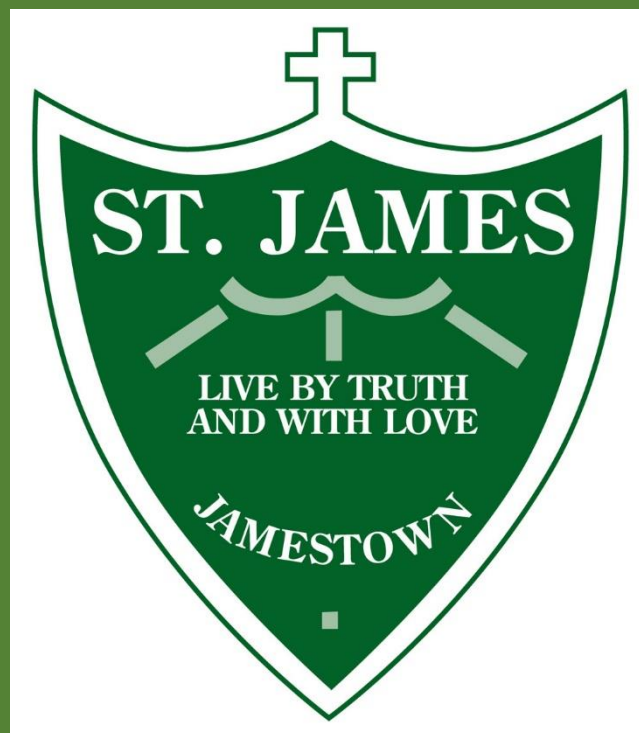


ST JAMES CATHOLIC SCHOOL ANNUAL REPORT 2020



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, 216 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 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): 6 full-time and 5 part-time

7 Educational Support Officers (ESOs): 0 full-time and 7 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 2019 to 2020)

Attendance Rate per Year Level	2019	2020
Reception	93.84%	90.22%
Year 1	93.3%	92.86%
Year 2	92.10%	92.94%
Year 3	93.74%	88.94%
Year 4	93.42%	92.32%
Year 5	83.6%	91.28%
Year 6	90.97%	79.80%
Year 7	88.65%	91.95%
Overall School Attendance Rate	91.2%	90.68%

In 2020 St James School comprised of 4 classes (numbers as at Feb 2020):

R/1	Total 23	Yr. 4/5	Total 23
Yr. 2/3	Total 25	Yr. 6/7	Total 19

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Boys	3	4	5	4	2	5	3	5	31
Girls	9	7	9	7	11	5	4	7	59
Total	12	11	14	11	13	10	7	12	90

Indigenous Students Nil

Funded Students with a Disability 10.11%

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 2020

NAPLAN Results Students in years 3, 5 and 7 participate in the NAPLAN Testing. Due to COVID-19 there were no NAPLAN tests carried out in 2020 in Australia.

STUDENT, FAMILY AND STAFF SATISFACTION WITH THE SCHOOL

STUDENT SURVEY

All students have completed the student wellbeing pulse survey during Term 3 and 4, 2020. Students in Reception to Year 3 are asked the following questions;

Reception to Year 3 Student Wellbeing Pulse Questions
My teacher cares for me.
I enjoy school.
I have friends at school.
My teacher helps me when I have problems.
I am learning at school.
I can have a say in my learning.
I feel safe at school.
I feel I belong in this school

Year 4-7 Student Wellbeing Pulse Questions
I currently feel I matter to my teacher.
I currently feel that I am thriving at this school.
Currently, I feel I have positive relationships at this school.
When asked, my teacher supports me in managing friendship issues.
I feel that my learning needs are being met.
I am actively involved in con-constructing my learning.
I am feeling safe at this school.
I feel that I belong in this school community.

Questions are answered by students using a three point rating scale which includes;

Not Very Often

Sometimes

Most of the Time

70% of the student answers are Most of the Time. 24% of the students answer Sometimes and 6% answered questions as Not Very Often. The data shows that overall, a large majority of our students are satisfied with their experiences at school.



FAMILY SURVEY

Parents were surveyed about their perception of the quality of care and education provided at St James in 2020. The results are very positive and affirming of the work undertaken by our staff.

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

	1	2	3	4	5
St. James gives daily witness to Christian values				25%	75%
St. James shows compassion and understanding for individual circumstances				12.5%	87.5%
Teachers at St. James expect my child to do their best				37.5%	62.5%
Teachers at St. James provide my child with useful feedback about their school work			12.5%	37.5%	37.5%
Teachers at St. James treat students fairly				37.5%	62.5%
I can talk to my child's teacher about my concerns				37.5%	62.5%
Teachers at St. James motivate my child to learn			12.5%	50%	37.5%
My child is making good progress at St. James				62.5%	37.5%
My child's learning needs are being met at St. James				50%	50%
St. James supports my child's social and emotional development			12.5%	12.5%	62.5%
My child feels safe at St. James				12.5%	87.5%
St. James' facilities and grounds are well maintained			12.5%	12.5%	75%
My child likes being at St. James			12.5%	25%	62.5%

STAFF SURVEY

A total of 10 staff surveys were returned out of a possible 15; a 66% return rate. The responses indicate that the majority of staff are satisfied or very satisfied with their workplace experience.

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

	1	2	3	4	5
St. James gives daily witness to Christian values			10%	50%	40%
St James welcomes and supports staff members			10%	50%	40%
Leadership considers the individual needs of staff		10%	20%	60%	10%
The resources and technology equipment that you use for your area meet your needs		10%		50%	30%
The facilities and grounds at St James School are safe and allow you to carry out your duties			20%	10%	70%
I feel safe working at St James				40%	60%
I receive satisfactory feedback about my work performance		10%	20%	50%	20%
I feel supported by the leadership at St James		10%	20%	50%	20%
I feel supported by the administration team at St James			10%	40%	50%
I am satisfied with the communication processes		10%	30%	60%	
I am satisfied with expectations around student achievement			20%	70%	10%
The expectations around student behaviour are of a good standard				50%	50%
Staff at our school collaborate with each other		10%	10%	20%	60%
I have opportunities offered to me for spiritual growth		20%	20%	40%	20%
I am satisfied with support offered for staff professional growth		10%	20%	60%	10%
I am satisfied with my experience as a staff member at St James School			10%	70%	20%

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

ST JAMES CATHOLIC SCHOOL, JAMESTOWN: FAITH – LEARNING – COMMUNITY - EXCELLENCE

SCHOOL INCOME 2020

The school received income from the following sources:

Australian Government Funding	\$1,040,163
State Government Funding	\$330,826
Fees, charges, parent contributions	\$149,529
Grants	NIL
Donations	NIL
Other sources	\$16,446



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 2020
- Diocesan Plan
- CESA Strategic Plan
- Living, Learning, Leading Framework
- 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.

Domain of Improvement	Goals	Achievements
Catholic Identity	<ul style="list-style-type: none"> • Staff to engage in professional learning in Crossways (RE curriculum framework) and Made in The Image of God (MITIOG) • Implement new Crossways curriculum • Staff to engage in required study in Graduate Certificate in Religious Education 	<ul style="list-style-type: none"> • Led by the Religious Education Coordinator and the Diocesan RE Advisor, staff were introduced to the strands and outcomes of the New Crossways Curriculum. • New teachers attended an Inservice about the MITIOG curriculum. • Teachers new to Catholic Education began study in the Graduate Certificate in Religious Education.
Teaching and Learning <ul style="list-style-type: none"> • Focused Vision and Goals • High Quality Teaching and Learning • Effective Use of Data 	<ul style="list-style-type: none"> • Using Balanced Scorecard, set targets and devise/implement strategies to meet them • Evidence from NAPLAN indicating Writing is an area requiring improvement; adopt consistent writing approach across R-7 • Increase student access to current IT • Improve learning outcomes through analysis of PAT Maths and Reading, 	<ul style="list-style-type: none"> • Analyse NAPLAN data to set goals for future to ensure no student is below the National Minimum Standard. • In the Balanced Score Card, the A-E student assessment data was collated and goals were set around 40% of students attaining an A by 2024.

	<p>Year 1 Phonics and Reading Running Record Scores</p> <ul style="list-style-type: none"> • Child Protection Curriculum scope and sequence to be developed across the school 	<ul style="list-style-type: none"> • Teaching staff attended '7 Steps to Writing Training' in order to learn and implement consistent teaching strategies to improve student learning outcomes in Writing. Staff Meetings focused on effective teaching strategies from the 7 Steps Writing program. • One teacher participated in a Writing Moderation program with teachers from other schools in the region, then led our teachers in the JJJ Catholic Schools Network to moderate how teachers grade writing according the standards in the Australian Curriculum. • Early years teachers attended Little Learners Love Literacy Phonics (Spelling) Training and implemented program. • After administering PAT Maths and Reading assessments, teachers used results to set learning goals. • IT Audit on laptops access for students was completed. The 10 year old desktop computers in the computer lab were removed and the room was repurposed as a Reception Class for 2021, an extra class, as more classes for the following year were required. Students in Yr 4-7 will be set up for one to one access to laptops at the beginning of Term 1, 2021. Funding for one to one iPad access for Reception to Year 3 students has been allocated to the 2021 School Budget. • The Child Protection Curriculum scope and sequence document was partially completed and will be finished in early 2021. All classes took part in lessons in this curriculum.
<p>Pastoral Care and the Community</p>	<ul style="list-style-type: none"> • Maintain positive links with Kindy and Preschool families and Jamestown Community School (JCS) • Successful transition to R-6 school by 2022 • School promotions and presence 	<ul style="list-style-type: none"> • Kindy visits were limited due to COVID 19 restrictions. However, the Yr 1/2 Class visited the Kindy once and staff met the Kindy class. • The 2021 Reception Teacher, the Special Needs Leader and the Principal met with the Kindy Teacher to discuss student interests, strengths and needs, making sure that students with disabilities have a smooth transition to school. • The principal initiated contact with the Principal of JCS to establish what the secondary school offers students who

		<p>graduate from St James, discuss transition to secondary school processes and information sharing strategy and transition dates</p> <ul style="list-style-type: none"> • Three successful Transition to School visits took place with the 2021 Reception class, with two students with special needs having extra transition visits. • 2022 Class structures have been planned and considered in the 5 Year Finance Plan. Considerations in class structure planning includes recent enrolment trends and enrolment predictions based on population, daycare and Kindy enrolment patterns. • The school utilised Facebook to inform parents about events, learning, publicise parenting information and keep the school community updated about COVID 19 restrictions and closures due to lock downs. The Little Jimmies Facebook Page was utilised for advertising opening hours each week and for parents to make booking to attend. An average of 25 young children and their parents / carers attended each week. • Articles were published each month during the second half of the year in the Jamestown Journal to inform the community about school events, learning and news from the school, to promote the school in the local media.
<p>Operations and Management</p>	<ul style="list-style-type: none"> • Implementation of SEQTA – student information • Increase storage: quotes, refine plans for building new sheds • Re-surface hard court area, new goals/nets, landscaping around the area 	<ul style="list-style-type: none"> • The school implemented the use of SEQTA for attendance and Pastoral Care. • Quotes for new storage sheds were obtained, then built and filled with archives and furniture for storage. • The new hardcourt with artificial turf, netball and basketball goals were installed, court surrounds were painted and new trees and gardens were put into place to beautify the area.

ACCESSING 2020 ANNUAL REPORT

Parents may access the Annual School Report on our website: 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.

Evan Wrobel
Principal