



# St James Catholic Primary School Brighton

2020

Annual Report to the School Community

## ST JAMES CATHOLIC PRIMARY SCHOOL



2020

advancedlife  
photography

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## Contact Details

ADDRESS	6 St James Close Brighton VIC 3186
PRINCIPAL	Brendan Flanagan
PARISH PRIEST	
SCHOOL BOARD CHAIR	Helen Connell
TELEPHONE	03 9596 4766
EMAIL	principal@stjamesbrighton.catholic.edu.au
WEBSITE	www.stjamesbrighton.catholic.edu.au
E NUMBER	E1029

## 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 2020 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 School.

31/05/2021

**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](http://www.acnc.gov.au)

## 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.***

## 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 2020, 192 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 2020, the school was grouped into 9 classes with an average of 22 students per class. In 2020 the school's Index of Community Socio-Educational Advantage (ICSEA) was 1153.

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 2020, the school's Leadership Team includes the following: Brendan Flanagan (Principal), Carmelina Corio (Deputy Principal, Learning and Teaching and ICT/STEM Leader and School Maths Leader), Olivia Quinlan (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

### **Belonging in a Collaborative Community**

2020 is a year that we will all remember and as a challenging but also a productive year. We have much to be grateful in how we have navigated the ever-changing world environment. As we reflect on what we have achieved, the strength of the community comes to mind. Our collaborative community this year was again totally committed to being a school of excellence and striving continually to be a high performing school. For all of us, children, teachers and parents, the quote from Christopher Robin could sum up our efforts and energy in 2020.

***"You're stronger than you believe, stronger than you seem and smarter than you think."***

At a recent meeting of Principals late in the year we were asked, 'What is it that you are most proud of this year?' four words come to mind for our St James School and community.

#### ***Pride***

Enormous pride in how everyone has adapted to the challenges that we faced in continuing to be present to each other, to design a school curriculum that was relevant and flexible.

#### ***Overwhelmed***

The planning, energy and passion that has been so visible in our teachers' commitment to the education of our children. I have been truly amazed by how they were required to flip to 'Remote Learning', in Week 8 Term 1, suddenly and effectively for the remainder of the year.

#### ***Revelation***

The talents and resilience that we all possess that has come to the surface. In particular, our new graduate teachers who have just commenced their teaching career to reset and develop in the challenge of working in the ever-changing environment of education. For our children to cope without their beautiful teacher by their side. And for our parents, who have been exposed to the learning and teaching world of primary education.

#### ***Optimism***

We are building a better community because of COVID-19. If we can manage and master what has been thrown at us this year, St James is in a solid position to continually adjust to embracing contemporary and relevant curriculum.

This year despite the obstacles, there has still been a positive feeling and a sense of increased resourcefulness experienced as a direct result of an interaction with others, albeit in a very different mode.

Despite the challenges of the year we can reflect on the year and be assured that we have navigated 2020 year with a strong resolve and commitment to education and compassionate support for all in our school community.

## School Education Board Report

### *Prayer and Reflection for the end of the 2020 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 2021:***

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 2020 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;***

- the introduction of a 2-year cycle for Inquiry based learning, planning with a scriptural reference through-line 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,
- 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

- livestreaming of Confirmation and Year 6 Graduation with Fr Dean Mathieson
- online Liturgy for St James Feast Day, 'Light in darkness',
- gathering as a faith community through fortnightly assemblies.
- senior students leading the whole community as part of their leadership portfolio.



## 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

***Throughout 2020, and challenges by pandemic restrictions and remote learning, our school wide improvement goal was to further develop shared teacher pedagogy, in particular, planning for and building targeted instruction. Remote Learning required us to think quickly and research how best to deliver the curriculum online and remotely. The learning and teaching team were able to facilitate the following professional learning opportunities for staff so as to build teacher capacity and support staff during remote learning in order to continue to deliver the curriculum and ultimately to improve student outcomes;***

#### ***Learning and Teaching (Pre and Post Remote Learning)***

- ongoing assessment and reporting, with parents accessing student academic reports via the nForma Parent portal in June and December, modified according to MACS Reporting guidelines in light of Remote Learning,
- yearly revision of the whole school [assessment schedule](#) including Tier 1 and 2 assessments,
- a modified assessment schedule to suit Remote Learning context,
- designing and implementing a [post remote learning assessment schedule](#) to further inform point of need teaching when face to face teaching,
- continue to work with Tony Dalton (Community Engagement and Learning Leader)

#### ***Learning and Teaching / ICT / STEM (Remote Learning)***

##### ***Students:***

- 1:1 devices available for students to use,
- Upgrading a school license for Seesaw, which was the main digital platform used in the Junior school during remote learning,
- all students in years 3-6 having access to their own Google Classroom,
- providing opportunities for students to learn how to use the Google classroom and Seesaw platforms,
- updating the student digital technology agreement,
- staff planned and recorded learning videos shared with students,
- providing digital online resources to support remote learning.

**Staff:**

- ongoing professional learning activities via Zoom, Google meets, WebEx etc. (ONLINE)
- collegial learning opportunities in using new and different digital platforms
- access to a Staff Portal,
- updating the staff digital technology agreement.

**Parents:**

- parent access to weekly curriculum updates via email and the School Portal,
- providing a parent helpdesk for devices facilitated by the school and Centorrino Technologies,
- provision for Parent Teacher meetings using an online platform,
- streaming school events for parent access.

**Numeracy:**

- providing ongoing professional learning opportunities (external and internal) to staff, to continue to develop a shared pedagogy in the contemporary teaching and learning of Mathematics,
- further developing consistent planning approaches in the planning, teaching and assessment of Mathematics,
- providing opportunities for teachers to further develop their PCK (Pedagogical Content Knowledge) in mathematics by providing professional reading at PLT's and level planning sessions,
- facilitating opportunities for staff to moderate student work, to build consistent teacher judgement in mathematics,
- supporting staff in developing a greater understanding of the 'Growth Points' in maths,
- providing staff with the opportunity to further develop their knowledge and understanding about the Key Ideas for Conceptual Development in Mathematics (MACS) 2nd edition,
- supporting staff in and making great use of enabling and extending prompts when teaching mathematics,
- supporting staff in analysing MAI (Maths Assessment Interview) and PATM (PAT Maths) data for assessment and reporting purposes,
- supporting staff in making greater use of pre-assessment data to drive planning in maths.

**Literacy:**

- implementation of a systematic, structured scope and sequence for Phonics and Spelling from F-6,
- whole staff SMART Spelling Professional Development Day to build content knowledge,
- ongoing professional learning and support for the planning and implementation of SMART Spelling strategies within classrooms F-6,

- ongoing 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),
- analysis of data in teams,
- use of data as formative assessment to drive future teaching and learning opportunities,
- further development of teacher content knowledge and use of core evidence based teaching practices in Reading, outlined in the Literacy Toolkit (Modelled Reading, Shared Reading, Language Experience, Guided Reading, Reading Conferences, Independent Reading, Reciprocal Teaching, Close Reading, Literature Circles),
- continued use of Reading Focus Books, as a consistent approach to recording anecdotal notes in reading F-6 and as formative assessment,
- organisation of Literacy resources to improve accessibility for staff.

### ***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 / MACS) 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).

***COVID-19 required us to think quickly and research how best to deliver the curriculum online and remotely. We were in the fortunate position to have 1:1 devices if required. Staff were already acquainted to using Google docs, and some***

## 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. In 2020, NAPLAN was unable to proceed, and therefore we do not have this data. As a school we reviewed our assessment and reporting guidelines to ensure we maintained appropriate student learning data.***

In absence of NAPLAN data, please find attached school generated teacher assessed student achievement summary scores for the December 2020 reporting period:

- [Prep](#)
- [Year 1](#)
- [Year 2](#)
- [Year 3](#)
- [Year 4](#)
- [Year 5](#)
- [Year 6](#)

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.

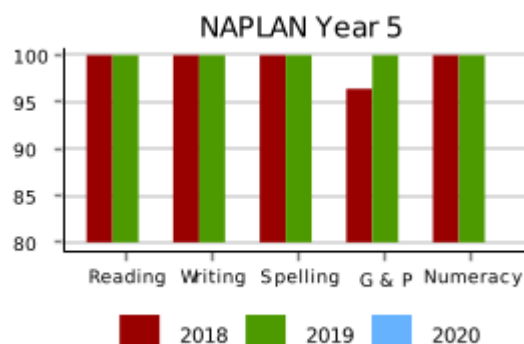
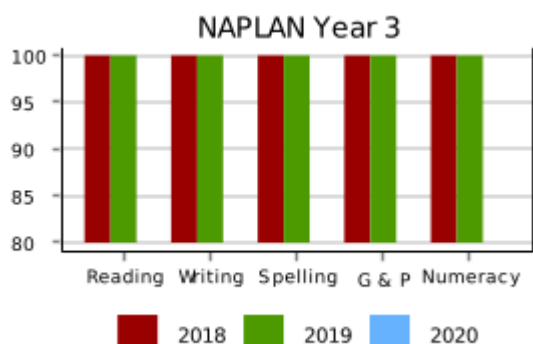
Data from these Tier 1 and 2 assessments is contained on our school drive for full transparency and analysis by all staff to drive future learning.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	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	96.4	100.0	3.6		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
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

***Throughout 2020, 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:***

- the Well Done office space was established for the Student Wellbeing Co-ordinator and all LSO's-this is now a space for these staff to work together to strengthen their learning and collaboration,
- the Well Done office was introduced to students through a classroom lesson on how and when the space can be used by students who may need support with relationships and/or regulation, self-care throughout the day. (Well Done office passes),
- full First Aid Training for all staff including Anaphylaxis and Asthma as well as additional training for selected members of staff around Diabetes Management,
- classroom Folders which include;- medical alerts and information for CRT staff,
- introduction of the morning and afternoon check in through the "Getting Ready to Learn" program which gives classrooms the chance to establish expectations and build relationships,
- use of "Getting ready to Learn Remotely" allowed staff, students and families to understand how we would work online through Seesaw and Google Classrooms,
- two year scope and sequence for teaching Respectful Relationships designed and implemented,
- peaceful Kids- 3 staff trained in this program and began working with students in term 4,
- CISS/FVISS reforms professional learning for wellbeing team,
- intervention Program for academic and SEL continued during Remote Learning,
- "St James Got Talent", students were invited to send in videos of the talents students had learnt during lockdown for house points,
- social Skills Group introduced in Term 4,
- virtual House Cross Country-Term 2,
- wellbeing check-ins with students via google forms whilst on remote learning,
- a successful application for Chaplain/Pastoral Care worker was submitted by the St James Wellbeing Team-funding to begin in 2021,
- in collaboration with Tree Principles a sensory and kitchen garden began establishment in the Tilley Space. This is now a space for children to play creatively and imaginatively amongst the many and varied spaces that have been built and provided,



- began working towards becoming an eSmart school and implementing practices to support this,
- staff voice through surveys in relation to how students and families were coping with Remote Learning which shaped our practice into the format that we ultimately used,
- buddy programs between the Prep and Year 6 students as well as the Year 1 and 5 students. This includes-sharing meal times together, imaginative and creative play, outside play, reading stories and more,
- prep students are given the first two weeks to integrate into school life by having each Wednesday in February at home and then while at school they play solely in the Tilley space,
- playground areas established for Preps and they are integrated onto the main playground,
- assembly was held where possible onsite or via livestream-these were completely student led,
- "Shout Out" Awards given to students who were consistently displaying St James Values throughout Remote Learning,
- new school psychologist - Ellie Nicolay joined our Wellbeing Team.

#### 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 establishment 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.
- Miriam Rose **Dadirri** 'Awakening the Spirit within', for staff which inspired our Yarning Circle
- Maggie Farrar PL **Wellbeing in turbulent times**

The Respectful Relationship (Catholic Education / Dept. of Education) program to support the Social Emotional program.

#### 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 accept 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	95.8%
Y02	94.9%
Y03	96.8%
Y04	96.2%
Y05	96.3%
Y06	96.0%
Overall average attendance	96.0%

## 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

- safe smart was introduced to staff as an easier and practical way to access staff policies and procedures especially relating to child safety, this also assists in staff responsibility to ensure that all policies are read and understood and records are kept on this system also,
- all staff complete the mandatory reporting modules annually,
- professional Learning Community meeting times continued each Monday and Tuesday with a focus on best practice and professional learning across all school domains,
- the Wellbeing Team continued to meet each Friday morning to ensure all Student Wellbeing needs are discussed and actions are formed,
- risk Assessment practices continued where practical throughout the 2020 year -many activities requiring risk assessments did not occur due to Lockdowns,
- the Child Information Sharing Scheme and Family Violence Information Sharing Schemes team was implemented,
- the Sun smart policy was revised and updated to be more in line with current needs for Sun smart. E.g. Hats are now to be worn when the UV index is 3 or higher,
- EPA app was consulted regularly when there were air quality issues at the beginning of 2020 due to bushfires. This app enabled us to make timely decisions around the safety of the air quality for all students especially for our Asthmatics,
- the Tested.me app was introduced to our school, staff and visitors and used this to check in all in our community when they arrive onsite. This was a unique device imported from England to record a persons' temperature when entering the school premises as a COVID safe measures,
- newsletter articles consistently encourage parents/guardians in our community to be involved in webinars and are up to date with current information with regard to the online safety of our students,
- all students/families were required to sign the Code of Conduct for use at school and whilst on remote learning, and for the safe and respectful use of digital technologies,
- PROTECT documents displayed clearly in the Well Done office and Principals office to ensure correct procedure for dealing with disclosures is adhered and followed by educational groups,
- all staff attended Respectful Relationships Professional Learning through webinars and Community of Practice (COP) meetings.

## 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 2020 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;***

- providing professional learning for staff, to develop an understanding of 'Professional Learning Communities',
- structuring team planning opportunities for staff that enabled collaborative work opportunities,
- the Leadership team continuing to work closely with 'Tony Dalton', (an Educational Consultant), to further strengthen our 'Family / School' Engagement Partnerships.

The COVID-19 pandemic, 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:***

- providing support and resources to staff to enable them to plan and teach remotely,
- developing a St James Parent Portal for Remote Learning [click here to access the St James Parent Portal](#),
- developing a COVID-19 Staff / Student / Remote Learning contingency plan,
- updating a 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,
- supporting 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:***

- the filming and sharing of a Virtual Art Show 2020 - [Welcome to the St James Virtual Art Show](#)

The purpose of the first Virtual Tour is to open the doors to our 2021 Foundation students and their families. A new page on the school portal was created dedicated to Foundation Transition 2021, [2021 Foundation Transition](#).

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

**2020 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:**

- Smart Spelling - facilitated by Michelle Hutchison
- ICON Briefings - facilitated by MACS
- Safe smart solutions - Martin Tennant
- STEM Play - facilitated by Chad Declasse
- Anaphylaxis training - facilitated by Helen McGrath
- DSE Modules - facilitated by the Learning Diversity team
- Click view demonstration
- 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 2020	28
Average expenditure per teacher for PL	\$475

**TEACHER SATISFACTION**

**Feedback from Teachers in 2020:**

- 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	76.4%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	80.8%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	62.5%
Advanced Diploma	37.5%
No Qualifications Listed	12.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	20.2
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	7.0
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

***Remote Learning and lockdown restricted our ability to come together as a school and community. Acknowledging just how important our school community is, we explored ways to try and stay connected.***

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 filmed a welcome message from Brendan Flanagan (Principal) and created a Virtual School Tour, and used this as part of our school promotion and kinder transition for 2021.

#### [St James Virtual Tour](#)

As a staff we decided to virtually connect with our school families by putting together a number of videos and online virtual experiences.

The focus and purpose of our first community video was to show families that we were ok. We put together a video to the soundtrack 'Happy' by Pharrell Williams. Our challenge was to coordinate a video whilst we were all working remotely.

#### ***Dear Parents and Students,***

***At the moment we cannot all be together. So we have planned and produced this special video message to let you know that we are thinking about you each day and that we want you to be Happy!***

***Get up and join us in singing and dancing!***

***The 2020 Staff at St James, Brighton x***

Here is the link to the [St James Community video](#) which was posted to our St James School Portal (especially designed for Remote Learning).

## **Parent Association Presidents Report - Kate and Kat**

### ***To our wonderful St James Community***

Well, what a year we've had! We would like to thank our entire school community for all your hard work and effort towards getting our kids through remote learning and back to school safely and successfully. It was not an easy task, and it tested all of us, but we did it with patience, resilience and a positive 'can-do' attitude, so well done to you all!

We would like to especially acknowledge Brendan, Carmelina and our entire school teaching staff for their courage, leadership, time, and unwavering efforts, prioritising the health and education of our children during a very difficult time for their learning and development. Technology played a key role here in supporting our children to keep connected, informed and engaged in their school life and with each other, albeit from the comfort of home. Technology continues to play this role through the use of the school portal, see-saw and social media channels, and we would like to thank Carmelina for promptly responding to the changes to our learning environment and positioning our school to becoming leaders in this area.

For our Foundation children and families, we feel very grateful to have welcomed Ms Aoife Tierney this year and along with the St James Leadership team, we thank you for your enthusiasm, guidance and support to our new and existing families through a difficult transition year for many young children, new to school life. We acknowledge that both our Foundation and Year 6 levels in particular, have not had the year they expected to start and/or finish their school life with however, we thank all our St James teachers, students and families for your positive attitude, support and effort to make the most out of this unexpected situation. We hope that the New Year brings a fresh start and opportunity to make new long-lasting school friendships and memories, and further strengthen our school community and spirit.

### ***2020 -A Year in Review.***

2020 has had its many challenges as we know, but we did start the year well.

***Our Welcome Disco "Under the Sea"***, was a fantastic afternoon to welcome our new families to St James and celebrate our wonderful community spirit, allowing our new kids to meet their classmates in a fun and engaging way. We would like to thank Michelle Thomas and Sarah Webb for their efforts in coordinating this event with its food trucks, DJs, amazing decorations and overall positive energy. Awesome work guys - really loved by all!! This 'dream-team' will again coordinate this disco event for Friday 12th February 2021, and we ask for as much help from all of you in the set-up and pack-down of this event. Without your help, these events won't happen, so please roll up your sleeves and let's create a fun afternoon again for our new preppies and families in 2021. Please get in touch if you want to help coordinate our 2021 Welcome Disco.

***Dad's Camp*** in March was another great success story. The weather was on our side this year providing two beautiful action-packed days of super fun activities and if the photos are anything to go by, it seems it too was loved by all who attended this year including some of our new STJ families. A very special thanks to our Dad's rep Paul Cheshire for coordinating this event over the past two years, and all his efforts with ensuring our dads catch up regularly and feel supported by our school and community. We thank Paul for his time and efforts here, and we look forward to meeting the new Dad's Rep for 2021 when appointed.

***Shrove Tuesday aka. Pancake Day*** was a great success this year thanks to the culinary skill set of Tanya and team, the pancakes were seriously delicious!! Our Easter Raffle event was our last school activity for Semester 1 and ran on the announcement of school closure OR lockdown 1.0 due to Covid-19. Kate Kat and Michelle coordinated the activities for our Easter Raffle including our Hot Cross Bun drive, which was our last fundraising activity for this year.

I would like to acknowledge our amazing PA Co-Chair, Kate, for her work in producing the Mother's and Father's Day videos in an effort to keep the community together albeit remotely, to celebrate these days and acknowledge the special people in our community. Thanks, Kate, these videos were amazing and very well-received by us all!

We would have loved to have many other of our great social events at St James this year, that keep us connected as a parent group. Where we could, we have extended our bookings for some of our activities for 2021 and will keep you informed of these moving forward as we confirm details and event specifics (in line with COVID-19 restrictions and guidelines).

We held our final PA/AGM meeting for 2020 this week and reviewed/discussed some key achievements this year, including suggestions our parent community have provided earlier this year towards what we utilise our PA funds for in 2021. Further information about this will be communicated soon. We also acknowledged our current representatives and confirmed 2021 reps, as well as appointed our STJP Executive Team for next year: Co-Chairs - Kat & Kate, Treasurer Lee and Secretary and Candice. We would like to thank Tanya for her contribution and support as Treasurer this year, particularly, in the implementation and management of our new CDF accounting system. This system will be used for all our 2021 school purchases, some events/ticketing requirements and further information and guidelines about this system will be communicated to you in the New Year.

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 2020 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 2020, we were unable to access the CEMSIS survey data due to the disruption to the year and COVID-19 restrictions.**

***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:***

- the introduction of Virtual Assemblies, led by the students,
- Introducing daily Google Meets (Monday - Thursday) in the junior school.

***The following comments are a summary of the parent satisfaction for the 2020 year:***

- As B finishes year 6 and graduates from St James we want to thank you for your incredible support over the past 3 years. She leaves St James as a confident, bright and enthusiastic girl, looking forward to moving to Star with a close network of friends. This is due in no small way to the dedication to the wellbeing of your students. This has enabled her to overcome the crippling anxiety she was experiencing before joining St James. When we see her today we couldn't be more proud, and now she has been given the tools to help deal with life's challenges. You have a great team, and have developed a wonderful community based school.
- I just wanted to thank you and all the staff, students and parents who hosted the recent information session. We are overwhelmed by the warmth, professionalism and sense of community that we have experienced from St James' so far.
- Just a note that I have been meaning to write to say a big THANK YOU for all you do but particularly through the home-schooling. I personally loved seeing what the girls do and that really opened my eyes to all you do for our kids and your patience with them as they worked out the online systems. You guys were so creative and encouraging. They had plenty of work, and you made it enjoyable. You worked so hard and all hours.
- Just wanted to say a big thank you for all your efforts during the past couple of months. The 'welcome back' video yesterday was so ace! Apart from being played on repeat from yesterday afternoon to even this morning before school, it placed smiles on our children's faces and certainly contributed to an easier drop off this morning.
- Hope you've both been well over the past couple of months. Just wanted to say a big thank you to you both for the wonderful, warm and nurturing environment you create for our children!

The energy and culture is far greater than what we ever could have hoped to provide our children within a school environment. The excitement in L's voice this morning was amazing.

- I just wanted to say a quick thank you for your fantastic communication during this time. I can't even imagine all the pressure and workload the entire teaching faculty has endured over the past few months. It has been a massive transition for everyone and the way the school has rallied together to support each other and particularly the students has been nothing short of exceptional. Well done and a massive thank you again to you and all the St James staff!
- A big thank you for the video. Our two children and I loved watching it. I actually started to cry and the kids thought I was crazy. It was a really lovely thing to do and made us feel very special and lucky to go to St James.
- Thanks B and well done to you and your staff on the awesomely fabulous rock star video clip you all produced. It bought a tear to my eye knowing how special your crew at St James are and how we all miss you and the wonderful sense of community that comes from the



teachers, parents and beautiful kids. We keep reminding our kids of this unique time and as much as they miss their friends, it will all be a small hurdle in their journey at the school.

- Thank you so much for sending this. It was just gorgeous and brought a big smile to all of our faces and a tear to mine. We are so lucky to have such amazing teachers and be part of such a wonderful school.
- Thanks and Congratulations and thank you for leading your staff, pupils and parish community through this extraordinary time.
- Your communication and guidance has provided confidence and strength.

## Future Directions

### **Education in Faith:**

- continued consolidation of Catholic Identity in staff meetings,
- Bayside Mission collaboration with five Catholic Schools with "Partnership to learn".

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### **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.

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### **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.