

ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST JAMES CATHOLIC PRIMARY SCHOOL
BRIGHTON

2019

REGISTERED SCHOOL NUMBER: **251**



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Contact Details

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SCHOOL BOARD CHAIR	Fr. Martin Dixon
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Minimum Standards Attestation

I, **Brendan Flanagan**, attest that **St James Catholic Primary School** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 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.

May 10th Date 2020

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 close proximity to the beach, in a high socio-economic area. It is part of the St James Brighton Parish. The school is conscious of the role it plays in the celebrations of liturgies, the Sacraments, prayer and social justice within the parish school community. In 2019, 205 students were enrolled at St James.

Students are drawn from the parish, which includes parts of Brighton and Gardenvale. The school is in the South Central Zone of the Southern Region of Catholic schools.

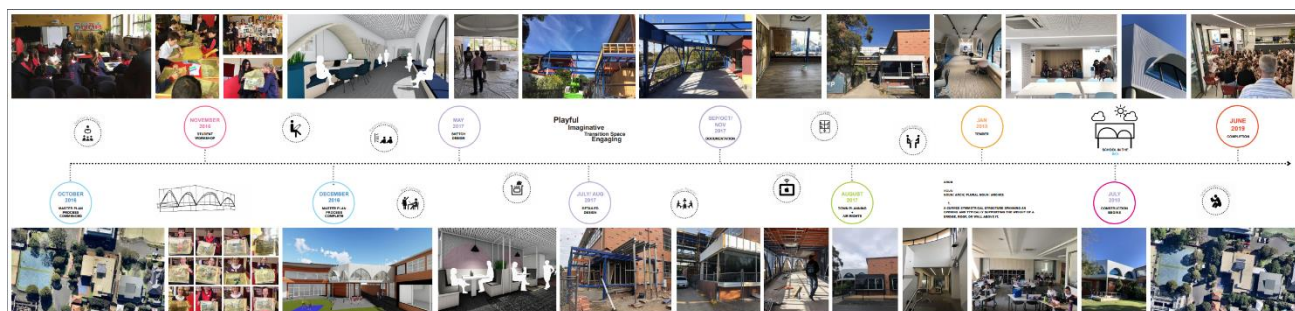
The 0.32 hectare site houses two school buildings and a play area covered in artificial turf. The school also uses the former parish/school car park as a play area with access to the tennis courts during recess, lunch and sport lessons. In 2019, the school is grouped into 9 classes with an average of 24 students per class. In 2019 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 Parish School Education Advisory Board (PEASB), dedicated Parents' Association which contributes towards fundraising and community building.

In 2019, the school's Leadership Team includes the following: Brendan Flanagan (Principal), Carmelina Corio (Deputy Principal, Learning and Teaching and School Maths Leader), Olivia Quinlan (Literacy Leader), Emma Herbert (Religious Education Leader), James McMahon (Community / STEM 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, Japanese and Performing Arts. Our families have access to before and after-school care (OSH Club) which began in 2013. The school community strives to be innovative, creative and dynamic in its endeavours to create and maintain a distinctly Catholic educational environment with a contemporary curriculum designed to produce confident and responsible citizens in the 21st century.

Principal's Report

This year we have achieved our ambition of designing our school vision that places our school at the forefront of educational and architectural learning spaces. St James completed the final stages of creating our 'School in the Sky' with 14 learning spaces and an Airbridge in July. The building and renovation period in the past 12 -18months was a challenging and an exciting period for the school as we have transformed a mediocre and traditional building into a state of the art educational centre.



The collaborative educational facility consultation period plan with parents, staff, students and architects Baldasso Cortese, commenced in August 2017. A collective decision was made to follow a Type D typology learning environment which ensured that the learning spaces encompassed a learning village and a focus on visibility, spacious and uncluttered spaces and designed for communities of teachers and students. The introduction of natural light, withdrawal and reflective spaces, a range of integrated furniture and technology, supports our vision to bring all in the educational journey into a collaborative academic learning community with connectedness and support for each other.

The context of space is so important. Learners often cannot recall their learnings if they can't recall where that space of acquired knowledge, skills and attitude occurred. The opportunity for teachers and learners to observe each other in an environment of 'buzz' and connection gives leverage to our vision of engaging a shared pedagogy coupled with a stimulating educational environment. We look forward to the announcement later in the year to the announcement of the Learning Environment Australasia (LEA) Educational Facility award, submitted by our architects Baldasso Cortese.



We invite you to visit St James 'School in the Sky' in person or view through our school website and social media.

Brendan Flanagan
(Principal)

School Website: www.stjamesbrighton.catholic.edu.au
Twitter: [St James Catholic Primary School, 3186](https://twitter.com/StJamesCatholicPrimarySchool)
Instagram: [stjamesbrighton3186](https://www.instagram.com/stjamesbrighton3186)
Facebook: [@stjamesbrighton3186](https://www.facebook.com/stjamesbrighton3186)

Education in Faith

Goal

To enhance the school's Catholic Identity.

Intended Outcomes

- That individual and communal commitment to our Catholic faith is enhanced through prayer, improved relationships and behaviour, based on the Church teachings and social justice.
- That our RE Curriculum reflects a re-contextualised, dialogical approach.

Achievements

This year we have had a focus on developing our staff and strengthening our Catholic Identity and the way in which we live our faith with students and families. Through PLT's, staff had unpacked the R.E framework to enable the delivery of the R.E standards to enable assessment of reporting and began to explore the Pedagogy of Encounter. Next year we will begin to integrate our Inquiry and R.E.

VALUE ADDED

- Staff commitment Mass
- Staff retreat with Fr Martin and Paul Sharkey around Catholic Identity
- Purchase of new resources for prayer tables
- Class symbols and candles for prayer space blessed at Mass by Fr Martin
- Continuation of Christian Meditation as a whole school on Wednesday afternoon
- SRC representatives and Yr. 6 leadership in conjunction with Mini Vinnies
- Fundraising for Project Compassion
- Working in partnership with St Vincent De Paul: Winter Appeal and Christmas Hampers
- Introduction of 'Gospel of the Week' to support staff to engage in dialogue with the students around the scripture to re-contextualise
- Holy Week Liturgies and invitation to parents to join us
- Sacramental Program
- Family Faith nights and Class Masses
- Whole School Mass and Liturgies

Learning & Teaching

Goal

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

Intended Outcomes

- That student growth in Reading and Writing and Numeracy will improve.
- That student engagement will improve through the personalisation of learning. (STEM / Learning Diversity)

Achievements

During 2019 we made important steps forward in developing whole school pedagogical practices in the following curriculum areas;

Literacy

- Planning of a whole School Smart Spelling Closure Day for (March 2020)
- Planning a whole School Spelling Focus for 2020 (NAPLAN data and SWST indicates a need in this area)
- Training of staff in MiniLit and MacqLit for implementation of Literacy Intervention through collaboration with Learning Diversity (Term 1 2020)
- Monitoring consistent approach to anecdotal notes in Reading (formative assessment)
- 10 Core Reading Strategies outlined in Literacy Toolkit
- Parent Engagement with Literacy

Numeracy

- SWIF (School Wide Improvement Framework - our goal is to develop shared pedagogy in maths through the use of **KEY IDEAS + UNDERSTANDINGS** beginning with reference to these in school wide consistent planning documents.
- **PLANNING** and **PEDAGOGY** in Maths
- Maths Conversations with staff
- Auditing Maths at St James through observation and feedback
- Professional Learning Teams in Numeracy
- Consistent Maths Planner in Numeracy
- Develop a consistent approach to planning and teaching Maths at St James is a contemporary way.
- Continue the use of Mathletics for students
- Professional learning in Maths for staff through PLTs
- Participation in **GRIN** (Getting Ready in Numeracy) Training
- Explore ways to provide support for students who require additional support when learning about a new concept e.g. GRIN (Getting Ready in Numeracy)

Learning Diversity

- Multidisciplinary approach through active participation in Learning & Teaching, Wellbeing and Learning Diversity teams to support Quality Differentiated Teaching Practices (QDTP)
- Targeted differentiation, scaffolding and intervention 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 student learning
- Participation and leadership in the Resilience, Rights and Respectful Relationships (RRRR) program
- Consultation with families through termly Program Support Group (PSG) meetings
- Student growth register of students working 6 -12 month +/- 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
- Complying with federal legislation in alignment with the Nationally Consistent Collection of Data (NCCD)
- Yearly submission of students receiving adjustments to learning (NCCD) in alignment with State and Federal legislation

STEM

- Ongoing working partnerships with Telstra
- Continue to develop a working relationship with iWorld

STUDENT LEARNING OUTCOMES

Our 2019 NAPLAN results reflect strong and consistent trend data across all domains in attaining minimum standards. Our explicit improvement agenda for school improvement and our targeted use of resources, coupled with our analysis and discussion of NAPLAN and school based data, ensures that our results are consistent and focused on growth for every child.



There has been noted improvement in Year 3 Writing, with the 100% benchmark being achieved. We have maintained or improved in all areas in Numeracy and Literacy in Years 3 and 5.

The following activities are an example of some of the initiatives put into place to facilitate the ongoing attainment of student learning outcomes:

Literacy

- Coordinated Literacy Assessment procedures, data collection and analysis
- Identification of SWANs (Students with Additional Needs) using Literacy assessment data and St James benchmarks

- Literacy Conversations to gather data regarding current practice from F-6 in Literacy
- Development of whole school approach and non-negotiables in Reading
- Development of whole school, consistent approach to anecdotal notes in Reading through the use of Focus Books in all classrooms
- Coordination of Parent Helpers in F-2 classrooms during Reading time in Term 2-4
- Smart Spelling Professional Learning opportunities
- New resources for Year 3-6 to support small group targeted teaching in Reading

Numeracy

- Maths conversations with staff to ascertain current practise in Mathematics teaching and learning
- The development of a consistent Maths Planner in Numeracy
- Facilitate Maths Planning sessions
- Explore ways to provide support for students who require additional support when learning about a new concept e.g. GRIN (Getting Ready in Numeracy)
- Assist staff and analysing PAT data and using the supporting resources
- Planks (STEM) incursion for students.
- Athletics for all students

Learning Diversity

- Ongoing assessment, moderation and adaptation of learning and teaching with the use of Tier 1, 2 and 3 Evidence Based Assessments (EBA) including
- York Reading for Comprehension (YARC)
- Catholic Education Melbourne (CEM) Language Screener
- Benchmark Assessment System (BAS)
- Single Word Spelling Test (SWST)
- Southern Phonological Assessment Test - Revised (SPAT-R)
- Wheldall Assessment of Reading List (WARL)
- Motif Assessments
- Mathematics Assessment Interview (MAI)
- Training and facilitation of Evidence Based interventions in Literacy (Multi-Lit) and Numeracy (GRIN) in partnership with St James Learning and Teaching teams (Literacy and Numeracy)
- Collaboration with Catholic Education Melbourne (CEM) to facilitate student referrals, additional assessment and ongoing partnerships to support student learning
- Participation and leadership in the Resilience, Rights and Respectful Relationships (RRRR) program
- Consultation with families through termly Program Support Group (PSG) meetings
- Student growth register of students working 6 -12 month +/- 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
- Complying with federal legislation in alignment with the Nationally Consistent Collection of Data (NCCD)
- Yearly submission of students receiving adjustments to learning (NCCD) in alignment with state and federal legislation
- Providing professional development for staff in accordance with the Disability Standards of Education (DSE) and Disability Discrimination Act (DSE,1992)

STEM

- Purchasing of additional STEM resources
- Professional Learning from staff on the resources available for students to use as part of STEM
- Partnering with Telstra and exploring the opportunities available, including a tour of Telstra HQ, where students experienced first-hand the many different opportunities and Internet of Things available.
- Students participating in a STEM fashion designing and a fashion parade exhibiting their creations
- Exploring a St James weather station
- Providing students with opportunities to conference call with professionals in STEM

Student Wellbeing

Goal

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

Intended Outcomes

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

Achievements

In 2019 the following value added items enhanced our Student Wellbeing program.

VALUE ADDED

- Organisation of First Aid Training for all staff including anaphylaxis update and asthma online training module.
- All staff are sent medical alert updates regularly, these are also displayed in the first aid room
- Contact with parents in regards to updating of Action Plans
- All staff members supplied with first aid bum bags to be used in the classroom, on yard duty and on excursions.
- Create 2019 ABC behaviour tracker for the yard
- Implementation of Wellbeing and Classroom Consultation Tracker(CCT) to ensure all student wellbeing reports are documented and addressed
- SFYS (School Focussed Youth Services) conducted a TISC (trauma informed school communities) PL seminar as well as Life Skills conducted 6 weeks of sessions for students in Year 2-6 on transition skills and wellbeing/resilience.
- 2019 'Enable, Connect, Engage, Learn' professional learning series-BSEM
- creation of a medical form for consent to give medication whilst on camp that is not normally given
- Action Plans for camp for SWANS(Students with Additional Needs)
- create a streamline process for pre collection of medicines the morning of camps
- Wellbeing Team meetings every week to discuss SWANS as identified through the CCT or WT by staff.
- Streamline process for consultation with either the family counsellor or Catholic Care counsellor in regards to referrals for students and families who require assistance.
- Introduction letter for families seeking support through Catholic Care
- Created a process spreadsheet for the Family Counsellor and Catholic Care Counsellor to use to keep track of students using their services and at what times so staff can be aware of who is going to be required for appointments during the day.
- Positive Behaviour Plan for Individual Students with letter
- Micro Moments reflection tool for students who need positive behaviour reinforcement
- E-module training for staff on Mandatory Reporting collection of certificates.
- SEL support for teachers from PL day with the CEM's BSEM.

STUDENT SATISFACTION

CEMSIS 2019 Student Data**Domain 1: Rigorous expectations**

According to the CEMSIS Survey data from 2019, overall, an average of 90% of students here at St James feel that the teachers at the school encourage them to do their best. 83% of the students surveyed feel that the teachers take the time to assist them in understanding work expectations.

Domain 2: School engagement

Students at St James feel engaged in their learning, with our school mean being higher than the CEM average. Students feel focused whilst learning and are excited to participate in the classes.

Domain 3: School climate

The student data indicates 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 so as to maintain a positive school climate.

Domain 4: Teacher – student relationships

The data indicates that the students feel positive around the staff at St James. They feel comfortable to approach staff if they have an academic or wellbeing concern. Students feel that the staff take a genuine interest in their wellbeing.

Domain 5: School belonging

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.

Domain 6: Learning disposition

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 use this data to assist with developing their personal and social skills.

Domain 7: Student Safety

The student data indicates that students feel safe whilst at school. 88% of the students in years 4-6 who participated in the survey know who they can talk to if they have a concern about their own safety whilst at school or online.

Domain 8: Student voice

96% of the students surveyed identify with and understand that we have student leadership at the school. This percentage is greater than CEM mean score.

Domain 9: Catholic Identity

The students are provided with many and varied ways to engage with their own faith journey here at the school. There are many social justice initiatives which enable them to make a difference. The students pray on a regular basis.

STUDENT ATTENDANCE

St James Catholic Primary School acknowledges that education is compulsory for children and young people between the ages of 6 – 17 years, in accordance with Part 2.1.1 of the Education and Training Reform Act 2006, unless an exemption has been granted. Parents and Guardians (Parents) must enrol their child/children, of compulsory school age, in a registered school and ensure the child attends school at all times when the school is open for instruction. Students are expected to attend the school, during normal school hours every day of each term, unless:

- There is an approved exemption from school attendance or enrolment for the student;
- The child is registered for home schooling and is only partially enrolled for particular activities;
- There is an explained absence such as illness, appointments, bereavement, family holidays etc.

St James Primary School are required to record every student's attendance twice, daily. The schools must maintain attendance records, identify and follow up unexplained absences when they occur.

Parents must provide an explanation if their child is absent where there is no exemption in place. St James Primary School Principal will determine whether the reason for the absence is acceptable and ensure that the reason for the absence is recorded in writing.

Purpose:

The purpose of this Policy and Procedure is to define the school's method of monitoring student attendance and reporting processes. The school acknowledges that daily school attendance is important for all children and young people to succeed in education and to ensure that their social, emotional and educational development is not compromised. It is also understood that children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

Scope:

This policy and supporting procedure applies to all parents, guardians, students enrolled at St James Primary School and all teaching and administrative staff responsible for the care of students.

Implementation:

Parent and Guardian (Parents) Responsibilities:

Parents are required to ensure their child attends at St James Primary School every day, during normal school hours of each term. Where their child is unable to attend school it is the

parent's responsibility to contact the school on that day to inform them and to provide the school with an explanation for their absence.

The Principal will then determine if the explanation provided is a reasonable excuse for the purpose of the parent meeting their responsibilities under the Education and Training Reform Act 2006. Parents should inform the school in advance of any planned absence to gain approval from their classroom teacher and the Principal. Sufficient notification must be given where the absence is anticipated for greater than 2 weeks to enable teaching staff to prepare a learning plan for the student during this absence. Correspondence can be emailed to principal@sjamesbrighton.catholic.edu.au

Note: Long periods of absence are discouraged. Parents are expected to plan family holidays during school holiday periods where possible. Parents are responsible for ensuring they contact the school if they anticipate their child attending school after commencement. A call to the office may be made from **8:30am on (03) 9596 4766** or a message left on the school answering machine. Where a student is late for school it is the parent's responsibility to (Insert required practice / sign in via the iPad or collect a late pass at the front office).

Accepted Absences:

The following are generally acceptable explanations for student absence:

- Sickness or accident, where the child is not well enough to attend school;
- Medical and dental appointments, where out of hours appointments are not possible or not appropriate;
- Bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business (indigenous bereavement);
- School refusal (by the child), if a plan is in place with the parent to address cause/s;
- Cultural observance, where the parent notifies the school in advance;
- Family holidays, where the parent notifies the school in advance and the student completes a Student Absence Learning Plan agreed by the school, student and parent;
- When the child is suspended from school;
- When the child is employed in the entertainment industry and has an approved exemption. Unaccepted Absences:

The following are generally unacceptable explanations for student absence:

- Participating in leisure or social activities without approval;
- The conditions of approval have not been met (for example if a learning plan was not followed during a family holiday).
- Absence where the parent/ guardian did not provide an explanation.

Truancy

Truancy is when a child chooses to miss school without a parent's permission. Such absences are due to the child's disobedience and not due to any fault of the parent. Therefore they may be considered a reasonable excuse for a parent.

In deciding to accept this explanation, the principal will consider:

- The age of the student;
- Previous attendance records for the student;
- The parent's capacity to influence and control the student's behaviour.
- In the case of truancy or school refusal, the parents and the school will work together on a plan to address the cause/s. The School's Responsibility: In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, the school must:
- Record every child's attendance twice per day via nForma.
- This will be completed by the classroom teacher before 9:30am & 2:30pm;
- Record reasons for absence, and record the absence as "unexplained" if no reason has been provided (update the records once a reason is established);
- Determine if the explanation provided for a student's absence is reasonable for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006.

The Principal will use their discretion in making this decision;

- Determine if the reason for the student's absence is acceptable and any follow up is needed to support the child's education and wellbeing;
- Notify the parent/guardian if the absence has not been approved;
- Keep records of all attempts to contact parents/ guardians in relation to attendance;
- Record attendance of any student who only attends half a day (two hours or more);
- Monitor attendance and develop improvement strategies for attendance where necessary;
- Take further action (at their discretion) if a student reaches five days of unapproved or unexplained absences within a school year;
- Report the annual rates of school attendance.

Unexplained Absences

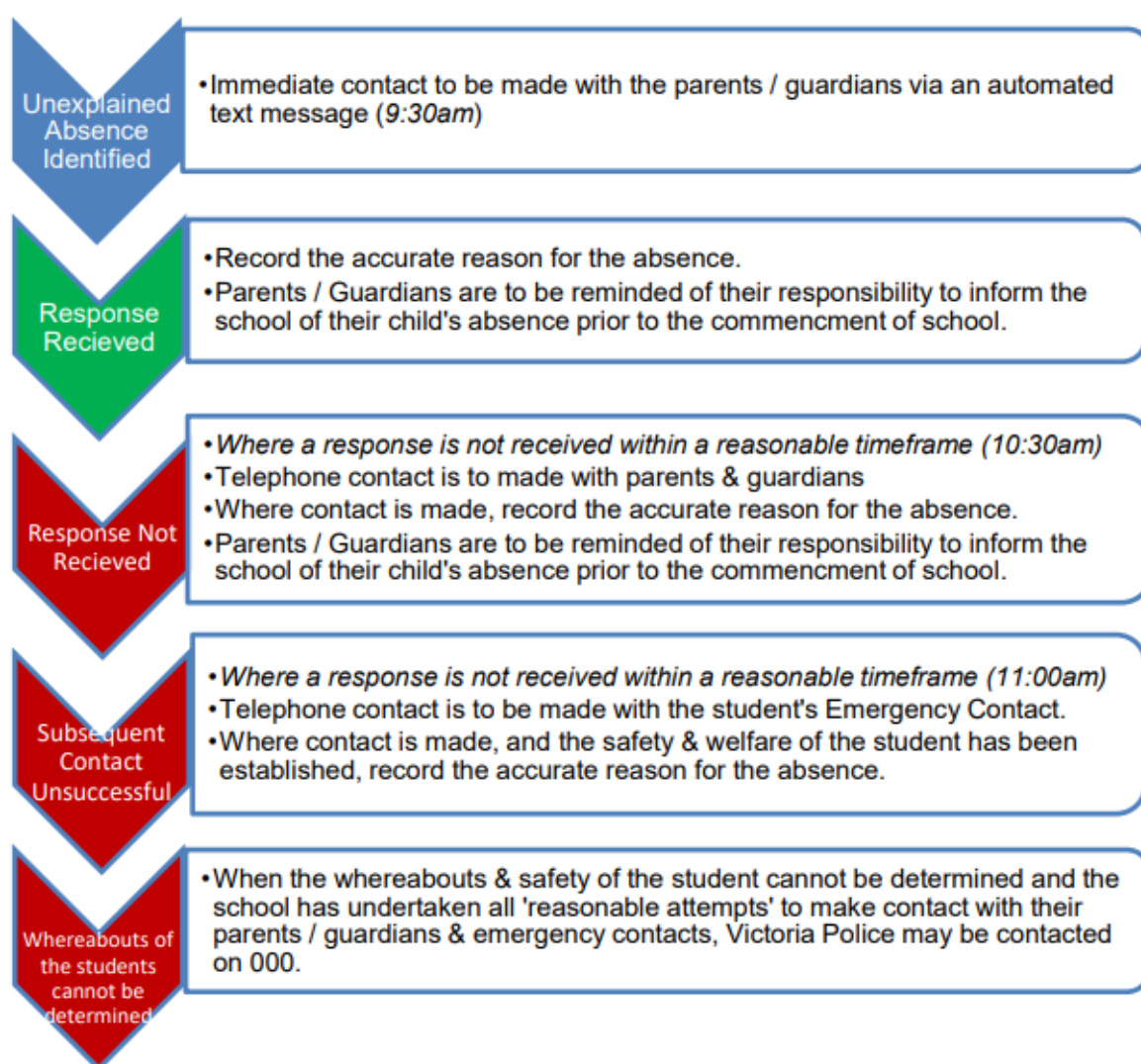
Unexplained Absences: Parents are responsible for contacting the school when their child is unable to attend the school on any given day.

This can be done by calling the office from **8:30am on (03) 9596 4766**, or by leaving a message on the school answering machine. In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a direct phone call, text message or email with a request made for an immediate response to explain their absence. This will be sent to parents prior to 9:30am.

Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student.

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

Unexplained Absence Flow Chart:



FOLLOWING UP ABSENCES:

Most absences will be excused and require no further follow up. In the event of an unexplained absence where contact has been made and the student's safety established, but no written explanation has been provided within 10 school days, the absence will be recorded as unexplained and noted in the student's file. The parents will also be notified that if their child

reaches five days of unapproved or unexplained absence in the preceding 12 months then the school and principal will work with the parent or legal guardian to implement the appropriate support or intervention to assist the child attend school every day and remain at school during school hours. Where this support and intervention does not improve their child's attendance, the principal may decide to refer the matter to relevant Catholic Education Office. Parents will be informed that if a student has repeated absences without a reasonable excuse or explanation, the parent may be issued with a School Attendance Notice from a School Attendance Officer.

No Reasonable Excuse:

In the event that St James Primary School has determined that a parent has not provided a reasonable excuse, the school will notify the parent in writing or via email to inform them that the absences have been recorded as such. The school will take care to ensure that, wherever possible, this letter or email is addressed to the parent who has been deemed responsible for the child's absence on the relevant day(s).

Where the school considers that no reasonable excuse has been provided for an absence, the absence will be recorded as such and the parent will be informed.

This correspondence will inform them that:

- They may not have met their obligations under the Victorian Education and Training Reform Act 2006.
- An accumulation of these absences could lead to a School Attendance Notice from The Education Department.
- Failure to comply with the School Attendance Notice may result in the issue of an Infringement Notice.

Attendance Improvement Strategies: St James Primary School regularly monitors attendance and absence patterns, and reviews the explanations to determine students at risk of poor attendance or who may becoming disengaged. Where attendance concerns are identified, the school will meet with the parents to formulate improvement strategies.

Improvement strategies will be considered where:

- There has been a significant number of parent approved, health-related issues;
 - The absence is having a significant impact on a student's educational attainment, achievement and development;
 - A student has been truanting (absent without parental consent);
 - A parent reports that a student refuses to attend school;
 - There has been no explanation for the student's absence;
 - A parent repeatedly fails to provide a reasonable excuse for their child's absence.
- Improvement strategies will be implemented as an early intervention approach to identify any underlying issue affecting attendance and support the school can offer to assist the student's ability to attend school.

To ensure the appropriate improvement strategies are identified the school will:

- Further investigate the reasons for the student's absence (the actual reason may differ to the explanation initially provided);
- Organise a meeting with the parent and a relevant teacher or other staff member at the earliest opportunity to identify the issues related to the non-attendance and to plan for improvement;
- Ensure they notify a parent in writing each time the school considers they have not provided a reasonable excuse for the absence,
- The impact of absences on a student's educational attainment, achievement and development will depend on a number of factors.

The following factors will be considered when identifying appropriate improvement strategies for individual students:

- Number of days of absence;
- Number of consecutive days of absence;
- Reason for the absence;
- Time of year;
- Age of the student;
- Type of learning that will occur outside school.

References: Victorian Education Reform Act, 2006 Victorian Department of Education & Training – School Attendance Guidelines Victorian Attendance Legislation 2017

Child Safe Standards

Goals and Intended Outcomes

At **St James Catholic Primary School** the care, safety and wellbeing of all students at our school is paramount. The aim of our policies, procedures and strategies have been developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

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

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

Principles

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

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

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- All students enrolled at **St James Primary School** have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children,

including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

Our commitment to our students

- We commit to the safety and wellbeing of all children and young people enrolled in our school.
- We commit to providing children and young people with positive and nurturing experiences.
- We commit to listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
- We commit to taking action to ensure that children and young people are protected from abuse or harm.
- We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
- We commit to seeking input and feedback from students regarding the creation of a safe school environment.

Our commitment to parents and carers

- We commit to communicating honestly and openly with parents and carers about the wellbeing and safety of their children.
- We commit to engaging with, and listening to, the views of parents and carers about our child-safety practice, policies and procedures.
- We commit to transparency in our decision-making with parents and carers where it will not compromise the safety of children or young people.
- We commit to acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues.
- We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment to our school staff (school employees, volunteers, contractors and clergy)

- We commit to providing all **St James Catholic Primary School** staff with the necessary support to enable them to fulfil their roles. This will include regular and appropriate professional development.
- We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and young people's protection and wellbeing. This will include annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.
- We commit to listening to all concerns voiced by **St James Catholic Primary School** staff, clergy, volunteers, and contractors about keeping children and young people safe from harm.
- We commit to providing opportunities for school employees, volunteers, contractors and clergy at **St James Catholic Primary School** to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

Responsibilities and Organisational Arrangements

- Everyone employed or volunteering at **St James Catholic Primary School** has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the

forefront of all they do and every decision they make. ([CECV Commitment Statement to Child Safety](#))

- The school has allocated roles and responsibilities for child safety as follows.

Guide to the Responsibilities of School Leadership

- The principal, the school governing authority and school leaders at **St James Catholic Primary School** recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety. Responsibilities include:
 - creating an environment for children and young people to be safe and to feel safe
 - upholding high principles and standards for all staff, clergy, volunteers, and contractors
 - promoting models of behaviour between adults and children and young people based on mutual respect and consideration
 - ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff
 - ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to address child safety matters
 - providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to child and young people's protection and wellbeing
 - ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).
 - ensuring the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the Crimes Act 1958 (Vic.) and in line with the [PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#).

Guide to the Responsibilities of School Staff

- Responsibilities of school staff (school employees, volunteers, contractors and clergy) include:
 - treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care
 - following the legislative and internal school processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected
 - providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured
 - undertaking regular training and education in order to understand their individual responsibilities in relation to child safety and the wellbeing of children and young people
 - assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse
 - provide a safe environment where students are empowered and student voice is prioritised
 - following the school's Child Safety Code of Conduct

Organisational Arrangements

- The Principal, Leadership Team and Wellbeing Team are collectively responsible for disseminating information regarding child safety. They are also responsible for ensuring up to date records are maintained and any changes communicated to the relevant stakeholders.

Expectation of our School Staff – Child Safety Code of Conduct

- At **St James Catholic Primary School** community, we expect school employees, volunteers, contractors and clergy to proactively ensure the safety of students at all times and to take appropriate action if there are concerns about the safety of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements. We have developed a Child Safety Code of Conduct which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of school employees, volunteers, contractors and clergy for appropriate behaviour with children in order to safeguard them against abuse and or neglect.
- Our Code also protects school staff through clarification of acceptable and unacceptable behaviour.

Student Safety and Participation

At **St James Catholic Primary School** we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them.

- We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns students, or their parents or carers, raise with us.
- Student Representative Council
- Foundation-Year 6 Buddy Program
- Personal, Social and Emotional Learning (one hour per week timetabled)
- Resilience, Rights and Respectful Relationships Education Program
- Berry Street Educational Model
- Student Wellbeing Surveys
- Generation Mindful

Achievements

- The Child Safe Standards has become a part of the culture of St James. Parents are constantly signing in and out of school, wearing appropriate identification and are covered with current WWCC.
- We are an alcohol free venue for all events where children are present such as school discos, graduation celebrations etc.
- Our building project continued throughout the year. Child safety was paramount with explicit protocols set in place with who was allowed on site. All trades people who had to be on site during the school day, signed in using the VPass system located in the school foyer. Where possible communal work / class areas were boarded up or screened off from children. There was ongoing communication with the School Building site manager and where possible trade's personnel reported directly to him.
- The students are being taught to recognise 'safe' people and to ask people 'who' they are if they are not wearing identification in the school.

- The Parent / Community and Teacher Code of Conduct, outlining acceptable and unacceptable behaviours is updated on a yearly basis and shared with the parent community via Caremonkey
- The Staff sign a physical copy and this is kept on file electronically.
- The VPass system located in the front office is updated on a yearly basis and parents / visitors / volunteers are asked to sign in and out when on site.
- VPass is also used to monitor student late arrival and early dismissal.
- Teachers complete their online Mandatory Reporting and Reportable Conduct Scheme modules on a yearly basis.
- Matters regarding any breach of child safety are immediately brought to the Principals attention and these are acted upon accordingly.
- Before entering the school admin block there is a physical sign stating that we are a child safe school.

Leadership & Management

Goal

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

Intended Outcomes

- 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

- appointing a new Deputy Principal / Learning and Teaching Leader (Carmelina Corio).
- further developing working relationships with staff, students and parents and the wider community
- utilising student data to drive planning in the school
- working collaboratively with a team and be strategic in the planning for professional learning opportunities and activities
- building greater consistency F-6 in the way we utilise our school data
- investigating ways to move students out of “cruising” mode
- overseeing the planning and implementation of the SIP and AAP, making this a relevant for all to access so as to drive school improvement
- working collaboratively with a team to look at ways of supporting staff needs
- building greater understanding around moderation, assessment and reporting processes in the school
- making transparent links between our explicit improvement agenda and actions
- school promotion
- the redesign of a new school website
- design a flyer to promote the school
- upgrading the VPass system to reflect child safety approaches
- to build greater transparency of the goals and intended outcomes of our school explicit learning agenda
- develop a new Staff Bulletin and template for all meetings (Agenda and Minutes)
- review policies and procedures in the school
- develop timetables for supervision / specialist grades and special events
- liaise with the Graduates teachers and organise release
- Employ CRTs (Casual Relief Teachers) where needed to support programs and replace teachers
- Develop a working relationship with STAR of the Sea
- Updated signage around the school
- Promotional products – St James Stickers
- School Promotion and Marketing Plan

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

CEOM	Miss	Agnew	Karlee	Yes	19DIV002C	Gifted Action Group - SRO	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV002C	Gifted Action Group - SRO	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV002C	Gifted Action Group - SRO	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV100B	BRIEFING: The Intervention Framework Cohort 2 2019,Cohort 1 2020	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV100F	BRIEFING : The Intervention Framework	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV193E	Enhanced Reading Intervention Knowledge - ERIK	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV200A	ABLES-Abilities Based Learning & Education Support	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV200A	ABLES-Abilities Based Learning & Education Support	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV701B	Southern Region Learning Diversity Workshop - Executive Functioning	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV702B	Southern Region Learning Diversity Workshop - Trauma and attachment	Successful
CEOM	Miss	Agnew	Karlee	Yes	19DIV900E	2019 NCCD Full Day Briefing (South/East)	Successful
CEOM	Miss	Agnew	Karlee	Yes	19ILO160A	Southern School-Wide Improvement Forum	Successful
CEOM	Miss	Agnew	Karlee	Yes	19ILO160B	Southern School-Wide Improvement Forum	Successful
CEOM	Miss	Agnew	Karlee	Yes	19ILO160C	Southern School-Wide Improvement Forum	Successful
CEOM	Miss	Agnew	Karlee	Yes	19ILO160D	Southern School-Wide Improvement Forum	Successful
CEOM	Miss	Agnew	Karlee	Yes	19LED111B	Leadership Seminar: Christian Van Nieuwerburgh	Successful
CEOM	Miss	Agnew	Karlee	Yes	19SRO301A	Understanding and Supporting Students with Dyslexia - Online Training	Successful
CEOM	Miss	Agnew	Karlee	Yes	19SRO301A	Understanding and Supporting Students with Dyslexia - Online Training	Successful
CEOM	Miss	Agnew	Karlee	Yes	19SRO301A	Understanding and Supporting Students with Dyslexia - Online Training	Successful
CEOM	Miss	Agnew	Karlee	Yes	19SRO301A	Understanding and Supporting Students with Dyslexia - Online Training	Successful
CEOM	Miss	Agnew	Karlee	Yes	19SRO301A	Understanding and Supporting Students with Dyslexia - Online Training	Successful
CEOM	Miss	Agnew	Karlee	Yes	19SRO301A	Understanding and Supporting Students with Dyslexia - Online Training	Successful
CEOM	Miss	Agnew	Karlee	Yes	19SRO301A	Understanding and Supporting Students with Dyslexia - Online Training	Successful
CEOM	Mrs	Buzza	Kate	No	19DIV193E	Enhanced Reading Intervention Knowledge – ERIK	Successful
CEOM	Mrs	Buzza	Kate	No	19DIV701B	Southern Region Learning Diversity Workshop - Executive Functioning	Successful
CEOM	Mrs	Buzza	Kate	No	19DIV702B	Southern Region Learning Diversity Workshop - Trauma and attachment	Successful
CEOM	Mrs	Clingan	Stacey	Yes	19DIV900E	2019 NCCD Full Day Briefing (South/East)	Successful
CEOM	Miss	Contin	Sarah	No	19BEG100A	Graduate Teacher Welcome Function	Successful
CEOM	Miss	Contin	Sarah	No	19ILO905B	Furthering your VIT Inquiry for Full Registration	Successful
CEOM	Miss	Contin	Sarah	No	19SRO150A	Southern Graduate Network	Successful
CEOM	Miss	Contin	Sarah	No	19SRO150B	Southern Graduate Network	Successful
CEOM	Miss	Contin	Sarah	No	19SRO150C	Southern Graduate Network	Successful
CEOM	Miss	Contin	Sarah	No	19SRO150D	Southern Graduate Network	Successful
CEOM	Miss	Corio	Carmelina	Yes	19BEG100A	Graduate Teacher Welcome Function	Successful
CEOM	Miss	Corio	Carmelina	Yes	19DIV002C	Gifted Action Group – SRO	Successful
CEOM	Miss	Corio	Carmelina	Yes	19DIV002C	Gifted Action Group – SRO	Successful
CEOM	Miss	Corio	Carmelina	Yes	19DIV002C	Gifted Action Group – SRO	Successful

CEOM	Mrs	Haji-Nicola	Ann	No	19DIV702B	Southern Region Learning Diversity Workshop - Trauma and attachment	Successful
CEOM	Mrs	Herbert	Emma	Yes	19ILO160A	Southern School-Wide Improvement Forum	Successful
CEOM	Mrs	Herbert	Emma	Yes	19LED111B	Leadership Seminar: Christian Van Nieuwerburgh	Successful
CEOM	Mrs	Herbert	Emma	Yes	19REL998A	Secularisation is Not Inevitable - Being a Catholic School Today	Successful
CEOM	Mrs	Herbert	Emma	Yes	19REL999A	Recontextualisation - Four Victorian School Case Studies	Successful
CEOM	Mrs	Herbert	Emma	Yes	19SRO200A	Southern Region Religious Education Leaders Network	Successful
CEOM	Mrs	Herbert	Emma	Yes	19SRO200C	Southern Region Religious Education Leaders Network	Successful
CEOM	Mr	McMahon	James	Yes	19SRO010A	Southern Digital Education Network Term One	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19DIV702B	Southern Region Learning Diversity Workshop - Trauma and attachment	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19SWB130B	Out of Home Care PA& Designated Teacher Training (REPEAT)	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19SWB500A	Enable, Connect, Engage, Learn (Prim & Sec - 4 days)	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19SWB500A	Enable, Connect, Engage, Learn (Prim & Sec - 4 days)	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19SWB500A	Enable, Connect, Engage, Learn (Prim & Sec - 4 days)	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19SWB500A	Enable, Connect, Engage, Learn (Prim & Sec - 4 days)	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19SWB600B	Student Wellbeing Leaders Induction (PRIMARY newly appointed) S/E	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19SWB710B	SWL Primary Network (South 2)	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19SWB710C	SWL Primary Network (South 3)	Successful
CEOM	Mrs	McNamara	Georgia	Yes	19SWB710D	SWL Primary Network (South 4)	Successful
CEOM	Mrs	Ohlert	Nancy	Yes	19DIV193E	Enhanced Reading Intervention Knowledge – ERIK	Successful
CEOM	Mrs	Ohlert	Nancy	Yes	19DIV702B	Southern Region Learning Diversity Workshop - Trauma and attachment	Successful
CEOM	Mrs	Ohlert	Nancy	Yes	19DIV900E	2019 NCCD Full Day Briefing (South/East)	Successful
CEOM	Mrs	Ohlert	Nancy	Yes	19LIT310A	Literacy Twilight Seminar: Time to rethink how we teach writing	Successful
CEOM	Mrs	Ohlert	Nancy	Yes	19LRO005	Reading Recovery Southern Region - Expression of Interest	Successful
CEOM	Mrs	Ohlert	Nancy	Yes	19LRO01S	Southern Region EXPRESSION OF INTEREST READING RECOVERY OPL 2020	Successful
CEOM	Mrs	Portelli	Sharon	No	19DIV193E	Enhanced Reading Intervention Knowledge – ERIK	Successful
CEOM	Mrs	Portelli	Sharon	No	19DIV200A	ABLES-Abilities Based Learning & Education Support	Successful
CEOM	Mrs	Portelli	Sharon	No	19DIV200A	ABLES-Abilities Based Learning & Education Support	Successful
CEOM	Mrs	Portelli	Sharon	No	19DIV701B	Southern Region Learning Diversity Workshop - Executive Functioning	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19DIV100B	BRIEFING: The Intervention Framework Cohort 2 2019,Cohort 1 2020	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19DIV193E	Enhanced Reading Intervention Knowledge – ERIK	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19DIV900E	2019 NCCD Full Day Briefing (South/East)	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19ILO160A	Southern School-Wide Improvement Forum	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19ILO160B	Southern School-Wide Improvement Forum	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19ILO160C	Southern School-Wide Improvement Forum	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19ILO160D	Southern School-Wide Improvement Forum	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19LED111B	Leadership Seminar: Christian Van Nieuwerburgh	Successful
CEOM	Miss	Corio	Carmelina	Yes	19DIV100B	BRIEFING: The Intervention Framework Cohort 2 2019,Cohort 1 2020	Successful
CEOM	Miss	Corio	Carmelina	Yes	19DIV193E	Enhanced Reading Intervention Knowledge – ERIK	Successful
CEOM	Miss	Corio	Carmelina	Yes	19ILO160A	Southern School-Wide Improvement Forum	Successful
CEOM	Miss	Corio	Carmelina	Yes	19ILO160B	Southern School-Wide Improvement Forum	Successful
CEOM	Miss	Corio	Carmelina	Yes	19ILO160C	Southern School-Wide Improvement Forum	Successful
CEOM	Miss	Corio	Carmelina	Yes	19ILO160D	Southern School-Wide Improvement Forum	Successful
CEOM	Miss	Corio	Carmelina	Yes	19LED111B	Leadership Seminar: Christian Van Nieuwerburgh	Successful
CEOM	Miss	Corio	Carmelina	Yes	19SRO140A	Deputy Principal Network - Southern	Successful
CEOM	Miss	Corio	Carmelina	Yes	19SRO140B	Deputy Principal Network - Southern	Successful
CEOM	Miss	Corio	Carmelina	Yes	19SRO140C	Deputy Principal Network Conference - Southern	Successful
CEOM	Miss	Corio	Carmelina	Yes	19SRO140C	Deputy Principal Network Conference - Southern	Successful
CEOM	Miss	Corio	Carmelina	Yes	19SRO140D	Deputy Principal Network - Southern	Successful
CEOM	Miss	Corio	Carmelina	Yes	19SRO200B	Southern Region Religious Education Leaders Network	Successful
CEOM	Miss	Corio	Carmelina	Yes	19SWB453A	Child Safety Breakfast Seminar: Maintaining the Momentum	Successful
CEOM	Mrs	Cuaresma	Imelda	No	19FIN004B	Finance Cluster Meeting - South	Successful
CEOM	Mrs	Dodds	Natalie	No	19DIV002C	Gifted Action Group - SRO	Successful
CEOM	Mrs	Dodds	Natalie	No	19DIV002C	Gifted Action Group - SRO	Successful
CEOM	Mrs	Dodds	Natalie	No	19DIV002C	Gifted Action Group - SRO	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19BEG100A	Graduate Teacher Welcome Function	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19COM258A	School Governors and Principals Briefing	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19COM258B	School Governors and Principals Briefing	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19DIV100B	BRIEFING: The Intervention Framework Cohort 2 2019,Cohort 1 2020	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19DIV701B	Southern Region Learning Diversity Workshop - Executive Functioning	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19DIV702B	Southern Region Learning Diversity Workshop - Trauma and attachment	Successful
CEOM	Mrs	Flanagan	Maureen	Yes	19DIV702B	Southern Region Learning Diversity Workshop - Trauma and attachment	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19DIV900E	2019 NCCD Full Day Briefing (South/East)	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19ILO160A	Southern School-Wide Improvement Forum	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19ILO160B	Southern School-Wide Improvement Forum	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19ILO160C	Southern School-Wide Improvement Forum	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19ILO160D	Southern School-Wide Improvement Forum	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19LED111B	Leadership Seminar: Christian Van Nieuwerburgh	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19REL999A	Recontextualisation - Four Victorian School Case Studies	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19SRO145A	Southern Region Principals Forum	Successful
CEOM	Mr	Flanagan	Brendan	Yes	19SRO200B	Southern Region Religious Education Leaders Network	Successful
CEOM	Mrs	Haji-Nicola	Ann	No	19DIV701B	Southern Region Learning Diversity Workshop - Executive Functioning	Successful

CEOM	Ms	Quinlan	Olivia	Yes	19LIT250A	Emerging Leaders: Leading Literacy Learning	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19LIT250A	Emerging Leaders: Leading Literacy Learning	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19LIT250A	Emerging Leaders: Leading Literacy Learning	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19LIT250A	Emerging Leaders: Leading Literacy Learning	Successful
CEOM	Ms	Quinlan	Olivia	Yes	19LIT310A	Literacy Twilight Seminar: Time to rethink how we teach writing	Successful
CEOM	Miss	Slater	Bridget	No	19BEG100A	Graduate Teacher Welcome Function	Successful
CEOM	Miss	Slater	Bridget	No	19ILO905B	Furthering your VIT Inquiry for Full Registration	Successful
CEOM	Miss	Slater	Bridget	No	19SRO150A	Southern Graduate Network	Successful
CEOM	Miss	Slater	Bridget	No	19SRO150B	Southern Graduate Network	Successful
CEOM	Miss	Slater	Bridget	No	19SRO150C	Southern Graduate Network	Successful
CEOM	Miss	Slater	Bridget	No	19SRO150D	Southern Graduate Network	Successful

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

28

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$950.00

TEACHER SATISFACTION

CEMSIS 2019 Staff Data

Domain 1: Student Safety

The staff data suggest that 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.

Domain 2: School Climate

Staff feel that they students present each day feeling enthusiastic and ready to learn. The staff are positive and interactions between members are professional and respectful. The data suggests that staff feel that there is mutual respect between staff and students.

Domain 3: Staff-leadership

The staff data indicates that staff feel valued and supported by the leaders at the school.

Domain 4: Instructional Leadership

Overall the staff feel valued by the leadership in the school, however the data indicates that they would welcome further opportunities to be involved in decision making.

Domain 5: Feedback

The data suggests that the staff would welcome additional opportunities to receive feedback about their ongoing performance. Further creating and building a culture of feedback would be welcomed.

Domain 6: School Leadership

The school leadership data suggest that staff would like to have greater voice in major school decisions.

Domain 7: Staff Safety

Staff would like to further explore ways to improve their work / life balance. Staff feel that their own wellbeing is important at the school and that where possible achievements are celebrated.

Domain 8: Psychological Safety

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.

Domain 9: Professional Learning

The data suggests that staff feel confident with the professional learning which takes place here at the school. Staff are always open to exploring new opportunities for learning which will assist them with their own learning and teaching.

Domain 10: Collaboration around an improvement strategy

Even though the staff realise that the strategies implemented at the school are connected to our School Improvement Plan, they would welcome the opportunity to have greater input into the school's yearly plans.

Domain 11: Collaboration in teams

The data suggests that staff do not like to work on their own. They would like to be supported by their colleagues, especially in planning and programming. This data fully supports the school's future direction of PLCs, (Professional 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.

Domain 12: Support for teams

The staff feel supported by the leadership team in their respective teaching teams. The data does however suggest that staff would appreciate increased time where they can work collaboratively with their team members.

Domain 13: Collective efficacy

The data indicates that the staff feel confident in their skills and abilities to address the individual learning needs of the students here at the school. The staff feel supported in exploring different ways and approaches to teach the students, so as improve student learning outcomes.

Domain 14: Catholic Identity

The data indicates that the staff collectively value the school's Catholic Identity and that we are committed to providing contemporary ways for the students to further explore their own Catholic faith.

School Community

Goal

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

Intended Outcomes

- That community connectedness and inclusiveness will grow

Achievements

- New School Website
- Introducing and setting up Twitter, Facebook and Instagram for the school and parent community for the purpose of school promotion and students learning celebration
- Produce a School Promotional video
- Partnering with external new outlets to promote the school and share good news stories
- Contributing to Catholic Education Melbourne news and events.
- Continuing to build the profile of the school through Social Media
- Greater transparency with what is happening in the school, utilising the skills of Tony Dalton (external Educational Consultant) and Community conversations
- Opening up a new and improved school building
- Utilising the new teaching and learning spaces





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St James, we have...



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PARENT SATISFACTION

CEMSIS 2019 Student Data

Domain 1: Family Engagement

Overall families at St James feel engaged with the school, especially with; parent family groups, fundraising efforts and supporting the school with community events.

Domain 2: Barriers to engagement

The data suggests that families feel that there are opportunities for families to engage with the school in terms of student learning.

Domain 3: School Fit

The data around how best the school is addressing the needs of the individual child indicates that families are content. They feel confident that the staff are addressing the needs of the individual child. The school provides opportunities from students to learn in a multi-disciplinary way. The family data suggests that parents feel that St James meets the needs of their child. Families feel that students at St James they belong, have a voice and are engaged in their learning.

Domain 4: School Climate

Families appreciate the school environment and what it has to offer their children. They feel that their children are happy and eager to attend school on a daily basis. There is a reciprocal feeling of staff / student respect. Parents feel that they can approach the staff. The school is welcoming and inviting.

Domain 5: Student Safety

The family data suggest that students feel safe at school, both physically and online. Families feel that there is mutual respect between students.

Domain 6: Communication

The family data for this domain suggests that families would appreciate greater opportunities to receive information about student learning from the school. This is in addition to the mandated reporting opportunities.

Domain 7: Catholic Identity

Families feel that the students are provided with many opportunities to develop their own Catholic Identity.

Future Directions

The following recommendations are based on 2019 Student/Family and Staff CEMSIS Data

Student data

The CEMSIS data indicates that student understanding of teacher expectations falls slightly behind the CEM average of 83% with St James receiving 80%. Whilst this is not a negative result, it does allow us to set a goal of ensuring that strategies are put in place to make student/staff expectations transparent.

Our school climate is on the whole positive, however a small cohort of students have indicated that at times the behavior of some students can impact on their own learning. Developing whole school clear and visible expectations is an area to be actioned.

Although students succeed and demonstrate growth at St James, an area to be further developed is individual student's resilience when faced with an academic or personal challenge. Developing a specific set of strategies to assist students working through personal issues or learning challenges is an immediate focus.

There needs to be a further focus on developing school-wide eSafety. Students need to further develop understanding about what it means to be safe online. Providing opportunities for staff and students alike to further develop their knowledge and understanding about maintaining a safe online presence, along with acceptable and unacceptable practices is an immediate focus.

The students at St James would like a greater voice when it comes to making whole school decisions which impact on them directly. The school already has an established Student Representative Council, however greater use needs to be made of this team when it comes to developing the school curriculum. Students would like to be involved further in the process.

Our Catholic Identity as a school is very important. It is at the core of how we operate. Students are provided with many opportunities to reflect on their own journey here at the school. The data would suggest that students would appreciate greater opportunities to make further connections to their personal life and the school's wider community.

Family Data

The parent community at St James is very supportive and something that we treasure here at St James. The CEMSIS family data indicates that parents would appreciate greater opportunities to communicate with staff regarding their child's learning. Based on this data we will be exploring the use of Seesaw and developing a school portal as a way to further communicate student learning. The building program temporarily put a stop on school assemblies. We anticipate that once the program is complete and spaces cleared we will return to regular school assemblies.

Although, overall families are positive about the level of family engagement at the school, the data suggests that parents would welcome further opportunities to engage with the school in

terms of student learning. Further opportunities where parents could meet with staff to learn about student learning would be positively received.

Families would welcome further opportunities to learn about student learning at St James. This may be in the form of Information sessions or Learning walks. The parents would like to see the development of a school portal to be used as an additional avenue for the sharing student learning.

Staff Data

As a staff we would like to enhance the image of St James in our community, one which offers outstanding education, committed to excellence within a Catholic setting. Our focus is to provide an outstanding education for all our students. We want to develop not only their academic abilities but their social and emotional skills, so that they can grow up to be positive and active citizens within our community.

We would like to increase our enrolments at the school and as such we continuously exploring ways to further promote what we do at St James.

The staff have developed protocols for work collaboratively in the school. A future focus which is supported by the data is that staff would like greater input into collaborative decision making and planning. The school will therefore begin to investigate Professional Learning Communities. This way forward may pave the way for multi-age class groupings.

School Performance Data Summary

E1029
St James' School, Brighton

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	97.8	100.0	2.2	100.0	0.0
YR 05 Grammar & Punctuation	100.0	96.4	-3.6	100.0	3.6
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.2
Y02	96.0
Y03	94.3
Y04	93.4
Y05	93.3
Y06	94.6
Overall average attendance	93.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	81.1%

ALL STAFF RETENTION RATE	
Staff Retention Rate	65.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.5%
Graduate	23.5%

Graduate Certificate	0.0%
Bachelor Degree	76.5%
Advanced Diploma	35.3%
No Qualifications Listed	5.9%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	16.8
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	2.9
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au