

Annual School Report

2018 School Year

St James' Primary School, Yamba



ST JAMES SCHOOL
Yamba



Lot 1 Carrs Drive

Yamba NSW 2456

Phone 02 6646 3266

moodle.yamplism.catholic.edu.au

About this report

St James' Primary School, Yamba is registered by the NSW Education Standards Authority (NESA) 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 and the achievements arising from the implementation of the school Improvement Plan.

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

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 moodle.yamplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St James' Primary School, Yamba 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, Yamba offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community. St James' has a collective commitment and responsibility to all students' success in a climate that is built on collaboration, trust and inclusivity.

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 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. 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, Yamba has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Offered opportunities for students to engage in scientific enquiry competitions with a student being successful in reaching the final NASA workshops with twelve students from across Australia.
- Saw the work of the professional learning community to develop and embed whole school agreed beliefs and practices in the teaching of Writing result in nine of the sixteen scripts published in the Lower Clarence Writing Competition being from Saint James. The students also placed 2nd and 3rd in this competition.
- Provided the primary winning entry in the 2018 Your Health Link Photographic Competition from the 26 school entries.
- Had the greatest number of students at our school undertake the University of NSW Competitions with participants achieving Credit or Distinction level in various areas with our best result in the Writing 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 2018 the school:

- Competed successfully in the Lower Clarence Eisteddfod being placed first in the Junior Verse Speaking Choral Section with the Stage 1 choir of 44 children.
- Broadcast weekly in the successful Lower Clarence Community Radio Schools program on Yamba 100.3 FM.
- Visited the local aged care facility with Mini Vinnies and the school choir.
- Engaged the local community through regular celebrations including inviting local preschools to "Reading and Play Afternoons" and visited the community preschools to build a culture of service with the senior students.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- Students competed with continued 100% participation in the school swimming, athletics and cross country carnivals with a focus on having all students being able to compete in at least three events in each carnival.



- Six students represented the school at diocesan level in Swimming, four in Cross Country and five in Athletics. One student achieved representation at the State level in athletics. Children competed in the Lower Clarence Basketball Carnival with senior teams winning their divisions.
- Students successfully represented the Clarence zone in soccer and basketball.
- All students in Stages 2 and 3 competed in the Lower Clarence Touch Football with several teams competing undefeated.
- Stage 3 students competed at the Clarence Zone Soccer and Netball Gala Day with the senior netball team placing third.

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

In 2018 the focus of the St James Primary School Parish Parent Forum (the Forum) was to welcome new families into the school community. Many new families moved to the area in 2018 and joined the St James community, which saw a 'changing of the guard' in some ways from old to new. It was also a fete year so the parents of St James worked together to arrange the biannual St James School Fete, which had a theme of international foods and a 'funland' play area which was much loved. It was enjoyed immensely by the children of the school and their families and friends who were brought along and got a sense of the strong school community. It was also a great outcome for the children as a good sum of money was raised.

In 2018 the Forum also saw the success of a new initiative called 'Just One Thing'. This initiative involves the Forum asking each student's parents to nominate themselves for 'just one thing' to help out with throughout the year. It resulted in great numbers of ready volunteers for each event on the school and social calendar and was another success in bringing the community together.

Through the support of the Forum last year, St James received a grant for upgrading an under-utilized area of the playground, the multipurpose court. This grant will allow the court to be resurfaced and new sports equipment added such as tennis nets and basketball hoops, which will give that space great appeal for children to play on.

Overall, we had some successes on many fronts in 2018.

Alexie Finucan
Chair
St James' Parish School Forum

2.0 This Catholic School

2.1 The School Community

St James' Primary School, Yamba is located in Yamba and is part of the Saint Mary's Parish, Maclean which serves the communities of Angourie, Chatsworth Island, Palmers Island, Maclean and Yamba, from which the school families are drawn.

Last year the school celebrated 21 years of Catholic education.

The parish priest Nicolas Maurice is involved in the life of the school.

St James' Primary School, Yamba 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:

- Offering retreats for students preparing for the reception of the Sacraments of Reconciliation, Eucharist and Confirmation joining with staff and students from Saint Joseph's Primary School Maclean.
- Celebrating the significant season of Easter with a school developed installation visited by families, clergy and parish members.
- Involving all staff in Parish School Masses each term with the community of Saint James Catholic Church Yamba.
- Celebrating Parish School Masses throughout the year, which were attended by families and parishioners.
- Having a membership of 21 students in the 'Mini Vinnies' Program supporting Saint Vincent de Paul outreach programs.

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 School, Yamba caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	8	8	10	12	9	8	4	59	59

Female	15	10	13	8	10	9	5	70	59
Indigenous <i>count included in first two rows</i>	0	1	1	1	1	0	1	5	10
EALD (Language background other than English) <i>count included in first two rows</i>	0	0	0	0	0	0	0	0	0

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 or their delegate. 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 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	92.0%	92.7%	92.5%	91.2%	93.2%	93.2%	91.1%	92.3%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	10
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0



5.	Teachers with recognised qualifications to teach Religious Education.	6
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	6

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.57%. This figure is provided to the school by the CSO.

The staffing had significant change in 2018 with new staff in all stages due to transfers within the diocese, extra staffing due to programs being run and long standing staff taking leave.

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:

During 2018, as a result of the work on the Pastoral Care Framework, the school introduced Pastoral Care groups twice a term. The inclusion of student voice in designing the activities ensured the success of this initiative. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Making Jesus Real Awards were presented at our twice a term whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly with awards from the Quota Club, Lower Clarence Dayview Club and our local Member of Parliament.

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 2018 the school participated in the Insight SRC and Building Cultural Capacity surveys supported by the Catholic Schools Office. The process allowed the school to build capacity for leadership within the whole staff and to offer insights into the student satisfaction and their perception of the opportunities for student voice within the school. The focus on increasing the whole staff role in the school improvement agenda led to changes in operational procedures such as meetings and leadership in staff development and planning. The Insight SRC surveys were offered to 60 families to ensure that the data gathered reflected the whole 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 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 school continues to work towards developing a rigorous understanding of contemporary curriculum. In 2018 the focus was on in-depth learning and teaching in Writing and Mathematics.

All staff were trained and implemented the Mathematics Assessment Interview at the beginning of the school year to ensure that the planning for the learning was targeted and specific to the needs of the learners. This led to a more rigorous implementation of the Mathematics Block and saw learners consistently engaged in rich mathematical tasks with pleasing results.

The focus on developing whole school agreed practices in the teaching of writing led to the students being offered writing opportunities to demonstrate their learning through writing events and competitions. Students produced quality pieces and a significant number were published locally.

The development of a better understanding of the Catholic Worldview within the enacted curriculum saw teachers offering learning tasks where inclusion and access for all were highlighted.

The continued focus on STEM activities embedded in the curriculum has continued with a focus on robotics and design in all stages.

Support continued to be offered to ensure equity and inclusion through Succeeding Together as Readers, Maclit and Extending Mathematical Understandings.

All learning at Saint James is built on a belief that deep learning occurs when real world learning opportunities, which are both locally relevant and rigorous are offered. The consideration of local context is the foundation of all planning and allows children to see the relevance of the learning to themselves and the opportunities to contribute to their local community.

The focus on real world audiences and opportunities to engage beyond the classroom continued within all classrooms. Examples of the success of this lens included:

- Stage 3 STEM initiatives resulting in a new school chicken tractor being designed by the students in technical drawing, printed on a 3D printer and built by the local men's shed from the plans.
- Nine writers being published in The Long Way Home short story anthology.
- Stage 2 children entering the Little Big Ideas invention competition with one student making the top 12 in Australia.

The parish primary school offers a strong co-curricular program which includes student participation in:

- The Student Proclaim events in Grafton for Years 4 to 6 and as a result offering a school-based Proclaim retreat upon return.
- Local sporting carnivals for Touch Football, Basketball, Soccer and Netball where the children demonstrated positive attitudes to competition and involvement.
- The 50 strong School Choir, who entertained at Caroon Village and within the community.



- ANZAC commemorations in Yamba, with a large number of students joining the community march with the school staff.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 19 students presented for the tests while in Year 5 there were 17 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.

At St James' Primary School, Yamba, 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 Data Analysis workshops.

The following data indicates the percentage of St James' Primary School, Yamba 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	27.7	21.1	24.7	36.8	20.2	15.79	12.8	26.32	7.2	0.0	3.8	0.0
Writing	10.9	0.0	36.0	42.1	24.3	26.3	18.4	31.6	5.4	0.0	2.8	0.0
Spelling	25.8	15.8	25.0	47.4	21.0	15.8	13.7	10.5	8.0	10.5	4.4	0.0
Grammar and Punctuation	30.9	26.3	16.8	21.1	23.2	36.8	12.5	5.3	8.2	10.5	4.2	0.0
Numeracy	17.8	10.5	25.7	21.1	26.5	57.9	16.6	10.5	10.1	0.0	2.1	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	17.4	29.4	20.9	23.5	23.8	23.5	19.6	11.8	11.2	0.0	4.5	11.8
Writing	4.6	11.8	11.5	23.5	27.2	29.4	35.9	29.4	11.5	5.9	7.0	0.0
Spelling	14.6	5.9	22.7	35.3	31.1	17.6	17.7	29.4	9.3	5.9	3.6	5.9
Grammar and Punctuation	18.1	17.6	18.1	29.4	29.1	35.3	16.2	11.8	11.0	5.9	4.9	0.0
Numeracy	12.5	0.0	19.7	35.3	25.9	35.3	26.3	17.6	12.1	11.8	2.6	0.0

The data Saint James has demonstrated that the work of the PLT has resulted in a significant decrease in the number of children considered vulnerable. By ensuring that the careful consideration of learner data and cohort planning staff have been able to target needs accurately and effectively.

The results in all domains reflect positively on the deep teaching model in place with learners offered enabling and extending prompts has to best meet their instructional needs.

In the domains of numeracy, reading, writing and grammar and punctuation the 2018 cohort have made greater than expected growth when measured against national and like school data.

In the domain of spelling from Year 3 to Year 5 the cohort at Saint James has either equalled national and like school growth levels.

Increased achievement in Reading is evident throughout the data and the results indicate a significant improvement within this area due to the rigorous and continued use of tight learning cycles and support in the use of the Gradual Release of Control model embedded in literacy.

The whole school Professional Learning Teams focus on writing has resulted in clear improvements in both Year 3 and Year 5 data.

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 2018 were:

Staff Professional Learning Activity	Date	Presenter
School Staff Retreat	12/04/2018	School executive and St Joseph's Maclean executive
Catholic Worldview	30/04/2018	St James staff
First Aid	08/06/2018	Allen's Training
Building Cultural Capacity	28/09/2018	SIT and Ian Walton

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

Activity	Staff numbers	Presenter
Balanced Literacy	14	Lee Denton
Building Cultural Capacity	18	School Staff
First Aid	21	Allen's Training
Pastoral Care Framework	21	St James staff
Child Protection	21	Ray Fairweather
Liturgical Music	18	Andrew Chin
Learning Progressions	8	CSO Lismore
Extending Mathematical Understandings	4	Ann Gervisoni
Cross Cultures Hidden Histories	4	CSO Lismore
K-6 Writing	4	CSO staff

The professional learning expenditure has been calculated at \$7381 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 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic



school is also “open to all who want to share its educational and faith goals inspired by Christian principles” (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St James' Primary School, Yamba 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. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

4.2 Pastoral Care Policy

The 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.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school 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 each classroom.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

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](#).



5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Strengthen permeation of the Catholic Worldview by embedding both the Rule of 3 and head heart and hands within enacted curriculum. • Foster the celebration of the Mass and liturgy at Saint James to rebuild the profile of the school as a vibrant and engaged part of the parish. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • At Saint James we value positive child-centred relationships which promote student wellbeing. Within Catholic Identity and Mission this is understood within the goal to increase the articulation of the Catholic identity of St James as a Catholic school.
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Build capacity in the whole school staff through engagement with the Building Cultural Capacity program. • Increase the professional learning community culture through allocation of staffing and resources to grow understanding of data. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • At St James we believe in having clear expectations of staff and an inclusive and welcoming environment, where staff feel valued and supported. In the area of Organisation and Co-Leadership the 2019 goal is to increase teacher capacity to lead by embedding and value adding professional learning as a PLC.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Maintain rigour in the implementation of the numeracy block by sourcing whole school professional leaning to develop consistency of approach. • Ensure that reflection is enacted as a key component of the numeracy block. • Embed the Gradual Release of Responsibility model in all writing to increase independence. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • At St James we believe that quality, differentiated instruction engages inquiring minds to achieve the fullness of life. In Teaching and Learning the goal is articulated as to Strengthen the use of research based pedagogies that are personalised, purposeful, meaningful and relevant for every learner.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Support the recognition that parents are co-responsible for the education of all students through continuing to offer parent education which is parent identified. • Investigate the use of emerging technologies in communicating with the school community. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • At St James we believe our teaching climate is built on teamwork, which promotes a positive and safe learning environment where every student can achieve and there are opportunities for feedback with parents, students and as part of the PLT process. To this end the Community and Relationships goal is articulate as to build partnerships built on collaboration, trust and inclusivity where learners are stimulated, supported and challenged.

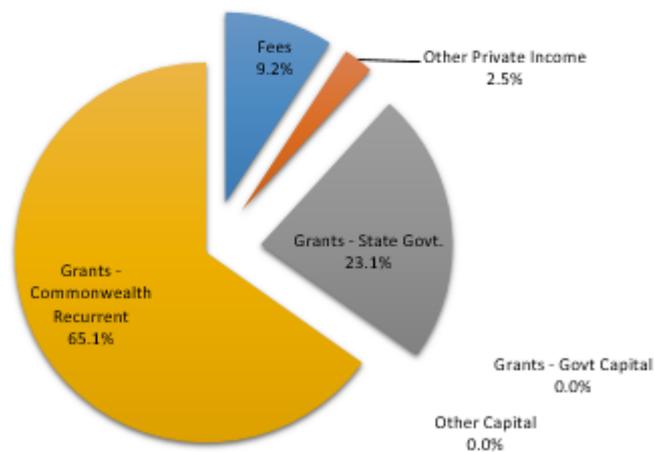


6.0 Financial Information

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 2018 is presented below:

2018 INCOME - St James Primary School YAMBA



2018 EXPENSE - St James Primary School YAMBA

