



Melbourne Archdiocese  
Catholic Schools

# 2025

## Annual Report to the School Community



### St James' School

6 St James Close, BRIGHTON 3186

Principal: Carmelina Corio

Web: [www.stjamesbrighton.catholic.edu.au](http://www.stjamesbrighton.catholic.edu.au)

Registration: 251, E Number: E1029

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## Principal's Attestation

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I, Carmelina Corio, attest that St James' School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 31 Mar 2026

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## About this report

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St James' School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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St James is a faith filled community  
that aspires to equip young people with  
the knowledge, skills and optimism  
to enrich the world  
and live meaningful lives.

The enhancement of family, school and parish links and building an understanding of the  
importance and opportunity to celebrate the faith within the Parish of St James  
The strengthening of partnerships, both local and global, in order to enhance student learning  
and promote active citizenship

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## School Overview

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St James Catholic Primary School is more than just a school; it is a warm, faith-filled and caring community committed to nurturing each child and supporting them to flourish academically, socially, emotionally and spiritually. At St James, we strive to provide contemporary and adaptive learning environments that inspire curiosity, creativity, collaboration and a genuine love of learning. We believe in laying strong foundations that equip our students with the knowledge, skills and confidence to enrich the world and live meaningful lives.

Situated in the southern suburbs of Melbourne, close to the bay and within a high socio-economic community, St James is part of the Emmaus Parish. The school recognises the important role it plays within the broader parish community and actively participates in liturgies, prayer, Sacramental celebrations and social justice initiatives that strengthen the connection between parish, school and family life.

In 2025, St James Catholic Primary School had an enrolment of 146 students drawn from the parish areas of Brighton and Gardenvale. The school is located within the South Central Zone of the Southern Region of Catholic schools. The 0.32 hectare site includes two school buildings, contemporary learning areas, a sustainable Tilley Garden, an artificial turf play space, and access to basketball and tennis courts which support play, sport and wellbeing opportunities for students. In 2025, students were organised into seven class groupings, with an average class size of approximately 21 students.

The school's Index of Community Socio-Educational Advantage (ICSEA) in 2025 was 1133. St James values the strong partnership shared with families and recognises parents and carers as the primary educators of their children. The school enjoys a close and supportive relationship with the parent community through the work of the School Advisory Council and a dedicated Parents' Association, both of which contribute significantly to community building, fundraising and strengthening family engagement across the school.

Our Learning and Teaching Team, together with our dedicated teaching staff, work collaboratively to support the academic, spiritual, wellbeing and social-emotional needs of all students in alignment with the Victorian Curriculum. In 2025, the Leadership Team consisted of Miss Carmelina Corio (Principal), Emma Herbert (Deputy Principal, Religious Education, Learning and Teaching and Learning Diversity Leader), Georgia McNamara (Deputy Principal, Student Wellbeing Leader and Sport Coordinator), Christine Kelliher (Mathematics Leader) and Antoinette Ferrari (Literacy Leader).

At St James, we are committed to catering for the needs of every child through innovative teaching practices, evidence-informed learning opportunities and a broad curriculum that includes specialist programs in Visual Arts, Physical Education, Italian and Performing Arts.

We understand that every child is unique and that students thrive when they feel known, valued and supported. Our personalised approach to learning ensures that each student is nurtured within an inclusive and supportive environment where they are encouraged to take risks, build resilience and experience success. Guided by the spirit of St James and with Jesus as our model, we promote the values of respect, inclusiveness, courage, compassion and excellence in all aspects of school life.

St James is proud to be a caring and connected community involving students, staff, parents, carers and local organisations working together in partnership. The school also provides Allied Health support, including access to an Occupational Therapist and Speech Pathologist, to further support student wellbeing and learning outcomes.

Throughout 2025, St James Catholic Primary School continued to be led with dedication, care and vision by the Principal, Miss Carmelina Corio.

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## Principal's Report

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As we reflect on 2025, we give thanks for another wonderful year at St James Catholic Primary School. It has been a year filled with learning, growth, faith, celebration and community connection. Throughout the year, our students, staff and families have continued to demonstrate the strong sense of belonging, care and partnership that makes St James such a special place.

I continue to feel deeply privileged to lead this vibrant and nurturing school community. St James is a school where every child is known, valued and supported, and where staff work collaboratively to ensure that each student is provided with opportunities to flourish academically, socially, emotionally and spiritually.

Our students continue to inspire us each day through their enthusiasm for learning, their resilience, creativity and the kindness they show towards one another. They consistently demonstrate the values that sit at the heart of St James; respect, courage, excellence, inclusiveness and compassion. These values are lived out through their interactions, learning experiences, leadership opportunities and contributions to the broader community.

I would like to sincerely thank our Deputy Principals, Emma Herbert and Georgia McNamara, for their exceptional leadership, dedication and unwavering support throughout the year. I also extend my gratitude to our Learning and Teaching Leadership Team; Christine Kelliher (Mathematics Leader) and Antoinette Ferrari (Literacy Leader), for their commitment to evidence-based teaching practices and continued focus on improving student learning outcomes across the school.

A heartfelt thank you also goes to our Administration Team; Imelda Cuaresma and Iris Webster, for the warmth, professionalism and care they bring to the daily operations of the school. Their support ensures that St James remains a welcoming and well-organised environment for all members of our community.

To our teachers and support staff, thank you for your ongoing dedication to creating engaging, inclusive and nurturing learning environments. Your passion for education and genuine care for students is evident in every classroom and every interaction. Throughout 2025, staff continued to engage in professional learning opportunities that strengthened teaching practice, student wellbeing supports and contemporary approaches to learning and engagement.

Our 2025 School Improvement Plan continued to focus on the following key priorities:

- Enhancing our faith community
- Evidence-based powerful teaching
- Empowering students

- Formation of self and others

These priorities continued to guide our work across all areas of school life and supported our commitment to continuous improvement and excellence in Catholic education.

Throughout the year, St James continued to strengthen opportunities for student voice, leadership and engagement. Students actively contributed to the life of the school through SRC initiatives, student-led assemblies and school tours, fundraising activities, sporting events, social justice initiatives and leadership opportunities across a range of learning areas.

We also celebrated many rich learning experiences and community events throughout 2025, including:

- Whole school Masses, liturgies and Sacramental celebrations
- Student-led assemblies and community events
- SRC meetings and student leadership initiatives
- House Points Program
- Swimming, Athletics and Cross Country Carnivals
- Participation in Holt District and Beachside sporting competitions
- Weekly sporting programs and specialist opportunities
- Buddy Programs across year levels
- STEM initiatives and representation in STEM MAD
- Weekly student clubs including gardening, wellbeing, STEM and sporting activities
- Student-led social justice initiatives including Project Compassion and the Vinnies Winter Appeal
- Our whole school production of Matilda the Musical Jr., directed by Miss Michaela Pace, which showcased the talents, confidence and creativity of our students. It was wonderful to see all students participate and contribute to such a memorable community event.

These opportunities continue to enrich the educational experience of our students and reflect our commitment to nurturing the whole child.

During 2025, significant improvements were also made to our school environment and facilities. Thanks to the generosity and fundraising efforts of our Parents' Association, carpet replacement works were completed in a number of learning spaces, further enhancing our contemporary learning environments. Additional maintenance and roof works were also undertaken across the school to ensure our facilities remain safe, welcoming and well maintained for all students and staff.

We also continued to strengthen our valued partnership with MACSEYE Before and After School Care. The program continues to provide an important service for many of our families, supporting students through engaging experiences and quality care aligned with the values and wellbeing focus of St James. Throughout 2025, enrolments within the MACSEYE program continued to grow, reflecting the strong connection between the school community and the service provided.

Our Parents' Association once again played a vital role in strengthening community connection and supporting the school through fundraising initiatives, events and volunteer support. Their ongoing generosity and commitment are greatly appreciated.

I would also like to thank our School Advisory Council for their support, guidance and commitment to the future direction of St James. In particular, I extend my sincere appreciation to our Chairperson, Catherine Fowler, for her leadership, dedication and valued contribution to our school community throughout the year.

As we conclude another successful year at St James, I would like to thank our students, staff, families, parish and wider community for your ongoing partnership and support. Together, we continue to build a strong, faith-filled and inclusive community where every child is encouraged to thrive and reach their full potential.

I look forward to all that lies ahead for St James Catholic Primary School as we continue to grow, strengthen and flourish together.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

**Goal:** To build an understanding of, and a contribution to the Catholic culture through partnerships, communication and collaboration.

**Intended outcome:** That the staff faith formation leads to confidence to be inquirer and witness and moderator.

### Achievements

- Continued to build a strong faith community through the celebration of whole school Masses and Liturgies including the Beginning of School Mass, Ash Wednesday, Holy Week Liturgy, Feast of the Sacred Heart, Feast of the Assumption, St James Feast Day, Advent Liturgies, Graduation Liturgy, and End of Year Mass.
- Embraced the 2025 Jubilee Year, "Pilgrims of Hope," by engaging students and staff in meaningful faith experiences centred on spiritual renewal, reconciliation, and hope.
- Created a whole school Pilgrims of Hope initiative where students and staff wrote prayers and decorated pilgrimage stones representing their personal faith journeys. These were carried on a class pilgrimage and displayed in the school foyer, deepening understanding of Catholic tradition and community faith.
- Strengthened partnerships between school and family through Prep and Year 1 and 2 Faith Nights, supporting parents in understanding and nurturing their child's faith development.
- Supported students and families preparing for the Sacraments of Reconciliation, Eucharist, and Confirmation through reflection evenings and reflection days that fostered deeper understanding and engagement in sacramental life.
- Maintained a strong commitment to social justice through active participation in the St Vincent de Paul Winter Appeal and Christmas Appeal, encouraging students to live out Gospel values through service and compassion.
- Continued professional learning opportunities for all staff to maintain accreditation to teach Religious Education and strengthen understanding of Catholic identity and mission.
- Continued the work of the Religious Education Curriculum Team to support and achieve Annual Action Plan (AAP) goals across the school.
- Fostered opportunities for students to actively participate in prayer, liturgy, faith-based discussions, and community outreach, strengthening student voice and leadership within the faith life of the school.
- Embedded Catholic traditions and values into everyday school life, promoting a culture of inclusiveness, reflection, hope, and service across the St James community.

## Value Added

- Strengthened the connection between home, school, and parish through faith-based family engagement opportunities and sacramental preparation programs.
- Enhanced student understanding of Catholic identity, prayer, pilgrimage, and service through meaningful Jubilee Year experiences and whole school faith initiatives.
- Increased student participation and engagement in social justice initiatives, fostering empathy, compassion, and a commitment to supporting others.
- Supported staff faith formation and curriculum development through ongoing professional learning and collaborative Religious Education planning.
- Continued to nurture a welcoming and inclusive faith community where students, staff, and families feel connected, valued, and supported in their spiritual journey.

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## Learning and Teaching

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### Goals & Intended Outcomes

**Goal:** To build an understanding of and a contribution to the Catholic culture through partnerships, communication and collaboration.

**Intended outcome:** That staff faith formation leads to confidence to be inquirer and witness and moderator.

### Achievements

Throughout 2025, St James continued to strengthen its commitment to evidence-based learning and teaching practices across both Mathematics and Literacy. Guided by the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction and Vision for Engagement, staff worked collaboratively to embed explicit teaching, structured lesson design, collaborative planning, and data-informed instructional practices to improve student learning outcomes. Across the school, there remained a strong focus on developing students' reasoning, fluency, confidence, problem-solving abilities, and independence as learners. Through ongoing professional learning, targeted intervention, and the implementation of evidence-based programs and resources, St James continued to foster a culture of continuous improvement in teaching and learning.

- Continued strengthening evidence-based Mathematics instruction across all year levels through explicit teaching practices, structured lesson delivery, and collaborative curriculum planning.
- Embedded the use of Ochre Mathematics resources to support consistent, sequential, and knowledge-rich Numeracy instruction aligned with evidence-based teaching practices.
- Continued to prioritise explicit instruction approaches that supported students to explain mathematical thinking, develop reasoning skills, apply prior knowledge, and engage in problem-solving.
- Introduced Bond Blocks across classrooms to strengthen student understanding of number concepts, place value, partitioning, and mathematical reasoning through hands-on and visual learning experiences.
- Increased opportunities for students to use concrete materials and manipulatives during Numeracy sessions to support conceptual understanding and mathematical fluency.

- Strengthened collaborative planning practices across all year levels, ensuring Mathematics units of work and instructional resources were developed, refined, and centrally stored to support consistency of teaching and learning.
- Maintained regular Mathematics Professional Learning Team (PLT) meetings focused on analysing assessment data, reflecting on instructional practice, strengthening teacher knowledge, and collaboratively planning evidence-based Numeracy instruction.
- Continued development and organisation of the Mathematics Resource Centre to ensure staff and students had access to high-quality mathematical resources aligned to curriculum and learning needs.
- Used NAPLAN and school-based assessment data to inform targeted teaching, identify areas for growth, and strengthen whole school Numeracy practices.
- Continued building teacher capacity in Mathematics through professional dialogue, evidence-based professional learning, and reflective teaching practice.
- Continued embedding evidence-based Literacy instruction aligned with the MACS Vision for Instruction and Vision for Engagement.
- Successfully implemented the InitialLit program across Prep to Year 2 to strengthen foundational reading, writing, phonics, vocabulary, and oral language development.
- Fully implemented the Ochre Literacy Program across Years 3–6, strengthening consistency and evidence-informed Literacy instruction throughout the school.
- Developed and trialled the St James Grammar and Punctuation Scope and Sequence through collaborative curriculum planning informed by NAPLAN data, Victorian Curriculum 2.0, InitialLit, and Ochre resources.
- Continued implementation of the Spelling Mastery Program across Years 3–6 through daily explicit spelling instruction and structured review practices.
- Maintained targeted Tier 1 and Tier 2 Literacy intervention programs using evidence-based assessment practices to identify and support students requiring additional assistance.
- Facilitated regular Literacy Team Planning sessions focused on collaborative planning, data analysis, explicit instruction, and evidence-based teaching strategies.
- Continued professional learning for all staff focused on the Science of Reading, explicit teaching practices, cognitive load theory, and high-impact instructional strategies.
- Strengthened consistency of Literacy instruction through the development of a whole school teaching and learning model incorporating explicit instruction, modelling, guided practice, collaborative learning, and independent application.
- Invested in additional Literacy resources including decodable readers, class novel sets, InitialLit consumables, and Spelling Mastery materials to support high-quality classroom instruction and program fidelity.

## Student Learning Outcomes

- Students demonstrated increased confidence in mathematical reasoning, problem-solving, and communicating mathematical understanding.
- The use of Bond Blocks and other concrete materials supported deeper conceptual understanding of number and improved student engagement during Numeracy learning.
- Explicit teaching and structured lesson design strengthened consistency in Mathematics instruction across all year levels.
- Data-informed teaching practices supported targeted intervention and differentiated learning opportunities to improve student achievement in Numeracy.
- Students increasingly demonstrated the ability to apply mathematical knowledge and strategies across a range of learning contexts.
- Increased opportunities for mathematical discussion, modelling, and guided practice supported students in developing fluency and confidence as learners.
- Students in Prep to Year 2 demonstrated continued growth in foundational reading and writing skills through the implementation of InitiaLit and explicit phonics instruction.
- Students across Years 3–6 benefited from structured and explicit Literacy instruction through the Ochre Literacy Program.
- Literacy intervention programs supported improved reading fluency, writing development, confidence, and self-efficacy as learners.
- Daily implementation of Spelling Mastery strengthened spelling knowledge and supported increased transfer of spelling skills into student writing.
- Data-informed teaching practices enabled earlier identification of students requiring intervention and supported targeted learning growth.
- Increased consistency in Literacy teaching practices across the school contributed to improved student engagement and learning outcomes.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	420	58%	418	52%
	Year 5	522	67%	514	76%
Numeracy	Year 3	411	55%	414	67%
	Year 5	516	78%	504	76%
Reading	Year 3	437	78%	435	79%
	Year 5	523	94%	514	95%
Spelling	Year 3	419	68%	407	59%
	Year 5	494	67%	489	66%
Writing	Year 3	421	90%	429	90%
	Year 5	548	94%	528	97%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

**Goal:** To build student voice, agency, and leadership by developing their knowledge and skills to be active and responsible decision-makers.

**Intended outcome:** That students are valued as leaders in their wider community, increasing responsibility and agency.

### Achievements

- Successfully implemented the updated Respectful Relationships curriculum, strengthening the school's whole-school approach to social–emotional learning and student wellbeing.
- Staff engaged in targeted professional learning to support consistent, evidence-based delivery of wellbeing programs and practices across all year levels.
- Introduced the digital Zones of Regulation curriculum, providing students with accessible and interactive tools to better understand, identify, and regulate emotions.
- Embedded consistent wellbeing language, visuals, and regulation strategies across classrooms to strengthen predictability, emotional safety, and student readiness to learn.
- Delivered targeted social skills groups to support the development of communication, cooperation, conflict resolution, and positive peer relationships.
- Increased access to allied health support through individual and small-group programs facilitated by the school chaplain, occupational therapist, and speech therapist.
- Strengthened multidisciplinary collaboration between staff, families, and allied health professionals to provide holistic and responsive support for students with diverse needs.
- Continued prioritising relationship-building and inclusive classroom practices to ensure students felt safe, valued, connected, and supported within the school environment.
- Embedded student wellbeing practices into daily teaching and learning to strengthen student engagement, resilience, and confidence as learners.
- Continued to foster a strong whole-school wellbeing culture through a shared commitment to knowing, understanding, and supporting each learner.
- Continued implementation and review of the Child Safety Standards to strengthen compliance and best practice.
- Delivered ongoing staff professional learning in mandatory reporting, risk management, and culturally safe practices.

- Maintained 100% staff compliance with mandatory child safety training. Strengthened student voice through fortnightly SRC meetings and student participation opportunities.
- Enhanced wellbeing programs including Peaceful Kids, Seasons for Growth, RRRR, and Zones of Regulation.
- Reviewed and updated child safety policies, procedures, and Codes of Conduct. Continued communication with families regarding child safety supports and reporting pathways.
- Conducted regular risk assessments for camps, excursions, and school activities. Strengthened processes for recording and responding to child safety concerns.
- Continued fostering a safe, inclusive, and supportive school culture.

## Value Added

- Students demonstrated increased emotional literacy, self-awareness, and confidence in identifying and managing emotions.
- Improved student ability to independently apply emotional regulation strategies supported increased engagement and readiness for learning.
- Consistency of wellbeing practices across classrooms strengthened students' sense of safety, belonging, and connection to school.
- Targeted wellbeing and social skills support enhanced students' communication skills, peer relationships, and capacity to positively navigate social situations.
- Increased access to allied health and wellbeing supports strengthened students' emotional regulation, communication, and functional skill development.
- Stronger collaboration between staff, families, and external professionals enhanced the school's ability to respond proactively to student wellbeing needs.
- A continued focus on student wellbeing contributed to improved learner confidence, resilience, participation, and overall engagement in learning.
- The integration of wellbeing practices within teaching and learning reinforced the connection between positive wellbeing outcomes and academic growth.
- Student wellbeing data reflected strong levels of safety, belonging, and trusted adult connections.
- Increased student engagement with wellbeing supports demonstrated growing confidence in school processes.
- Wellbeing programs strengthened student resilience, emotional regulation, and peer relationships.
- SRC meetings enhanced student leadership and student voice across the school. Ongoing professional learning strengthened staff confidence and consistency in child safety practices.
- Regular audits and policy reviews supported continuous improvement in safeguarding practices.

- Strong partnerships with families continued to support student safety and wellbeing. A continued focus on child safety strengthened a culture where students feel safe, known, and valued

## Student Satisfaction

- Student survey data indicated a strong overall school endorsement rate of 70%, above the MACS average of 63%, reflecting positive student connection to the St James community.
- Rigorous Expectations remained a significant strength, with 79% of students indicating that teachers hold high expectations for their effort, understanding, persistence, and performance. This result remained above the MACS average of 76%.
- School Belonging continued to be a positive area, with 78% of students reporting that they feel valued, included, and connected within the St James community, significantly above the MACS average of 69%.
- Learning Disposition data remained strong at 79%, demonstrating positive student mindsets towards learning, confidence, and persistence when engaging with challenges.
- Student Safety data reflected positive perceptions of physical and psychological safety at school, with results remaining above the MACS average.
- Teacher–Student Relationships continued to be a strength, with students reporting positive and supportive relationships with staff across the school community.
- School Engagement data reflected consistent levels of student participation, involvement, and investment in learning and school life.
- Student Voice continued to be strengthened through SRC meetings, classroom discussions, and wellbeing initiatives, supporting increased student participation and agency.
- Catholic Identity results showed improvement from the previous year, reflecting students' growing understanding of the faith life and values underpinning the St James community.
- Student wellbeing and satisfaction data continues to guide school improvement priorities, wellbeing initiatives, and learning and teaching practices across the school.

## Student Attendance

Student attendance continued to be closely monitored throughout 2025 using the school's attendance and communication platform, Nforma. Maintaining regular school attendance

remains a priority at St James, supporting student wellbeing, engagement, and learning outcomes.

Parents and carers are responsible for notifying the school when their child is absent. Absences can be communicated via the Nforma Parent App, email, phone call to the school office, or through the school answering service prior to the commencement of the school day.

Daily attendance is marked by classroom teachers each morning and monitored by school administration and leadership staff. Where a student absence has not been explained by a parent or carer, the school initiates follow-up procedures promptly to ensure student safety and wellbeing.

Families are contacted via phone call, text message, email, or through Nforma notifications requesting confirmation of the student's absence. Follow-up communication occurs as early as possible during the school day. Where no response is received, additional attempts are made to contact parents/carers and emergency contacts in accordance with the school's duty of care and child safety responsibilities.

All absences are recorded accurately within Nforma, including the reason for absence where provided. Unexplained absences continue to be monitored and followed up in line with school procedures and MACS attendance requirements.

St James remains committed to working in partnership with families to support regular attendance, student wellbeing, and positive engagement in learning.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	94.21
Y02	94.52
Y03	93.26
Y04	90.23
Y05	92.33
Y06	91.56
Overall average attendance	92.69

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## Leadership

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### Goals & Intended Outcomes

**Goal:** To cultivate leadership development and practice amongst all staff at St James.

**Intended outcomes:** That staff feel empowered to contribute to and lead teams and strategically impact on student learning.

### Achievements

- Strengthened Literacy, Numeracy, and Religious Education Learning and Teaching Teams to drive curriculum improvement and support evidence-based teaching practices across the school.
- Ensured representation from all year levels within each curriculum team, promoting collaboration, shared voice, and consistency in curriculum planning and implementation.
- Developed targeted action plans within each curriculum area, outlining clear goals, strategies, and timelines aligned to whole-school improvement priorities.
- Strengthened distributed leadership opportunities by enabling staff to chair and facilitate curriculum meetings and lead professional dialogue.
- Maintained regular timetabled curriculum meetings supported by structured agendas, documented minutes, and ongoing review processes to ensure accountability and progress.
- Strengthened whole-school professional learning through the sharing of curriculum updates, teaching strategies, and evidence-based practices during staff meetings, PLTs, and school closure days.
- Continued building staff leadership capacity through collaborative planning, reflective practice, and active participation in curriculum development initiatives.
- Fostered a culture of collective efficacy, professional collaboration, and continuous improvement across the school community.

**Expenditure And Teacher Participation in Professional Learning**

List Professional Learning undertaken in 2025

- Staff participated in ongoing MACS facilitated professional learning aligned with the MACS Vision for Instruction, Vision for Engagement, and evidence-based teaching practices.
- Religious Education professional learning supported staff in maintaining Teaching Accreditation Program (TAP) requirements and strengthening understanding of faith-based education and Catholic identity.
- Staff engaged in professional learning focused on the Science of Reading, explicit instruction, cognitive load theory, and evidence-based Literacy practices.
- Teaching staff participated in InitialLit, Ochre Literacy, Spelling Mastery, MiniLit, and MacqLit professional learning to strengthen Literacy instruction and intervention practices across the school.
- Mathematics professional learning focused on explicit teaching, differentiation, use of Ochre Mathematics resources, and evidence-based Numeracy instruction.
- Staff participated in Disability Standards for Education (DSE) professional learning to strengthen inclusive practices and support for diverse learners.
- Child Safety professional learning continued throughout the year, including mandatory reporting, risk management, culturally safe practices, and Child Safety Standards compliance.
- Staff completed mandatory Anaphylaxis, CPR, and First Aid training to ensure ongoing student safety and preparedness in emergency situations.
- Leadership staff participated in MACS Principal and Deputy Principal Networks to strengthen leadership capacity, collaboration, and school improvement practices.
- Staff engaged in School Wide Improvement Framework (SWIF) processes to support continuous improvement, reflective practice, and evidence-informed school development.
- Wellbeing professional learning supported staff in implementing programs including Respectful Relationships, Zones of Regulation, and trauma-informed wellbeing practices.
- Curriculum Leaders facilitated ongoing professional learning through staff meetings, Professional Learning Teams (PLTs), and school closure days to strengthen whole-school consistency in teaching and learning practices.

Number of teachers who participated in PL in 2025	28
Average expenditure per teacher for PL	\$500.00

## Teacher Satisfaction

- Staff survey data indicated a positive overall school endorsement rate of 76%, above the MACS average of 70%, reflecting strong staff connection to the St James community.
- Student Safety remained a significant strength, with 83% of staff reporting positive perceptions of student physical and psychological safety, well above the MACS average of 69%.
- School Climate results remained highly positive at 83%, exceeding the MACS average of 75%, highlighting strong perceptions of the social and learning environment at St James.
- Collective Efficacy continued to be a key strength, with 82% of staff believing that staff at St James have what it takes to improve student outcomes, above the MACS average of 77%.
- Professional Learning was positively endorsed by staff, with results of 71% remaining above the MACS average of 64%, reflecting the school's strong commitment to evidence-based professional growth.
- Collaboration around Improvement Strategy remained a strength at 78%, above the MACS average of 71%, highlighting staff commitment to whole-school improvement priorities.
- Collaboration in Teams continued to be positively reflected in staff feedback, with strong levels of professional collaboration and shared practice across teaching teams.
- Staff Safety results remained positive at 74%, above the MACS average of 69%, reflecting a supportive and safe working environment.
- Catholic Identity continued to be highly valued
- Within the school community, with positive staff perceptions of faith leadership and Catholic identity remaining above the MACS average.
- Staff feedback reflected ongoing strengths in teamwork, professional relationships, and the school's shared commitment to continuous improvement in teaching, learning, and wellbeing.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	4
Graduate	2
Graduate Certificate	0
Bachelor Degree	9
Advanced Diploma	3
No Qualifications Listed	6

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	14.5
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	6.75
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

**Goal:** To build student voice, agency, and leadership by developing their knowledge and skills to be active and responsible decision - makers.

**Intended outcomes:** That the students are valued as leaders in their wider community, increasing responsibility and agency.

### Achievements

- Continued the SJ Junior Club (formerly Stay and Play) program, providing regular opportunities for prospective families to connect with the St James community prior to commencing school.
- Strengthened partnerships with local kindergartens through participation in community events including library sessions, Easter activities, Book Week celebrations, and whole-school events.
- Encouraged student and family participation in weekend parish Masses, strengthening the partnership between school and parish and deepening community faith connections.
- Facilitated student visits to local kindergartens, providing leadership opportunities for senior students while promoting positive community engagement and school visibility.
- Students represented St James at significant MACS and Catholic community events including the St Patrick's Day Mass and student leadership gatherings.
- Continued strong participation in Mini Vinnies and social justice initiatives, supporting community outreach and fostering student understanding of service and compassion.
- Strengthened community engagement through whole-school events including liturgies, sacramental celebrations, school tours, performances, sporting events, and community gatherings.
- Inquiry learning opportunities continued to strengthen connections between students, the school, and the wider community through exploration of real-world issues and authentic learning experiences.
- Continued to build positive partnerships with families through faith nights, reflection evenings, wellbeing initiatives, and opportunities for parent involvement across school life.
- Strengthened the sense of belonging and connectedness within the St James community through inclusive and welcoming community events and programs.

## Parent Satisfaction

- Family survey data reflected positive perceptions of the St James learning community, with School Climate achieving a highly favourable result of 92%, significantly above the MACS average of 84%.
- School Fit continued to remain a strength, with 79% of families indicating that St James effectively supports their child's developmental and learning needs, above the MACS average of 76%.
- Communication between school and families was positively endorsed at 75%, exceeding the MACS average of 73%, reflecting the school's commitment to clear, regular, and timely communication.
- Student Safety continued to be positively recognised by families, with 78% of parents reporting positive perceptions of student physical and psychological safety, above the MACS average of 70%.
- Catholic Identity results reflected continued family appreciation of the faith life and values of the school community, with positive growth from previous years.
- Family Engagement data demonstrated continued opportunities for parent participation and partnership within the St James community.
- Family feedback highlighted strong appreciation for the welcoming and inclusive culture fostered across the school community.
- Positive family perceptions of the school climate reflected the strong relationships between staff, students, and families, and the school's commitment to student wellbeing and belonging.
- Ongoing opportunities for community engagement through liturgies, faith nights, school events, wellbeing initiatives, and learning celebrations continued to strengthen school-family partnerships.
- Family satisfaction data continues to inform school improvement priorities, communication practices, wellbeing initiatives, and community engagement strategies across the school.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.stjamesbrighton.catholic.edu.au](http://www.stjamesbrighton.catholic.edu.au)