



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St James' School

6 St James Close, BRIGHTON 3186

Principal: Carmelina Corio

Web: [www.stjamesbrighton.catholic.edu.au](http://www.stjamesbrighton.catholic.edu.au)

Registration: 251, E Number: E1029

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## Principal's Attestation

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I, Carmelina Corio, attest that St James' School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 13 Jun 2024

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## About this report

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St James' School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).



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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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St James is a faith filled community  
that aspires to equip young people with  
the knowledge, skills and optimism  
to enrich the world  
and live meaningful lives.

The enhancement of family, school and parish links and building an understanding of the  
importance and opportunity to celebrate the faith within the Parish of St James  
The strengthening of partnerships, both local and global, in order to enhance student learning  
and promote active citizenship



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## School Overview

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St James Catholic Primary School is not just a school; it's a caring community committed to fostering an adaptive and nurturing environment. We provide contemporary learning spaces designed to inspire creativity, collaboration, and exploration. We believe in laying strong foundations to excel academically, socially and emotionally.

We are situated in the southern suburbs of Melbourne in proximity to the Beach, in a high socio-economic area. It is part of the Bayside Catholic Mission. The school is conscious of the role it plays in the celebrations of liturgies, the Sacraments, prayer and social justice within the parish school community. In 2023, 153 students were enrolled at St James. Students are drawn from the parish, which includes parts of Brighton and Gardenvale.

The school is in the South Central Zone of the Southern Region of Catholic schools. The 0.32 hectare site houses two school buildings and a play area covered in artificial turf and a Tilley Garden (sustainable garden). The school also uses two basketball courts which are located on the former parish/school car park, as a play area with access to the tennis courts during recess, lunch and sport lessons. In 2023, the school was grouped into 7 classes with an average of 21 students per class.

In 2023 the school's Index of Community Socio-Educational Advantage (ICSEA) was 1148. The school recognises parents as the main educators and enjoys a close relationship with the parent community. The school has a School Advisory Council, a dedicated Parents' Association which contributes towards fundraising and community building.

Our Learning and Teaching team together with our dedicated teaching staff attend to the academic, spiritual, wellbeing and social emotional needs of all students in alignment with the Victorian Curriculum. In 2023, the school's Leadership Team includes the following: Carmelina Corio (Acting Principal / Principal), Emma Herbert (Deputy Principal / Religious Education and Learning and Teaching and Learning Diversity Leader), Georgia McNamara (Deputy Principal, Student Wellbeing Leader and Sport Co-ordinator), Bridie Slater (P-2 Maths Leader), Jess Conway (3-6 Numeracy Leader), Amanda Joplin (P-2 Literacy leader) and Antoinette Ferrari (3-6 Literacy leader).

We aim to cater for each child through innovative teaching practice and a broad curriculum, including specialist classes in: Art, Physical Education, Italian and Performing Arts.

At St James, we understand every child is unique and requires a nurturing environment to grow and learn. That's why we adapt our teaching methods to cater to the individual needs of each student. We offer a wide range of features that set us apart:

- In the Spirit of St James, and with Jesus as our guide, we promote: respect, inclusiveness, courage, compassion and excellence.
- A caring community that involves students, teachers, parents, carers, and local businesses.
- Contemporary and adaptive learning spaces that enhance the learning experience.
- Personalised learning experiences that ensure every child feels valued and supported.
- Strong academic, social, and emotional foundations fostering a love for learning, curiosity, and critical thinking.
- Allied Health support, including an Occupational Therapist and a Speech Pathologist, to ensure our students' overall wellbeing.

The 2023 School year commenced under the leadership of the Acting Principal: Miss Carmelina Corio. On 15th May, 2024, Miss Carmelina Corio was appointed as the new Principal of St James.



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## Principal's Report

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I commenced the school year leading St James Catholic Primary school as Acting Principal. In May of last year I was appointed Principal of the school.

We've had such an incredible journey at St James over the past year. It's been a year filled with growth, learning, challenges and memorable experiences. Our students have continued to showcase their talents, curiosity, and dedication to learning, making us immensely proud. They have not only excelled academically but have also demonstrated respect, courage, excellence, inclusiveness and compassion, values we hold dear at St James.

I would like to take this opportunity to thank my two Deputy Principals; Emma Herbert and Georgia McNamara, who have been an integral part to this year's success. Thank you also to the members of the Learning and Teaching Leadership Team; Jess Conway, Antoinette Ferrari, Bridie Slater and Mandi Joplin for promoting exemplary teaching and learning practices so as to improve student learning outcomes.

To our amazing Administration team; Imelda Cuaresma, Iris Webster and Ange Franich, thank you for overseeing the daily operations of the school. St James is fortunate to have such an efficient team.

Our teachers and staff members have worked tirelessly to provide a nurturing and stimulating environment for our students. Their unwavering commitment to education, combined with their passion for nurturing young minds, has been nothing short of commendable. An example of this is our Junior school team attending professional learning to train as qualified InitialLit teachers. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school (Foundation to Year 2). This evidence based reading program was implemented into all classes during the morning Literacy block.



**St James**  
Catholic Primary School,  
Brighton

"I, along with members of the leadership team extend a warm welcome to all families in our local community to come visit and learn about our school and see for yourself how we can support your child in their learning journey".

*Carmelina Corio (Principal)*

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Visit Our Website  
[www.stjamesbrighton.catholic.edu.au](http://www.stjamesbrighton.catholic.edu.au)



Our ongoing continuous school improvement focus has revolved around 4 explicit priorities:

1. Enhancing our faith community,
2. Evidence based powerful teaching,
3. Empowering students, and
4. Formation of self and others.

In line with one of our school improvement priorities “Formation of Self and Others”, there was a restructure of the Learning and Teaching leadership team for 2023 enabling a greater

spread of leadership opportunities and professional learning opportunities amongst staff predominantly in both literacy and numeracy.

I extend my heartfelt appreciation to our School Advisory Council, Parent Association and Classroom Parent Reps, whose unwavering support and collaboration have significantly enriched the school community. Your involvement in various activities, events, and fundraisers has been invaluable in creating a positive and engaging environment for our students.

Reflecting on this year's achievements, I am proud to announce that our students have not only excelled academically but have also made remarkable progress in extracurricular activities, the Arts, and Sports. Their enthusiasm and determination have been inspiring to witness especially with our most recent School Production, Seussical Jr.

**Some of the additional highlights for the 2023 school year at St James include:**

- Further develop student voice and agency,
- School masses and liturgies,
- Student led school tours,
- Student participation in the HOLT Soccer championships,
- Tilley Tuck shop facilitated by student leaders,
- SRC Meetings,
- Student led School assemblies,
- Whole Christmas Carols,
- Student participation in STEMad,
- Vinnies fundraising and donation of food items during the winter appeal,
- Prep and 6 buddy excursion to Werribee Zoo, just to name a few!

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

To build an understanding of and a contribution to the Catholic culture through partnerships, communication and collaboration.

- That staff, student and parent's understanding of and contribution to the catholic culture of the school is strengthened.
- That parent and community partnerships in faith, learning and teaching and wellbeing is enhanced.

### Achievements

#### Creation of St James School Prayer

This year we had the honour of working with Ange Vergona in creating our St James School Prayer. Ange worked collaboratively with staff and students over a number of weeks to create the prayer of which we are extremely proud of.

#### Professional development of Staff

- Exploring the history behind the Sacraments of the Eucharist and what it means for us, the St James Community lead by Sister Delia Donoghue.
- The different ways to explore and deepen our understanding of scripture through the 3 worlds of the text and the key components of expert teaching practices in Religious Education.
- Review of 2022/2023 R.E Scope and Sequence for 2024/2025 and it's connection to Inquiry Planning.

#### Sacramental Program

Prep and Year 1/2 Faith nights provided the opportunity for families to gather together in faith and be introduced to the faith life at St James and the role they play in nurturing their child's faith Reconciliation, Eucharist and Confirmation reflection evenings to build upon families knowledge and understanding of the sacraments and their role as faith leaders within their

family Eucharist and Confirmation reflections days for students to acknowledge the significance of these sacraments and celebrate together.

### **Social Justice Initiatives**

- Year 6 Community and Social Justice Leaders attending this years St Patrick's Day Mass at the Cathedral to represent the St James Community.
- Involvement in Project Compassion to support our local and global community.
- Continuing to strengthen our relationship with St Vincent De Paul through the Winter Appeal, Christmas Hampers and the Giving Tree.

### **Value Added**

The following initiatives have added value to our Catholic Identity and Mission throughout 2023;

- ongoing professional learning about Reconciliation for staff,
- strengthening professional learning opportunities for staff to further develop their knowledge and understanding about the Pedagogy of Encounter through events in the Liturgical calendar,
- inviting parents to participate in the Sacramental program parent evenings for Eucharist and Confirmation,
- welcoming parents to share the Sacramental Masses and Liturgies for Reconciliation, Eucharist and Confirmation,
- continued participation in Social Justice initiatives such as Project Compassion and the St Vincent De Paul Winter Appeal and Christmas Hampers to support our local and global communities.
- contiuing to enhance our Faith Community by offering opportunities to gather in prayer at school liturgies and masses.

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## Learning and Teaching

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### Goals & Intended Outcomes

To create a shared understanding and consistent practice of learning and teaching through a whole-school evidence-based instructional model.

- That teaching teams use and analyse data to define specific areas of student learning that require differentiated practice.

### Achievements

#### Literacy

##### Data conversations

As a result of a growing need in spelling and a collaborative commitment by the teaching staff to analyse our whole school spelling data from 2020-2023, we have been able to review and discuss the effectiveness of our current spelling program, particularly in Years 3-6. As a result of our analysis, a different evidence based explicit instructional program, Spelling Mastery, was trialed.

As a staff we compared the data and saw an improvement in results. A whole school decision was then made to implement Spelling Mastery across Years 3-6 in 2024.

##### Intervention

2023 was the first year since Covid that we saw Tier 1 and Tier 2 student's consistency receive evidence-based Literacy intervention. This ensured that each eligible child received 4 x 45 minute small group sessions per week and in many instances were able to complete the program. We have seen significant academic improvement in literacy skills as well as a change in student's self-efficacy by empowering them with effective reading and writing strategies.

##### Best Teaching Practise

In 2023 all staff were provided with Professional Learning in new evidence-based Literacy teaching methods. This included PL in Spelling, Reading and Writing from both external providers as well as the Teaching and Learning Leadership Team. To ensure best practise, Literacy Facilitated Planning sessions were introduced. These are collaborative team

planning sessions facilitated by the Literacy Leaders that support staff in improving Literacy results through the development of effective and explicit learning activities.

A number of staff members liaised with various external experts in Literacy including MACS, Local Kinder networks, MultiLit, McGraw Hill, Direct Instruction Trainers, Coach and Implementation Consultants, Melbourne University Lecturers and colleagues from other Catholic schools. We felt that this was essential in reflecting on our practise and ensuring that it continues to be relevant, purposeful and effective.

### **Literacy in the Junior School**

In Term 2 of 2023 the evidence-based explicit-instruction program InitialLit was introduced across our Prep- Year 2 classes. This program supports our existing MultiLit intervention program as well as provides and empowers teachers with the tools needed to target Literacy teaching as well as improve Literacy learning outcomes in the Junior School. As a result of this implementation we have already seen a significant improvement in our reading and writing results across Years P-2.

### **Resourcing**

At the end of 2023 along with purchasing the resources needed to implement InitialLit and Spelling Mastery, we were also able to expand our decodable readers collection. This will allow us to provide children from Prep - Year 2 with a variety of decodable, levelled texts not only to support their reading ability but to also build their self-efficacy as readers.

### **Numeracy**

#### **Mental Strategies**

All classes began each lesson with a focus on mental strategies in number (number word sequence). This aimed to develop students' automatic recall and build their number skills. The whole-school approach ensured all students were engaging in this learning and it will continue each year as they progress through the school. Teachers used the assessment tool to identify student progress and move them along the number word sequence progression.

#### **Unit planning**

The unit planner for each Maths unit was refined and staff were directed on how to use this document effectively. Staff were given the opportunity to plan units and assess the areas of the curriculum that they were covering in PLT meetings, with the support of the Maths Leaders. This enabled all staff to develop their planning further to meet the needs of students and this will be a continued focus next year.

#### **Facilitated Planning**

Facilitated planning in Maths was introduced this year. There was a focus on using data to drive teaching and ensuring lessons met the needs of all learners. Facilitated planning will continue more regularly next year to ensure that classroom teachers are supported in analysing data, planning rich lessons and differentiating the learning.

Mathematics Focus Book for recording student assessments and supporting teacher



Professional practice was developed for all class teachers.

### **PAT-M and Mathematics Online Interview Assessments**

Based on the data from PAT-M assessments, all year levels from Year 1-6 either aligned with or were higher than the Australian National norms. Students in Prep completed the Mathematics Online Interview for Number, with most students meeting or exceeding each benchmark. The data shows that students grew in their Mathematical understanding throughout the year. A major focus will be on ensuring that we continue to see this growth and to extend Mathematical knowledge further. The use of data allows us to track the progress of students and ensure we are meeting the needs of all learners.

### **Maths Resources**

All Maths resources were audited and rearranged on the Maths shelves to align with the Mathematics curriculum 2.0 strands. A resource list was created and additional resources were purchased to ensure all content areas had adequate resources. Additional resources will need to be purchased next year to support specific content areas.

### **World Maths Day**

St James celebrated World Maths Day with each year level given the opportunity to participate in various open-ended Maths tasks that challenged their problem solving skills and demonstrated the possibilities of mathematics in wider contexts.

### **Victorian Mathematics Curriculum 2.0**

Provided professional development for staff for the new mathematics curriculum that St James will implement in 2024 (option was to familiarise in 2024 but have chosen full implementation). Planning and assessment documentation updated to support the new curriculum.

### **STEM MAD**

All students in Years 3-6 participated in STEM MAD where they had to work in teams to create a solution to a real world problem. This focus on making a difference in their world enabled students to think deeply about the problem that they chose and how it could possibly be solved. A group of students in Years 3/4 were selected to represent St James at the STEM MAD Expo at the Catholic Leadership Center, where they had to explain the design process and their product to judges and industry professionals.

### **STEM Club**

STEM Club was run by the Year 6 STEM and Sustainability Leaders at lunchtimes. They planned and ran various activities that covered many areas of STEM including making greenhouses, coding with Spheros, looking under microscopes, playing STEM themed Kahoot quizzes and having building challenges with strawbees. These sessions were open to all students in all year Levels.

### **Science Week**

Science Week was celebrated in Term 3 and had a focus on Earth and Space Science which linked to the school-wide Inquiry topic. Students in all year levels were challenged to design

and make a rocket that had impressive designs and could launch across the room. We had a school expo to see all of the amazing rockets that the students had created.

The whole-school participated in an incursion with Science Discovery Domes, where they could explore and deepen their understanding of space and what makes up our solar system.

We held a Space Night with the St James and local community invited to attend. There were telescopes, scavenger hunts and photo opportunities all with a space theme. This event enabled families to be involved in the students' learning across Science Week and the term's Inquiry topic.

### **Student Learning Outcomes**

Our results indicate that we are on an upward trajectory of improvement. This progress is a testament to the hard work and dedication of our students, teachers, and support staff.

We have implemented targeted strategies to enhance literacy and numeracy skills, and these efforts are beginning to bear fruit. Our students are showing increased confidence and proficiency in these key areas, and we are committed to continuing this positive trend.

Moving forward, we will build on our successes and focus on areas where we can further enhance our teaching and learning practices. Our goal is to ensure that every student reaches their full potential, and we are dedicated to fostering an environment where continuous improvement is the norm.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	437	68%
	Year 5	498	63%
Numeracy	Year 3	445	86%
	Year 5	496	78%
Reading	Year 3	447	73%
	Year 5	516	93%
Spelling	Year 3	433	77%
	Year 5	508	81%
Writing	Year 3	464	91%
	Year 5	526	96%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

To build student voice, agency, and leadership by developing their knowledge and skills to be active and responsible decision-makers.

- That student wonderings, peer feedback and self-reflection drive future learning.

### Achievements

#### Building Relationships

During the first two weeks of each semester students at St James are given the opportunity to “get ready to learn”. During this time our students and staff work in their classrooms on activities that enable them to build connections with their classroom teacher and peers. Through these connections students are more ready to engage in learning. Classroom expectations are also a focus during this time. Also our routines such as yarning circle, prayer time, brain breaks, break times and focus times are set up.

#### Social and Emotional Learning

The Wellbeing Scope and Sequence continued to be a great resource for our staff. Respectful Relationships and Zones of Regulation are the main programs we used to teach our children emotional literacy, personal strengths, problem solving, positive coping, gender and identity, help seeking, stress management and positive gender relations as well as self-awareness, self-regulation, responsible decision making and self-management.

#### Student Agency

SRC leaders were chosen each term by the students in their class. Students put themselves forward to be a representative of their class. Any student wishing to be a SRC representative prepared and gave a speech in front of their class. If they were successful in gaining the position they attend meetings once a fortnight. During these meetings they were given the opportunity to speak on behalf of their class and then report the information back to their class. Often this involved voting on important issues and decisions that need to be made.

## Wellbeing Check Ins

Ripple is a wellbeing check in survey completed by the students every Tuesday and Thursday. This enables the students not only to reflect on how they are feeling and checking in with themselves but it also allows the teacher to see via a “heatmap” if the students are experiencing any areas of concern e.g. friendships, sleep, food, health, confidence or safety.

This year all students in Years 3-6 took part in the ACER/OARs Social and Emotional Wellbeing (SEW) Survey. The results from our students were overwhelmingly positive in that they feel safe at school to talk to an adult who will support them if they are in need. They are happy and enjoy coming to school, school is a place where they feel they are respected and listened to.

## Value Added

### Wellbeing support programs

- Our wellbeing support programs continued this year with buddy programs for prep, year 1, 5 and 6, social skills, lunchtime activities and days such as “be kinder” and harmony day, yoga with our students and parents, talent shows and we even held our first soiree. Which we are hoping will become an inaugural event.
- Corey, our chaplain continued to work with students 1:1 or in groups through our Seasons for growth program and social skills.
- Our Wellbeing Team consisting of Carmelina Corio, Emma Herbert, Corey Payton and Georgia McNamara continue to meet weekly to discuss all wellbeing needs in our school.

## Student Satisfaction

At St James, we believe that student voice is powerful; we encourage our students to share their thoughts and feelings and contribute to school improvement. In a year of extended remote learning, students were enthusiastic and excited to return to face to face teaching.

Our 2023 Primary Student MACSSIS data has increased from 2022, with the students feeling a greater sense of belonging and academic rigour. Based on school generated data, this is what our students generally feel whilst at school:

- Students at St. James feel that their teachers encourage them to do their best and take the time to help them understand work expectations. They feel engaged and focused during lessons and are excited to participate in classes. The school climate fosters excitement and a generally positive vibe, with students feeling that the rules and regulations are fair and help maintain this positive environment.
- The students feel positive around the staff and are comfortable approaching them with academic or well-being concerns, believing that the staff take a genuine interest in their well-being. Students at St. James feel a strong sense of belonging and acceptance, knowing they are supported by the adults at the school and knowing who to ask for help when needed.
- They understand the steps to take when facing learning or friendship challenges, readily accept feedback from teachers and peers, and are developing their personal and social skills. Students feel safe at school and appreciate the various ways they can engage with their faith journey and participate in social justice initiatives, which allow them to make a difference.
- Additionally, students are provided with a safe space to seek support and report having great trust in the Wellbeing team to help them with self-regulation and co-regulation.

## Student Attendance

School attendance was constantly monitored through-out the school year utilising our school software package, nForma.

***The following student attendance data was collected for the 2023 academic year:***

- Prep - 92.3% attendance
- Yr 1 - 94.7% attendance
- Yr 2 - 92.1% attendance
- Yr 3 - 91.8% attendance
- Yr 4 - 93.7% attendance
- Yr 5 - 91.6% attendance

- Yr 6 - 94.6% attendance

***An overview of how we monitor our student attendance follows:***

Parents are responsible for contacting the school when their child is unable to attend the school on any given day. This can be done by calling the office from 8:30am on (03) 9596 4766, or by leaving a message on the school answering machine.

In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a direct phone call, text message or email with a request made for an immediate response to explain their absence. This will be sent to parents prior to 9:30am. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student.

Where an explanation is received, the accurate cause of the absence must be recorded. If, following contact, the student's safety has been established, but no explanation has been provided within 10 school days, the absence will be recorded as an unexplained absence and will also be noted in the student's file.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	94.3%
Y02	93.0%
Y03	91.3%
Y04	93.5%
Y05	91.3%
Y06	94.0%
Overall average attendance	92.9%



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## Leadership

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### Goals & Intended Outcomes

To cultivate leadership development and practice amongst all staff at St James.

- That staff feel empowered to contribute to and lead teams and strategically impact on student learning.

### Achievements

In 2023 as a leadership team we had a strengthened focus on further developing and maintaining a positive staff climate so as to cultivate leadership development and practice amongst all staff at St James.

#### ***This was actioned in the following ways:***

- weekly leadership meetings so as to plan for continuous school improvement based on data,
- timetabled Meetings with Agendas / Minutes (Roving Chair / Minute Keeper),
- maintaining SACs (School Advisory Board) - establishing a new team and facilitating regular meetings,
- redesigning the weekly Staff Bulletin to a Fortnightly Bulletin, to accompany a daily memo to staff,
- acknowledging Staff Birthday and Special events,
- strengthening our staff daily COMMS - for example: SJ Daily Snapshot,
- providing professional learning for staff, to further develop an understanding of evidence based approaches to learning that align with the MACs Vision for Instruction',
- continuing to focus on our 4 School Improvement Priorities; 1. Enhancing or Faith Community, 2. Evidence based powerful teaching, 3. Empowering students and 4. Formation of self and others. These priority areas have been actioned by focusing on strategic and targeted programming and planning of activities for staff, students and their families.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
The following are some of the professional learning activities undertaken by staff:	
<ul style="list-style-type: none"> <li>▪ Professional learning facilitated by MACS</li> <li>▪ Safe smart solutions - Martin Tennant</li> <li>▪ Anaphylaxis / CPR training - facilitated by Helen McGrath</li> <li>▪ DSE Modules - facilitated by the Learning Diversity team</li> <li>▪ Differentiation in the Maths Classroom - facilitated by MACS</li> <li>▪ MiniLit and MacLit professional learning</li> <li>▪ SWIF - School Wide Improvement Framework</li> <li>▪ Deputy Networks facilitated by MACS</li> <li>▪ Principal inducton facilitated by MACS</li> </ul>	
Number of teachers who participated in PL in 2023	28
Average expenditure per teacher for PL	\$500.00

## Teacher Satisfaction

### ***Feedback from Teachers in 2023***

Our school Climate and teacher satisfaction MACSSIS data indicates that staff at the school have a positive attitude towards each other, they are collegial in their approach, they support one another, and feel positive in the working environment at the school. 2023 MACSSIS data has improved since 2022, with staff climate date averaging into the 90th percentile for teacher satisfaction.

### ***Some of the reasons for this rise include:***

- students feel safe at the school and that there is mutual respect between staff and students,
- staff feel confident that students would approach them if they had a concern to discuss,
- staff feel that the students present each day feeling enthusiastic and ready to learn,
- staff are positive and interactions between members are professional and respectful,
- staff feel valued and supported by the leaders at the school,
- staff would like to further explore ways to improve their work / life balance,

- staff feel supported by other members of staff, they are comfortable with 'having a go' and experimenting with new approaches, as they feel that they are in a safe learning environment,
- teachers fully support the school's future direction of CCs, (Collaborative Learning Communities), whereby staff can come together to analyse and discuss student needs based on data and collaboratively plan targeted actions for addressing students' needs, in turn improving student learning outcomes,
- staff feel confident in their skills and abilities to address the individual learning needs of the students here at the school,
- staff feel supported in exploring different ways and approaches to teach the students, so as improve student learning outcomes,
- staff collectively value the school's Catholic Identity and are committed to providing contemporary ways for the students to further explore their own Catholic faith,
- staff feel supported by the leadership team in their respective teaching teams.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	7.7%
Graduate	7.7%
Graduate Certificate	0.0%
Bachelor Degree	61.5%
Advanced Diploma	15.4%
No Qualifications Listed	7.7%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	17.2
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	8.9
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

To build an understanding of and a contribution to the Catholic culture through partnerships, communication and collaboration.

- That staff, student and parent's understanding of and contribution to the catholic culture of the school is strengthened.
- That parent and community partnerships in faith, learning and teaching and wellbeing is enhanced.

### Achievements

#### Parents Association Update

Our time as Parents Association presidents has now come to an end. We started the President role at a time where many of us were feeling disengaged and disconnected from each other and our STJ community after Covid.

#### ***Our vision in accepting the President's role at the start of 2022 was to:***

- to complete a full program of events (with hopefully no COVID Interruptions)
- to reconnect the STJ Parent Community,
- to encourage parent participation and future PA volunteers by charging year levels with fundraising responsibilities, spreading the load more equally - give everyone a chance to be involved!,
- utilise and share the event resources/contacts that have been built up over the last couple of years. All digitised and documented so this makes it easier for all event organisers to access.

And above all we wanted to make this a positive, fun, enjoyable experience and support the school community in the best way possible.

And if we look back, we achieved this. We have had some lovely and fun mother's day lunches at Elwood bathers, a nautical themed parents night out and a Rock star trivia night,

Christmas parties/carols, Colour runs, welcome discos, grandparents days, Easter raffles, and many more amazing events. This really brought back an amazing sense of community at St James which is something special and not easily found, we have such a great sense of community.

Some of our legacies looking back include introducing online lunch orders, renovating the downstairs bathrooms and the introduction of the online tap and go square payments which worked amazingly at the Christmas party and the musical. We have also raised over \$50K in fundraising over the last two years, which has been used for some amazing initiatives at the school including purchasing the two tap and go squares and new IPADS.

We wanted to say thanks to all the wonderful parents at St James that have supported us over the last two years and have volunteered their time for the school.

We wanted to wish every-one an amazing Christmas and holiday break. We wish the new presidents all the best and we are all here to support you. We welcome all the new parents next year to St James and we say good-bye to all parents who are leaving, you never really leave St James and you are always part of our community.

We will see you all in 2024!

All the best from Connie Sands and Virginia Pullman

## Parent Satisfaction

Our overall school positive endorsement from families shows that we are above the MACS average of 68% and sitting at 71%. This is an increase from 2022.

In 2023, following completion of the School Improvement survey named MACSSIS (Melbourne Archdiocese Catholic School Improvement Survey). The following can be inferred from the parent data collected and collated.

### ***Parents at St James believe that:***

- the school has a welcoming, inclusive culture supported by leadership and the staff,

- there is a welcoming feel from the moment one enters the school, staff are open and respectful,
- the school understands that the children are valued as members of the community,
- students are engaged in social justice initiatives such as Mini Vinnies, The Winter Appeal, the creation of Christmas hampers, and many other social justice initiatives such as supporting the Principals participation in the Vinnies CEO Sleepout. The power in being able to give back to the community reinforces the school's values of respect, compassion and inclusiveness and its mission in 'aspiring and equipping students with the knowledge, skills and optimism to enrich the world and live meaningful lives.'

***Parents are very supportive of the school and its values and remote learning programs have facilitated a stronger parent partnership with their children's learning.***

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.stjamesbrighton.catholic.edu.au](http://www.stjamesbrighton.catholic.edu.au)