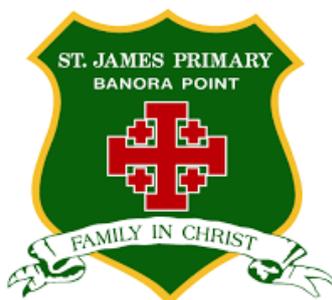


Annual School Report 2016 School Year

St James Primary School



Banora Point

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About this report

St. James Primary is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (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 BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

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 <http://moodle.bpplism.catholic.edu.au>.



1.0 Messages

1.1 Principal's Message

The primary purpose of St. James Catholic primary 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 quality 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 students 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 2016. 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. In 2016 the school:

- Participated at Credit or Distinction level in various state and national competitions.
- In the Year 6 Religious Education test, students received High Distinctions, Distinctions and Credit certificates. This was a great result from a cohort of 52 students.
- Two teams of Year 5 and 6 students participated in the regional Tournament of the Minds competition.
- Student representatives from each Stage competed in the Tweed Catholic Primary Public Speaking Competition.

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. In 2016:

- As a great witness of national spirit, students marched behind our school banner at the Tweed District Anzac Day Ceremony.
- At the annual Music Soiree, a number of students took part in a delightful afternoon of performance proudly displaying their talents on either keyboard, drums or guitar.
- Students participated in the portrait competition organised by the Tweed Regional Gallery.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- The Swimming Team participated in the Tweed Zone Swimming Carnival. Following their participation, students went on to compete at the Lismore Diocesan Swimming Carnival.
- The St James Cross Country team participated in the Tweed Zone Cross Country and students who qualified went on to the Lismore Diocesan Cross Country.
- The St James Athletics Team represented the school at the Tweed Zone Athletics Carnival and students who qualified attended the Lismore Diocesan Athletics Carnival.
- St James Primary School had Polding representatives in 2016.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St. James Primary is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Mr. Nicholas McTaggart
Principal



1.2 A Parent Message

The official parent body is the School Forum which consists of school leaders and six parent representatives who meet regularly throughout the year. The Forum's role is to:

- Enhance the partnership between the school and families
- Give parental advice and feedback on a range of issues to school leaders
- Provide a link with parents
- Represent parents of the school when required
- Review school policies and procedures
- Assist with parent education and parent forums

In 2016 the Forum met six times and discussed a range of issues. Prominent on the agenda for the group were issues such as improving communication between the school and families, student safety in the carpark and drop off zone, and fundraising for the school. Other matters on which the Forum members were able to advise the school administration included:

- Feedback on the School Review for the next 5 years
- Positive suggestions to build upon school community spirit
- ICT plans for 2017 and beyond

Mrs. Colleen Forbes
President
St. James Parent Forum

2.0 This Catholic School

2.1 The School Community

St. James Primary is located in Banora Point and is part of the St. Joseph's Parish which serves the communities of Tweed Heads. School families are drawn from the towns and communities of Banora Point, Terranora and the wider Tweed Heads area.

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 activities such as:

- Participation in the monthly Family Mass at St Joseph's Church where the school choir lead the music and students participate in children's liturgy and the presentation of the gifts at the offertory procession. Families are encouraged to stay after Mass to share in a small supper.
- Involvement with the parishioners through the Companions in Faith program. This involves parishioners sharing their faith story with Year 3 students.
- Support for the Parish Sacramental program through selecting parents to facilitate groups and providing classrooms for group meetings at the school.
- Involvement in the Reflection Day for Confirmation and Eucharist at the parish centre. This includes organising appropriate activities for students and linking students from the two parish schools and state school students.

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 our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission*. 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 school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St. James Primary caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
Male	15	24	34	17	34	28	23	175	185
Female	21	28	36	32	30	27	32	206	201
Indigenous <i>count included in first two rows</i>	2	6	4	1	9	1	3	26	27
EALD (Language background other than English) <i>count included in first two rows</i>	7	6	3	2	5	2	4	29	19

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. 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 the leave request.

The average student attendance rate for the school during 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	94.3	92.7	94.6	93.7	94.1	92.2	92.8	93.5

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	27
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4. Teachers with recognised qualifications to teach Religious Education.	25
5. Number of staff identifying as Indigenous employed at the school.	1
6. Total number of non-teaching staff employed at the school.	16

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. This figure is provided to the school by the CSO.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships and continued commitment to Making Jesus Real within our school community. Students and staff contribute generously to social justice appeals, including St Vincent de Paul, Caritas and Catholic World Mission. Making Jesus Real (MJR) Awards were presented at our fortnightly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly with an award from the local Rotary group. The continuation of the "Buddies" program and the Seasons program provides students with the support and opportunity to display respect and responsibility towards others.

2.7 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.

In 2016 the school participated in the School Review and Improvement process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next 5 years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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.

Teaching and learning at St James is underpinned by the Lismore Diocese Contemporary Learning Framework and the principles of 'Visible Learning' (John Hattie). Visible learning encourages students to understand how to be successful learners who take responsibility for their learning whilst teachers continually evaluate their impact on student growth. Students in K-6 are taught to use the (SOLO) taxonomy model verbs to describe increasing levels of complexity (J. B Biggs & K. Collis). Using this model, they identify their level of understanding and set future goals for achievement. Curriculum at St James is delivered through an inquiry approach whereby teachers engage students through big ideas and inquiry questions. This allows for purposeful exploration of the curriculum through connected learning sequences which are designed to deepen conceptual understanding. The gradual release model is used by teaching staff as they model, share and prepare students for independent practice and success which is measured against set or co-constructed criteria.

As we continue to forge ahead to provide a contemporary learning environment, we have made a further investment in upgrading digital devices including iPads, Chrome Books and laptops. Aligning with our school literacy and numeracy plans, teaching staff engage in regular professional learning and team meetings designed to build capacity, review data and respond with informed action to improve student achievement. One such initiative beginning this year is the research based EMU (Extending Mathematical Understanding) program and intervention, with full implementation in 2017.

At St James we believe in celebrating learning success. In 2016, a team of Year 5 and 6 students entered the Tournament of Minds competition, gaining a second in the Engineering Mathematics challenge. This inspired student interest to participate in enrichment activities. In 2017 we will implement enrichment opportunities across the school including classroom maker spaces in Years K-2 and the 'Genius Hour' in Years 3-6. St James continues to participate in the Murwillumbah Choral Verse Speaking and Tweed Catholic Schools Public Speaking Competitions. Students can also elect to participate in the University of NSW Competitions and the school has begun the exciting journey of introducing a Creative Computing Club.

3.2 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, 49 students presented for the tests while in Year 5 there were 54 students.

In Literacy there were four elements tested. These were reading, writing, spelling and 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 staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data 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
Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School										
Reading	28.1	16.7	23.7	27.1	19.0	25.0	17.1	22.9	8.9	6.3	3.1	2.1
Writing	16.6	2.1	37.5	50.0	26.7	29.2	13.1	14.6	4.8	4.2	1.2	0.0
Spelling	27.4	20.8	27.0	25.0	21.7	35.4	11.5	16.7	9.2	2.1	3.1	0.0
Grammar and Punctuation	34.6	33.3	18.3	18.8	19.0	29.2	20.2	18.8	4.8	0.0	3.0	0.0
Numeracy	19.7	8.3	19.0	22.9	22.3	37.5	24.5	29.2	11.4	2.1	3.1	0.0

Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School										
Reading	15.4	18.5	23.2	24.1	23.7	38.9	18.8	16.7	12.9	1.9	6.0	0
Writing	5.2	3.7	13.5	11.1	31.3	37.0	33.7	33.3	11.1	9.3	5.3	5.6
Spelling	15.5	16.7	17.7	13.0	30.4	38.9	21.8	24.1	9.2	5.6	5.4	1.9
Grammar and Punctuation	20.9	27.8	19.9	16.7	23.4	31.5	20.4	18.5	11.4	1.9	4.0	3.7
Numeracy	15.5	11.3	15.0	17.0	26.6	39.6	25.8	17.0	12.9	13.2	4.3	1.9

As can be seen from the table the percentage of students in Year 3 in the top three bands in Spelling, Grammar and Punctuation and Numeracy is higher than state percentages. The percentage of students in Year 5 in the top three bands in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy is higher than state figures. In Year 3 there are fewer students in Band 1 and 2 in Spelling, Grammar and Punctuation and Numeracy, compared to 2015. In Year 5 there are fewer students in Band 3 and 4 in Reading and Spelling, compared to 2015. This may be the result of structured and explicit teaching and intervention strategies. Further analysis of data will inform the direction for future improvements particularly in the areas of continued numeracy and writing growth.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional 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 2016 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat	29/03/16	School Executive
Australian Curriculum: Maths	Ongoing in 2016	Anita Chin
Australian Curriculum: Writing	30/03/16	Fr Aloysius Mowel
Australian Curriculum: Geography	1/07/16	Rhonda Cree & Jacqui Malone
PBS	24/06/16	Sam Donoghue
Permeation of Catholic Worldview	10/06/16	Tameka Harris & Louise Kuhn

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Early Learning Plans	1	Tim Waugh
Professional Learning Teams	16	Jeff Weight
Science Permeation of the Catholic Worldview	4	Louise Kuhn
Best Start Training	2	Catholic Schools Office
Potential Learners	2	Catholic Schools Office

The professional learning expenditure has been calculated at \$7,655 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Aboriginal Education	No changes	School Office
Annual Action Plan (School Plan, Literacy, Numeracy & Curriculum Plan)	New Policy	School Office
Anti-Bullying	Changes made	School Office
Anti-Harassment	Changes made	School Office
Assessment and reporting	Changes made	School Office
Behaviour management (PBS)	No changes	School Office
Camps and Excursions/Incursions	No changes	School Office
Communication	No changes	School Office
Complaints Handling	No changes	School Office
Copyright	Changes Made	School Office
Emergency Evacuation Policy	Changes made	School Office
Enrolment	No changes	School Office
First Aid	No changes	School Office
Infectious Disease	No changes	School Office



Learning and Teaching	No changes	School Office
Maintenance Plan & Physical Plant Development Plan	No changes	School Office
Medication	Changes made	School Office
Pastoral Care	No changes	School Office
Playground Supervision	No changes	School Office
Road Safety Management Plan	No changes	School Office
School Development and Improvement Plan	Created	School Office
Student Attendance	No changes	School Office
Student Leadership	No changes	School Office
Student Presentation	No changes	School Office
Sun Protection	No changes	School Office
Visitors	No changes	School Office
WHS Policy	No changes	School Office

4.2 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 June 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.

4.3 Pastoral Care Policy/Student Welfare

St. James Primary School's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.4 Discipline Policy

St. James Primary School's Discipline Policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

4.5 Complaints and Grievance Policy

St. James Primary School's Complaints and Grievance Policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the school's website.



5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 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:

Catholic Identity and Mission

Recognise Catholic leadership as service to others by providing service opportunities for the students

Promote the use of daily Christian Meditation in all classrooms

Nurture the relationships between parents and parish communities

Organisation and Co Leadership

Implement a passive play area to cater to students' needs

Improve dissemination of information to all stakeholders in an efficient and effective manner

Continue to liaise with the appropriate local entities to implement a traffic management plan

Teaching and Learning

Continue to implement and measure visible learning in our school using the language of the SOLO Taxonomy

Develop a school response to the Australian Curriculum based on diocesan advice

Continue to formulate, implement and evaluate the School Numeracy and Literacy Plans

Community and Relationships

Staff: Review and consider innovative timetable strategies to support the introduction of professional learning communities

Staff: Encourage and improve communication between all levels of staff.

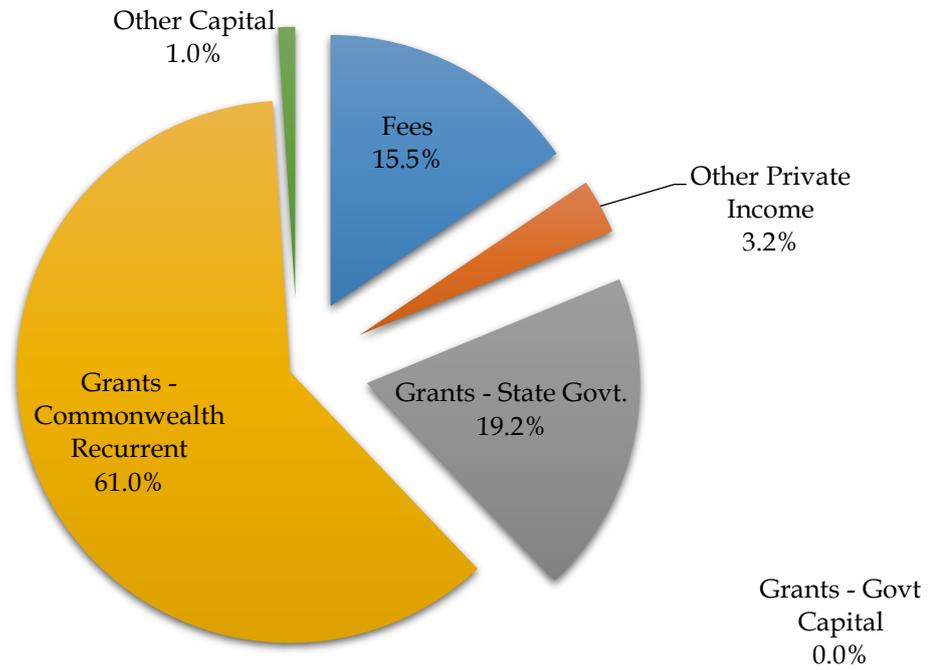
Continue to improve the transition program with the College for Year 6 students

6.0 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 2016 is presented below:

2016 INCOME - St James Primary School BANORA POINT



2016 EXPENSE - St James Primary School BANORA POINT

