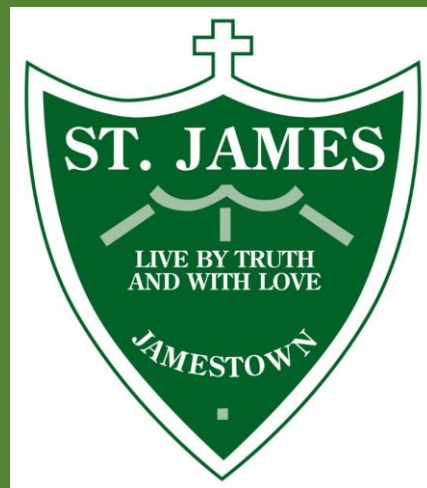


ST JAMES SCHOOL ANNUAL REPORT TO THE COMMUNITY 2022



ST JAMES SCHOOL CONTEXT

St James is a Catholic Primary School Reception-Year 6 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 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	7
Graduate Diploma in Education	2
Masters study (or started)	1

WORKFORCE COMPOSITION

Staffing consisted of:

10 Teaching Staff (includes Principal): 5 full-time and 5 part-time

6 Educational Support Officers (ESOs): 0 full-time and 6 part-time (including Administration, Finance, WHS, 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 2021 to 2022)

Attendance Rate per Year Level	2021	2022
Reception	89.8%	91.7
Year 1	91.9%	87.4
Year 2	92.5%	91.5
Year 3	94%	91.2
Year 4	91.3%	92.6
Year 5	93.5%	89.0
Year 6	92.2%	92.2
Year 7	89.3%	No Yr 7 in 2022
Overall School Attendance Rate	91.9%	90.7

In 2022 St James School comprised of 4 classes (numbers as at August 2022 Census):

Reception / Year 1	Total 17	Yr. 3/4	Total 24
Year 1/2	Total 21	Yr. 5/6	Total 23
		Total Enrolment = 85	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Boys	3	12	5	7	6	5	3	41
Girls	5	4	9	3	8	4	11	44
Total	8	16	14	10	14	9	14	85

Indigenous Students 1%
 Funded Students with a Disability 16.47%

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.

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 2022
- 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"> • School Identity • Education in Identity – formative experiences and relationships • 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 including achievement and performance standards • Build understanding of Enhancing Catholic School Identity (ECSI) in Religious Education lessons, prayer, Masses and Liturgies • Provide opportunities for staff faith formation • Provide students and staff with opportunities to improve their understanding and enjoyment of scripture and prayer 	<ul style="list-style-type: none"> • Led by the Religious Education Coordinator and the Diocesan RE Advisor staff were trained to plan units of work and lessons using the new curriculum. • Staff attended a teaching Mass with priest to develop their understanding of how to plan Masses and Liturgies, which in turn led to staff modelling this planning to students • 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 • Staff attended a faith formation day about relationships with God, nature and being at peace with faith development • Teachers new to Catholic Education continued to meet study requirements for the Graduate Certificate in Religious Education
Teaching and Learning <ul style="list-style-type: none"> • Curriculum & co-constructed learning & assessment • Curriculum knowledge • Learning design • Assessment design 	To Enhance Student Learning Outcomes in Maths and Literacy <ul style="list-style-type: none"> • Use the Clarity parameters and PLC Big Ideas of Focus on Learning, Collaboration and Focus on Results in Maths and Literacy • Re-establish norms for collaboration • Revise Essential Learning outcomes in Maths • Establish Essential Learning outcomes in Spelling • Use the 5 Inquiry Questions of PLC to launch Learning Inquiries into 	<ul style="list-style-type: none"> • The leadership team began completing modules of the Clarity suite and attended Clarity Professional Development in Adelaide led by Lyn Sharrett. • Three teacher teams across the JJJ Catholic Schools Network, those being junior, middle and upper primary teams, focused on improving student learning outcomes in Mathematics. Each team developed operating norms, used a set of essential standards for students in each year level to obtain, designed assessment tasks to measure student understanding and learning growth and

	<p>improving student learning outcomes in Maths</p> <ul style="list-style-type: none"> • Collect and analyse data, which informs teaching practices to use in Maths and Literacy • Investigate effective pedagogy for improving students learning outcomes in Maths, write Literacy Teaching Agreements and revise Numeracy Agreement • Implement effective Reading Assessment practices 	<p>developed lessons aimed at students' learning needs. Teacher teams also moderated student work samples to ensure accurate grading</p> <ul style="list-style-type: none"> • 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. This was repeated at the end of the year. • The school successfully applied for a Partners in Project extension 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 continue the employment of 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 was used to support teachers to develop their skills in this area. This work will continue during the first 6 months of 2023 • Teachers took part in training to the online SEQTA platform for timetabling, assessment records and work program record keeping.
<p>Student agency, identity, learning and leadership</p> <ul style="list-style-type: none"> • Student agency and engagement in learning, assessment design and dialogue • Student reflections on their own identity and capabilities growth as people, learners and leaders 	<p>To Enhance Student Learning Outcomes in Wellbeing and Student Agency</p> <ul style="list-style-type: none"> • Staff will be able to provide students with skills to build resilience • Guide students in building a culture of reconciliation through the use of Restorative Practices • Provide opportunities for students to have meaningful input their learning and assessment design • Students in Year 5/6 will be led by their teachers to develop leadership skills • The school will create a learning environment that builds knowledge an understanding of ATSI perspectives 	<ul style="list-style-type: none"> • Teachers completed training to teach The Resilience Project program. This program was taught in every class. GEM and emotional literacy are the main themes. GEM stands for; G = Gratitude, E = Empathy and M = Mindfulness. Students enjoyed taking part in these lessons. • Teachers took part in Restorative Practices training and committed to implementing guided conversations with students leading to apologies and forgiveness • Student responses from the termly CESA Classroom Pulse Survey were used as feedback for teachers to respond to student wellbeing concerns including engagement and agency in their learning • Each class took part in the Aboriginal Artists in Residence Program during Term 4. Students worked with elders to learn about culture, songs, stories and aboriginal language. Each student created an animal from recycled fishing nets. This program culminated with the students and artists hosting a special assembly and art exhibition, which was well attended by the parent community.

Community Engagement

To use the resources of the school effectively and to enhance the buildings of the school

- Capital investment is used optimally to improve facilities and resources for students
- Capital investment: Implement Master Plan Stage 1 – removal of portable junior primary classrooms and build extension onto the existing main building containing two new classrooms, ablutions and general learning area
- Re-roof the main building of the school to mitigate potential of flooding in the school due to a poorly designed box gutter
- Optimal staffing reflects student enrolment and student needs

- Stage 1 of the school's Master Building Plan was approved in 2021 for extensions and renovations to the existing main building including two new classrooms, a breakout learning area, new student amenities and a pergola.
- The old student portable buildings were sold and removed.
- Construction began in March 2022 and continued through the year with the new building being ready for the commencement of the 2023 school year.
- Due to flood damage sustained in several sections of the school, a roof rectification building project was completed alongside of the construction of the new building. This included building a higher roof and installing new tin. This rectification will future proof the school from ceiling collapses in the future due to the removal of an ineffective box gutter.
- As the school transitioned from being an Reception to Year 7 school to offering Reception to Year 6, staffing was restructured to meet reduced student numbers.



STUDENT RESULTS IN NAPLAN 2022

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 (9 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2019	2021	2022	2019	2021	2022
Reading	89%	89%	426.5	442.6	402	100%	100%	89%
Writing	89%	100%	450.2	428.4	414	100%	100%	100%
Spelling	89%	89%	448.9	429.9	386	100%	100%	89%
Grammar & Punctuation	89%	89%	458.7	415.7	399	92%	100%	89%
Numeracy	89%	100%	386.5	403.3	400	85%	100%	100%

YEAR 3 SUMMARY

- 89% participation
- 89% achieved the National Minimum Standard in all assessments.
- In 2022, 38% of students achieved in the top two bands.
- As the numbers of students in this cohort are under 10, the percentage scores for the school vary greatly with each result.
- Percentages of students at St James in the top 2 bands: Reading - 33%, Writing – 56%, Spelling – 44%, Grammar and Punctuation – 44% and Numeracy – 11%
- Numeracy scores have remained steady over the last 3 years of testing.
- The Longitudinal scores over the last 5 years for all tests have remained steady.

YEAR 5 (9 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2019	2021	2022	2019	2021	2022
Reading	100%	89%	533.6	510.4	500	100%	92%	89%
Writing	100%	78%	466.6	506.9	448	100%	85%	78%
Spelling	89%	89%	478.7	503.7	464	100%	100%	89%
Grammar & Punctuation	89%	89%	506.9	506.9	467	100%	77%	89%
Numeracy	100%	100%	502.8	467.8	471	100%	100%	100%

YEAR 5 – SUMMARY

- 100% participation for Reading, Writing and Numeracy. 89% participation for Grammar and Punctuation for and Spelling.
- Percentages of students at St James in the top 2 bands: Reading - 33%, Writing – 11% and Numeracy – 11%
- As the numbers of students in this cohort are under 10, the percentage scores for the school vary greatly with each result.
- Reading and Numeracy scores at St James are in line with the national mean.
- Numeracy scores have remained steady over the last 3 years of testing.
- The Longitudinal scores over the last 5 years for all tests have remained steady.

GROWTH FOR YEAR 5 INDICATED IN THIS TESTING SITUATION FROM 2019 TO 2022

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

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 4-6 students took part in the survey.

STUDENT SURVEY

Each term in 2022, 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 6 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.

Term 3 – 2022



Term 4 – 2022



Overall, students had positive experiences at school. They feel that they have good relationships with their peers and the staff. Students indicated they would like to have more agency in their learning.

All students also took part in the Living, Learning Leading (LLL) Survey. The students indicated that they have positive experiences at school. Below is a summary of the results;

LLL Student Survey (Yr 4-6 students only)
Catholic Identity
<p>Challenges</p> <ul style="list-style-type: none"> - In Religious Education, I have opportunities to share my ideas in Religious Education lessons. - I enjoy Mass and Liturgies and they are meaningful.
<p>Successes</p> <ul style="list-style-type: none"> - Jesus and God are important in my school. - Invited to be with God through prayer. - Students encouraged to look after the environment. - I learn that it is important to welcome all people in my school. - I learn how I can help people in need.
Learning and Wellbeing
<p>Challenges</p> <ul style="list-style-type: none"> - I would feel comfortable asking my teacher, 'Why do I have to learn this?' - In classes, I am asked about what the teacher does well and what could be done better.
<p>Successes</p> <ul style="list-style-type: none"> - My teachers want me to do my best. - Students take responsibility for their learning. - My teachers are good at the subjects they teach. - I attempt to solve problems before asking for help. - My teachers believe that I can succeed. - My teachers give me help with my work.
Resourcing
<p>Challenges</p> <ul style="list-style-type: none"> - The students did not identify any challenges
<p>Successes</p> <ul style="list-style-type: none"> - The classrooms are welcoming spaces to learn. - There is someone who can help me if I have a problem with technology. - The equipment that teachers use during lessons help me to learn (such as classroom resources or technology) - The school is kept neat and tidy.
Community
<p>Challenges</p> <ul style="list-style-type: none"> - I feel respected when I am at school. - I feel students are kind to me at school.
<p>Successes</p> <ul style="list-style-type: none"> - Students feel welcome at school. - Students are proud of the school community. - Students feel safe in class and at play times. - Students feel they belong at school.

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