About this report

St James’ Primary School Yamba 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 2015 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 02 6646 3266 or by visiting the website at www.yamp.lism.catholic.edu.au
1. **Messages**

1.1 **Principal’s Message**

The primary purpose of St James’ 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 School 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 2015. 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 School has earned as an exemplary school. The following list provides an indication of the school’s academic achievements. In 2015 the school:

- Participated at Credit or Distinction level in all University of NSW ICAS (International Competitions and Assessments for Schools) with High Distinctions in writing.
- Received good news in the Year 6 Religious Education test where one student received a Distinction and seven received Credit certificates. This was a great result from a cohort of nine students.
- Embedded the Creative Arts Syllabus through workshops, writing and performing a whole school production of the Prayer for the 21st Century by John Marsden.
- Won the Lower Clarence Debating Competition with two Stage 3 teams entering the 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 2015 the school:

- Participated in the highly successful Lower Clarence Community Radio Schools program broadcasting weekly throughout 2015.
- Undertook Indonesian Cultural Drumming and Dance workshops with all students. The culmination of these workshops was a Cultural Display for the community.
- Visited the local aged care facility with Minnie Vinnies and the school choir.
- Provided the music for the diocesan SEAC conference Masses.
- Engaged the local community through Grandparents’ Day celebrations.
- Invited local preschools, the parish and all families to join in a most successful literacy activity day.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2015:

- Student representatives competed at Zone and Diocesan level in swimming, athletics and cross country with one student achieving Polding representation at State level in cross country and athletics.
- Three students represented the Diocese in cricket and basketball.
- All students participated successfully in the Sporting School Programs for Gymnastics, Basketball and Futsal.
- Stage 2 and 3 teams competed successfully in the Lower Clarence Touch Football Gala Day.
- Stage 2 and 3 teams competed successfully in the Yamba Basketball Association Gala Day.

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 School Yamba is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Ann Dawson
*Principal*
1.2  A Parent Message

Over the last twelve months, the St James’ Parish School Forum has been very busy. Our mission is to provide an interface between parents and the school with information and feedback and to promote community within St James’ School.

To achieve this the Parish School Forum meets regularly to maintain the momentum for whole school development with Fund Raising, Grounds and Maintenance and Class Parents teams in operation. On the recommendation and hard work of the parent community, St James’ Forum was able to run a highly successful Trivia Night in 2015. Although this function raises funds for the Parent Forum the more important feature of the evening is that it is a wonderful opportunity for members of the wider Yamba community, parents and teachers to get together and have a wonderful time. In terms of achievements, St James’ Parish School Forum has been involved in the extension and enrichment of the ES1 Learning Centre and the finished product is fantastic. The foresight of our St James’ Parish School Forum has meant an amazing transformation to a previously under-utilised space and transformed an ordinary classroom into something very special.

The St James’ Parish School Forum has happily assisted the school with the provision of transport to outside school sport during Term 4 where the children travel by bus to the Raymond Laurie Sports Centre to use the facilities there and be trained. This is a major agenda for the St James’ Parish School Forum as access to the best quality opportunities for all students in all areas of the curriculum is the major goal of the Forum.

Sally Brailsford  
Treasurer, St James’ Primary Parish School Forum.

2.   This Catholic School

2.1  The School Community

St James’ Primary School is located in Yamba and is part of the St Mary’s Maclean Parish which serves the communities of Maclean, Gulmarrad, Palmers Island, Iluka and Yamba. School families are drawn from the towns and communities of Maclean, Yamba, Woombah, Angourie and Palmers Island.

Last year the school celebrated 19 years of Catholic education.

The parish priest Father Peter Padsungay is involved in the life of the school.

St James’ Primary School 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:

- Assisting in the preparation of students for the Parish Sacramental program.
- Involving students in Parish Masses four times per year.
- Participating in the Parish Saturday Vigil Mass throughout the year.
- Engaging with the community and fund raising for Caritas agendas through the Mini Vinnie’s initiative (a group of ten students) and emergency fund raising through initiatives such as Helping Hands for Nepal.
- Involving the community in school liturgies including Easter, Mother’s Day and Father’s Day.
- Introducing a Making Jesus Real Award which are presented to each learning group at each academic assembly.
- Introducing staff prayer and Christian mediation in all Stage groups.

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, 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 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 School 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 2015</th>
<th>TOTAL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>57</td>
<td>51</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td>Indigenous count included in first two rows</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>LBOTE (Language background other than English) count included in first two rows</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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 term by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to respond through the electronic roll marking portal on the day of the absence. 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 2015 was 92.5 %. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Year group</th>
<th>Attendance rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.2%</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.6%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.9%</td>
</tr>
<tr>
<td>Year 4</td>
<td>91%</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.3%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.7%</td>
</tr>
</tbody>
</table>
2.4 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>8</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher</td>
<td>0</td>
</tr>
<tr>
<td>education institution or equivalent.</td>
<td></td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching</td>
<td>0</td>
</tr>
<tr>
<td>experience or appropriate relevant knowledge.</td>
<td></td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>8</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>2</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed at the school.</td>
<td>6</td>
</tr>
</tbody>
</table>

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 98%. This figure is provided to the school by the CSO. Staffing at St James’ changed significantly in 2015 with two long standing staff members resigning which allowed for the appointment of two fulltime permanent staff members. As the school population has steadily increased, the staffing allocation has allowed for the creation of a part-time permanent teaching position.

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 values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures at St James’. 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. In 2015, the school began the process of embedding a Catholic Worldview in all learning. Members of the school executive travelled to Sydney to begin their training in Positive Behaviours for Learning and teachers attended professional learning in building positive school cultures. The Principal also travelled to Ontario Canada to investigate possible models of school engagement based on our Catholic faith and school focus on respect and responsibility.

The school reviewed and refocused the discipline policy to reflect the connected nature of student learning and behaviour; as a result the policy is now encompassed by the Pastoral Care and Wellbeing Policy.

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 2015 an open meeting was held for all parents to contribute to the annual school plan. The class parents team as part of the parish school forum provided parents with the opportunity to engage with staff. Reporting opportunities and parent teacher meetings were offered each semester and parents and students were invited to contribute to the Insight SRC data surveys.
3. 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.

St James’ Primary School has a focus on a culture of articulating high expectations in learning in all Stage groups. The foundation of this agenda is a whole staff belief that all children can learn and want to learn. Teachers take specific responsibility to deepen their knowledge in all KLA’s to ensure that the learning is directed, focused and empowers the learner to think.

St James’ Primary school has become a STEM (science, technology, engineering and mathematics) pilot school in the Diocese of Lismore. A focus on scientific inquiry where technology supports true solution finding for local problems has been fostered. The use of robotics and teaching of coding to increase student engagement and the use of the inquiry process has resulted in the school to becoming known as a centre for excellence in this national agenda. The STEM Sisters project involved children in a lunch time club, building confidence and knowledge in the use of multiple computer coding languages to develop websites, understanding mathematical principles, 3D design and printing and developing games. This has been very successful and well attended.

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, eight students presented for the tests while in Year 5 there were ten 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, 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 School 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

<table>
<thead>
<tr>
<th>BAND</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>30.5</td>
<td>0.0</td>
<td>19.5</td>
<td>37.5</td>
<td>21.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Writing</td>
<td>15.9</td>
<td>0.0</td>
<td>38.5</td>
<td>12.5</td>
<td>23.0</td>
<td>37.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>27.1</td>
<td>0.0</td>
<td>20.1</td>
<td>12.5</td>
<td>20.8</td>
<td>37.5</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>32.1</td>
<td>12.5</td>
<td>20.4</td>
<td>25.0</td>
<td>23.6</td>
<td>12.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>18.8</td>
<td>0.0</td>
<td>19.3</td>
<td>12.5</td>
<td>23.8</td>
<td>12.5</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 3 to 8

<table>
<thead>
<tr>
<th>BAND</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>17.5</td>
<td>10</td>
<td>20.5</td>
<td>30</td>
<td>21.8</td>
<td>40</td>
</tr>
<tr>
<td>Writing</td>
<td>6.2</td>
<td>0.0</td>
<td>15.2</td>
<td>30</td>
<td>31.5</td>
<td>40</td>
</tr>
<tr>
<td>Spelling</td>
<td>12.9</td>
<td>11.1</td>
<td>27.0</td>
<td>33.3</td>
<td>25.2</td>
<td>22.2</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>18.1</td>
<td>22.2</td>
<td>20.6</td>
<td>33.3</td>
<td>21.5</td>
<td>11.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.1</td>
<td>20</td>
<td>16.6</td>
<td>30</td>
<td>25.6</td>
<td>20</td>
</tr>
</tbody>
</table>

Immediately following the release of this data St James’ Primary staff conducted a detailed analysis of the 2015 NAPLAN data. Some highlights were:

- The students at St James’ Primary School Yamba were working beyond Minimum Standards in NAPLAN. This reinforces the whole school focus on individual student learning and goal setting to facilitate growth.
- Year 5 data showed that the number of students working within the proficiency bands (Bands 7 and 8) in Numeracy, Number Patterns and Algebra were significantly higher than the State percentages.

Comparison of this data with the in-school data and teacher moderated assessments, led the staff to develop a focus on differentiated planning to ensure that the learning tasks that are being developed are challenging to all learners but are also built on prior knowledge and are open-ended in nature.

This analysis also reinforced the school’s decision to task a senior teacher with a reading intervention based on Multi-Lit and STAR to meet the needs of the diverse learners in the Year Three cohort and to support best practice in developing the literacy and numeracy goals in Stage Two.
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 inservices, meetings and conferences.

Whole staff development day professional learning activities in 2015 were:

<table>
<thead>
<tr>
<th>Staff Professional Learning Activity</th>
<th>Date</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum in NSW – Mathematics workshop plus Staff Meetings</td>
<td>12/03/2015</td>
<td>Anita Chinn</td>
</tr>
<tr>
<td>Staff Spirituality Day</td>
<td>18/09/2015</td>
<td>School executive staff - St James’ and St Josephs’ Maclean</td>
</tr>
<tr>
<td>Australian Curriculum in NSW – History</td>
<td>06/10/2015</td>
<td>Christine Jeffrey and Ann Dawson</td>
</tr>
<tr>
<td>First Aid</td>
<td>22/04/2015</td>
<td>Clarence Valley First Aid</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Staff numbers</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Learning Plan Training</td>
<td>2</td>
<td>Jackie Moore</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>3</td>
<td>Additional Needs Officers</td>
</tr>
<tr>
<td>ACEL Leadership</td>
<td>2</td>
<td>Various</td>
</tr>
<tr>
<td>Understanding By Design</td>
<td>2</td>
<td>Jay McTighe</td>
</tr>
<tr>
<td>Structures Built to Last</td>
<td>8</td>
<td>Tom Hierck</td>
</tr>
<tr>
<td>Where Faith Meets Pedagogy</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
<td>1</td>
<td>De Fours.</td>
</tr>
<tr>
<td>Conceptual Planning</td>
<td>5</td>
<td>Teacher Educators</td>
</tr>
</tbody>
</table>

The professional learning expenditure has been calculated at $8157.50 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. 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 2015.

<table>
<thead>
<tr>
<th>Policy name</th>
<th>Status in 2015 (No change, new policy, changes made)</th>
<th>Access this policy at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellbeing and Pastoral Care</td>
<td>Changes made</td>
<td>School Office / Parent Handbook</td>
</tr>
<tr>
<td>Enrolment</td>
<td>Changes made</td>
<td>Parent Handbook</td>
</tr>
<tr>
<td>Literacy</td>
<td>Changes made</td>
<td>School Office</td>
</tr>
<tr>
<td>Lockdown and Fire</td>
<td>Changes made</td>
<td><img src="www.yamplism.catholic.edu.au" alt="Link" /></td>
</tr>
<tr>
<td>Uniform</td>
<td>No change</td>
<td>Parent Handbook</td>
</tr>
<tr>
<td>Playground Supervision</td>
<td>Changes made</td>
<td><img src="www.yamplism.catholic.edu.au" alt="Link" /></td>
</tr>
<tr>
<td>Digital Technology and Social Media</td>
<td>Changes made</td>
<td><img src="www.yamplism.catholic.edu.au" alt="Link" /></td>
</tr>
<tr>
<td>Mathematics</td>
<td>No change</td>
<td>School Office</td>
</tr>
<tr>
<td>Child Protection</td>
<td>No change</td>
<td><img src="www.yamplism.catholic.edu.au" alt="Link" /></td>
</tr>
</tbody>
</table>
4.2 Enrolment Policy

Every new enrolment at St James’ Primary School 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 Student Welfare Policy, Pastoral Care Policy

At St James’ Pastoral Care and Wellbeing of students, families and staff is central to our Catholic Worldview. All decisions regarding policy development, procedures and routines have this policy as their foundation. Supporting students as they grow as learners, members of the community and individuals is founded on a strong belief that, by guiding students towards a deeper understanding of themselves as members of a Catholic school and parish community, we allow students to reach their full potential.

The needs of individuals may be met at St James’ School through school community resources and programs. As a school we are constantly looking at programs that meet the specific needs of our students. Self-esteem building is an integral part of this program. It is hoped the children will learn the importance of being focussed and further developing a sense of self-control.

We recognise and value the importance of Religious Education as enriching our pastoral care, and the vibrant spirituality which energises the whole school program.

4.4 Discipline Policy

Discipline at St James is seen as part of the Wellbeing and Pastoral Care Policy promoting a sense of self-control, reflection and restoration. Students are redirected within class and on the playground and reflection time is used to restore relationships between students and with staff. An honest relationship with parents is essential to maintain the dignity and wellbeing of all students. This begins at enrolment and is fostered and maintained throughout the school life of each child. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

4.5 Complaints and Grievance Policy

The school 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. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2015 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 Faith and Culture

Ensure that Foundational Beliefs and Practices—the Essential Framework is integrated into all aspects of school life.

**Strategies**

- Introduce the Catholic Worldview Guiding Document to staff.
- Maintain a strong faith community at St James' with a commitment to each other.
- Develop and implement a whole school plan for Daily Awareness Examen.
- KWL—facilitate more regular home communication using the KWL resource.
- Embed Making Jesus Real in the culture of St James.
- Familiarise staff with exploring storytelling.

### Teaching and Learning

Promote Quality Teaching to improve student outcomes through pedagogies that promote high levels of intellectual rigour and that promote a quality learning environment which makes explicit to students the significance of their work.

**Strategies**

- Offer Professional Development on the Education Standards and Disability Discrimination Act.
- Provide quality feedback to students as a common and expected practice.
- Implement regular student self-assessment opportunities.
- Share and discuss a variety of quality for, as, and of assessment tasks.
- Promote sharing and discussion of programs.

### Organisation and Administration

Ensure that the financial management of the school provides the highest standard of education possible.

**Strategies**

- Set annual goals through staff collaboration based on the school’s Five Year Strategic Plan.
- Revise and maintain School Policies and Procedures with BOSTES and CSO requirements.
- Ensure staff are aware and informed of school budgeting procedures.
- Develop a 5 year School Maintenance Plan.
- Prioritise resourcing focus for the school and budget accordingly.

### Relationships

Develop depth in the relationships between parish, students, staff and parents

**Strategies:**

- Provide the school community with an understanding of school policies and practices.
- Build a positive school profile within wider community.
- Ensure WEST becomes embedded at St James’, particularly for new families.
6. 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 2015 is presented below:

2015 INCOME - St James Primary School
YAMBA

- Fees: 8.0%
- Other Private Income: 3.8%
- Grants - State Govt. Recurrent: 18.9%
- Other Capital: 1.5%
- Grants - Commonwealth Recurrent: 67.9%
- Grants - Govt Capital: 0.0%

2015 EXPENSE - St James Primary School
YAMBA

- Salaries & related: 80.5%
- Other: 19.3%
- Capital: 0.2%