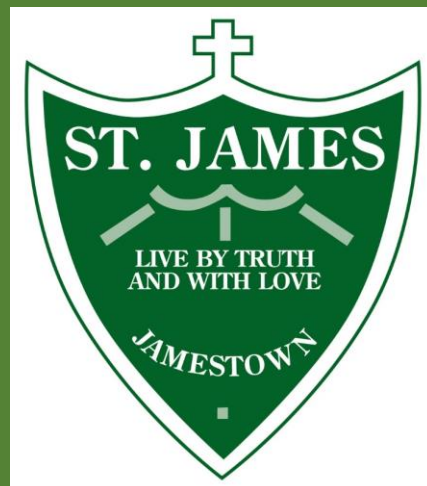


ST JAMES CATHOLIC SCHOOL ANNUAL REPORT 2021



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. At the conclusion of 2021, the school will no longer offer Year 7, which is in line with South Australia's move from Year 7 transitioning this year level from primary schools to secondary schools. 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 farm properties and from 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	10
Graduate Diploma in Education	2
Masters study (or started)	2

WORKFORCE COMPOSITION

Staffing consisted of:

12 Teaching Staff (includes Principal): 6 full-time and 6 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 2020 to 2021)

Attendance Rate per Year Level	2020	2021
Reception	90.22%	89.8%
Year 1	92.94%	91.9%
Year 2	92.10%	92.5%
Year 3	88.94%	94%
Year 4	92.32%	91.3%
Year 5	91.28%	93.5%
Year 6	79.80%	92.2%
Year 7	91.95%	89.3%
Overall School Attendance Rate	90.68%	91.9%

In 2021 St James School comprised of 5 classes (numbers as at August 2021 Census):

Reception	Total 18	Year 4/5	Total 24
Year 1/2	Total 21	Year 6/7	Total 17
Year 2/3	Total 21	Total Enrolment = 101	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Boys	13	5	8	6	5	3	5	4	49
Girls	5	10	5	8	5	11	5	3	52
Total	18	15	13	14	10	14	10	7	101

Indigenous Students 1%

Funded Students with a Disability 19.11%

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. Parents who have children who are marked as 'Unexplained absence' receive an sms asking them to provide a reason for 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.

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

SCHOOL INCOME 2021

The school received income from the following sources:

Australian Government Funding	\$1,278,467
State Government Funding	\$383,803
Fees, charges, parent contributions	\$159,782
Grants	NIL
Donations	\$20,650
Other sources	\$75,536

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 2021
- 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"> • Doing Theology • Religious Education 	To Enhance Catholic School Identity <ul style="list-style-type: none"> • Using New 'Crossways,' Curriculum to plan units of work • Gain understanding of Religious Education student outcomes • Build understanding of Enhancing Catholic School Identity (ECSI) eg. Post Critical Belief (PCB), Dialogue, Recontextualisation and how theories apply to Religious Education, Prayer and Liturgy 	<ul style="list-style-type: none"> • Led by the Religious Education Coordinator and the Diocesan RE Advisor were trained to plan units of work and lessons using the new curriculum. • Teaching staff were introduced to the student outcomes of the new curriculum and began to plan and assess with these outcomes • New teachers were introduced to planning Masses and Liturgies and were invited to have input to planning • Students survey results indicated that Jesus and God are important in the school, they are invited to be with God through prayer, are encouraged to look after the environment and can ask questions in Religious Education classes • Teachers new to Catholic Education began study in the Graduate Certificate in Religious Education

<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Focused Vision and Goals • High Quality Teaching and Learning • Effective Use of Data 	<p>To Enhance Catholic School Identity</p> <ul style="list-style-type: none"> • Use Professional Learning Community (PLC) big ideas of focus on learning, collaboration and focus on results • Establish norms for collaboration • Establish Essential Learning outcomes in Maths • Use the 6 Critical Questions of PLC to implement units of work • Collect and analyse data, which informs teaching practices to use • Investigate effective pedagogy for improving students learning outcomes in Maths 	<ul style="list-style-type: none"> • Two Professional Development days were led by Gavin Grift from Hawker Brownlow to assist us to implement PLC • Three teacher teams were implemented across the JJJ Catholic Schools Network, those being junior, middle and upper primary teams. The focus curriculum area was Mathematics. Each team developed operating norms, a set of essential standards for each year level to obtain, designed assessment tasks to measure student understanding and learning growth and developed lessons aimed at students' learning needs. Teacher teams also moderated student work samples to ensure accurate grading • A stronger culture of learning, collaboration and focusing on results was built amongst staff and with teachers in the JJJ network • With support from the Principal, Catholic Education Numeracy Coach and the Numeracy Leader of Learning a thorough analysis of PAT Numeracy results was completed at the start, to set learning goals and end of the year • The school successfully applied for a Partners in Project grant from Catholic Education for \$120,000. The partnership is between St. Joseph's School, Clare and St. Joseph's School, Gladstone. The funds have been used to employ an experienced Speech Pathologist to support the development of oral language and phonological awareness (sounds that words make) in the school, aimed at Reception to Year 3 students. The grant is being used to support teachers to develop their skills in this area. This work will continue during the first 6 months of 2022 • Old iPads were replaced with 45 new iPad's 9th Gen. The Reception to Year 2 students had one to one iPad access with school supplied devices • Teaching staff took part in Child Protection Curriculum Training and the school developed a scope and sequence. Class teachers implemented Child Protection • The school implemented the use of SEQTA for Special Education record keeping.
<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 Reception Class visited the Kindy once and the Kindy made a reciprocal visit • 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

		<p>students with disabilities have a smooth transition to school.</p> <ul style="list-style-type: none"> • The principal initiated contact with the Principal of JCS and our Catholic secondary feeder school to establish what the secondary schools offer students who graduate from St James, discuss transition to secondary school processes and information sharing strategy and transition dates • Three successful Transition to School visits took place with the 2022 Reception class • 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 • Articles were published each month during 2021 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"> • Capital investment is used optimally to improve facilities and resources for students. 	<ul style="list-style-type: none"> • The Master Building Plan was approved for extensions and renovations to the existing main building including classrooms and administration areas • As a result of the Master Building Plan approval, Stage 1 Capital Works were planned and approved. The works will consist of the removal of the portable classrooms and demolition of the staff and student ablutions. Two new brick junior primary classes, a breakout learning area and new student ablutions will be constructed in 2022. There is much excitement about the building works



STUDENT RESULTS IN NAPLAN 2021

Students are to be congratulated, on their attendance and participation in the NAPLAN testing. Please note - 2020 NAPLAN was cancelled due to COVID-19 Pandemic.

YEAR 3 (13 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2018	2019	2021	2018	2019	2021
Reading	92%	100%	416.3	426.5	442.6	100%	100%	100%
Writing	92%	100%	404.8	450.2	428.4	100%	100%	100%
Spelling	92%	100%	398.5	448.9	429.9	100%	100%	100%
Grammar & Punctuation	92%	100%	403.3	458.7	415.7	100%	92%	100%
Numeracy	92%	100%	368.9	386.5	403.3	100%	85%	100%

YEAR 3 SUMMARY

- 92% participation
- 100% achieved the National Minimum Standard in all assessments.
- In 2021, the percentage of students achieving the National Minimum Standard improved to 100%.
- Percentages of students at St James in the top 2 bands: Reading - 67%, Writing – 58%, Spelling – 42%, Grammar and Punctuation – 50% and Numeracy – 42%
- As this the Year 3 cohort first year of testing there are no comparative figures of growth 2018 to 2021.

YEAR 5 (13 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2018	2019	2021	2018	2019	2021
Reading	100%	92%	509.9	533.6	510.4	100%	100%	92%
Writing	92%	85%	472.8	466.6	506.9	100%	100%	85%
Spelling	85%	77%	490.8	478.7	503.7	100%	100%	100%
Grammar & Punctuation	100%	85%	500.4	506.9	506.9	100%	100%	77%
Numeracy	85%	85%	488	502.8	467.8	100%	100%	100%

YEAR 5 – SUMMARY

- 100% participation for Reading and Grammar and Punctuation. 92% participation for Writing. 85% participation for Numeracy and Spelling.
- Percentages of students at St James in the top 2 bands: Reading - 38%, Writing – 45%, Spelling – 46%, Grammar and Punctuation – 46% and Numeracy – 0%

- Mean scores increased from 2019 in Writing and Spelling.
- Writing scores are above the national mean score.
- Reading, Spelling and Grammar and Punctuation scores at St James are in line with the national mean.
- Numeracy scores were down from 2019 scores.

GROWTH FOR YEAR 5 INDICATED IN THIS TESTING SITUATION FROM 2019 TO 2021

Growth for all learning area assessments has been averaged. Below is the summary.

38% showed low growth
26% showed mid growth
36% showed high growth

YEAR 7 (6 students)								
Please note - There were less than 10 students in the 2021 cohort so scores will not be published due to privacy reasons.								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2018	2019	2021	2018	2019	2021
Reading	100%	100%	552	577	-	100%	100%	-
Writing	83%	100%	508	513.6	-	90%	100%	-
Spelling	100%	100%	570.8	549.7	-	100%	100%	-
Grammar & Punctuation	100%	100%	562.2	536.5	-	100%	100%	-
Numeracy	100%	100%	551.7	556.9	-	100%	100%	-

YEAR 7 – SUMMARY

- Small cohort (6 students) - data will not be published on My Schools
- 100% student participation in all assessments, except Writing with one student away (16%).
- 100% achieved the National Minimum Standard in Reading, Spelling, Grammar & Punctuation and Numeracy.
- The mean scores for Reading, Numeracy and Grammar and Punctuation were well above the national mean.
- Mean scores for Spelling were in line with the national mean and Writing was moderately below the national mean.

GROWTH FOR YEAR 7 INDICATED IN THIS TESTING SITUATION FROM 2019 TO 2021

Growth for all learning area assessments has been averaged. Below is the summary.

22% showed low growth
29% showed mid growth
49% showed high growth

STUDENT, FAMILY AND STAFF SATISFACTION WITH THE SCHOOL

Students, families, and staff were surveyed throughout the year to garner satisfaction ratings with the school. Students took part in Student Pulse Surveys on a termly basis. Families and staff were invited to complete the Living Learning Leading Survey to provide feedback to the school. All Year 4-7 students took part in the survey.

STUDENT SURVEY

Each term in 2021, every student took part in the Student Pulse Surveys. Reception to Year 3 questions included;

- | | |
|-----------------------------|---|
| 1. My teacher cares for me | 2. I enjoy school |
| 3. I have friends at school | 4. My teacher helps me when I have problems |
| 5. I am learning at school | 6. I have a say in my learning |
| 7. I feel safe | 8. I feel I belong |

Year 4 to 7 questions included;

- | | |
|------------------------------------|---------------------------------|
| 1. I matter to my teacher | 2. I am thriving at this school |
| 3. I have positive relationships | 4. My teacher supports me |
| 5. My learning needs are being met | 6. I am involved in my learning |
| 7. I feel safe | 8. I feel I belong |

Below is a summary of the results.

- In Term 3, there was an increase in R-3 students answering "Most of the Time" from 69.6% to 72.2%
- In Term 3, there was a decrease in 4-7 students answering "Most of the Time" from 59.5% to 49%.
- In Term 3, there was an increase in 4-7 students answering "Not very Often" from 6.1% to 10.9%
- Overall, between 65-70% of the student answers were "Most of the Time."
- Across the school 29% of the students answer "Sometimes." However, 40% of Yr 4-7 students answered "Sometimes."
- Across the school, 5-6% answered questions as "Not Very Often".
- During Term 3 the data reveals that overall, the large majority of our students are satisfied with their experiences at school. There has been an increase in Yr 4-7 students that are having friendship issues who require more support from their teachers. Students that had red flags around their answers met with teachers to discuss issues and concerns they had. Responses from staff varied, depending on whether the students disclosed any issues. These students were monitored closely. These students were also referred to the Wellbeing teacher for extra support.

Term 4 results were slightly improved.

- The majority (85%) of students felt as though their learning needs were being met and were thriving at school.
- The majority of students (90-95%) felt they belonged to the school community and had friends at school.

All students also took part in the Living, Learning Leading (LLL) Survey. Below is a summary of the results;

LLL Student Survey (Yr 4-7 students only)

Catholic Identity

Challenges

- In Religious Education, I learn about Bible stories that connect to my life.
- I enjoy Mass and Liturgies and they are meaningful.

Successes

- Jesus and God are important in my school.
- Invited to be with God through prayer.
- Students encouraged to look after the environment.
- I have opportunities to ask questions in Religious Education lessons.

Learning and Wellbeing

Challenges

- Student agency and influence in what they learn about in class.
- Autonomy and independence in student work.

Successes

- My teachers want me to do my best.
- Students take responsibility for their learning.
- I attempt to solve problems before asking for help.
- Students reflect on their learning and set goals.
- My teachers know when I need extra support with my work.

Resourcing

Challenges

- Classes are inspirational places to learn.

Successes

- The school is well maintained.
- The equipment that teachers use helps me to learn.
- Classes are welcoming places to learn.
- I am encouraged to look after the environment.

Community

Challenges

- I feel respected when I am at school.
- I feel students are kind to me at school.
- I feel that others care about me when I am at school.

Successes

- Students feel welcome at school.
- Students are proud of the school community.
- Students feel safe in class and at play times.

FAMILY SURVEY

LLL Parent Survey (19 respondents)

Catholic Identity

Challenges

- At school, my child/ren are encouraged to notice and act on issues of poverty and injustices. (monitor – not low score)

Successes

- The education at the school encourages my child/ren to develop their faith and spirituality.
- Religious celebrations are made relevant and are meaningful.

Learning and Wellbeing

Challenges

- Teachers engage child/ren in making assessments about their learning (self assessment / student agency).
- Teachers engage my child/ren in planning and directing their learning (student agency)
- Teachers understand my child/ren's needs (Learning support)

Successes

- Teachers communicate with children respectfully.
- Enjoyment at school.

Resourcing

Challenges

- No major challenges identified.

Successes

- School is well maintained.
- Facilities meet needs of children.

Community

Challenges

- Families indicated they would like more communication between school and family.
- Families invited to be involved in more decision making at school.

Successes

- Adults in school create safe environment.
- Policies and practices of the school support positive behaviour.
- The policies at school are effective in creating a safe environment.
- My child feels safe at school.

STAFF SURVEY

LLL Teacher Survey (7 respondents)

Catholic Identity

Challenges

- No major challenges identified

Successes

- Staff had opportunities to experience Catholic Identity
- Staff enjoyed and valued taking part in Catholic Identity development.

Learning and Wellbeing

Challenges

- Developing a whole school approach to curriculum delivery.
- Students reflecting on and revising learning goals. (student agency)
- Students develop insights into their capabilities. (student agency)
- Students engaged in planning, structuring and sequencing their learning and assessment.

Successes

- Teachers were expected to evaluate their teaching practice.
- Data was used / shared to provide in-depth analysis of teaching practices.
- Teachers were highly confident in their teaching strategies knowledge and skills.
- Teachers implemented contemporary classroom practices that facilitated learning.

Resourcing

Challenges

- Decisions about resource allocations were considered through broad consultations. (monitor only)
- School's infrastructure meets the needs of the students. (monitor only)

Successes

- Improving facilities and infrastructure is a priority at this school.
- School plans effectively for capital development.

Community

Challenges

- No major challenges identified

Successes

- Strong partnerships with families and the community.
- Strong welcoming community evident, approachable staff, inclusive of backgrounds and diversity of abilities.

Evan Wrobel
Principal