



# ST JAMES CATHOLIC SCHOOL ANNUAL REPORT 2019



## **ST JAMES SCHOOL CONTEXT**

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 over 40% 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.

## **TEACHER STANDARDS AND 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	9
Graduate Diploma in Education	2
Masters study (or started)	2

## **WORKFORCE COMPOSITION**

Staffing consisted of:

11 Teaching Staff (includes Principal): 4 full-time and 7 part-time

7 Educational Support Officers (ESOs): 0 full-time and 6 part-time (including Administration, Finance, WHS, IT, Curriculum)

2 Support Services Officers (Cleaning) 0 full-time and 2 part-time

No staff members identify as Aboriginal or Torres Strait Islander.

## **STUDENT ATTENDANCE**

Attendance Rates (Comparison 2018 to 2019)

<b>Attendance Rate per Year Level</b>	<b>2018</b>	<b>2019</b>
Reception	92.99%	93.84%
Year 1	92.41%	93.3%
Year 2	94.02%	92.10%
Year 3	95.12%	93.74%
Year 4	87.93%	93.42%
Year 5	92.19%	83.6%
Year 6	91.66%	90.97%
Year 7	94.65%	88.65%
<b>Overall School Attendance Rate</b>	<b>92.62%</b>	<b>91.2%</b>

In 2019 St James School comprised 4 classes (numbers as at Dec 2019):

R/1            Total 27:        Rec: 12        Yr. 1: 15

Yr. 2/3        Total 24:        Yr. 2: 11        Yr. 3: 13

Yr. 4/5        Total 16:        Yr. 4: 10        Yr. 5: 6

Yr. 6/7        Total 24:        Yr. 6: 14        Yr. 7: 10

Indigenous Students        Nil

Funded Students With A Disability    2.22%

## **MANAGEMENT OF NON-ATTENDANCE**

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.*

## STUDENT RESULTS IN NAPLAN 2019

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

<b>YEAR 3</b> (13 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2017	2018	2019	2017	2018	2019
Reading	100%	100%	474.8	416.3	426.5	100%	100%	100%
Writing	100%	100%	418.3	404.8	450.2	100%	100%	100%
Spelling	100%	100%	407.3	398.5	448.9	100%	100%	100%
Grammar & Punctuation	100%	92%	458.6	403.3	458.7	100%	100%	92%
Numeracy	100%	85%	418.1	368.9	386.5	100%	100%	85%

### YEAR 3 SUMMARY

100% participation

100% achieved the National Minimum Standard in Reading, Writing and Spelling. 92% achieved the National Minimum Standard in Grammar & Punctuation. 85% achieved the National Minimum Standard in Numeracy.

In 2019, the percentage of students achieving the National Minimum Standard was down to 92% in Grammar and Punctuation and 85% in Numeracy. This equated to 1 student in Grammar and Punctuation and 2 students in Numeracy. This was down from 2017 and 2018. Mean scores increased across all areas.

As this the Year 3 cohort first year of testing there are no comparative figures of growth 2017-19.

<b>YEAR 5</b> (6 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2017	2018	2019	2017	2018	2019
Reading	83%	100%	530.8	509.9	533.6	100%	100%	100%
Writing	100%	100%	454.2	472.8	466.6	80%	100%	100%
Spelling	83%	100%	480	490.8	478.7	90%	100%	100%
Grammar & Punctuation	83%	100%	493.2	500.4	506.9	100%	100%	100%
Numeracy	100%	100%	479.2	488	502.8	100%	100%	100%

## **YEAR 5 – SUMMARY**

100% participation for Writing and Numeracy. 83% participation for Reading, Spelling, Grammar and Punctuation with 1 student exempt for these areas.

100% of students who participated achieved the National Minimum Standard in all areas.

Mean scores increased from 2018 in Numeracy, Grammar and Punctuation and Reading, and were down from 2018 scores in Writing and Spelling.

### **GROWTH FOR YEAR 5 INDICATED IN THIS TESTING SITUATION FROM 2017 TO 2019**

Reading: 20% showed low growth  
60% showed mid growth  
20% showed high growth

Numeracy: 20% showed low growth  
60% showed mid growth  
20% showed high growth

<b>YEAR 7 (10 students)</b>								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2017	2018	2019	2017	2018	2019
<b>Reading</b>	90%	100%	589.3	552	577	100%	100%	100%
<b>Writing</b>	90%	100%	517.6	508	513.6	100%	90%	100%
<b>Spelling</b>	90%	100%	574.8	570.8	549.7	100%	100%	100%
<b>Grammar &amp; Punctuation</b>	90%	100%	552.4	562.2	536.5	100%	100%	100%
<b>Numeracy</b>	90%	100%	556.7	551.7	556.9	100%	100%	100%

## **YEAR 7 – SUMMARY**

90% participation with 1 student exempt.

100% achieved the National Minimum Standard in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

The mean score for Reading and Writing was increased from 2018, increased slightly for Numeracy and was down for Grammar and Punctuation and Spelling.

### **GROWTH FOR YEAR 7 INDICATED IN THIS TESTING SITUATION FROM 2017 TO 2019**

Reading: 0% showed low growth  
71% showed mid growth  
29% showed high growth

Numeracy: 0% showed low growth  
50% showed mid growth  
50% showed high growth

## STUDENT, FAMILY AND STAFF SATISFACTION WITH THE SCHOOL

### STUDENT SURVEY

**Indicate: 1 – Don't know 2 – Strongly Disagree 3 – Disagree 4 – Agree 5 – Strongly Agree**

	4	3	2	1
We develop clear classroom expectations, rules and consequences together.	39.35%	60.65%		
I feel comfortable to "have a go".	55.74%	40.98%	3.28%	
We encourage and help each other learn.	47.54%	49.18%	3.28%	
I feel a valued part of my class.	34.43%	59.02%	4.92%	1.64%
I feel good about myself as a learner.	55.74%	37.70%	4.92%	1.64%
We have some choice about what and how we learn.	26.23%	55.74%	18.03%	
I am listened to and the teacher responds to my ideas / questions.	54.1%	44.26%	1.64%	
The teacher challenges me to achieve my personal best.	52.46%	45.9%	1.64%	
We learn strategies to improve our thinking and learning.  <i>2 Not Completed (3.28%)</i>	50.82%	39.34%	6.56%	
We work with each other as a team, as well as independently.	50.82%	45.9%	3.28%	
My teacher gives us activities to help us learn in a variety of ways.	62.3%	36.06%	1.64%	

### FAMILY SURVEY

A total of 19 family surveys were returned out of a possible 59; a 32% return. The responses from Families varied greatly.

**Indicate: 1 – Don't know 2 – Strongly Disagree 3 – Disagree 4 – Agree 5 – Strongly Agree**

	1	2	3	4	5
Staff at our school give daily witness to Catholic Christian values.	10.53%			42.11%	47.37%
Our school is meeting the learning needs of my child.				36.84%	63.16%
My child's school reports are informative in that they indicate achievement level.				36.84%	63.16%
The student behaviour policy at our school is fair and reasonable.				52.63%	47.37%



Our school takes the concerns I have seriously.	<b>5.26%</b>			<b>26.32%</b>	<b>68.42%</b>
My child's teachers are committed and enthusiastic in their approach to teaching.	<b>5.26%</b>			<b>31.58%</b>	<b>63.16%</b>
Our school has high learning standards.	<b>10.53%</b>			<b>36.84%</b>	<b>52.63%</b>
Reporting on my child's progress is comprehensive.				<b>52.63%</b>	<b>47.37%</b>
Our school has a caring environment for all.				<b>21.05%</b>	<b>73.68%</b>
5.26% Not completed					
Our school is managed well.				<b>26.32%</b>	<b>73.68%</b>
Teachers provide a stimulating and challenging environment for my child.				<b>42.11%</b>	<b>57.89%</b>
Our school has realistic educational expectations of my child.				<b>47.37%</b>	<b>52.62%</b>
The staff members at our school are welcoming and approachable.				<b>21.05%</b>	<b>73.68%</b>
5.26% Not completed					
Our school has high expectations of behaviour.				<b>36.84%</b>	<b>63.16%</b>
I believe there is effective educational leadership within our school.				<b>36.84%</b>	<b>63.16%</b>
Our school is meeting the wellbeing (social, emotional, spiritual) needs of my child.				<b>36.84%</b>	<b>63.16%</b>
My child receives high quality education.				<b>36.84%</b>	<b>63.16%</b>
Our school has a safe and secure environment.				<b>36.84%</b>	<b>63.16%</b>
I have the opportunity to be involved in our school's educational activities.				<b>26.32%</b>	<b>73.68%</b>
My child's teachers care if my child is not doing as well as they can.				<b>36.84%</b>	<b>63.16%</b>
Our school provides sufficient challenge for my child in other areas (eg. sport, music, arts, camps, excursions).				<b>42.11%</b>	<b>57.89%</b>
I have the opportunity to be involved in school community activities (P & F, Board, celebrations, events, fundraising).				<b>31.58%</b>	<b>68.42%</b>
Communication between school and home is open, timely and informative.				<b>31.58%</b>	<b>68.42%</b>
Our school has facilities and resources appropriate for excellent learning opportunities.				<b>42.11%</b>	<b>57.89%</b>

## STAFF SURVEY

	1	2	3	4	5
Our school gives daily witness to Catholic Christian values.				16.66%	83.33%
Our school is caring and welcoming – to everyone.					100%
Leadership considers the individual needs of staff.				33.33%	66.66%
I am encouraged to pursue further learning.	8.33%			41.66%	50%
Facilities, resources, grounds contribute to an excellent working and learning environment.			16.66%	33.33%	50%
I feel safe in this workplace.				8.33%	91.66%
I would like more feedback on how I am performing in my role.			33.33%	41.66%	25%
I am able to approach the school's leadership to discuss concerns or grievances.				33.33%	66.66%
Administration staff provide support and assistance.				58.33%	41.66%
Expectations of staff are fair and equitable.	8.33%			50%	41.66%
The individual needs of students are met.				66.66%	33.33%
We have shared expectations around student achievement.				50%	50%
We have shared expectations around student behaviour, enforce this consistently and support each other with challenging behaviours.			33.33%	33.33%	33.33%
Our staff collaborate and get along with each other.				33.33%	66.66%
Our school has a clearly stated and shared vision and mission (we all know what we are here for).				25%	75%
I am always clear about what others expect of me.				33.33%	66.66%
The morale in our school is high.	8.33%			33.33%	58.33%
My opinions and ideas are listened to and valued.	8.33%			50%	41.66%
Expectations and standards are high in our school.				41.66%	58.33%
There is opportunity for staff to participate in school policy and decision making.			16.66%	33.33%	50%
The curriculum in our school is well planned.	8.33%			58.33%	33.33%
There is good communication between staff at our school.				66.66%	33.33%
Students in our school experience success.				33.33%	66.66%



## **SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE**

### **SCHOOL INCOME 2019**

The school received income from the following sources:

Australian Government Funding	\$1,007,339
State Government Funding	\$256,142
Fees, charges, parent contributions	\$161,016
Grants	\$20,710
Donations	\$28,450
Other sources	\$11,271

## **COMMENTARY ON SCHOOL ACHIEVEMENTS AND PROGRESS AGAINST PREVIOUS YEAR'S SCHOOL IMPROVEMENT PLAN**

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 2019
- 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 2019**

### **CATHOLIC IDENTITY**

**At the centre of Catholic faith is the experience of a God who is love and every aspect of school life provides opportunities for deepening our appreciation of this mystery. The person of Jesus and the significance of his life, death and resurrection are at the centre of the school in its prayer, liturgy, right relationships and actions which are expressed in the school's pastoral care and commitments in areas such as social justice and ecological conversion.**

- Our theme for the year across our Diocese was "Peace Be With You". 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 approximately once a term.
- Sacraments: First Communion was celebrated at a Sunday Parish Mass 23<sup>rd</sup> June. First Reconciliation was celebrated in the evening 10<sup>th</sup> September. With thanks to families, Fr Brian, Jed Sutter, Ellie Stacey, Jess Robinson.
- YCS (Young Christian Students) students, continued to meet with Sr Kerry Keenan after school once a month. We have encouraged the Yr. 6 & 7 students to attend.
- Michelle attended a Josephite Leaders Retreat in Sydney at Mary MacKillop Place, along with other Principals of SA Josephite schools.
- Our annual staff Retreat Day was held at La Storta in Sevenhill 16<sup>th</sup> September. The day was facilitated by Julian Kluge and focused on reflecting on the school pillars of faith, learning,

community and excellence. Sometime was also taken to practice Christian meditation and reflected on the art of gratitude.

- We enjoyed celebrating Mothers, Fathers and Grandparents Days, St Joseph's Day and St Mary MacKillop (JJJ) Day. Our JJJ day was hosted by Gladstone in 2019.
- We began our involvement in the 'Enhancing Catholic School Identity' project through the Catholic Education Office. The first step in the project was to gather data from our community about Catholic Identity, what this means, how people understand and experience this in our community. An online survey was made available to all families, Yr 5-7 students and staff and they were encouraged to complete. This gave us our beginning data to analyse, which will be used to inform what we are doing well and highlight areas we need to work on and improve.
- We had visits from Bridget Kennelly which strengthened our connections with Kirribati.

### **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 empower others. We raised funds and collected items for Caritas Term 1 (Project Compassion), Catholic Missions Term 2 (the focus of our fundraising in Catholic Education Week), Catholic Missions Term 4 (Gala Day), and St Vincent De Paul Term 4 (collection of donations to our Christmas Giving Tree).
- Our Josephite charism and call to justice for all underpins the decisions we make at our school, decisions around school fees, school uniform, access for all students to learning programs and extra-curricular activities.
- Staff spiritual formation – Michelle attended the Making Nests in the Mustard Tree

### **Diocese and Archdiocese / Interschool**

- Michelle attended the Diocesan Assembly in Port Pirie.
- Sr Kerry Keenan golden jubilee (50 years) celebrations were held and a presentation made on St Joseph's Day parish Mass. Bishop Greg also celebrated his ordination diamond jubilee (60 year).
- Farewelled Fr Leon in early term two with a school Mass and welcomed Fr Brian to school community
- Catholic Schools in SA joined together to celebrate Catholic Education Week in May. Instigated in the Pt Pirie Diocese in SA, this was the fifth 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 at Willochra, Melrose 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 social justice outreach. The Remar students visited St James before and after the camp and spent enjoyable time with our students.

### **RE 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, no parents took up the offer. Every effort is made to provide information for parents on the topics covered and be open for clarification if required.
- New Crossways roll out has begun with staff
- We continued to focus on key "Gospel Values" which come from the teaching of Jesus through Scripture. The Values are highlighted for a period of time, explicitly named and taught and related to the Gospel; encouraged and recognised in everyday events and interactions.
- Testing in RE for Yr 4 students took again. 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 Jed Sutter, Fr Leon, Fr Brian and Sr Kerry for their support and dedication in developing our Catholic Identity and Faith Formation for staff, students and families.

## TEACHING AND LEARNING

The school has a shared vision for curriculum practice and a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across all year levels. High quality teaching and learning is to be provided through the design, implementation and delivery of contemporary and engaging curriculum and educational practices. Students are active participants in their learning, what and how they learn, and the conditions of learning.

### *Pedagogy, Curriculum, Extra-curricular*

- We continued our involvement in the Learning Improvement Project that we began in 2018. Last year our focus was on Personal and Social Capability and this year we will focus on Critical and Creative Thinking. We want to empower students to have a positive or growth mindset and have agency or responsibility for their own learning (with scaffolding and support). Jed and Michelle attended two days in Adelaide in term 1 to join with the other schools in the project and heard from guest speaker Peter Ellerton who lectures at Queensland University in Critical Thinking. Our involvement in this project is situated well within our Pt Pirie Diocese and CESA (Catholic Education SA) Learning Improvement Strategy and aims to fulfil CESA's learning commitment to each child.
- Regular reports were presented to the School Board by the staff rep Jed Sutter 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. We also report on this through the Newsletters, student work that comes home, reports, interviews/conferences, parent visits to the classroom, class newsletters – a combination of all of this should keep parents well informed about what is taking place.
- 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: Quicksmart, Reading Recovery, Phonics & Literacy, Design and Technology, NAPLAN testing online; First Aid; Finance; Leadership; Early Years Assessment and Work Health and Safety training.
- Kath Murdoch – Inquiry Learning attended by Jed, Ellie and Darren.
- Little Learners Love Literacy Program and Seven Steps writing PD organised for early 2020.
- We participated in the first year of a 2 year agreement of online Chinese lessons.
- NAPLAN (Years 3, 5 and 7) was once again successfully completed online.
- Classes were involved in a variety of curriculum related activities that enhance the skills and experiences of the students: small businesses (Yr 6/7 food groups), excursions, performances, overnight camps, sleepover at school, swimming lessons, golf clinics, dance lessons, musical and singing performances. Also PE Week and Book Week.
- Students engaged in a variety of sporting opportunities including JCS swimming carnival & sports day, MNSEC swimming and athletics, SAPSASA trials and events in athletics, swimming, bowls, soccer, basketball, netball, tennis, football, and SACPSSA swimming and athletics.
- SRC Run – St James has Got Talent, Spelling Bee
- Library Competitions – Narelle Richmond ran a few competitions in the Library throughout the year to assist children's love of books.
- Year 6/7 students had opportunities to engage in leadership skill development through studying leadership as a class, leadership roles within the SRC, Sport Teams, School Captains and attending the Christian leadership development camp with the Notre Dame students.
- 6/7 Class attend the 'Young Leaders Day' on the 20<sup>th</sup> March
- 6/7 Class performed in the East of Ranges Choir on the 3<sup>rd</sup> September
- 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 encourage students to take responsibility and actively participate in reviewing their own learning and setting of learning goals. 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.
- All classes participated in Dance lessons run by Hip Hop Dance, culminating in a Dance Concert at the end of Term 2.

- We had a variety of professionals visit our school to work with students, such as Speech Pathologist, Occupational Therapist, Physiotherapist, Special Education consultant. When this happens on site there is more opportunity for them to work in with the class teachers and ESOs so that we can work together in a cohesive manner which is of more benefit to the child.

## **PASTORAL CARE AND COMMUNITY**

**Each Board member is challenged to be aware of the joys and sorrows, the celebrations and struggles of the families served by the school. Members of the School Board and staff must work towards a vision where all people feel supported and valued and encourage each member to participate fully in the life of the school. Community-building takes place in ordinary events such as hospitality towards visitors, parents and members of the local community. It can also be evident in experiences where we all participate such as our school concert, Sports Day, Mothers / Fathers and Grandparents celebrations.**

- The Year 3-7 Voluntary Choir, under the guidance of Carey Wurst, sang Christmas carols and songs at Belalie Lodge and the Hospital Symonds Wing.
- We enjoy a close relationship with the Catholic Women's League, providing items for their annual Social Afternoon.
- The School Board presented the annual Rowan Ramsey Community Award to Dom and Sonia Clark and the St James School Community Award to Shaun and Jaime Clark. The award is in recognition of generous contribution and service over a long period of time to our school. Thank you and congratulations Shaun and Jaime, Sonia and Dom.
- At the community ANZAC Day Dawn Service Sam Clark and Bridie Mead joined Michelle to represent our school and lay a wreath at the gates of Memorial Park. We also received a visit from Mr Len Cooper to talk to each class about Remembrance Day.
- 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 continues to provide an enjoyable and stimulating environment for pre-school children and their carers to gather, play and have fun. Thank you to Narelle Richmond for her enthusiasm and dedication in her coordination of LJs. Attendance has ranged anywhere between 11-40 children and 6-27 adults. Narelle has completed her time as coordinator and has handed over to Amanda Taylor who will continue to run the program in 2020.
- A uniform review took place and changes were implemented, particularly due to the cease of material/pattern of our girls' summer dress.
- 'A Community Forum' was held on the 29<sup>th</sup> July to feedback and work on our Strategic Plan for the next five years.
- For 'Schools Open Week', an Open Morning was held on 14<sup>th</sup> August for parents and any visitors to visit and tour the school.
- Michelle Miller was farewelled at the end of 2019 after 10 dedicated years as St James principal.

## **OPERATIONS AND MANAGEMENT**

**The school has clear strategies to promote positive behaviours and provides safe, supportive and engaging learning spaces that are conducive to effective teaching for learning. It has policies and procedures in place to ensure that staff and students have a safe and orderly environment**

**where they feel physically and emotionally secure. The school's policies and procedures satisfy all government and system laws and requirements.**

- 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.  
We had a WHS audit in early Term 3, a consultant from Catholic Work Health and Safety visited and checked particularly our pre-purchase risk assessments. The findings of the audit were that we were compliant in all areas. Thanks to Judy Crawford for her work in WHS coordination.
- Child Protection - 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. We maintain a high level and expectation around the requirement of Police Checks and Electronic Screening for workers, volunteers and contractors. Thanks to Judy Walkington for her thorough work in this area.
- 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.
- Working Bees at the beginning of the term and on a needs basis, formed the majority of work in grounds and maintenance, parents tirelessly giving their time to make sure that our school is safe and well maintained. The services of a Handyman are being used on a weekly basis to attend to more regular cleaning, gardening, repairs and maintenance.
- Our school continued to allow in our budget to heavily subsidise costs to families for:
  - Bus costs for: excursions, camps, sporting carnivals
  - Swimming lessons
  - Visiting performances and shows
- Mrs Nichii Mardon, Director of Catholic Education Pt Pirie Diocese, continued her commitment to visit our schools about once a term.
- Purchased new teacher laptops
- Nature Playground was completed
- Transportable reclad and verandah extended.
- Throughout the year we had a consultative process to develop our Strategic Plan for the next five years. There was an opportunity for everyone to attend a community meeting or provide written feedback. Our Strategic Plan was ratified at School Board.
- Following on from the school strategic plan, Michelle began work on a 5-year Master Plan with CESA (Catholic Education SA) staff to ensure continual improvement specifically of our buildings, grounds and facilities. James Abbott visited our school to look around and work with Michelle on the Master Plan. The Master Plan draws together suggestions and feedback from the consultation with the community. Architects were be engaged to work with us to determine priorities and ensure that improvements are designed and planned holistically.
- We applied through a government scheme for the replacement of all fluoro lights with LED lights. This will reduce the overall power costs (over time). The first step is to undergo an audit which will provide more information about the cost saving and how the changeover will be managed.

### **ACCESSING 2019 ANNUAL REPORT**

Parents may access the Annual School Report on our website: [www.stjames.catholic.edu.au](http://www.stjames.catholic.edu.au) ; picking up a hard copy at the school office or requesting that a hard copy be sent; requesting that an electronic copy be emailed to them.

**Martin Hayes**  
**Acting Principal**