



ST JAMES SCHOOL

2017 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.

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 2017 school year with 84 students.

Ten students joined us in Reception Term 1 and 7 in Term 3; this was the first year that we had Reception intake in Term 3. Staffing in the R/1 class was increased to cater for the intake and learning needs of the students.

During the year we had students join us in Year 1, Year 3 and Year 5.

By the end of the year we had 92 students.

One Yr 2 and one Year 5 student left during the year.

Ten Yr 7 students graduated at the end of the school year.

In 2017 St James School comprised 4 classes (numbers as at Dec 2017):

R/1	Total 29:	Rec: 17	Yr 1: 12
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Yr 2/3	Total 18:	Yr 2: 11	Yr 3: 7
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Yr 4/5	Total 25:	Yr 4: 14	Yr 5: 11
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Year 6/7	Total 20:	Yr 6: 10	Yr 7: 10
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Indigenous Students- Nil

Funded Students With A Disability- 2.15%

STUDENT ATTENDANCE

Attendance Rates (Comparison 2016 to 2017)

Attendance Rate per Year Level	2016	2017
Reception	94.16%	91.79%
Year 1	95.09%	93.90%
Year 2	92.00%	93.77%
Year 3	95.15%	85.61%
Year 4	92.26%	94.55%
Year 5	94.48%	92.46%
Year 6	92.53%	95.10%
Year 7	93.37%	91.28%
Overall School Attendance Rate	93.63%	92.31%

The attendance rate is down slightly on last year. There are a number of families who take holidays during school term time and this affects our attendance average.

Thank you to families and staff for doing everything possible to place a high priority on attendance and managing 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 2017: 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.

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 consisted of:

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):	0 full-time and 6 part-time (including Administration, Finance, OHSW, Curriculum) TOTAL 2.62
2 Support Services Officers (Cleaning)	0 full-time and 2 part-time TOTAL 0.5 TOTAL: 3.13 FTE ESO staff (Averaged out over year)
OVERALL STAFFING TOTAL: 9.93 (Averaged across year)	

Overall our FTE staffing was increased slightly to 9.93 (2017) from 9.39 (2016) to maintain the level of student support that we value and to staff the mid-year Reception intake. These decisions are supported by our School Board.

No staff identify as Aboriginal or Torres Strait Islander.

NEW STAFF

During 2017 we welcomed one new teacher and 2 new ESO's.

ADDITIONAL LEARNING PROGRAMMES

The school staffed programs to support students in: Reading Recovery (Term 1 and 2), Quicksmart Maths, Rainbow Reading, and 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 tuition was supported in: piano, guitar and singing.

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

STUDENT, PARENT AND STAFF SATISFACTION

STUDENT SURVEY

A total of 56 Year 2-7 student surveys were returned out of a possible 64; an 87.5% 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 and have friends.

Following are some of the written comments students responded with:

- *Great teachers, friends and atmosphere.*
- *I feel welcomed in my class.*
- *I feel valued because everyone is nice to each other.*
- *I feel good learning new things.*
- *Teachers are very good at encouraging.*
- *Feedback is a big help to me, it tells me what to improve*
- *I have lots of friends*

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 2018: Fourteen out of 56 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 people leave me out*
- *We should have a choice about what subjects we learn.*
- *I don't always feel comfortable sharing in class*
- *Sometimes there is bullying in our games at lunch*

PARENT SURVEY

A total of 6 family surveys were returned out of a possible 57; a 10.5% return (down on last year's responses). 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:

- *Satisfaction with extra-curricular activities.*
- *Academic and behaviour expectations are high.*
- *Facilities and grounds at St James.*

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

- *Christian values are reflected in the way staff and students treat each other.*
- *Presence at tree planting day, choir, wreath laying and other community events gives students a sense of wellbeing in the community.*
- *Lucky to be able to offer the specialist programs.*
- *More family masses to bring families together and help others return.*
- *Children are thriving, happy and enjoying their time at St James.*
- *Amazing support and education.*
- *Playground, benches and gardens looking tired.*
- *Great resources.*

STAFF SURVEY

A total of 11 staff surveys were returned out of a possible 14; 78.5% return (up considerably on last year). Most responses were in the Extremely Satisfied to Satisfied range. There were some responses falling in the Poor/Not Satisfied rating.

- Staff collaboration.
- Expectation of student behaviour.
- Satisfaction with IT in your area.
- Administration support.

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:

- *Good focus on Christian values for staff and students.*
- *Leadership very supportive, fair and approachable.*
- *Maintenance issues addressed quickly.*
- *Like the multiple methods of communication used.*
- *Opportunities for PD are good.*
- *Signage and new Interactive TV's are great*
- *Like Tuesday morning Staff Prayer.*

FINANCE

SCHOOL INCOME 2017

The school received income from the following sources:

Australian Government Funding	\$881,355
State Government Funding	\$170,622
Fees, charges, parent contributions	\$165,358
Other private sources	\$25,233

In addition the school receives income from:

- Special Education Program Resourcing (Special Needs Funded students) \$11,500
- Interest \$7,872
- Fees and Levies / Parish Building Fund \$33,741
- Other Grants or funding applied for \$11,000

SCHOOL IMPROVEMENT

PROGRESS TOWARDS ACHIEVEMENT OF 2017 GOALS

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, or 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 2017
- 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.

SUMMARY OF ACHIEVED GOALS 2017

- Maintained school profile including on social media and our website
- Stage 1 School signs – erected
- Digital Technology taught in classrooms (teachers working with Charlotte)
- Continued to develop our understanding of an approach to learning that is student centred and engaging, throughout the school (inspired by investigative learning)
- Purchased 5 Interactive TVs to replace aging interactive whiteboards in five classrooms
- Maintained and developed an early childhood presence through Little Jimmies – committed staffing (appointed LJs coordinator)
- Playground fence and borders, began removal to enable installation of nature play area
- Painting: back verandahs, staff toilets, Art room, 6/7 classroom

SUMMARY OF GOALS FOR 2018

(Summary taken from the 2018 School Improvement Plan – data gathered from Annual Surveys 2017, feedback and meetings with students, parents, staff, Continuous Improvement Framework)

- Continue with developing school scope and sequence for Technologies, Science, Health, and HASS (Humanities and Social Sciences: Geography and History).
- Participation in ‘Learning Improvement Inquiry’ research project with other CESA schools (2-3 years). Investigate pedagogies and curriculum design which focuses on student agency and capabilities to enable all students to be successful learners.
- Enable staff to access professional learning opportunities that will enable them to meet their goals that will improve learning outcomes for students.
- Participation in Staff Wellbeing project with Catholic school staff from Peterborough, Gladstone and Wallaroo.
- Review Restorative Practices and how this is supported and experienced at our school.
- 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.
- Audit Information Technology resources and develop long term plan for maintaining level of staff and student access.
- Maintain and develop early childhood presence at our school through Little Jimmies.
- Develop nature play playground.
- Re-surface hardcourt area.
- Stage 2 school signs (school/parish), pull up banners, fence banners.
- Increase safe and accessible storage areas (sheds).
- Painting: Rainbow Reading room, Principal office, Sick bay, 4/5 or Music/French room.
- Cladding external transportable classrooms, extend veranda on 2/3 classroom on northern side.
- Carpet main corridors and 1-2 classrooms in main building.

STUDENT LEARNING OUTCOMES

STUDENT RESULTS IN 2017 NAPLAN

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

YEAR 3 (7 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2015	2016	2017	2015	2016	2017
Reading	86%	100%	392.6	412.8	474.8	90%	92%	100%
Writing	86%	100%	399.1	447.1	418.3	100%	100%	100%
Spelling	86%	100%	354.6	395.6	407.3	90%	100%	100%
Grammar & Punctuation	86%	100%	388	414.8	458.6	90%	100%	100%
Numeracy	86%	100%	360.2	384.4	418.1	80%	100%	100%

YEAR 5 (11 students)

	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2015	2016	2017	2015	2016	2017
Reading	82%	100%	479.4	496.3	530.8	90%	100%	100%
Writing	91%	80%	464.2	476.7	454.2	91%	100%	80%
Spelling	91%	90%	479	503.7	480	91%	100%	90%
Grammar & Punctuation	91%	100%	472.6	510.7	493.2	91%	100%	100%
Numeracy	91%	100%	493.7	483.1	479.2	100%	100%	100%

In Reading, since 2015, 0% of our Year 5 students showed Low growth, 62% showed Medium growth and 38% High growth.

In Numeracy, since 2015, 22% of our Year 5 students showed low growth, 44% showed medium growth and 33 % showed High growth.

YEAR 7 (10 students)

	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2015	2016	2017	2015	2016	2017
Reading	80%	100%	550	551.1	589.3	100%	100%	100%
Writing	80%	100%	538.7	514.2	517.6	91%	100%	100%
Spelling	80%	100%	534.1	552.6	574.8	91%	100%	100%
Grammar & Punctuation	80%	94%	565.6	537.5	552.4	100%	94%	100%
Numeracy	90%	100%	543	557	556.7	100%	100%	100%

In Reading, since 2015, 0% of our Year 7 students showed Low growth, 57% showed Medium growth and 43% High growth.

In Numeracy, since 2015, 29% of our Year 7 students showed low growth, 57% showed medium growth and 14% showed High growth.

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 2017 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.

THANK YOU

Finally, thanks to all parents for supporting myself, the 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, as mentioned in the reports above.

Thank you all for your support during 2017 and I look forward to working with you in 2018.

Michelle Miller
Principal