Annual School Report

2013 School Year

Full Primary School Name

Banora Point
Doyle Drive
Po Box 228

07 5524 9404
07 5524 9200
www.bpp.lism.catholic.edu.au
About This Report

St James Primary is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the Parish School Community for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

The Report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This Report has been approved by the CSO which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2014 following its submission to the Board of Studies.

The contents of this Report may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this Report may be obtained by contacting the school on 07 5524 9404 or by visiting the website at www.bpp.lism.catholic.edu.au.
Principal's Message

The primary purpose of St James Primary Catholic School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St James Primary offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school’s mission was lived out daily in the life of the school.

The students’ achievements and accomplishments were showcased throughout 2013. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St James Primary has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- Eight students from stage Stage 3 qualified for the Gifted and Talented Science program in Physics.
- Eleven students qualified for the first Advanced French class for the school.
- Students nominated to participate in the International Competitions and Assessments for Schools in Spelling, Maths, Science and English. The following table shows the pleasing performance of our students.

### International Competitions and Assessments for Schools 2013

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 2</th>
<th>NSW/ACT Average</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td>Credits - 3</td>
</tr>
<tr>
<td>Year 2</td>
<td>19.6</td>
<td>18.4</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td>Distinctions – 1</td>
</tr>
<tr>
<td>Year 2</td>
<td>21.9</td>
<td>18.2</td>
<td>Credits – 3</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>21.5</td>
<td>19.3</td>
<td>Distinctions – 3</td>
</tr>
<tr>
<td>Year 4</td>
<td>24.8</td>
<td>22.4</td>
<td>Credits – 5</td>
</tr>
<tr>
<td>Year 5</td>
<td>29.0</td>
<td>27.8</td>
<td>Credits – 4</td>
</tr>
<tr>
<td>Year 6</td>
<td>28.9</td>
<td>27.2</td>
<td>Credits – 5</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>19.1</td>
<td>17.4</td>
<td>Credits – 5</td>
</tr>
<tr>
<td>Year 4</td>
<td>17.9</td>
<td>18.9</td>
<td>High Distinction – 1</td>
</tr>
<tr>
<td>Year 5</td>
<td>23.3</td>
<td>24.9</td>
<td>Distinction – 1</td>
</tr>
<tr>
<td>Year 6</td>
<td>20.8</td>
<td>22.1</td>
<td>Credit – 1</td>
</tr>
</tbody>
</table>
There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school’s cultural program and community involvement:

- 220 children were involved in the ANZAC Day march.
- Nine children produced winning entries promoting the Crime Stoppers phone number and website for South East Queensland and Border Region.
- All classes participated in the Murwillumbah Eisteddfod.
- One student from each Grade represented the school at the Tweed Regional Catholic Schools Public Speaking Competition.
- The school choir performed at Tweed City Shopping Centre and the St Martha’s Retirement Village.

Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- **NSW ALL Schools Rugby League Carnival Sydney**
The St James Open League Team were the successful winners of the All Schools Carnival held in Casino in June. As a result of this win, the team were invited to travel to Sydney and participate in this NSW ALL Schools Rugby League Carnival Sydney. The sportsmanship of the team was commented upon.

- **Paul Wilson Cup**
After successfully winning the Tweed Zone Gala Final in Soccer, the enthusiastic team travelled to Grafton and fought well to become runner-ups in the Diocesan Gala Day Challenge.

- **Athletic Relay Teams**
The Senior and Junior Girls and Junior Boys Relay were particularly successful this year. All three won the Zone Finals and the two girl teams won the Diocesan Finals. The Senior Girls Relay Team then gained first placing in the Polding competition held in Newcastle and thereby won the opportunity to participate in the Athletic State competition but unfortunately could not take up this challenge due to personal commitments of two of the team members.

- **Involvement in the Zone, Diocesan and Polding Level Competitions**
By the completion of the 2013 year, 168 students had participated in Zone level competitions (touch football, cross country, swimming, athletics, football, netball, rugby league, hockey, AFL), 31 had competed as Diocesan representatives (netball, soccer, touch football, AFL, football) and 2 had taken up the opportunity to compete at Polding level (touch football, AFL, football).
A Parent Message

The St James Primary Parent Forum this year has been very fortunate to have a large number of parents actively attend meetings. The extra input, ideas and assistance has been the reason this year has been so productive and I personally would like to thank all those parents who contributed. The aim of the St James parent forum has always been to create a welcoming school which is inclusive of all parents and their children. This year though with the extra parent support we have been more effective in identifying and representing the views of all parents on matters affecting the education and welfare of our children. We have remained committed to the task of supporting our children and the school by acquiring much needed resources that continue to build our community.

Again this year the Parent Forum strongly considered the local impact of the current wider economical climate and thought it prudent not to burden our parents and community with too many fund raising events. The Easter raffle, Mums at the Movies night and a few sausage sizzles continue to be very successful both for fundraising and as social events for our parents. The Trivia night went ahead with less emphasis on sourcing funds from the broader community, but again this event proved to be very successful, raising significant funds and more importantly continuing to be a fun social night for our parents and the local community to enjoy. Congratulations and a big thank you to the all involved, especially the social and fundraising committees whose efforts are greatly appreciated. The Parent Forum would also like to thank the many local businesses who continue to support our school; we would also like to express our thanks for the time and effort made by many of our St James parents and friends. Through our fund raising this year we have been able to improve the recreational facilities for our Kindergarten children, improve the shade and garden areas around our school, purchase sports equipment, provide support to our schools athletic representatives and purchase many new books.

We have been kept well informed during the year in regards to the Parent Assembly, school programs and events. I would like to thank all the members of the 2013 St James Primary Parent Forum as well as the St James parents and the broader community for their efforts this year.

Geoff Carlin
Forum President
This Catholic School

St James Primary is located in Banora Point and is part of the St Joseph’s Parish which serves the communities of Tweed Heads, Banora Point, Bilambil, Bilambil Heights, Carool, and Terranora. School families are drawn from the towns and communities of Banora Point, Tweed Heads, Bilambil, Terranora, Kingscliff, Robina, Murwillumbah, Tugun, and Coolangatta.

Last year the school celebrated 20 years of Catholic education.

The Parish Priest Fr Michael Brady is involved in the life of the school.

St James Primary is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through such activities such as:

- participating in the Music ministry for parish Mass;
- donating food for the homeless;
- supporting the Parish Sacramental program;
- supporting the Companions in the Faith program;
- participating in the month of the Rosary;
- organising, facilitating and participating in Children’s Liturgy at the weekend Masses;
- training and supporting students as altar servers;
- contributing to the parish magazine, “The Beacon.”

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The aims and direction of this parish school St James Primary is guided by Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.
St James Primary caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2013</th>
<th>TOTAL 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>32</td>
<td>32</td>
<td>23</td>
<td>23</td>
<td>28</td>
<td>28</td>
<td>184</td>
<td>191</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>33</td>
<td>27</td>
<td>28</td>
<td>21</td>
<td>30</td>
<td>27</td>
<td>198</td>
<td>198</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

**School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies 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 and French.

At St James Primary, our focus is to build a visible learning community, enabling all learners to find successful pathways for the future. Visible learning “involves impacting on the love of learning, inviting students to stay in learning, and seeing the ways students can improve their healthy sense of being, respect for self, and respect for others, as well as enhancing achievement.” (John Hattie 2012).

The inquiry process provides the pedagogical framework that encapsulates the essence of 21 century learning at St James. It enables students to make sense of their world by connecting learning to their lives.

Students learn the skills of how to make effective informed decisions, to problem solve, formulate questions, research using a variety of resources, and create ideas and solutions and to apply their learning practically to their lives. Students learn to critically reflect on their learning, to evaluate their achievements and to take responsibility for the direction of their learning.

Creative and critical thinking is rigorously addressed at St James within a structured framework. Teaching, learning experiences and assessment are designed to lead students to higher levels of thinking and to conceptual understanding.
Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 51 students presented for the tests while in Year 5 there were 59 students.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St James Primary, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staffs have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Analysis workshops.

The following data indicates the percentage of St James primary students in each band compared to the State percentage.
Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in Bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Reading</td>
<td>27.9</td>
</tr>
<tr>
<td>Writing</td>
<td>17.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>25.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>30.7</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.3</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>12.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.0</td>
</tr>
</tbody>
</table>

As shown by the data above, our Year 3 cohort has performed very extremely well and consistently across all areas of Literacy and Numeracy. We are pleased to acknowledge the achievement by both the boys and girls in this cohort. Over 50% of students achieved in the top 2 bands across the 7 different areas tested.

We have been excited by the excellent results in Writing for this particular cohort with 67% of students achieving Bands 5 and 6.

Due to the effectiveness of our individualised learning assistance programs and the learning support team we have been able to keep results in the lower band to very low and zero percentages. The percentage of students achieving minimum standards is indicative of the focus placed on individualised student learning programs and intervention strategies adopted by the school.
As shown by the data above it can be seen that our Year 5 cohort has performed better in Literacy than in Numeracy when compared to the State. Our Literacy results were closer to the State results than in Numeracy. Numeracy continues to be a focus for our school, in particular extending the children in the middle bands to achieve higher performance marks.

Once again, it has been due to the effectiveness of our individualised learning assistance programs and the learning support team that we have been able to keep results in the lower bands to very low percentages. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

Careful analysis of the results will provide further detail as to the strengths and weaknesses of this particular cohorts and the direction needed to support their future learning.
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>25</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>17</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>1</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>16</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole-staff development day professional learning activities in 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum</td>
<td>2</td>
<td>Gavin Holmes, Cate Green</td>
</tr>
<tr>
<td>Science and English Syllabus: Introduction</td>
<td>3</td>
<td>Nic Constable Rhonda Cree Cate Green</td>
</tr>
<tr>
<td>Staff Spirituality Day</td>
<td>3</td>
<td>Leadership Team</td>
</tr>
</tbody>
</table>
Additionally staff attended either singly or in groups a range of professional development opportunities including:

“Stepping Into Assessment for Learning”;
- The 3 A’s of Assessment: Assessment For/of/As Learning;
- Assessment using SOLO: differentiated learning and assessment with SOLO;
- How to Establish Students’ Next Steps In Learning;
- Teacher’s Next Steps: Planning with the new curriculum.

The professional learning expenditure has been calculated at $6857 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

Teacher Attendance and Retention

The average teacher attendance figure is 96.88%. This figure is provided to the school by the CSO.

Student Attendance

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss their leave request.

The average student attendance rate for the school during 2013 was 94.03%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94.26%</td>
<td>93.73%</td>
<td>93.99%</td>
<td>94.67%</td>
<td>94.15%</td>
<td>94.07%</td>
<td>93.50%</td>
</tr>
</tbody>
</table>
School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

- Enrolment Policy
- Child Protection
- Aboriginal Education
- Emergency Evacuation
- English Policy
- HSIE Policy

Enrolment Policy

Every new enrolment at St James Primary requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 July are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

St James’ Pastoral Care Policy strives to foster an environment where students’ resilience and self-discipline are nurtured and reflected upon. It emphasises the process of self-reflection and examining choices made in light of the choices made – good or poor. It promotes respect for the privacy of individuals and highlights that the individual circumstances are accounted for and acknowledged.
Discipline Policy

The Discipline Policy recognises that for school community to operate effectively and for all members to feel safe, we need to have set rules and procedures for all members to follow. The Policy provides the opportunity to foster self-discipline and personal growth. The needs of the individual child and her/his emotional and physical development and well-being will be recognised. The Policy is reviewed at the first staff meeting at the beginning of the year. The School Rules which are reflective of this Policy are displayed throughout the school and referred to within class. They are the basis of any discussion for children who have made a poor choice in friendship or play. The Foundational Beliefs and Practices of community and witness are reflected in the manner in which the adults and students respond to each other in light of this policy. The policy and procedures are listed in the Parent Handbook.

Complaints and Grievance Policy

This policy was also referred to all staff to read at the beginning of the year. It is based on fairness and reflects the Social Justice Catholic Principles of dignity, rights and freedom of individuals. It therefore recognises that parents must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. All matters raised are responded to promptly, fairly and confidentially. The policy and procedures are listed in the Parent Handbook.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school’s main goals and priorities were to:
- connect the prayer life in the classroom to the home;
- further develop Making Jesus Real (MJR) into the everyday life of the school;
- undertake professional development in making the school a place where learning is “visible”;
- ensure students can articulate the learning intention of their lessons and the success criteria needed to ensure they are successful;
- develop an Assessment Policy;
- develop connections between the Learning Resource Centre and learning
- promote a variety of IT learning devices and Web2 tools in the Learning Resource Centre;
- continue to build on the relationships we have with our parents.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways.

Year 6 students began an intensive leadership program based on “Making Jesus Real”. This entailed having all Year 6 students responsible for different aspects of the school as opposed to only the Captains.
During 2013 students were involved in a range of outreach activities including Minnie Vinnie’s sleep-out for the homeless and choir singing for the local nursing home.

Students and staff contribute generously to social justice appeals at both a local and global level, including You’ve Got a Friend, St Vincent de Paul and Caritas. At our Annual Awards evening, there are awards given by the Rotary Club and prominent businesses in the local area for “Civics and Leadership”, and “School Spirit.”

**Parent, Student and Teacher Satisfaction**

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

- Parent Forum
- formal surveys

Aspects that parents most liked about St James included:

- sense of community
- dedicated teaching staff
- teaching and learning styles
- the pleasant look of the school and gardens.

Parents who need access to after school care continue to be very happy with the service provided at St James by Capturing Kids' Minds.

Parents are supportive of our family Mass held once a month at St Joseph’s church and see this as an excellent way to build our faith community.

Parents have enjoyed school social functions such as trivia nights in the past and are keen to hold more social functions in the future as they see these events as integral to our school community. There were a positive number of parents volunteering to assist on the social committee.

Parents have appreciated the opportunity to do many things now on-line. These include making appointments for Parent Teacher Nights, ordering from the canteen, and paying for excursions.

Parents like the newsletter on line and the School Bag app that allows us to send SMS messages directly to groups of parents.
Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2013 is presented below:
2013 INCOME - St James Primary School - BANORA POINT

- Fees: 17%
- Other Private Income: 8%
- Grants-State Govt: 19%
- Grants-Commonwealth Govt: 55%
- Other Capital: 1%
- Govt.Capital Grants: 0%

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2013 EXPENSE - St James Primary School - BANORA POINT

- Salary & Related Expenditure: 75%
- Other Expenditure: 23%
- Capital Expenditure: 2%