



St James' School Brighton

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Brendan Flanagan, attest that St James' School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

NOTE: The School's financial performance information has 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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

School Vision

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.

Our Strategic Intent

- 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



School Overview

St James is a vibrant school situated in the southern suburbs of Melbourne in proximity to the beach, in a high socio-economic area. It is part of the Bayside Catholic Mission. The school is conscious of the role it plays in the celebrations of liturgies, the Sacraments, prayer and social justice within the parish school community. In 2022, 175 students were enrolled at St James. Students are drawn from the parish, which includes parts of Brighton and Gardenvale. The school is in the South Central Zone of the Southern Region of Catholic schools.

The 0.32 hectare site houses two school buildings and a play area covered in artificial turf and a Heritage Garden (sustainable garden). The school also uses the former parish/school car park as a play area with access to the tennis courts during recess, lunch and sport lessons. In 2022, the school was grouped into 8 classes with an average of 22 students per class. In 2021 the school's Index of Community Socio-Educational Advantage (ICSEA) was 1148.

The school recognises parents as the main educators and enjoys a close relationship with the parent community. The school has a School Advisory Council, a dedicated Parents' Association which contributes towards fundraising and community building.

In 2022, the school's Leadership Team includes the following: Brendan Flanagan (Principal), Carmelina Corio (Deputy Principal, ICT/STEM Leader), Olivia Quinlan (Learning and Teaching / Literacy Leader), Emma Herbert (Religious Education and STEM / Sustainability Leader), Karlee Agnew (Learning Diversity Leader), Georgia McNamara (Wellbeing Leader) and Belinda Mihalicek (School Maths Leader). We aim to cater for each child through innovative teaching practice and a broad curriculum, including specialist classes in: Art, Physical Education, Italian and Performing Arts.

Our families have access to before and after school care (OSH Club) which began in 2013. The school community strives to be an innovative, creative and dynamic in its endeavours to create and maintain a distinctly Catholic educational environment with a contemporary curriculum designed to produce confident and responsible citizens in the 21st century.

The 2022 School year commenced under the leadership of the School Principal: Mr Brendan Flanagan. In third term, Mr Flanagan was appointed to Clairvaux Primary School in Geelong commencing his Principalship at the beginning of the 2023 school year. Mr Flanagan took a period of leave commencing the 14th November 2022. During this time, Miss Carmelina Corio (Deputy Principal) was appointed as the (Acting Principal) of St James from the 14th November 2022 until the appointment of a new Principal in Term 1, 2023.



Brendan Flanagan
(Principal)



Carmelina Corio
(Acting Principal)

Principal's Report

As an educational community it was our academic delivery that allowed us to deliver a wonderful effort against the tide. We continue to achieve extraordinary results when we analyse our assessment data. Our strong moral compass and support for everyone in our school community made a significant difference to our lives and the lives of others.

There are many times that we have reached out in love to each other this year. I have seen so often in the way our teachers have consistently and with beautiful spirit, extended their nurturing capacity of love and support for our children. The way our parents have looked out for each other and kept the parent St James flame alive by connecting by email, phone and social media. And of course our children. How happy they were to be back together at school and rekindle and reconnect through learning and play.

We have risen to the challenges, excelled in trying new things, found another lane to move into as we journeyed through the year. This can only occur through an expression of love to others.



Brendan Flanagan
(Principal)

School Advisory Council Report

Prayer and Reflection for the end of the 2022 school year

At the end of this school year we give thanks to God for all the many blessings our community have received;

For all the teaching and learning that has taken place in our school, both in and out of the classroom,

For the talents and gifts that have been shared and the challenges that have been faced,

For the hurts that have been healed,

For the respect and care that has been given.

We give thanks for Brendan, Carmelina and the Leadership Team; for the teachers and support staff that have provided encouragement and given hope to the children in their care; for the members of the School Board who have been generous with their time and service;

For the friendships that have just begun and for those that have grown,

For the faith that has been lived in our daily lives,

For the love of our children and grandchildren that has kept us going.

We give thanks for all who are part of the St James' school community, and we ask you Lord to bless all our students and especially the Year 6 students as they leave St James to begin a new journey in 2022:

May your Spirit inspire them with confidence and calmness,

Bless our families, may our time together leave us with memories to cherish,

Pour out your love on us that we may return renewed and refreshed to continue our journey together.

We make this prayer through Christ our Lord.

Amen

Helen Connell

School Advisory Chairperson

Catholic Identity and Mission

Goals & Intended Outcomes

To enhance the school's Catholic identity:

- that individual and communal commitment to our Catholic faith is enhanced through prayer, improved relationships and behaviour, based on Gospel values and social justice,
- that our RE Curriculum reflects a re-contextualised, dialogical approach,
- develop a shared understanding of what it means to be a re-contextualised, dialogical school with a commitment to embed within our school community.

Achievements

In 2022 we continued to explore ways to further enhance our Catholic Identity. Fortunately, we were able to use technology to pray together and stream student led liturgies and share the Sacrament of Confirmation and Graduation with families.

Throughout the year we explored online professional learning opportunities to continue to put our leadership plan into action by providing the following opportunities and initiatives for the staff;

- whole staff review and audit of the 2-year cycle for Inquiry based learning, with a focus on scriptural references and through-lines to enhance our Christian tradition and story,
- the continued development of the Inquiry based learning planner to support the use of the Pedagogy of Encounter (RE Curriculum tool) to renew the Religious Education curriculum,
- curriculum mapping of the 'learning descriptors' (Scripture and Jesus, Church and Community, God, Religion and Life, Prayer Liturgy and Sacrament, Morality and Justice) to ensure all areas of the Religious Education curriculum are taught over a 2-year cycle,
- professional learning team meetings for design, planning and implementation of the Pedagogy of Encounter, and
- providing online faith programs, utilising the online to 'Know Worship and Love', resource to support the planning and delivery of the Religious Education program.

VALUE ADDED

The following initiatives have added value to our school throughout 2022;

- professional learning about Reconciliation for staff,

- professional learning opportunities for staff to further develop their knowledge and understanding about the Pedagogy of Encounter through events in the Liturgical calendar,
- engagement in partnership to learn to enhance understanding of re-contextualisation through the 5 steps to re-contextualisation and daily prayer,
- streaming a Father's Day Liturgy,
- inviting parents to join online to participate in the Sacramental program parent evenings for Eucharist and Confirmation,
- welcoming parents online to share the Sacramental Masses and Liturgies for Reconciliation, Eucharist and Confirmation,
- completion of the ESCI survey by staff, students and parents, and
- continued participation in Social Justice initiatives such as Project Compassion and the St Vincent De Paul Winter Appeal and Christmas Hampers to support our local and global communities.

Students, staff and parents perceive the school as a Catholic community. Prayer is an integral part of the school's culture and a strength in this sphere.

Sacramental preparation and the liturgical calendar shape the students' experiences and engage them actively. The physical environment and practices contribute to religious identity through student eyes.

Learning and Teaching

Goals & Intended Outcomes

To improve student outcomes, having high expectations for all and engaging in current teaching and learning practices:

- that student engagement will improve through the personalisation of learning,
- that student growth in Reading and Writing and Numeracy will improve.

Achievements

Learning and Teaching

- ongoing assessment and reporting, with parents accessing student academic reports via the nForma Parent portal in June and December,
- yearly revision of the whole school assessment schedule including Tier 1 and 2 assessments,

Numeracy

- leading ongoing professional learning opportunities (external and internal) to staff, to continue to develop a shared pedagogy in the contemporary teaching and learning of Mathematics,
- planning and leading opportunities for teachers to further develop their PCK (Pedagogical Content Knowledge) in mathematics by providing professional reading at Professional learning team meetings and level planning sessions,
- coaching and mentoring first year Graduate Teachers in planning and running maths sessions. Modelling and team teaching collaboratively planned maths sessions,
- leading staff in developing their knowledge and understanding about the Key Ideas for Conceptual Development in Mathematics (MACS) 2nd edition,
- promoting the school's Mathematical program by planning opportunities for families to engage in online mathematical competitions and providing Number Tips for families via the school newsletter,
- leading staff in the middle school to implement the Maths Assessment Interview to students and analysing the data,
- analysing student MAI data so as to advise staff the selection of students to participate in GRIN, Getting Ready in Numeracy, and
- designing a school portal to enable staff to access mathematical resources.

Literacy

- creating and adjusting universal assessment schedule,
- creating a yearly planner for teachers to use to plan how Literacy connects to other curriculum areas throughout the year ,
- creating and sharing a St James genre overview to assist in yearly Literacy planning,

- consolidating our shared understanding of what we consider to be 'Best Practice' in Literacy at St James,
- continuing to build our collective understanding of core reading practices from the Literacy Toolkit,
- building teacher capacity in the use of core reading practices through the use of modelling in all classrooms, with all teachers F-6,
- building our consistent approach to anecdotal notes in Reading through the ongoing use of Reading Focus Books,
- revising the key content, structures and strategies from SMART Spelling,
- providing professional learning in SMART Spelling to new staff,
- building agreed upon non negotiables in Writing,
- providing professional learning related to the use of mentor texts PLT,
- providing supported opportunities for teachers to engage in data conversations,
- facilitating moderation conversations in Junior, Middle and Senior teams,
- organising Literacy resources to improve accessibility for staff,
- supporting staff and students in creating high quality pieces of writing for publication in Shared Stories,
- organising student conferencing, editing, formatting and layout of writing pieces for Shared Stories Anthology,
- implementing and supporting Literacy Interventions (MiniLit, MacqLit, GRREAD, Year 1 Literacy Intervention, Year 2 Literacy Intervention),
- planning for and implementing Literacy Enrichment groups,
- organising whole school Book Week celebrations,
- supporting teachers to reflect on their own practices and create personal goals to improve,
- providing regular feedback to teachers via informal conversations,
- requesting feedback from staff to improve leadership in Literacy,
- acting on feedback from staff to improve leadership strategies and supports,
- providing support for students in Literacy during remote learning, and
- using digital data walls to support transparency of Literacy data collected across school (Single Word Spelling Test, Writing Moderation Task, Fountas & Pinnell Benchmarking Assessment Strategy, Text Levels, Observation Survey, PAT R).

Learning Diversity

- analysis of school based assessment data to determine which types of interventions are most suitable to meet student need,
- planning and implementation of MiniLit and MacqLit (Literacy Interventions),
- multidisciplinary approach through active participation in Learning and Teaching,

- wellbeing and learning diversity teams to support QDTP, (Quality Differentiated Teaching Practices),
- targeted differentiation, scaffolding and interventions in line with the Response to Intervention (RTI) and Nationally Consistent Collection of Data (NCCD) pedagogies,
- allocation of additional support structures and personalised learning through 1:1 and small group interventions,
- collaboration with Catholic Education Melbourne (CEM) to facilitate student referrals, additional assessment and ongoing partnerships to support learning,
- participation and leadership in the Resilience, Rights and Respectful Relationships (RRRR) program,
- consultation with families through termly Program Support (PSG) meetings,
- student growth register of students working 6-12 months +/- standard in all domain areas,
- development and ongoing monitoring of Personalised Learning Plans (PLPs) for students with additional learning needs in all imputed and diagnosed, cognitive, physical, sensory and social / emotional disabilities,
- yearly submission of students receiving adjustments to learning (NCCD).

STEM

(Science, Technology, Engineering and Maths)

- successfully submitting 3 STEM MAD projects and making it to the finals.

ICT

(Information Communication Technology)

- auditing and reviewing the effectiveness of current student devices,
- upgrading and purchasing new student devices for the 2022 3/4 cohort,
- purchasing new Staff devices and repurposing the existing devices,
- auditing the existing staff and parent portals used for communication throughout the pandemic, so as to design new and engaging online learning opportunities for staff, student and parents, and
- monitoring and evaluating the effectiveness of ICT (Information Communication Technology) tools, such as; Seesaw and Google Classrooms.

STUDENT LEARNING OUTCOMES

- Accurate and comprehensive assessment is integral to all teaching and learning at St James. It helps to improve student learning by establishing future direction, identifying examples of exemplary performance and those which require support and assistance.
- Our assessment and reporting provides clear and comprehensive information regarding student progress. It indicates ways to improve performance and

overcome difficulties. Our reporting provides honest feedback with sensitive communication of strengths and challenges.

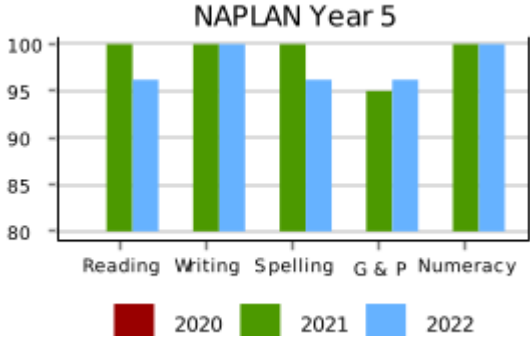
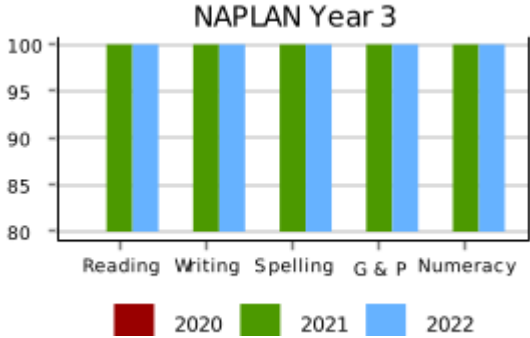
- Data from these Tier 1 and 2 assessments is contained on our school drive for full transparency and analysis by all staff to drive future learning.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	95.0	-	96.2	1.2
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	96.2	-3.8
YR 05 Spelling	-	100.0	-	96.2	-3.8
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To maximise students' sense of wellbeing, teacher relationships and engagement in learning to improve student outcomes:

- that the wellbeing and engagement of all students will improve.

Achievements

The following initiatives were introduced and embedded to support the students:

- continue our second year of our two year wellbeing Scope and Sequence including respectful relationships program and Berry St,
- delivering full First Aid Training for all staff including Anaphylaxis,
- designing classroom folders which include; medical alerts and information for CRT's (Casual Relief Teachers),
- introducing yarning circles, connecting the St James community to country but also to each other each morning,
- running the Peaceful Classrooms program was added to our "Getting Ready to Learn" unit which supported all staff to begin the year and set up classroom expectations and strategies,
- planning a Social Skills Group,
- introducing CISS/FVISS reforms to staff,
- providing 'Yes2yoga' subscription-access to all staff and students,
- planning WOW activities are offered for students as an alternative to playing on the main yard or Heritage garden. WOW activities included but were not limited to arts and crafts such as knitting and colouring, Lego, card and board games, as well as Chess Club,
- offering 'Well Done' office Morning Teas in classrooms,
- planning the Chaplaincy Program,
- facilitating Triage Conversations between students to support relationships amongst our students,
- implementing a Traffic light system for behaviour management, tier 1, tier 2, tier 3 behaviours and consequences,
- holding R U OK? Day-Friday 10th September-students divided into House Groups and invited to take part in activities hosted by the Year 6 Leaders online,
- planning a St James ISO Talent show many students sent in videos of their talents, these were all celebrated during assembly with a video and certificate presentation,
- planning "Shout Out" Awards given to students who were consistently displaying St James Values throughout Remote Learning,

- running Buddy programs between the Prep and Year 6 students. This included-sharing meal times together, imaginative and creative play, outside play, reading stories and more
- establishing playground areas for Preps for the first 4 weeks of Term 1, Prep students are then integrated onto the main playground through a playground space timetable
- running student led whole school assemblies,

VALUE ADDED

Other significant value added features were;

- using 'Ripple' on a trial basis in Term 3 which led to the program being used as a wellbeing survey platform across the whole school. Each Tuesday and Thursday morning all students complete a 'Ripple'. Information can then be viewed by staff members individually or in a heat map format which enables staff to see which students need check-ins first,
- the introduction of the Respectful Relationship (Catholic Education / Dept. of Education) program to support Social Emotional Learning for students at St James. The introduction of this program has also increased our connections with our local schools increasing collaboration in our community.

STUDENT SATISFACTION

At St James, we believe that student voice is powerful; we encourage our students to share their thoughts and feelings and contribute to school improvement. In a year of extended remote learning, students were enthusiastic and excited to return to face to face teaching. Based on school generated data, this is what our students generally feel whilst at school:

- students at St James feel that the teachers at the school encourage them to do their best, the teachers take the time to assist them in understanding work expectations,
- students at St James feel engaged in their learning, students feel focused whilst learning and are excited to participate in the classes,
- students indicate the school climate at the school is one which fosters excitement and generally emanates a positive vibe, the students feel that there is a sense of fairness to the rules and regulations set at the school to maintain a positive school climate,
- the students feel positive around the staff at St James, they feel comfortable to approach staff if they have an academic or wellbeing concerns, students feel that the staff take a genuine interest in their wellbeing,

- students at St James feel that they belong, they know and feel that they are accepted individually, they feel supported by the adults at the school and know who to ask for help or assistance if required,
- students generally understand the steps to take if they encounter a learning challenge or a friendship challenge, they readily except teacher and peer feedback and are developing their personal and social skills,
- Students feel safe whilst at school,
- the students are report that they are pleased with many and varied ways to engage with their own faith journey and are appreciative of the many social justice initiatives which enable them to make a difference,
- the Well Done office provided that safe space for children to visit when seeking support, the children report that they have great trust in the Wellbeing team to support them with their self-regulation and co regulation.

STUDENT ATTENDANCE

- School attendance was constantly monitored through-out the school year utilising our school software package, nForma,

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	91.3%
Y02	92.7%
Y03	90.8%
Y04	89.5%
Y05	92.9%
Y06	92.3%
Overall average attendance	91.6%

Child Safe Standards

Goals & Intended Outcomes

The care, safety and wellbeing of children fundamental to St James:

- we are committed to providing a safe and nurturing environment for all in our school community.



Achievements

- planning and completing staff First Aid Training including the management of Anaphylaxis,
- completing staff Mandatory Reporting modules,
- planning PLT(Professional Learning Team) meetings every Monday and Tuesday afternoon to allow time for staff to come together with a focus on professional learning in the areas of literacy, numeracy, RE, learning diversity, collaborative communities and student wellbeing,
- scheduling Wellbeing team meeting every Friday morning to ensure all student wellbeing needs are discussed and actioned,
- completing risk assessments as required for all external excursions,
- writing newsletter Articles to continue to support parents through the Remote Learning journey and ensure they are aware of support networks available,
- working towards St James becoming an eSMART safe school,
- offering all vulnerable and essential workers students onsite learning
- providing all year 6 students with a leadership role that they are responsible for within the school with the support of a lead teacher,
- continuing to maintain the Heritage Garden, renewing the garden beds,
- increasing the number of supervision duties was increased to better support our SWAN's. (Students With Additional Needs).
- training the school chaplain to facilitate the 'Seasons for Growth' program, and
- attending 'Respectful Relationships' online webinars were attended by staff, Ripple-wellbeing survey Professional Learning.

Leadership

Goals & Intended Outcomes

To further develop our professional staff climate, pedagogy and practices:

- That a professional staff culture will be characterised by clarity of a shared vision, agreed expectations, collegial trust and a strong sense of teamwork

Achievements

In 2022 further developing and maintaining a positive staff climate, pedagogy and practises was our goal. At the beginning of the school year we were able to put our leadership plan into action and provided the following opportunities for the staff;

- weekly leadership meetings, both online and face to continue to plan for continuous school improvement based on data,
- timetabled Meetings with Agendas / Minutes (Roving Chair / Minute Keeper),
- maintaining SACs (School Advisory Board) - establishing a new team and facilitating regular meetings,
- redesigning the weekly Staff Bulletin to a Fortnightly Bulletin, to accompany a daily memo to staff,
- acknowledging Staff Birthday and Special events both online and face to face,
- increasing staff communication information to a Daily COMMS - for example: SJ Daily Snapshot,
- providing professional learning for staff, to further develop an understanding of 'Professional Learning Communities',
- continuing to work closely with 'Tony Dalton', (an Educational Consultant', to further strengthen our 'Family / School' Engagement Partnerships.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

2022 changed the way we delivered professional learning for staff. From going offsite to further develop our knowledge and skills, we suddenly were introduced to professional learning online. This in itself presented a challenge. Collaboratively and collectively the staff at St James supported one another and took the time to learn from each other in order to teach remotely.

The following are some of the professional learning activities undertaken by staff:

- ICON Briefings - facilitated by MACS

<ul style="list-style-type: none"> • Safe smart solutions - Martin Tennant • Anaphylaxis / CPR training - facilitated by Helen McGrath • DSE Modules - facilitated by the Learning Diversity team • Differentiation in the Maths Classroom - facilitated by MACS • Educational Consultant Tony Dalton - Family Engagement in Learning Consultant and Practitioner • COPVI-19 Policies and Protocols - facilitated by the school with consultation to regular MACS School Operations Guidelines • Zones of Regulation Professional Learning • MiniLit and MacLit professional learning • Preparation of School Review documentation utilising the 5 SIF (School Improvement Framework) Spheres 	
Number of teachers who participated in PL in 2022	28
Average expenditure per teacher for PL	\$475

TEACHER SATISFACTION

- Feedback from Teachers in 2022:**
- students feel safe at the school and that there is mutual respect between staff and students,
 - staff feel confident that students would approach them if they had a concern to discuss,
 - staff feel that the students present each day feeling enthusiastic and ready to learn,
 - staff are positive and interactions between members are professional and respectful,
 - staff feel valued and supported by the leaders at the school,
 - staff would like to further explore ways to improve their work / life balance,
 - staff feel supported by other members of staff, they are comfortable with 'having a go' and experimenting with new approaches, as they feel that they are in a safe learning environment,
 - teachers fully support the school's future direction of CCs, (Collaborative Learning Communities), whereby staff can come together to analyse and discuss student needs based on data and collaboratively plan targeted actions for addressing students' needs, in turn improving student learning outcomes,
 - staff feel confident in their skills and abilities to address the individual learning needs of the students here at the school,

- staff feel supported in exploring different ways and approaches to teach the students, so as improve student learning outcomes,
- staff collectively value the school's Catholic Identity and are committed to providing contemporary ways for the students to further explore their own Catholic faith,
- staff feel supported by the leadership team in their respective teaching teams.



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 74.2%

ALL STAFF RETENTION RATE

Staff Retention Rate 78.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.2%
Graduate	9.1%
Graduate Certificate	0.0%
Bachelor Degree	72.7%
Advanced Diploma	27.3%
No Qualifications Listed	18.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	18.5
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	7.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

To continue developing an inclusive, stimulating and engaging Catholic school community continue developing an inclusive, stimulating and engaging Catholic school community:

- that community connectedness and inclusiveness will grow.

Achievements

Acknowledging just how important our school community is, we continued to explore and maintain ways to rebuild and stay connected as a School Community following the COVID-19 lock-downs.

We further enhanced our social media presence on Facebook, Instagram and Twitter.

Follow us on:

- [Facebook](#)
- [Instagram](#)
- [Twitter](#)
- [School website](#)

Value added:

- continuing to expand our online presence through various Social media platforms,
- maintaining the current website and exploring the possibilities for redesigning on website,
- maintaining frequent and clear COMMS from the school to the parent community.

President's ANNUAL Report

We would like to sincerely thank everyone for their support this year. We have tried hard to continue to develop ideas that bring the community together, inject joy and celebrate our wonderful school. We are also passionate about wanting everyone to feel welcome and to be involved! The support from Brendan, Carmelina and the staff has been tremendous, as well as the support of the parent community. Thank you to all the reps for everything you have done to support us and our team. We know that many hands make light work, and whilst we are all busy, the benefits of being involved and active members of our school community impact tremendously on our children. The STJPA brings to life a part of the school that would otherwise remain untouched, and it is so important to continue to promote and encourage family involvement in support of the school.

Some highlights of 2022 have included:

- The Welcome Disco - delayed but a much welcomed opportunity to reconnect and welcome new families

- The Easter Raffle - always a highlight for the children and raises good money for the school!
- Hot Cross Buns - an easy pleaser and great way to connect with local business
- 2022 Mothers' Day lunch - our greatest success in bringing together the Mums of the school.
- 2022 Colour Run
- 2022 Christmas Carols Night

Even better if for 2023

- Bunnings BBQ hopefully have a date for early 2023
- Parent social night (80's theme)
- Encourage more people to get involved. Being involved in teams ensures that you can share the load and bounce ideas of each other!

We would like to acknowledge the reps and event volunteers in our community who have volunteered their time this year. Schools cannot run without the dedication of parents, and our children are ultimately the ones who reap the reward. Thank you the volunteers for roles as reps or event coordinators this year.

Parent Association co-chairs

(Virginia Pullman and Connie Sands)

PARENT SATISFACTION

In 2022, we commenced using a new School Improvement survey named MACSSIS (Melbourne Archdiocese Catholic School Improvement Survey). The Parents at St James have said the following about the school:

- the school has a welcoming, inclusive culture supported by leadership and the staff,
- we feel welcomed when we come to school, staff are open and respectful.
- the school understands that the children are valued as members of the community.
- Students are engaged in social justice initiatives such as Mini Vinnies, The Winter Appeal, the creation of Christmas hampers, and Anzac House Nursing Home visits. The power in being able to give back to the community reinforces the school's values of respect, compassion and inclusiveness and its mission in 'aspiring and equipping students with the knowledge, skills and optimism to enrich the world and live meaningful lives.'

Parents are very supportive of the school and its values and remote learning programs have facilitated a stronger parent partnership with their children's learning,

Future Directions

This year we engaged in the School Review Process and V.R.Q.A (Victorian Registered Schools Authority) Compliance. As St James' School engages in the process of strategic thinking and planning, manifesting in the development of its School Improvement Plan for the next four years, the reviewer recommends that the school:

Develops the St James' School community by:

- Strengthening staff, student and parent understanding of and contribution to the Catholic culture of the school,
- Enhancing parent and community partnerships in faith, learning and teaching and well-being,
- Improving communication and collaboration between leaders, staff and members of the community.

Develops a shared understanding of and consistent practices in learning and teaching that includes:

- an instructional model that includes learning intentions, success criteria, explicit instruction, purposeful practice, feedback and assessment opportunities,
- building the ability of teaching teams to use and analyse data to define specific areas of student learning that require differentiated practice,
- regular opportunities for feedback to be given and received by both students and teachers.

Increases student voice, agency and leadership by:

- building the students' capacity to engage as active decision makers in learning,
- creating opportunities for peer feedback to occur,
- increasing student responsibility as community, faith and social justice leaders.