance Indicator checks are of high importance and are ongoing to ensure the maintenance of a safe school in every aspect.
- Safety of the child is paramount and underpins all policies and practices. The Child Protection Curriculum is taught in every classroom and at every year level. While there were some changes implemented around Police Checks we maintain a high level and expectation around this requirement.
- Reflecting our commitment and recognition of their importance, both WH&S and Child Protection are on every Staff and School Board meeting agenda.
- 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 (notified and un-notified) 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. Recognising the ever increasing demands on the time of families, this work by parent volunteers was complemented by contractors in various aspects of gardens, grounds and maintenance.
- Computer upgrades included 30 laptops for student use.
- 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:
 - Bus costs for: excursions, camps, sporting carnivals, whole school travel to Gladstone for JJJ day
 - Indigenous performer
 - Maths and Science shows
- Our school subsidised the cost of swimming and gymnastics lessons.
- Conducted and implemented uniform review
- New interactive website launched
- Updated school profile including on social media
- Stage 1 School signs
- Unpack Digital Technologies curriculum and purchase resources
- Installed cricket pitch, gate in laneway, general repairs and maintenance

PROGRESS TOWARDS ACHIEVEMENT OF 2015 GOALS

The following goals were taken from the School Annual Plan and School Strategic Plan for attention during 2015. 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 – 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 - **ONGOING**
- Maintain and develop parent and parish involvement and support of our school community - **ONGOING**
- Maintain and develop early childhood presence at St James (Little Jimmies)
- Revitalize play areas - **ONGOING**
- Increase safe and accessible storage areas
- Conduct uniform review

STUDENT LEARNING OUTCOMES

STUDENT RESULTS IN 2016 NAPLAN

For comparison purposes the percentage of students achieving the National Minimum Standard is included to compare the growth from 2014 to 2015 then 2015 to 2016. Results indicate that generally across Year 3 and 5 across the five assessment areas there is a slight improvement in student achievement in the NAPLAN testing. The school summaries identify areas for us to focus on in developing student's learning. In a small school the percentages are obviously based on a smaller number of students in the year level. This needs to be taken into account when looking at the percentages.

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

YEAR 3								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2014	2015	2016	2014	2015	2016
Reading	93%	92%	409.7	392.6	412.8	91%	90%	92% Up 2%
Writing	93%	100%	399.2	399.1	447.1	100%	100%	100%
Spelling	93%	100%	406.2	354.6	395.6	100%	90%	100% Up 10%
Grammar & Punctuation	93%	100%	349.9	388	414.8	91%	90%	100% Up 10%
Numeracy	93%	100%	374.4	360.2	384.4	100%	80%	100% Up 20%

YEAR 5								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2014	2015	2016	2014	2015	2016
Reading	100%	100%	495.6	479.4	496.3	88%	90%	100% Up 10%
Writing	100%	100%	474.1	464.2	476.7	94%	91%	100% Up 9%
Spelling	100%	100%	491.8	479	503.7	94%	91%	100% Up 9%
Grammar & Punctuation	100%	100%	483	472.6	510.7	94%	91%	100% Up 9%
Numeracy	100%	100%	472.8	493.7	483.1	94%	100%	100%

80% of our Year 5 students showed Medium growth and 10% High growth in their Reading test since 2014. In Numeracy, since 2014, 50% of students showed medium growth, while 25% showed High or Low growth.

Overall, the majority of Year 5 students showed pleasing medium growth in their Year 3 testing since 2014.

YEAR 7

	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2014	2015	2016	2014	2015	2016
Reading	94%	100%	548.1	550	551.1	100%	100%	100%
Writing	94%	100%	506.6	538.7	514.2	100%	91%	100% Up 9%
Spelling	94%	100%	538.2	534.1	552.6	94%	91%	100% Up 9%
Grammar & Punctuation	94%	94%	548.4	565.6	537.5	100%	100%	94% Down 6%
Numeracy	94%	100%	534.3	543	555.5	100%	100%	100%

41% of our Year 7 students showed Medium growth and 29% High or Low growth in their Reading test since 2014. The cohort sitting the test was 17 students. Out of the 5 students (or (29%) who showed Low growth, 2 were already extremely proficient readers; to just see their growth as Low does not truly reflect their skill and understanding.

In Numeracy, since 2014, 24% of students showed High growth, 76% of students showed medium growth, while no students showed low growth.

Overall, the majority of Year 7 students showed very pleasing moderate to high improvement in their Numeracy testing since 2014.

This is testament to good pedagogy and teaching practice in the interim years.

As a teaching staff we use the information provided by NAPLAN comparatively, to track the growth of cohorts as well as follow individual student growth. We look at the detailed information in the descriptions and comments and compare over years to see if the areas that students score low or poorly in come up year after year as being low for our school.

Some aspects identified for inclusion in student learning programs in 2017:

Outcomes to Year 3:

- Inferring meaning when reading texts
- Explicit teaching of syllables, phonics and spelling rules
- Proofreading for spelling errors
- Developing vocabulary
- Capitals for common and proper nouns
- Punctuation (possession apostrophe)
- Worded Mathematics problems
- Problem solving

Outcomes to Year 5

- Interpreting information from different sources eg signs
- Inferencing and interpreting information from texts eg about characters
- Developing vocabulary
- Reinforcement of spelling rules
- Punctuation: contractions, speech
- Adjectives, verbs, adverbs
- Multi-step problem solving
- Multiplication patterns and problems
- Perimeter
- Percentages

Outcomes up to Year 7

- Interpreting information from texts
- Developing complex vocabulary
- Proofreading for spelling errors
- Punctuation: speech, possession apostrophe
- Adjectives
- Addition of decimals
- Ratios using multiplication
- Cartesian plane points
- Fractions with unlike denominators
- Square numbers
- Comparing areas
- Multistep problems involving prime numbers and factors

ASSESSMENT AND REPORTING

Parents and teachers know the individual child and whether we feel the testing situation is reflective of their overall progress and achievement in the classroom context.

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 2016 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.

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 through Student Mentoring sessions, Seasons For Growth, and 'What's The Buzz' (Social Skills) groups. Our school continues to place a priority on maintaining this level of student support.

Music, French 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 and guitar was supported.

THANK YOU

Thank you to:

- the staff of St James 2016 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