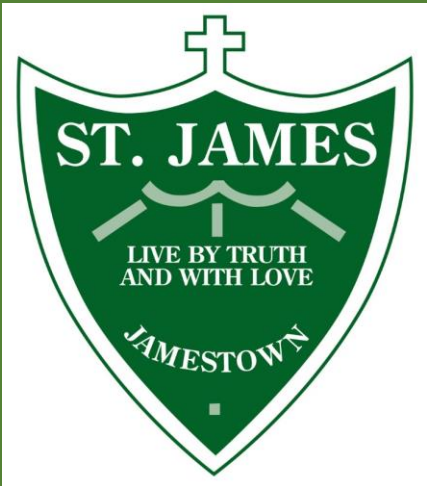


# ST JAMES CATHOLIC SCHOOL ANNUAL REPORT TO THE COMMUNITY 2023



## 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:

Bachelor of Education or Early Childhood	11
Masters study (or started)	2

### WORKFORCE COMPOSITION

Staffing consisted of:

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

8 Educational Support Officers (ESOs): 0 full-time and 8 part-time (including Administration, Finance, WHS, Curriculum)

3 Support Services Officers 0 full-time and 3 part-time (Cleaning and Gardens and Grounds)

No staff members identify as Aboriginal or Torres Strait Islander.



## STUDENT ATTENDANCE

Attendance Rates (Comparison 2022 to 2023)

Attendance Rate per Year Level	2022	2023
Reception	91.7%	88.3%
Year 1	87.4%	91.0%
Year 2	91.5%	88.6%
Year 3	91.2%	91.5%
Year 4	92.6%	91.2%
Year 5	89.9%	90.8%
Year 6	92.2%	89.7%
<b>Overall School Attendance Rate</b>	<b>90.7%</b>	<b>90.1%</b>

In 2023 St James School comprised of 4 classes (numbers as at August 2023 Census):

Reception	Total 16	Yr 3/4	Total 26
Year 1/2	Total 19	Yr. 5/6	Total 21
Total Enrolment = 82			

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>Boys</b>	7	3	9	6	7	6	4	<b>42</b>
<b>Girls</b>	9	3	4	10	3	7	4	<b>40</b>
<b>Total</b>	16	6	13	16	10	13	8	<b>82</b>

Indigenous Students 1%

Funded Students with a Disability 19.5%

### **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 2023
- Diocesan Plan
- CESA Strategic Plan
- Living, Learning, Leading Framework
- 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.

<b>Domain of Improvement</b>	<b>Goals</b>	<b>Achievements</b>
<b>Catholic Identity</b>	<p><b>To Enhance Catholic School Identity</b></p> <ul style="list-style-type: none"> <li>• Using New 'Crossways,' Curriculum to plan units of work</li> <li>• Gain understanding of Religious Education student outcomes including using the achievement and performance standards</li> <li>• Build staff understanding of Catholic Identity in ways that are meaningful and contemporary</li> <li>• Provide opportunities for staff faith formation about the importance of Catholic education</li> <li>• Provide students and staff with opportunities to make Masses, Liturgies and Prayer more meaningful</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff were introduced, by the Assistant Principal: Religious Identity and Mission, to the new assessment performance standards of the revised Crossways curriculum and began to plan and assess with these outcomes</li> <li>• New teachers were introduced to planning Masses and Liturgies and were invited to have input to planning</li> <li>• 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</li> <li>• Teachers new to Catholic Education continued their studies towards the Graduate Certificate in Religious Education</li> <li>• All staff took part in a Retreat Day about what it means to work in a Catholic school and linking student wellbeing to Catholic Identity.</li> </ul>
<b>Teaching and Learning</b>	<p><b>To Enhance Learning Outcomes in Numeracy and Literacy</b></p> <ul style="list-style-type: none"> <li>• Use the Clarity parameters (data wall and learning walks) and PLC Big Ideas of "Focus on Learning," "Collaboration" and "Focus on Results" in Numeracy and Literacy</li> <li>• Finalise and implement the Literacy and Numeracy Teaching Agreements</li> </ul>	<ul style="list-style-type: none"> <li>• The Leadership Team completed several modules of the Clarity Suite of professional learning, then passed on relevant information and training for teachers to implement in class and as a team. These included;             <ul style="list-style-type: none"> <li>○ All teachers using Learning Intentions and Success Criteria in classes. These assist students have a clearer understanding of what they are learning and how they will show their learning.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ The Third Teacher was also introduced, meaning that displays in class are about what students are learning about and can be used to assist with their learning</li> <li>○ A Maths data wall was developed by all class teachers to track learning progress in addition and subtraction and with fractions and decimals</li> <li>● School leaders worked with staff and curriculum coaches from Catholic Education South Australia to document agreed and effective teaching strategies to be used in Maths and English (Teaching Policies).</li> <li>● The school successfully applied for a third Partners in Practice grant from Catholic Education 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.</li> </ul>
<p><b>Wellbeing</b></p>	<p><b>To Enhance Student Wellbeing Outcomes</b></p> <ul style="list-style-type: none"> <li>● Staff will be able to guide students through restorative conversations by the use of Restorative Practices</li> <li>● Teachers will demonstrate improved understanding of neurodiversity</li> <li>● Teachers will embed a range of wellbeing practices by developing a Wellbeing Statement of Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers took part in Restorative Practices professional development. This better enables staff to support students with social issues with an emphasis on forgiveness.</li> <li>● All classroom based staff attended two training sessions about catering for students with neuro-diversity, which enabled staff to provide increased outcomes for students with diverse learning needs.</li> <li>● Teachers received training in introreception. This provides teachers with strategies to assist students to recognise how their bodies and minds are feeling and to assist students to regulate their emotions.</li> <li>● A Wellbeing Statement of Practice was drafted, ready for launching at the beginning of the 2024 school year.</li> </ul>



# STUDENT RESULTS IN NAPLAN 2023

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

YEAR 3 (13 students)								
Well above		Strong		At Standard			Needs Additional Support	
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2021	2022	2023	2021	2022	2023
Reading	81%	89%	442.6	402	420	100%	89%	100%
Writing	81%	100%	428.4	414	416	100%	100%	100%
Spelling	81%	89%	429.9	386	416	100%	89%	100%
Grammar & Punctuation	81%	89%	415.7	399	401	100%	89%	92%
Numeracy	81%	100%	403.3	400	395	100%	100%	92%

## YEAR 3 SUMMARY

- Scores can not be compared to other years as testing was completed in March in 2023. In all other years, NAPLAN was conducted in May.
- 97% achieved the National Minimum Standard in all assessments.
- In 2023, 3% of students achieved in the top two bands.
- Percentages of students at St James in the top 2 bands: Reading - 8%, Writing – 0%, Spelling – 8%, Grammar and Punctuation – 0% and Numeracy – 0%
- Numeracy scores have fluctuated over the last 3 years of testing and is now a focus at St James in 2024.
- Our scores are the highest in the Pt. Pirie Diocese.
- The Longitudinal scores over the last 5 years for all tests have remained steady.

YEAR 5 (12 students)								
Well above		Strong		At Standard			Needs Additional Support	
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2021	2022	2023	2021	2022	2023
Reading	85%	89%	510.4	500	495	92%	89%	100%
Writing	85%	78%	506.9	448	468	85%	78%	100%
Spelling	85%	89%	503.7	464	483	100%	89%	100%
Grammar & Punctuation	85%	89%	506.9	467	479	77%	89%	100%
Numeracy	85%	100%	467.8	471	474	100%	100%	91%

## YEAR 5 – SUMMARY

- Scores can not be compared to other years as testing was completed in March in 2023. In all other years, NAPLAN was conducted in May.
- Percentages of students at St James in the top 2 bands: Reading - 17% and Spelling – 8%
- Reading and Spelling scores at St James are in line with the national mean.
- Writing and Grammar are areas to be focused on in 2024 with this cohort of students
- 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 2023

Growth for Reading and Numeracy assessments has been averaged. Below is the summary.

### Reading

27% showed low growth

64% showed mid growth

9% showed high growth

### Numeracy

27% showed low growth

45% showed mid growth

27% 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 2023, 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 – 2023



### 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 2-6 students only)

#### Catholic Identity

##### Challenges

- In Religious Education, I learn about Bible stories that connect to my life.
- At school, Masses and Liturgies are meaningful.

##### Successes

- I learn that it is important to welcome all people in my school.
- Jesus and God are important in my school.
- Students learn that is important to help others.
- Students encouraged to look after the environment.
- Students have opportunities to ask questions in Religious Education lessons.

#### Learning and Wellbeing

##### Challenges

- Teachers make the lessons interesting (monitor only).
- Teachers know when I need extra support for my work (monitor only).

##### Successes

- Teachers support students to do their best.
- Teachers are good at the subjects they teach.
- Teachers support students to improve their work.
- Teachers believe I can succeed.
- Teachers give students work that makes them problem solve and to think creatively.

#### Resourcing

##### Challenges

The students did not identify any challenges

##### Successes

- The classrooms are welcoming places to learn.
- The equipment that teachers use during lessons help students learn (such as classroom resources or technology).
- There are special places for prayer.
- The playground has good equipment.

#### Community

##### Challenges

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

##### Successes

- Students feel welcome at school.
- Students feel they belong when 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 (7 respondents)

### **Catholic Identity**

#### **Challenges**

- The religious education lessons my children learn make our children think about their own life and how they live (monitor only).
- At school our children learn about Jesus, the Catholic religion and spirituality in interesting and relevant ways (monitor only).

#### **Successes**

- Our children are encouraged to look after the environment.
- At school, our children are encouraged to help those in need.
- Religious celebrations are made relevant and are meaningful.

### **Learning and Wellbeing**

#### **Challenges**

- In general, at school, my children learn skills that will prepare them for the future.
- In general, at school, my children are expected to take responsibility for their learning.

#### **Successes**

- Teachers communicate with children respectfully.
- Teachers understand the needs of my children.
- In general, my children enjoy going to school.
- In general, my children find school interesting.
- Teachers believe that my children will succeed.

### **Resourcing**

#### **Challenges**

- No major challenges identified.

#### **Successes**

- The school facilities and grounds are well maintained.
- The school's facilities and grounds provide a stimulating and welcoming environment.
- The school facilities meet the needs of my children.

### **Community**

#### **Challenges**

- Policies and practices of the school support positive behaviour (monitor only).
- Communication between school and family is sufficient.
- Families invited to be involved in decision making at school.
- There is a strong partnership between families and the school.

#### **Successes**

- Adults in school create safe environment that helps my children to feel safe.
- The policies at school are effective in creating a safe environment.
- My child feels safe at school.
- Staff are welcoming to my family.
- My family's culture and background are respected.

## **STAFF SURVEY**

### **LLL Teacher Survey (9 respondents)**

#### **Catholic Identity**

##### **Challenges**

- Students are involved in a range of social justice activities.

##### **Successes**

- Students are encouraged to care for the environment.
- Students are taught to recognize the effects of the actions on others.
- Significant liturgical events are prioritized during the year.
- The school recognizes that dignity of the human person through words and actions.

#### **Learning and Wellbeing**

##### **Challenges**

- Time is made for teachers to reflect on and improve their professional practices.
- Students direct their own learning. (student agency)
- Students develop insights into their capabilities. (student agency)
- Students track and measure their growth.

##### **Successes**

- Teachers effectively adapt the curriculum to meet the needs of students.
- Data are used / shared to provide in-depth analysis of teaching practices.
- Teachers highly confident in their pedagogical knowledge and skills.
- Teachers implement contemporary classroom practices that facilitate learning.

#### **Resourcing**

##### **Challenges**

- Decisions about resource allocations are considered through broad consultations. (monitor only)

##### **Successes**

- Improving facilities and infrastructure is a priority at this school.
- School plans effectively for capital development.
- The school's facilities and infrastructure attracts parents into looking to place their children in the school.

#### **Community**

##### **Challenges**

- The school's policies and practices are consistent with Catholic social teaching. (monitor only)
- The school's policies and practices support positive student behaviour. (monitor only)

##### **Successes**

- Staff encourage parents to approach them with queries or concerns.
- Staff understand and accommodate the diverse needs of students.
- Staff are respectful of parents.
- Strong partnerships with families, community.
- Strong welcoming community, approachable, inclusive of backgrounds and diversity of abilities.

Evan Wrobel  
Principal