

2022



St James Primary School

About this report

St James Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

School Features

St James' School is a Catholic Parish school within the Maitland-Newcastle Diocese. The school is situated on the western fringe of the town, on land

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
117	177	22	294

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 86.27%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
87.07	85.58	88.08	85.75	86.38	83.96	87.04

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	30
Number of full time teaching staff	16
Number of part time teaching staff	4
Number of non-teaching staff	10

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

There were three main focuses for Professional Learning this year, including our continued work with Lyn Sharratt. The executive worked with Lyn Sharratt again over two days and then shared this information with staff in another Pupil Free Day. The focus of this was the assessment waterfall.

Our spirituality day was again based on the Pope's encyclical 'Laudato Si', which was a focus for the school staff.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

The school Mission and Vision Statements reflect our role as a community of witnesses to the Catholic faith. We believe that St James' School community excels in education through living and learning in Christ. We are inspired by the Gospel to be successful learners and informed, engaged global citizens.

St Joseph's Muswellbrook participates in the life of our Parish. We also have close links with the Parish Sacramental team. This has been affected by COVID restrictions again in 2022. The Sacramental program is parish based and includes the Community

Curriculum, Learning and Teaching

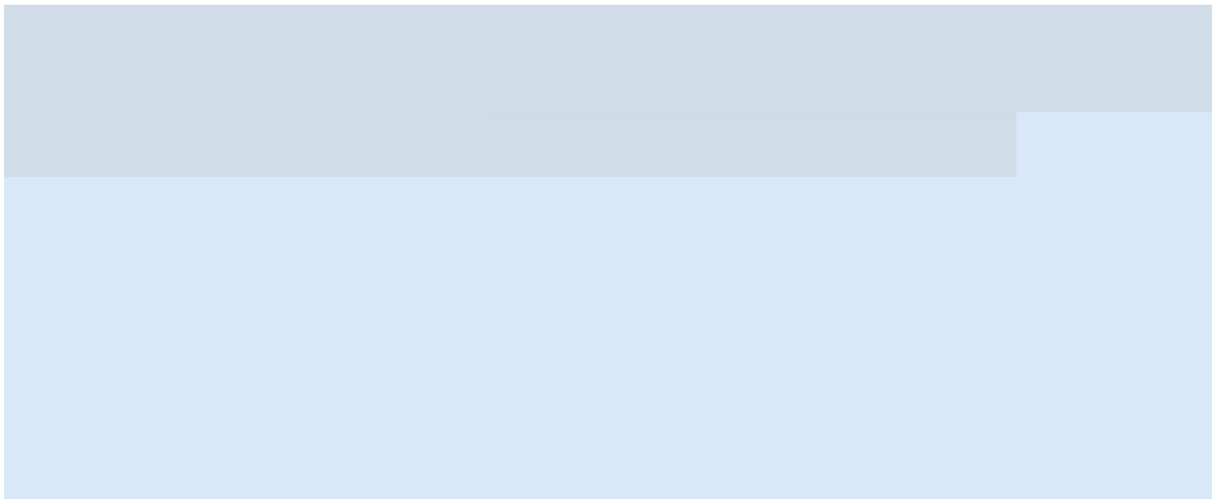
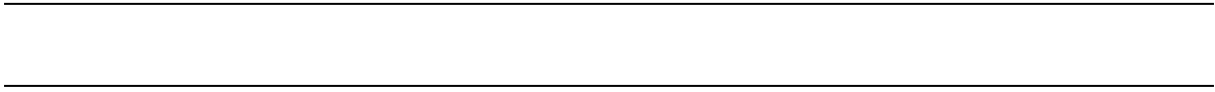
The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St James' Catholic Primary School promotes equity and excellence.

We:

- Provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their talents and abilities.
- Provide students with opportunities to experience success through differentiated educational teaching and learning activities.
- Promote knowledge and understanding of Indigenous culture together with global cultures and religions.
- Encourage students to take an active role in their learning through personal goal setting and self-evaluation.
- Teach the essential skills in Literacy and Numeracy in order to foster informed communication and collaboration.
- Employ best practice in Pedagogy and provide adequate resources to enable creative and productive use of technology to assist in communication and problem solving.
- Develop personal values and attributes so as to have a sense of self-worth and maintain healthy satisfying lives.
- Teach and model Gospel values to maintain healthy relationships and accept responsibilities for their own action.



School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

We have successfully attained these goals from our 2022 School Improvement Plan:

- To nurture sacramental Catholic School communities which are joyful expressions of Christ's love, witnessed as faith in action.
- To ensure every student is known as a person and learner and demonstrates growth in their learning every year.
- To build the capacity of every teacher, every leader and every school through collaborative professionalism and relevant, contemporary professional learning.
- To nurture a culture of learning that is adaptive, innovative and continuously improving.

Our School also undertook our School External Review in 2022. Affirmations included:

- The Catholic Culture of the school and the school's authentically Catholic nature and engagement in mission and service.
- The practices that have been adopted that are associated with the diocesan learning

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- Co-construct and implement a new Staff Formation Framework 2023-2025 and Student Formation Framework 2023-2025 that will articulate and outline an intentional program of formation experiences that include our unique culture, identity and charisms.
- Help each learner to understand where, when and how they work best, and be empowered to participate in decision-making about their learning and wellbeing.
- Build the capacity of educators to ensure that all students are known, their strengths are recognised and accommodated, diversity is celebrated, and each learner demonstrates growth.
- Equip learners with the analytical, cognitive, digital, and social competencies that enables them to fully engage with and contribute to our changing world.
- Build a cohesive culture that is inclusive of all students, with transparent academic and wellbeing structures that support and inspire their resilience and self-awareness.



Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In 2020 the Diocese implemented the 'Tell Them From Me - Partners in Learning' survey for all Diocesan schools. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement;

Two Way Communication with Parents

Parents feel welcome - 7.8 (Region 7.1)

Parents are informed - 6.8 (Region 6.3)

Parents Support Learning at Home - 7.2 (Region - 6.6)

School Supports Learning - 7.6 (Region 7.0)

School Supports Positive Behaviour - 7.9 (Region 7.1)

Eight Drivers of Student Learning

Leadership - 7.2 (Region 7.0)

Collaboration - 8.2 (Region 7.7)

Learning Culture - 8.4 (Region 8.0)

Data Informs Practice - 8.9 (Region 8.0)

Teaching Strategies 8.2 (Region 8.0)

Technology - 6.3 (Region 6.8)

Inclusive School - 9.0 (Region 8.4)

Parent Involvement - 7.9 (Region 6.8)

Four Dimensions of Classroom and School Practices

Challenging & Visible Goals - 8.0 (Region 7.6)

Planned Learning Opportunities 8.2 (Region 7.7)

Quality Feedback - 7.6 (Region 7.3)

Overcoming Obstacles to Learning - 8.2 (Region 7.8)

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,125,343
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$943,958

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