St James

Catholic Primary School, Brighton

ANNUAL

REPORT

TO THE SCHOOL

COMMUNITY

2018

REGISTERED SCHOOL NUMBER: 251

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Contact Details

ADDRESS	6 St James Place Brighton, 3186
PRINCIPAL	Mr Brendan Flanagan
PARISH PRIEST	Fr. Martin Dixon
SCHOOL BOARD CHAIR	Mrs Jo Small
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E NUMBER	1029

Minimum Standards Attestation

I, **Brendan Flanagan**, attest that **St James Catholic Primary 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 10th 2019

Our 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.

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St James
Catholic Primary School, Brighton

School Overview

St James is a vibrant school situated in the southern suburbs of Melbourne in close proximity to the beach, in a high socio-economic area. It is part of the St James Brighton Parish. 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 2018, 239 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. 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 2018, the school is grouped into 10 classes with an average of 24 students per class. In 2018 the school's Index of Community Socio-Educational Advantage (ICSEA) was 1156.

The school recognises parents as the main educators and enjoys a close relationship with the parent community. The school has a Parish School Education Advisory Board (PEASB), dedicated Parents' Association and Dads' Association, who contribute towards fundraising and community building.

In 2018, the school's Leadership Team includes the following: Brendan Flanagan (Principal), Liam Buckley (Deputy Principal, Learning and Teaching), Claire O'Dea (Mathematics), Natalie Dodds (Literacy), Emma Herbert (Religious Education Leader), James McMahon (Information Community Technology / STEM), and Stacey Clingan (Wellbeing & Student Welfare Leader). We aim to cater for each child through innovative teaching practice and a broad curriculum, including specialist classes in: Art, Physical Education, Japanese 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 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.

Principal's Report

It is with great pleasure that I present to you the 2018 Annual Report.

We value our Catholic Identity and our role in the faith development of our families. We have a strong focus on social justice and creating students to become active agents of positive change and appreciation and understanding of others.

Communication is important in recognising, establishing and valuing a close partnership between the teachers, students, parents, parish and local community.

Primary school years are essential in the development of your child academically, socially, emotionally, physically and spiritually, equipping them to be outstanding, active and informed citizens beyond their primary school years.

St. James has approx. 239 students, who are our greatest gifts. Every one of our students is treasured as individuals and for being part of the St. James Parish community. We pride ourselves on the friendliness of our school community and that we genuinely care about every child and family within the school.

At St James we endeavour to provide holistic, challenging and engaging learning experiences. Through deep learning and powerful teaching our students become animated learners. Students should; know themselves, flourish, demonstrate agency and make a difference. We are passionate about providing rich and authentic learning where students not only become informed, but active global citizens.

We regularly monitor our students' progress and invite open and honest communication with parents. We strive for growth in all student outcomes; academic, spiritual, social and emotional. Personalised learning is supported through a variety of programs and resources such as Reading Recovery, Numeracy Intervention and Levelled Literacy. The school is well resourced with digital technology offering 1:1 devices.

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Our specialist programs are; Performing Arts, Physical Education, Art and Japanese. For busy families we provide a Before/After School Care. 2018 has been another successful year. We have commenced the physical transformation of the school, through a building program, that will enhance our approach to teaching and learning in a contemporary setting.

Brendan Flanagan

Education in Faith

Goals and Intended Outcomes

To renew and enhance St. James School as part of a faith-filled Catholic parish community which leads people to grow in knowledge of God, relationship with Jesus and to live out the Gospel values in today's world

Intended Outcomes

- That student learning in Religious Education continues to be purposeful, relevant and engaging
- That staff, students and parents will grow in their appreciation and understanding of the importance of Catholic faith and traditions in their daily lives

Achievements

At St James Catholic School we pride ourselves on providing our community with an environment that enhances learning and builds faith-filled people who model Gospel values and Social Justice. We have tried to present a Religious Education program that is contemporary and engaging and requiring a call to action for our community.

A greater emphasis on re-contextualisation based on the Gospel values has been a focus this year in the planning of learning experiences for our students. We have immersed ourselves in the diocesan 'Pedagogy of Encounter' to facilitate deep learning, powerful teaching and animated learners – distinctive to our Catholic Context.

The profile of Social Justice has risen tremendously which supports our desire to provide a contemporary learning environment of excellence which engages all to become successful learners. Evidence of articles in the newsletters by our Social Justice Leaders, their reflections at Mass and the entire school community support for our initiatives are evidence that our teaching across the curriculum, not only in Religious Education but throughout the curriculum is engaging our community and creating a school that is outward looking. The teachers at our school are role models in being life-long learners and people striving for excellence for all within our Catholic school community.

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VALUE ADDED

Catholic Culture index 2017	Catholic Culture index 2018
Staff 82.3	Staff 82.3
Students 76.4	Students 76.4
Parents 78.6	Parents 85.6

The Education in Faith sphere could not exist without our partnerships and connections with the parish and global community.

In 2018, through the leadership of the Parish Priest Martin Dixon and the Religious Education Leaders at St James and St Joan of Arc, the Parish Sacramental Program was aligned to ensure we have a distinctive Brighton Catholic Parish context.

The faith formation of parents, staff and children led us to a deeper appreciation of our Catholic Identity in our changing church and community landscape. This continues to evolve as we rebuild our faith community under the faith leadership of our Parish Priest Father Martin Dixon and the St James Staff.

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Learning and Teaching

Goals

To further develop a contemporary learning environment which challenges and empowers all students to be successful and engaged learners who discover their talents and passions in order to achieve personal growth

Intended Outcomes

That student outcomes improve across all domains

Actions in 2018

- To rethink the ways that learning experiences were designed
- To develop teaching practices that make students more active in their learning
- To investigate methods for negotiating learning with students
- To find models of good practice in student-driven curriculum
- To expand collaborative learning and conversations about student work

Achievements

Through the sphere of Learning and Teaching we focused our attention on improving the learning experiences of our students through building the capacity of our staff.

Professional development continued in all aspects of teaching and learning with a continued and specific focus on 'expert teaching'. This was driven through our close association with the Southern Region Learning and Teaching Network.

As a staff we redefined our values and our school vision statement to better represent the stakeholders in the school. We aim to continually develop our pedagogy to support our aspirational vision statement: '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.'

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STUDENT LEARNING OUTCOMES

Our 2018 NAPLAN results reflect strong and consistent trend data across all domains in attaining minimum standards.

Our explicit improvement agenda for school improvement and our targeted use of resources, coupled with our analysis and discussion of NAPLAN and school based data, ensures that our results are consistent and focused on growth for every child.
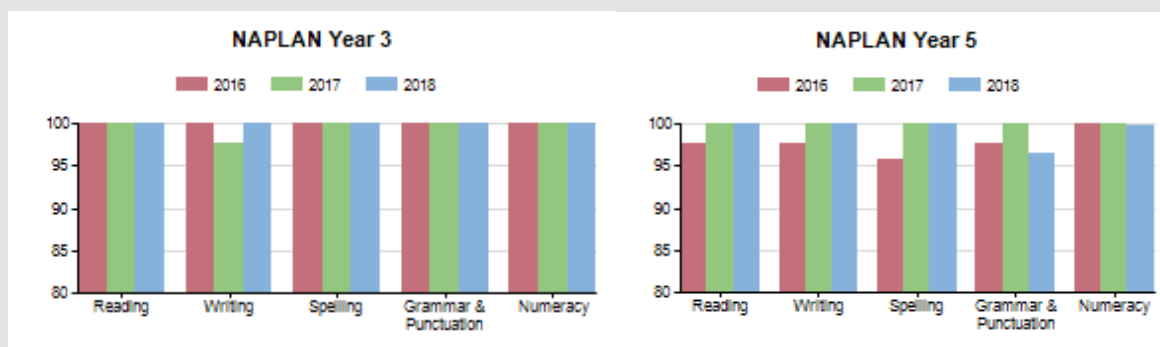
There has been a noted improvement in Year 3 Writing, with the 100% benchmark being achieved. We have maintained or improved in all areas in Numeracy and Literacy in Years 3 and 5. However, there will be a renewed focus in Grammar and Punctuation P-6 with professional development for staff and the implementation SMART spelling across all grades. This focus has been documented in our SIP and AAP for 2019-21.

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Student Wellbeing

Goals

To develop confident, responsible, independent and resilient young people equipped to thrive in a contemporary world

Intended Outcomes

- That student emotional wellbeing is enhanced

Achievements

- Promote the ChildSafe Code of Conduct to the community
- Investing in the professional development of understanding trauma and the impact on child development.
- Invested in a whole school Yoga program for a term with a focus on: recognising different emotions and the management of them (with great success).
- Increased opportunity for student voice – through broadening the leadership opportunities for Year 6 students.
- Continued parent and student education on safe use of the internet.
- Maintained current outward facing schools program i.e. Nursing home visits, kinder visits and extend program to include middle school.
- Regular Wellbeing Team meetings.

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VALUE ADDED

These are some of the initiatives that have added value in Student Wellbeing;

- Friday Sports from 8am
- Swimming carnival
- Swimming trials and training
- Athletics carnival
- Cross Country practice & carnival
- School disco
- St James day Hoop Time
- The talent show
- The school choir
- Student Cluster Days
- Zoo Camp for Year 3
- Bike Ed Camp for Year 4
- OSH Club
- Dad's Camp
- Surf Camp for Year 5 & 6
- Outdoor adventure camp for Year 5 & 6
- STEM club
- Shared Stories
- Skipping on Tuesday mornings
- Lunchtime sports led by Year 6 leaders
- Tournament of the minds
- Sports in schools program

STUDENT SATISFACTION

The student survey from the Insight SRC demonstrates consistently strong trend data. There are slight increases and decreases with changing cohorts – but the trend suggests that our areas of strength and challenge remain consistent. This data is part of the development of the next year's Annual Action Plan.

2018 student experience – data tables …

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Student Morale	81.32	77.27	75.33	75.00	50.89	91.47
Student Distress	83.45	79.01	80.20	77.04	40.37	86.27
Connectedness to School	89.27	84.92	81.19	77.54	37.72	88.79
Teacher Empathy	90.20	86.59	79.02	78.62	33.65	91.39
Purposeful Teaching	85.94	84.34	79.20	77.13	32.32	89.71
Stimulating Learning	81.65	78.28	68.96	65.44	29.54	81.62
Learning Confidence	81.77	77.77	79.40	78.86	70.28	93.75
Student Motivation	92.82	91.29	89.35	88.06	56.43	95.20
Connectedness to Peers	84.84	86.58	85.20	80.33	45.88	94.85
Student Safety	83.13	81.48	83.07	78.97	29.80	87.94
Classroom Behaviour	52.08	58.88	49.81	60.54	70.90	69.61

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STUDENT ATTENDANCE

The School's Responsibility

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety and welfare of students under its care, the school must:

- Record every child's attendance twice per day via (Insert system or method of recording). This will be completed by the classroom teacher before 9.30am and 2.45pm;
- Record reasons for absence, and record the absence as "unexplained" if no reason has been provided (update the records once a reason is established);
- Determine if the explanation provided for a student's absence is reasonable for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006. The Principal will use their discretion in making this decision;
- Determine if the reason for the student's absence is acceptable and any follow up is needed to support the child's education and wellbeing;
- Notify the parent/guardian if the absence has not been approved;
- Keep records of all attempts to contact parents/ guardians in relation to attendance;
- Record attendance of any student who only attends half a day (two hours or more);
- Monitor attendance and develop improvement strategies for attendance where necessary;
- Take further action (at their discretion) if a student reaches five days of unapproved or unexplained absences within a school year;
- Report the annual rates of school attendance.

Unexplained Absences

Parents are responsible for contacting the school when their child is unable to attend the school on any given day. This can be done by calling the office from 8:30am on (03) 9596 4766, or by leaving a message on the school answering machine.

In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents (Insert the method of contact – via phone, text, Informa, Caremonkey, Synergetic etc…..) and a request

made for an immediate response to explain their absence. This will be sent to parents prior to 9:30 am. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student.

Where an explanation is received, the accurate cause of the absence must be recorded.

If, following contact, the student's safety has been established, but no explanation has been provided within 10 school days, the absence will be recorded as an unexplained absence and will also be noted in the student's file.

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Unexplained Absence Flow Chart:

Unexplained Absence — Immediate contact to be made with the parents / guardians via an automated text message (*9:30am*)

Response Recieved — Record the accurate reason for the absence.
Parents / Guardians are to be reminded of their responsibility to inform the school of their child's absence prior to the commencment of school.

Response Not Recieved — *Where a response is not received within a reasonable timeframe (10:30am)*
Telephone contact is to made with parents & guardians
Where contact is made, record the accurate reason for the absence.
Parents / Guardians are to be reminded of their responsibility to inform the school of their child's absence prior to the commencment of school.

Subsequent Contact — *Where a response is not received within a reasonable timeframe (11:00am)*
Telephone contact is to be made with the student's Emergency Contact.
Where contact is made, and the safety & welfare of the student has been established, record the accurate reason for the absence.

Whereabouts of — When the whereabouts & safety of the student cannot be determined and the school has undertaken all 'reasonable attempts' to make contact with their parents / guardians & emergency contacts, Victoria Police may be contacted on 000.

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FOLLOWING UP ABSENCES

Most absences will be excused and require no further follow up.

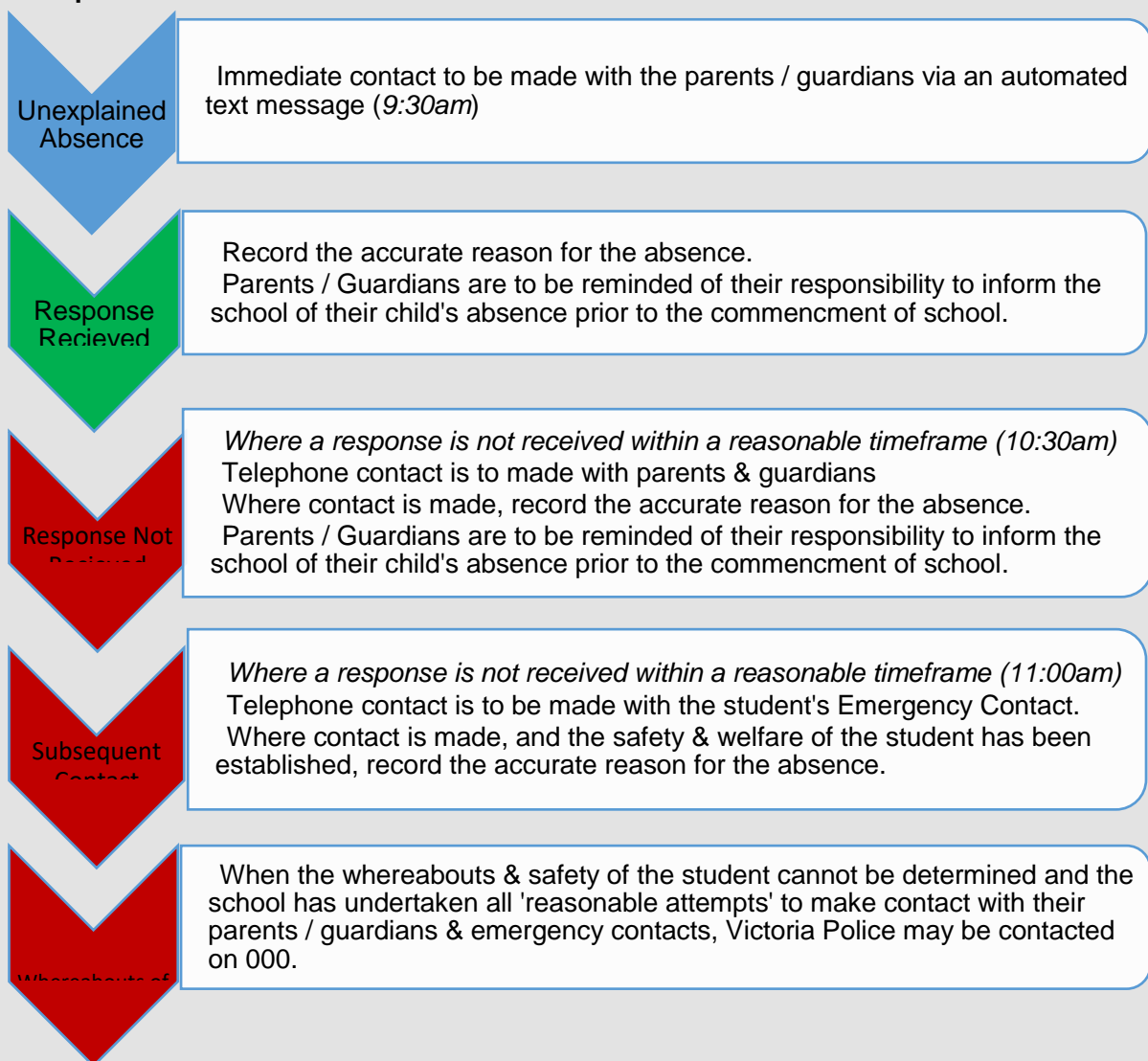In the event of an unexplained absence where contact has been made and the student's safety established, but no written explanation has been provided within 10 school days, the absence will be recorded as unexplained and noted in the student's file. The parents will also be notified that if their child reaches five days of unapproved or unexplained absence in the preceding 12 months then the school and principal will work with the parent or legal guardian to implement the appropriate support or intervention to assist the child attend school every day and remain at school during school hours.

Where this support and intervention does not improve their child's attendance, the principal may decide to refer the matter to relevant Catholic Education Office.

Parents will be informed that if a student has repeated absences without a reasonable excuse or explanation, the parent may be issued with a School Attendance Notice from a School Attendance Officer.

Include a description of how non-attendance is managed by the school. Schools must contact parents /guardian about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

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Child Safe Standards

Goals and Intended Outcomes

The purpose of this policy is to demonstrate the strong commitment of **St James Catholic Primary School** to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870.

This policy applies to school staff, including school employees, volunteers, contractors and clergy.

Principles

Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe (CECV Commitment Statement to Child Safety).

The following principles underpin our commitment to child safety at St James Catholic Primary School:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.

- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.

- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.

- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to

positively promote their wellbeing and to protect them from any kind of harm or abuse.

- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.

- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.

- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.

- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.

Achievements

The Child Safe Standards has become a part of the culture of St James. Parents are constantly signing in and out of school, wearing appropriate identification and are covered with current WWCC.

We are an alcohol free venue for all events where children are present such as school discos, graduation celebrations etc.

We are also at the start of a building program where the safety of all stakeholders is being considered and improved with respect to open spaces and access and entry points. Our students are being taught to recognise 'safe' people and to ask people 'who' they are if they are not wearing identification in the school.

Leadership and Management

Goals and Intended Outcomes

- To further develop a distributive and transparent leadership model, involving all stakeholders
- That a professional collaborative culture of leading for learning is strengthened

Achievements

The formation of a new Leadership Team in 2017 enabled a greater distribution of leadership across the spheres. Professional Development and learning is always focused through our Annual Action Plan and aims to support improving student outcomes.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

STAFF REGISTRATIONS / ATTENDANCE REPORT
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CATHOLIC EDUCATION

E1029 - St James' School, Brighton

Name	Status	Code	Activity Title	Date	Attend	Hours	Type
Agnew, Karlee	Successful	18DIV701Q	Learning Diversity Symposium	30/08/2018	No	0.00	CEOM
Agnew, Karlee	Successful	18DIV701Q	Learning Diversity Symposium	31/08/2018	No	0.00	CEOM
Agnew, Karlee	Successful	18DIV800Z	New Learning Diversity Leaders	21/03/2018	No	0.00	CEOM
Agnew, Karlee	Successful	18DIV824C	South Central NCCD Network Meeting 1 - New Learning Diversity Lea	15/03/2018	Yes	6.00	CEOM
Agnew, Karlee	Successful	18DIV824G	South Eastern/Peninsula NCCD Network Meeting 2	26/04/2018	Yes	3.00	CEOM
Agnew, Karlee	Successful	18DIV900D	2018 NCCD Full Day Briefing - Northern/Western Regions	4/06/2018	Yes	8.00	CEOM
Agnew, Karlee	Successful	18NRO126F	Administration of the YARC and the SPAT-R	23/08/2018	Yes	3.00	CEOM
Agnew, Karlee	Successful	18NRO128F	Analysis of the YARC and SPAT R	22/11/2018	Yes	3.00	CEOM
Agnew, Karlee	Successful	18NRO322Z	New Diversity Leaders' Network	9/05/2018	Yes	3.00	CEOM
Agnew, Karlee	Successful	18SRO301A	Diversity Network Term 1	22/02/2018	Yes	4.00	CEOM
Agnew, Karlee	Successful	18SRO301B	Diversity Network Term 3	9/08/2018	No	0.00	CEOM
Agnew, Karlee	Successful	18SRO400A	Cued Articulation & Phonological Awareness - Peninsula	7/05/2018	No	0.00	CEOM
Agnew, Karlee	Successful	18SRO400A	Cued Articulation & Phonological Awareness - Peninsula	21/05/2018	No	0.00	CEOM
Agnew, Karlee	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	20/03/2018	Yes	8.00	CEOM
Agnew, Karlee	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	8/05/2018	Yes	8.00	CEOM
Agnew, Karlee	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	19/06/2018	Yes	8.00	CEOM
Agnew, Karlee	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	24/07/2018	Yes	8.00	CEOM
Buckley, Liam	Successful	18DIV824C	South Central NCCD Network Meeting 1 - New Learning Diversity Lea	15/03/2018	Yes	6.00	CEOM
Buckley, Liam	Successful	18DIV900D	2018 NCCD Full Day Briefing - Northern/Western Regions	4/06/2018	Yes	8.00	CEOM
Buckley, Liam	Successful	18SRO160A	Southern Learning and Teaching Network	8/03/2018	Yes	7.00	CEOM

DESCRIPTION OF PL UNDERTAKEN IN 2018

Name	Status	Code	Activity Title	Date	Attend	Hours	Type
Clingan, Stacey	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	8/05/2018	Yes	8.00	CEOM
Clingan, Stacey	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	19/06/2018	Yes	8.00	CEOM
Clingan, Stacey	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	24/07/2018	Yes	8.00	CEOM
Dodds, Natalie	Successful	18SRO120A	Southern Middle Leaders (Literacy and Mathematics) Network	28/02/2018	No	0.00	CEOM
Dodds, Natalie	Successful	18SRO120B	Southern Middle Leaders (Literacy and Mathematics) Network	8/05/2018	Yes	7.00	CEOM
Dodds, Natalie	Successful	18SRO120C	Southern Middle Leaders (Literacy and Mathematics) Network	31/07/2018	Yes	7.00	CEOM
Flanagan, Brendan	Successful	18COM258A	Parish Priest and Principal Briefing	16/05/2018	Yes	3.00	CEOM
Flanagan, Brendan	Successful	18COM258B	Parish Priest and Principal Briefing	10/10/2018	Yes	3.00	CEOM
Flanagan, Brendan	Successful	18DIV824D	South Central NCCD Network Meeting 1 - Afternoon Session	15/03/2018	No	0.00	CEOM
Flanagan, Brendan	Successful	18DIV900D	2018 NCCD Full Day Briefing - Northern/Western Regions	4/06/2018	No	0.00	CEOM
Flanagan, Brendan	Successful	18REL110B	Reading & Interpreting the ECSI Report of Your School - Southern	2/11/2018	Yes	6.50	CEOM
Flanagan, Brendan	Successful	18REL200B	Southern Region Religious Education Leaders Network	3/05/2018	No	0.00	CEOM
Flanagan, Brendan	Successful	18SRO145A	Southern Region Principal Network Day	8/06/2018	No	0.00	CEOM
Flanagan, Brendan	Successful	18SRO160D	Southern Learning and Teaching Network	15/11/2018	Yes	7.00	CEOM
Flanagan, Brendan	Successful	18SRO220A	Catholic Leadership Primary Southern Regional Forum	22/11/2018	No	0.00	CEOM
Flanagan, Brendan	Successful	18SWB301A	Leading wellbeing for learning & growth: What lies ahead? (1) S/E	6/09/2018	No	0.00	CEOM
Flanagan, Brendan	Successful	18SWB410B	PROTECT: Identifying & responding to abuse: An introduction	7/08/2018	Yes	8.00	CEOM
Flanagan, Brendan	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	20/03/2018	Yes	8.00	CEOM
Flanagan, Brendan	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	8/05/2018	No	0.00	CEOM
Flanagan, Brendan	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	19/06/2018	Yes	8.00	CEOM

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Name	Status	Code	Activity Title	Date	Attend	Hours	Type
Flanagan, Brendan	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	24/07/2018	Yes	8.00	CEOM
Haji-Nicola, Ann	Successful	18DIV700Q	Learning Support Officer Symposium	10/05/2018	No	0.00	CEOM
Haji-Nicola, Ann	Successful	18DIV700Q	Learning Support Officer Symposium	11/05/2018	No	0.00	CEOM
Haji-Nicola, Ann	Successful	18DIV700Q	Learning Support Officer Symposium	25/07/2018	No	0.00	CEOM
Herbert, Emma	Successful	18REL110B	Reading & Interpreting the ECSI Report of Your School - Southern	2/11/2018	Yes	6.50	CEOM
Herbert, Emma	Successful	18REL200A	Southern Region Religious Education Leaders Network	15/02/2018	Yes	7.50	CEOM
Herbert, Emma	Successful	18REL200B	Southern Region Religious Education Leaders Network	3/05/2018	Yes	7.50	CEOM
Herbert, Emma	Successful	18REL200C	Southern Region Religious Education Leaders Network	25/10/2018	Yes	7.50	CEOM
Herbert, Emma	Successful	18SRO160A	Southern Learning and Teaching Network	8/03/2018	Yes	7.00	CEOM
Herbert, Emma	Successful	18SRO210A	Inspired to Faith Leadership, who are we in the story?	24/08/2018	Yes	7.50	CEOM
Herbert, Emma	Successful	18SRO220A	Catholic Leadership Primary Southern Regional Forum	22/11/2018	No	0.00	CEOM
McMahon, James	Successful	18SRO050A	Southern Digital Education Network	15/03/2018	No	0.00	CEOM
O'Dea, Claire	Successful	18DIV900D	2018 NCCD Full Day Briefing - Northern/Western Regions	4/06/2018	Yes	8.00	CEOM
O'Dea, Claire	Successful	18MAT311S	Developing Mathematical Understanding F-2 (Southern Term 1)	15/02/2018	Yes	7.00	CEOM
O'Dea, Claire	Successful	18MAT311S	Developing Mathematical Understanding F-2 (Southern Term 1)	2/03/2018	No	0.00	CEOM
O'Dea, Claire	Successful	18SRO120A	Southern Middle Leaders (Literacy and Mathematics) Network	28/02/2018	Yes	7.00	CEOM
O'Dea, Claire	Successful	18SRO120B	Southern Middle Leaders (Literacy and Mathematics) Network	8/05/2018	Yes	7.00	CEOM
O'Dea, Claire	Successful	18SRO120C	Southern Middle Leaders (Literacy and Mathematics) Network	31/07/2018	Yes	7.00	CEOM
O'Dea, Claire	Successful	18SRO120D	Southern Middle Leaders (Literacy and Mathematics)	23/10/2018	Yes	7.00	CEOM
O'Dea, Claire	Successful	18SRO752A	Differentiation in the Mathematics Classroom	22/03/2018	Yes	2.00	CEOM

Name	Status	Code	Activity Title	Date	Attend	Hours	Type
Buckley, Liam	Successful	18SRO160B	Southern Learning and Teaching Network	24/05/2018	No	0.00	CEOM
Buckley, Liam	Successful	18SRO210A	Inspired to Faith Leadership, who are we in the story?	24/08/2018	No	0.00	CEOM
Buckley, Liam	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	20/03/2018	Yes	8.00	CEOM
Buckley, Liam	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	8/05/2018	No	0.00	CEOM
Buckley, Liam	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	19/06/2018	Yes	8.00	CEOM
Buckley, Liam	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	24/07/2018	Yes	8.00	CEOM
Busch, Cathy	Successful	18MAT311S	Developing Mathematical Understanding F-2 (Southern Term 1)	15/02/2018	Yes	7.00	CEOM
Busch, Cathy	Successful	18MAT311S	Developing Mathematical Understanding F-2 (Southern Term 1)	2/03/2018	Yes	7.00	CEOM
Buzza, Kate	Successful	18DIV700Q	Learning Support Officer Symposium	10/05/2018	Yes	7.50	CEOM
Buzza, Kate	Successful	18DIV700Q	Learning Support Officer Symposium	11/05/2018	Yes	7.50	CEOM
Buzza, Kate	Successful	18DIV700Q	Learning Support Officer Symposium	25/07/2018	Yes	7.50	CEOM
Chapman, Jessica	Successful	18LIT567B	Phonics in Context: Successful and animated readers and writers	27/02/2018	Yes	7.00	CEOM
Chapman, Jessica	Successful	18LIT567B	Phonics in Context: Successful and animated readers and writers	23/04/2018	Yes	7.00	CEOM
Chapman, Jessica	Successful	18LIT567B	Phonics in Context: Successful and animated readers and writers	14/05/2018	Yes	7.00	CEOM
Chapman, Jessica	Successful	18MAT311S	Developing Mathematical Understanding F-2 (Southern Term 1)	15/02/2018	Yes	7.00	CEOM
Chapman, Jessica	Successful	18MAT311S	Developing Mathematical Understanding F-2 (Southern Term 1)	2/03/2018	Yes	7.00	CEOM
Clingan, Stacey	Successful	18SWB300S	Student Wellbeing Leaders Induction (Primary - newly appointed)	2/05/2018	Yes	8.00	CEOM
Clingan, Stacey	Successful	18SWB301A	Leading wellbeing for learning & growth: What lies ahead? (1) S/E	6/09/2018	No	0.00	CEOM
Clingan, Stacey	Successful	18SWB410B	PROTECT: Identifying & responding to abuse: An introduction	7/08/2018	Yes	8.00	CEOM
Clingan, Stacey	Successful	18SWB600S	Student Wellbeing: Enable, Connect, Engage, Learn:Days 1-4	20/03/2018	Yes	8.00	CEOM

St James
Catholic Primary School, Brighton

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	28
AVERAGE EXPENDITURE PER TEACHER FOR PL	$ 950.00

TEACHER SATISFACTION

2018 school climate – data tables …

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Individual Morale	80.29	70.91	75.61	72.78	39.95	86.67
School Morale	85.43	73.10	78.64	75.56	49.58	92.22
Individual Distress	76.23	67.58	69.39	73.52	42.39	76.67
School Distress	72.17	62.38	65.00	66.11	42.12	80.00
Supportive Leadership	85.65	68.57	80.91	77.78	50.97	84.44
Role Clarity	78.26	66.07	71.88	66.67	19.44	80.56
Teamwork	84.24	72.42	75.38	76.39	47.77	91.67
Empowerment	77.99	62.50	68.47	61.81	30.18	79.17
Ownership	85.65	76.43	75.91	68.89	19.42	83.33
Appraisal & Recognition	76.24	56.46	63.15	60.71	34.12	73.02
Professional Growth	77.17	66.43	72.73	70.00	40.69	77.78
Work Demands	49.15	51.49	55.11	55.56	49.49	66.67
Student Behaviour (Classroom)^	92.13	92.65	79.58	95.83	95.37	100.00
Student Behaviour (School)	92.75	94.44	87.88	88.89	69.95	96.30
Student Management	87.39	86.19	74.09	55.00	8.61	63.33
Curriculum Processes^	84.72	74.02	74.58	68.75	29.68	87.50
Student Motivation^	89.72	86.18	84.00	86.56	84.33	100.00
Respect for Students	92.75	94.44	92.05	93.52	80.97	98.15
Parent Partnerships^	90.97	86.76	75.94	66.80	24.50	87.50
Teacher Confidence^	94.10	93.75	90.79	93.75	86.03	100.00
Engaging Practice^	89.12	86.03	80.00	82.55	73.54	97.92
Quality Teaching^	91.67	87.87	83.75	83.59	63.47	100.00
School Improvement Focus	92.66	91.37	88.35	91.67	95.18	100.00

St James
Catholic Primary School, Brighton

School Community

Goals and Intended Outcomes

- To continue to develop the local and global connections of our outward facing school

- That student learning is improved through parents being actively engaged in their child's learning

Achievements

St. James parents are encouraged to participate fully in the school and wider community. The Parents Association (also Dad's Association) meet monthly and apart from fundraising, they are actively encouraged to participate in the life of the school and the education of their children. Class Representatives are selected and they oversee the coordination of morning teas, food days and general liaising with the local community. Closer ties with the St. James Parish are actively encouraged through interaction with an electives program and involvement in parish school/class Masses.

St James
Catholic Primary School, Brighton

PARENT SATISFACTION

2018 parent opinion – data tables …

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score		2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Parent Partnerships	80.75	83.63	60.20		74.36	59.69	96.15
Approachability	79.74	87.50	71.94		82.53	65.84	99.04
Parent Input	67.82	75.40	55.74		72.44	44.20	96.15
Reporting	63.60	78.57	61.48		73.93	41.95	94.87
School Improvement	76.29	82.44	65.14		79.17	52.69	96.15
Learning Focus	75.57	79.17	63.89		81.57	69.21	96.15
Extra-Curricular	61.21	76.19	55.83		71.79	67.45	96.15
Transitions	83.48	88.39	71.26		82.50	71.51	100.00
Homework	61.49	64.29	54.17		74.04	69.78	96.15
Behaviour Management	80.08	80.56	69.07		80.56	75.88	100.00
Stimulating Learning	83.48	86.31	72.64		85.50	79.34	98.06
Teacher Morale	91.03	91.90	77.78		85.90	77.73	100.00
Connectedness to School	85.06	80.95	71.39		82.05	60.44	96.15
Student Motivation	86.78	79.17	71.39		78.85	56.41	94.23
Social Skills	87.55	86.51	78.33		85.26	87.32	100.00
Connectedness to Peers	87.74	85.32	81.30		88.46	94.45	100.00
Student Safety	84.87	76.19	74.07		79.49	76.95	84.62
Classroom Behaviour	62.64	50.00	52.22		57.37	67.43	57.69
Attitude to Survey[#]	71.84	73.81	68.03		76.71	92.60	94.05

St James
Catholic Primary School, Brighton

School Performance Data Summary

E1029
St James' School, Brighton

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	**2016 %**	**2017 %**	**2016 - 2017 Changes %**	**2018 %**	**2017 - 2018 Changes %**
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	97.8	-2.2	100.0	2.2
YR 05 Grammar & Punctuation	97.8	100.0	2.2	96.4	-3.6
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0

YR 05 Reading	97.8	100.0	2.2	100.0	0.0
YR 05 Spelling	95.7	100.0	4.3	100.0	0.0
YR 05 Writing	97.8	100.0	2.2	100.0	0.0
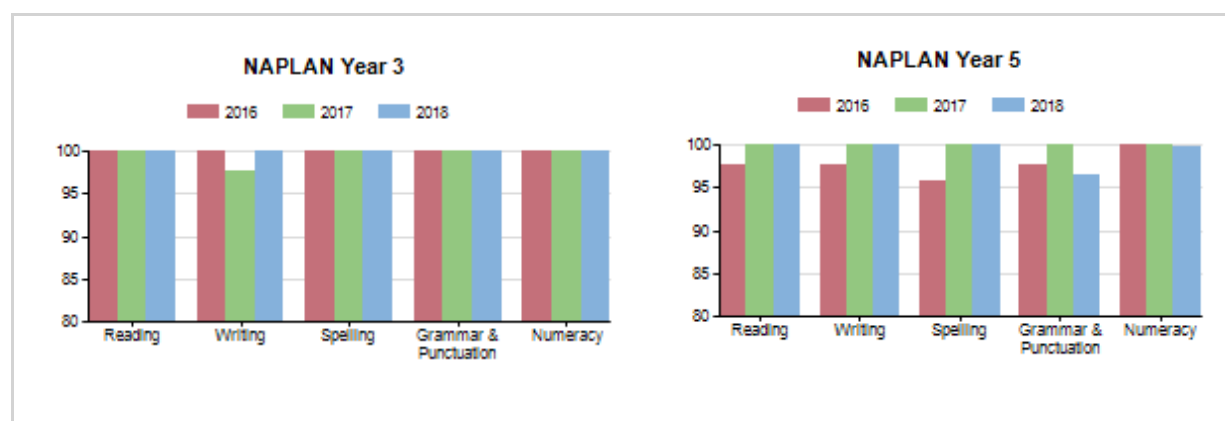
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	96.4
Y02	96.0
Y03	96.0
Y04	95.0

Y05	96.2
Y06	95.1
Overall average attendance	95.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	81.7%

STAFF RETENTION RATE	
Staff Retention Rate	78.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	31.3%
Graduate Certificate	0.0%

Bachelor Degree	68.8%
Advanced Diploma	43.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	20.3
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	3.8
Indigenous Teaching Staff (Headcount)	0

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*