



St James' School Brighton

2021 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

31/03/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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.*



St James - Whole School Photo (photo taken in our upgraded Tilley – Heritage Garden)

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 2021, 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 2021, 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 2021, the school's Leadership Team includes the following: Brendan Flanagan (Principal), Carmelina Corio (Deputy Principal, ICT/STEM Leader and School Maths Leader), Olivia Quinlan (Learning and Teaching / Literacy Leader), Emma Herbert (Religious Education and STEM / Sustainability Leader), Karlee Agnew (Learning Diversity Leader), and Georgia McNamara (Wellbeing 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.

Principal's Report

I write this year's Annual Report as we commence the third week of Advent. Advent is the liturgical period of the year where we are preparing and waiting for the birth of Jesus. In schools and parishes we light the purple candle, the candle of love. The importance of the third candle is particularly significant as we conclude our school year. It is love that we have extended to each other this year in abundance that has enabled us to get through the year. The first two candles of the Advent period are also relevant, as they represent hope and peace, and this is what we need for today's world. It was again a challenge to be united in this COVID time.



This year, COVID took away our ability to be as we once were. Our familiarity with the ways in which we live our lives was overturned. We were again required to adjust, to be adaptable and to be present to each other in a different way. Our robustness as a community got us through the past twelve months. I must say that being present through a device screen, definitely does not match that physical connection with each other.

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.

The third advent candle means so much to us at this time of the year. Finally in the lyrics of Nat King Cole's song Nature Boy:

***“The greatest thing you'll ever learn
Is just to love and to be loved in return”***

Well done to everyone in our school community in 2021.

School Advisory Council Report

Prayer and Reflection for the end of the 2021 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 hope that has lifted our hearts on the hard and isolating days in lockdown, and

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

Education in Faith

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 2021 we continued to explore ways to further enhance our Catholic Identity. The COVID-19 pandemics, lockdowns and remote learning, not only impacted on the way we taught but it also impacted on our Sacramental program. 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 2021;

- 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,
- online Sacramental program for students 3 and 5 for Reconciliation,
- 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.



Learning & 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, modified to suit Remote Learning context.

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*)

- planning and designing sustainable ideas, so as to participate in and enter the 2021 MACS STEM MAD competition,
- Successfully submitting 3 STEM MAD projects and making it to the finals. This was a great achievement as we had to navigate COVID-19 lockdowns and remote learning in order to submit our entries.



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,
- designing learning opportunities collaboratively with staff for the delivery of Remote Learning throughout the pandemic,
- 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 used to deliver the St James Remote learning program, such as; Seesaw and Google Classrooms.

STUDENT LEARNING OUTCOMES

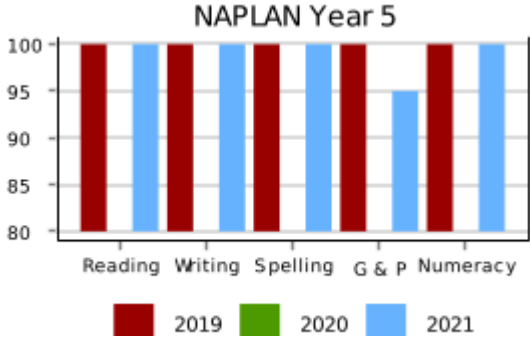
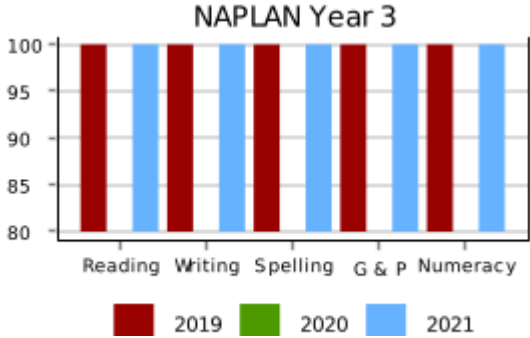
- Accurate and comprehensive assessment is integral to all teaching and learning at St James. It helps to improve student learning by establishing future direction, identifying examples of exemplary performance and those which require support and assistance.
- Our assessment and reporting provides clear 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	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	95.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* 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

Throughout 2021, we acknowledged the importance of supporting students during the unsettling and challenging times which the COVID-19 pandemic presented. 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, were possible onsite or via livestream.

VALUE ADDED

The COVID-19 year placed extra challenges on the school community. Our response to support all was a constant reappraisal of being alert to structure and processes that would nurture self and others. Parents reported frequently and were pleased that the school interventions were tailored, different and were evidenced based programs. The Community page feedback confirms their appreciation.

Other significant value added features were;

- the ongoing development of the Heritage Garden. A sensory garden to support the community during the COVID-19 return and to develop a place of spirit, calm and tranquillity. This was a major and key feature that brought great benefit. The connection to country, our Presentation charism and sustainability,
- 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 COVID pandemic, remote learning and face to face teaching utilising our school software package, nForma,
- google meets / check-ins, enabled teachers to see who was present on a daily basis during remote learning,
- supervision of 'essential workers' children was recorded and registered through parent and school Attendance registers.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	91.2%
Y02	95.1%
Y03	94.2%
Y04	94.2%
Y05	95.1%
Y06	95.2%
Overall average attendance	94.2%

Child Safe Standards

Goals & Intended Outcomes

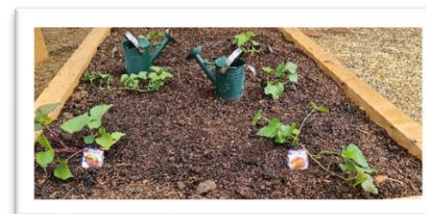
The care, safety and wellbeing of children fundamental to St James:

- 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 & Management

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 2021 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.



The ongoing COVID-19 pandemic, has required leadership and management to stop and re-access how best to move forward as a school and community whilst working remotely.

COVID-19 Organisational Structures:

- designing and providing support and resources to staff to enable them to plan and teach remotely,
- maintaining the St James Parent Portal for Remote Learning [click here to access the St James Parent Portal](#),

- reviewing and implementing our COVID-19 Staff / Student / Remote Learning contingency plan,
- updating our school COVID-19 Safe plan, in line with CEM School Operating guidelines, revising this plan accordingly on a needs basis,
- ensuring clear ongoing communication with the Staff via online meetings,
- continuing to design and support staff to continue their Professional learning to utilise online platforms, such as Google meets and Zoom.



Exploring ways to proceed with year school events, here are some examples:

- Our whole school Production: Shrek Junior - which produced and filmed live, then shared to the parent community on CD.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

2021 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
- Safe smart solutions - Martin Tennant
- Anaphylaxis training - facilitated by Helen McGrath
- DSE Modules - facilitated by the Learning Diversity team

- Wellness for Staff - Jo Gibbs
- 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

Ongoing Individual and school developed professional learning to support staff in transitioning to offsite Remote Learning, such as learning about Seesaw and the Google Suite.

Number of teachers who participated in PL in 2021	26
Average expenditure per teacher for PL	\$475

TEACHER SATISFACTION

Feedback from Teachers in 2021:

- 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	81.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	33.3%
Graduate	16.7%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	33.3%
No Qualifications Listed	8.3%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	17.2
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	5.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

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

Another round of Remote Learning and lockdown restricted our ability to come together as a school and community. Acknowledging just how important our school community is, we continued to explore and maintain ways to stay connected as a School Community.

We utilised the School portal as a central location to share videos, assemblies and student work. We further enhanced our social media presence on Facebook, Instagram and Twitter.

Follow us on:

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

With COVID-19 restrictions in place, prohibiting school tours for potential enrolments, we continued to promote our school virtually with a welcome message from Brendan Flanagan (Principal) and accompanied by a Virtual School Tour, and used this as part of our school promotion and kinder transition for 2022.

[St James Virtual Tour](#)

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,
inviting our school community to participate in school life by joining us online for virtual assemblies, or online family night,
- planning online opportunities to support our parents during lockdown, such as; mindfulness sessions facilitated by Jo Gibbs "Collective Pause",
- maintaining frequent and clear COMMS from the school to the parent community, and
- designing online competitions; such as the Father's Day hamper giveaway.

President's Annual Report

We would like to sincerely thank everyone for their support over these last two years. Through all of the challenges of lockdown, 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, especially Candice and Lee. Thank you to all of the reps for everything you have done to support us and our team. Particularly through the struggle of lockdown. 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. Both Kat and Kate are willing to support the new team with a comprehensive handover and will be available to support any queries or questions. We wish everyone a wonderful Christmas and new year.

Some highlights of 2021 have included:

- The Welcome Disco - delayed but a much welcomed opportunity to reconnect and welcome new families (thanks to Sarah Webb)
- 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 (thanks Michelle Thomas)
- 2021 Mothers' Day lunch - our greatest success in bringing together the Mums of the school. Elwood Bathers is the perfect venue! (Thanks to Fernanda and Angie)



- Parents & Friends: End of Year Event - hopefully it will be a great night, awesome theme and great venue (thanks Michelle Thomas)
- Colour Run - whilst we haven't been able to have the actual event, much of the planning is ready to go for May 6 2022 with the Australian Fundraising company

- The parent reps / co sharing roles - has meant that we can share the load!
- Parent Social Night - our amazing preps came up with an awesome idea for an 80s themed night - hopefully it can go ahead in 2022 (with hopefully the same crew organising!)
- School Community Christmas Boards Competition - a great idea that involved many of the students to promote the Christmas spirit and connect with a local estate agent to support our local Vinnies / promote the school. Definitely an annual event. Boards to be erected this Thursday with the Vinnies drive December 15.
- We are proud of the way in which we communicate the MACS consolidation process and how the STJPA and in particular finances has changed / involved
- We are proud of creating a welcoming culture in our PA association. A sense that everyone is welcome to be involved, can have a say!
- Digitising much of our COMMS/ agendas etc. The use of the WhatsApp groups and Google Drive has meant we can easily communicate and get messages across!
- We are proud of the STJPA Procedures manual (Kat to share with new PA exec) that we have created outlining clear guidelines and roles within the STJPA and providing clarity around volunteering and the running of events.

Even better if for 2022:

- Bunnings BBQ hopefully have a date for early 2022
- Father's Day, Grandparents Day, Pancake Tuesday - all beloved events impacted by COVID, hopefully can go ahead
- Parent social night (as above)
- Picture products - definitely great interest, but not many orders. Something to revisit in 2022 as it is a great fundraiser with not too much effort.
- Encourage more people to get involved. Being involved in teams ensures that you can share the load and bounce ideas of each other!
- Continue to provide clear support for event organisers - provide them with digital folders and resources so they know where to start. Each event has the previous host listed as a point of contact
- Greater clarity / support around the use of CDF Pay - the school needs to be trained as well as the exec
- School to decide the correct usage of CDF and/or Try-Booking platforms (as/if required) and in line with directive from MACs.

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. Even if some events didn't go ahead, your offers of help did not go unnoticed and anyone who added their extra hands at the last minute. We thank you and hope you can help us next year when things get back on track.

For now, we say goodbye to 2021 and a very special goodbye to our Year 6 students and families that are leaving us this year. We thank you for your hard work this year and in past years. And to those families who are leaving St James after many years, we will really miss you! Good luck on your journeys next year and all the very best moving forward.

Kate Korber and Kate Cheshire

Parent Association co-chairs

PARENT SATISFACTION

In 2021, we commenced using a new School Improvement survey names MACSSIS (Melbourne Archdiocese Catholic School Improvement Survey).

During Remote Learning, we invited parent feedback by sending out a Google Form about Remote learning. This feedback was useful as we continually revised and reviewed the online learning experience for students. The parent feedback supported the school in ensuring that it was inclusive and addressing individual point of need.

Two noteworthy actions from our parent feedback were:

- Continuing Virtual Assemblies, led by the students,
- Further developing daily Google Meets (Monday - Thursday) in the junior school.

The following comments are a summary of the parent satisfaction for the 2021 year:

- I wanted to tell you how much X absolutely loved the city camp.
- What a winner! Please pass on our congratulations and gratitude to all who organised and attended this camp. It's moments like these that make a childhood beautiful and all that a parent can wish for (especially after the pain of COVID and the horrors occurring in flooding Qld/ NSW as well as the wars overseas).
- Just a note to say a big thank you from the bottom of my heart for teaching and caring for both our girls from prep to grade 6. I was unable to thank you in person as I could not get to the assembly yesterday. You have all given the girls such great memories, impressions and skills that will last their lifetimes. My husband and I are very grateful for all you have done. We take fond memories and warm hearts with us from our experience at St James into the next chapter of secondary school.
- Well done on winning a Victorian School Garden award this morning! Very well deserved!
- Just a quick email to say thanks for your work with yesterday's Learning Walk, it was really spot on. The walk really had such a natural flow to it, lots of spontaneity, great questioning and really active classroom learning, it had something for every parent.

- This walk is the benchmark for us into 2022. Your leadership of it was subtle but spontaneous and natural. I thought it was well summed up in the debriefing by parents when they said that it was their walk and that it was nothing like a school tour.
- We have just sat through the 3/4 composite presentation and can I tell you how impressed we were with the detail, student examples and the way students will be supported through their learning journey.
- A huge thank you to all teachers and staff who have supported our children through this journey and well done to all mums and dads! Our little professors have also kindly provided us with pedagogical tips and further professional learning suggestions, so we can be more effective in our home-learning support skills if we have a Lockdown 7.
- I just wanted to drop you a note to say thank you for all the care, effort and continual adaptation you are bringing to the remote learning program. We feel you are providing such a high standard of learning and support to our kids in a very challenging time, and we are very grateful to have you teaching our child.
- I've been sitting at my desk all week, with X 1.5m behind me, listening to both of you teach every lesson via zoom and am in awe of your patience and energy - and I'm almost crying with gratitude for the new format you are using during this past week. It has taken a massive weight of guilt off my shoulders.
- So thank you from the bottom of my heart for putting in such a huge effort to educate our kids during this time with humour, patience, joy and laughter! The new format has made such a difference to X's engagement and I am so grateful for that.
- I wanted to drop you a line to let you know X was really energised by his home-schooling today with the new regime of Google Meet classes. I know it must be hard work for you to keep on changing and trying new things.
- Thanks for all your efforts, I can't imagine how hard it must be to be a young teacher in these challenging times, but please know, you are making a difference and there are so many of us that support and appreciate what you are doing with our kids.
- In June I was the Conference member on duty. My visiting partner and I had six calls to make on Saturday. Our cupboard was bare. Then, miraculously, the cupboard was full again and we could prepare the food parcels that we needed. In all our visits, always, we say that the food is donated by the children of the St James' School.
- Every year, twice a year, the children deliver. It is a wonderful act of charity. I know that there is a lot of work behind the bounty and my heartfelt thanks go to the teachers and to yourself.
- Thank you for asking me to be a part of the learning tour this morning. It was invaluable. We feel lucky to be part of such a great community.

Future Directions

Education in Faith:

- continued consolidation of Catholic Identity in staff meetings,
- continuing to collaborate with the other 5 schools in the Bayside Mission.

Numeracy:

- provide ongoing professional learning opportunities for staff to analyse and interpret student data,
- support staff in utilising the Key Ideas for Conceptual Development when planning units incorporating individual student need,
- supporting staff through coaching and mentoring in using enabling and extending prompts within a maths session to teach at student point of need,
- continuing to establish a user-friendly 'Maths Resource Centre',
- exploring opportunities to increase the profile of Mathematics with the school and community.

Literacy:

- continue to build teacher capacity in instruction, through the use of evidence based teaching, practices in Writing,
- coaching and mentoring staff in literacy instruction.

Learning and Teaching:

- providing the structures, processes and supports necessary for staff to work collaboratively,
- building professional learning structures that enable coaching / mentoring: modelling lessons, observing lessons, feedback, etc. to build teacher capacity,
- student wellbeing,
- increase Professional Learning for the Respectful Relationships program,
- continue to build strong partnerships with parents, parish and the wider community to support student centred learning,
- focus on parent engagement / connection through collaboration with Tony Dalton and the use of Learning Walks.