ANNUAL REPORT TO THE SCHOOL COMMUNITY

“Integrating Life and Faith”

St James
Vermont

2015

REGISTERED SCHOOL NUMBER: 1681
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>51 Centre Rd</th>
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<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr Andrew Mullaly</td>
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<tr>
<td>PARISH PRIEST</td>
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<td>WEBSITE</td>
<td><a href="http://www.sjvermont.catholic.edu.au">www.sjvermont.catholic.edu.au</a></td>
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</table>

Minimum Standards Attestation

I, Andrew Mullaly attest that St James Vermont is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our School Vision

‘Seeking the Spirit,
Learning to Love,
Loving to Learn,
Living Life to the Full.’
School Overview

St. James Catholic Primary School, Vermont, is one of two primary schools as part of St John the Evangelist Parish in Mitcham. St. James School is situated on a large block in the leafy suburb of Vermont, which is a middle-class socio economic area. It is in the Outer Eastern Zone of the Eastern Region of Catholic schools in the Diocese of Melbourne.

The school was opened in 1970 and has undergone a program of refurbishment in the past ten years. In 2010, as part of the Building Education Revolution we completed a building and refurbishment program. This work included the addition of a community centre, a multi-purpose room and amenities, two new classrooms, a redesigned Library (Resource Centre) and ICT Lab, as well as upgrades to existing classrooms including the installation of Interactive Whiteboards. The spacious grounds include an oval, grassed playing areas, attractive gardens, adventure playgrounds, an asphalt netball/basketball court and a large quadrangle where assemblies are held.

At St. James, we strive to live out our Vision. We aim to promote within our students, indeed all our community members, a ‘love of learning’. Our concern at St. James is to educate the whole person. We recognise our responsibility to meet the religious, social, academic, physical and emotional needs of our students and we endeavour to guide each child to reach their potential.

As part of a strong, vibrant Parish community we strive to ensure our Faith is nourished. The values of the Gospel are the mainspring of all that we do. We endeavour to ensure that there is a strong sense of belonging for each member of our community. Key staff members of St. James work closely with the Parish team.

The staff, on occasions, works with St. John’s school, sharing some professional development opportunities and events for the children, such as Year Six camp and Founders’ Day Mass. The Sacramental program is Parish based and is well supported by staff and community members.

Student numbers have increased from 222 in 2001 to an enrolment of 333 in February 2015. Once again in 2015, we were able to organise our learning spaces into 14 grades, Prep-6. We have two classes at each level all of which were straight classes. We have several specialist learning areas including Physical Education, Performing Arts, Visual Arts, LOTE (Italian) and Multi Media.

We have a growing number of students who are being referred to the Catholic Education Office or outside agencies for services such as speech pathology and language assessments. In 2015 there were twenty-three students who received SWD funding and 14.0 per cent of families were in receipt of CSEF funding. The school has an SES score of 109 which is indicative of the general middle-class nature of the parent body. There are 13.5% of students who come from language backgrounds other than English. Presently, we do not have any new arrival students.
In 2015 there were **thirty-nine staff members**, several of whom were new to St James. Our staff are highly motivated and professional and there is a great sense of pride. Our School Improvement Team (SIT) is currently made up of representatives from across the school.

Our parent community works very closely with the school. Parents’ vital and valuable contribution to the education of their child/ren assists in building strong school/home partnerships. Our school has an excellent reputation in the wider community. We continue to achieve well in academic, community, sporting and arts spheres.
Principal’s Report

The 2015 school year began somewhat differently for the St James community. On January 7th, during the Summer school holidays, a cyclone like storm quickly whipped through the local area and our school. As a result of the freak storm we suffered extensive damage to the roof and the internals of the Administration building, the Grade 2 V classroom, the Computer Room and Resource Centre. The back adventure playground was also massively damaged. Fences and trees were also felled. There was minor damage to other areas of our school. The loss of equipment and resources was widespread, wiping out almost all of our Multimedia equipment from our Computer Lab as well as extensive loss to our Resource Centre including Library books, equipment and teacher resources.

Through Catholic School Insurances we engaged the services of Johns Lyng Group to rebuild our Administration block, classroom, our Resource Centre, our Multi Media room and to make good our Adventure Playground. Through the generosity and talent of the leadership team and other key staff giving up much of their holiday break and very much supported by our Parish Priest, the students and their families were able to begin the school year on the first day of term, 29th January. We relocated Grade 2 into the Multi-Purpose Room and moved the administration to the Community Centre. Two Offices were also set up outside the Community Centre to manage our Literacy and Resource management.

The school moved back into the refurbished administration building and classroom in late May. The Computer Lab was open for specialist Multi Media lessons beginning 3rd Term. Resources to restock our Library/ Resource Centre were purchased across the year but the library is planned to be opened for individual student borrowing at the start of 2016. We continue to purchase, process and catalogue books and equipment. Extra casual staff were employed to help our Resource Manager and Library Technician.

Our school families were as expected incredibly supportive of the school through our clean up and refurbishment. Offers to assist were plentiful from the outset and their understanding, flexibility and patience goes to show the depth of the community spirit witnessed here at St James. Many parents and some grandparents assisted across the year as volunteers to cover and process books; a time consuming but most important undertaking.

Despite this unforeseen freak of nature, the school continued to immerse itself and the students in a variety of purposeful learning opportunities. Students engaged themselves in variety of learning activities based on AusVels within our school context to build their understandings and skills. There were many highlights and learning achievements; too many to list. Perhaps the Performing Arts concert held in September was one example of a true celebration of children’s learning. The theme this year was ‘Going on Book Hunt’ and linked well to our endeavour to rebuild our Resource Centre! It was a wonderful highlight for our students and families. Our Biannual Italian Day as usual with its dress ups, performance and food was also a fantastic day for our students; the culmination of much learning. Students had opportunity to showcase their creativity through our Visual Arts program.
Physical Education and Sport programs continue to be a strong feature of our school and we participated and represented our school very proudly in a range of events and activities. Our students enjoy participating and developing their skills together with opportunities for competition at inter school, division and regional levels.

St James we are proud of the emphasis we place on environmental issues. We want our students and community members to recognize and live out the call to be caretakers of our earth. Our Environmental Program saw the introduction to ‘Wrapper Free Wednesdays’, an initiative to reduce packaging and support the practice of recycling. Our Gardening Gurus group recruited many more students, a sign of their commitment to the value of our environmental projects.

As Principal of St James Vermont, I continue to be most proud of our school and feel privileged to be part of such a vibrant parish, faith community. As a Catholic community we strive to live the Gospel values and encourage each other to realise our Vision; to ‘Seek the Spirit, learn to love, love to learn and live life to the full’.

We continue to promote the value of and significance of our two schools as Parish. We work closely in partnership. Our approach is to acknowledge parents as First Educators in faith and in 2015 we continued to ensure opportunities for parents, parish and school staff to work closely and regularly with our students in the development of their faith. As a vibrant Parish we provide many opportunities for our community members to be regularly nourished by the Eucharist and to be people who recognise and share their gifts of the Spirit.

As Principal I am immensely proud to lead a team of dedicated, talented and generous staff. Their commitment to their profession, to improving student outcomes and to the genuine care of each child is ongoing and truly inspiring. One of the main strengths of our community is the investment of parents and extended family in the life of the school. We are indeed blessed to have such a vibrant, community spirit. I thank all parents and extended family for sharing their time and talents. I particularly acknowledge our 2015 representatives on the Education Board as well as the 2015 Parents and Friends’ Committee who are the life blood of the school and who again worked tirelessly to welcome new friends and fundraise so successfully.

I thank Fr Mark Reynolds, our Parish Priest and Maree O’Keefe, as our Pastoral Associate for their ongoing support, encouragement and commitment to our school, students, families and staff. It is truly appreciated. 2015 may be remembered as the ‘Year of the Storm’ but again was a year in which we will be proud of community spirit and our many achievements! May we continue to be blessed!
**Education in Faith**

**Goals & Intended Outcomes**

- To deepen the school community’s Catholic Identity so that the values of the Gospel can be lived.

- That students will see the connection between school social justice projects, their learning within the Curriculum and their Catholic Identity.

**Achievements/Value Added**

There have been a number of activities and events in 2015 which relate to the Catholicity of our school which ‘add value’ to the achievement and spiritual development of our community. These include:

- Our Founders’ Day Mass celebrated with parishioners, including the children from both schools at St John’s, Mitcham; our central, Parish place of worship. We recognised the contribution of long term parishioners.

- The celebration of a weekly, Parish Mass at St James each Thursday. Each week a different class joined the Parishioners for the celebration.

- Whole school Masses/Prayer Services such as Ash Wednesday, Holy Week, St James Feast Day, End of the Year Mass of Thanksgiving.

- Regular ‘Family Masses’ held on various Sundays.

- Attendance of student and staff representatives at the Mass to celebrate Catholic Mission Week.

- A Parish based Sacramental program with a strong emphasis on family involvement and Adult Faith Education for parents.

- Home Masses were held for families with First Eucharist Candidates.

- Sacrament of Confirmation was celebrated in July with two ceremonies at St John’s Church.

- Helen Carbon facilitated sessions for preps and their parents, ‘Children and God Things’
• Prayer Services were held each fortnight with classes taking turns to lead the community in prayer.

• Fundraising activities were also organised for those less privileged. Our Annual Mini Mission Fete, run by senior students, which raised $3770.00, and supported a past student with medical needs, Berry St Child Protection Agency and assisted a group for Protection of the Tassie Devil.

• A Parent Evening was held, aimed at helping parents determine the ‘Readiness’ for their child and family to celebrate Sacraments.

• Children celebrating the Sacrament of Penance for the first time gathered in Lenten season.

• Commitment ceremonies were held within Parish Masses as children prepared to celebrate Sacraments.

• A Bread Making Day was held for all parishioners who were celebrating Eucharist for the first time.

• A parent evening was held at St John’s early in November. It was aimed at our Year 2 students and their parents, who were invited to consider their understanding of the Sacrament of Reconciliation. Maree O’Keefe, our Pastoral Associate, centred the evening on the Sacrament being another pathway of healing and restoring relationships, one that nourishes our lives in our faith journey.

• Reporting on Religious Education in our twice yearly student reports has continued, along with work samples in the students’ Communication Portfolios.

• Professional learning was undertaken in developing our knowledge or understanding of, ‘What it means to be a faith leader today – Part 1’, facilitated by Fr Elio Capra.

• Christian Meditation continues three mornings a week, where the whole school begins the day with this form of prayer.

• Professional development has continued around curriculum as well, with a focus on assessment and moderation of children’s understandings.

• Results from our School Improvement Survey reveal that staff, students and parents identify extremely well with the school’s Catholic identity and the opportunities they have to reflect on their faith, pray together, and celebrate liturgies and the sacraments. (Top 25% range of Australian Catholic Schools)
• Data from these surveys shows that the community appreciated the many opportunities that the school provided to reflect on Catholic faith traditions, pray together and celebrate liturgies and experience faith in action. Staff and students believe that a strength of the school is the extent to which the behaviour of students is consistent with faith-based values. (Top 25% range of Australian Catholic Schools)

• High survey results for the Compassion and Social Justice indicators revealed the success that the school has attained in enabling all members of the school community to demonstrate, “faith in action” both in relationships and in social justice activities. (Top 25% range of Australian Catholic Schools)

It has been a year of growth for our school – a great opportunity to reflect and set new challenges to strengthen our Catholic Identity and continue to integrate our faith and life.
Learning & Teaching

Goals & Intended Outcomes

• To strengthen student engagement in their learning
• That student performance in numeracy be improved.
• That student performance in literacy be improved.
• That students will be confident, independent, active learners.

Achievements

• Staff were trained in GAFE (Google Apps for Education) in preparation for whole school rollover to Google.
• Classroom blogs continued to share learning experiences and invite feedback from the wider community.
• We continued to provide a rich, purposeful curriculum, based on the AusVELS.
• All classes participated in excursions/incursions as part of their Inquiry Learning Units.
• Students continued to articulate their learning goals. We conducted Parent Teacher meetings and portfolios of students’ work were sent home. Student voice and feedback played a prominent role in developing learning programs.
• Visual Arts and Performing Arts program continued for Prep-6 and the choir continued to perform at a number of functions
• Our school concert was an outstanding community event; the culmination of many weeks of work. The talent and enthusiasm of the students, was truly amazing. Students entertained the audience through song and dance related to recovering all our library books after a huge storm.
• Optional instrumental music classes were offered and included two performances for the students to showcase their talents to their parents.
• Students from Year 3-6 undertook various assessments in a range of subject areas as part of the International Competition for Assessments for Schools (ICAS). Once again we offered opportunities for extension for capable students such as GATEWAYS.
• We continued teaching to the point of need, with Individual Learning Plans and intervention programs including Reading Recovery.
• Our ‘Celebration of Learning’ days gave each class the opportunity to showcase their term’s work to other students and Communication Portfolios shared work with families.
• Our Physical Education and sporting programs continued to have a high profile. All students were given the opportunity to develop skills in weekly specialist lessons. Our senior students participated in Inter-school sporting activities and carnivals. Many of our teams played in, or won the competition finals. Students from Year 3-6 also had opportunity to participate in Swimming, Cross Country and Athletics. Some of the senior students were given opportunity to trial for Representative, Regional or State teams. An intensive swimming program was well attended for Prep – Year 4.
- Our Environmental Program (including chooks, rabbits, recycling and energy saving) are a feature of our sustainable school and are fully supported by our school community. “Wrapper-free Wednesdays” encouraged families to reduce packaging in lunch boxes. Our Gardening Gurus club has grown and the students involved have increased the number of vegetable plots.

- Students are looking forward to returning to the library now that rebuilding has finished and book stocks restored after a huge summer storm.

- Students are involved in Multi-Media sessions that are mostly conducted in our computer lab. Students are also involved in digital photography, movie-making and cyber-safety programs.

- Staff worked with consultants to improve and develop major understandings to underpin our curriculum

**STUDENT LEARNING OUTCOMES**

The Year 3 and Year 5 NAPLAN data for 2015 indicates that we have outperformed the state mean in all areas of Literacy.

NAPLAN data analysis and ongoing analysis of teacher assessments ensures learning needs are being met at the students' point of need. Professional development for teachers in the areas of Literacy and how children learn continues to be a focus, ensuring high standards.

Our results in NAPLAN Numeracy show that we have outperformed the state in both Year 3 and Year 5. Our results have continued to grow over the past four years. Our matched cohort target for students to achieve a growth of at least 80 – 100 scaled points between Year 3 and year 5 in NAPLAN Numeracy has also been achieved for the majority of the students. Over 81% of the students achieved medium to high growth in Mathematics.

![Students pointing at a whiteboard](image)
The following table shows the percentage of students at St James who achieved at or above the National Minimum Standard in Literacy and Numeracy:

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<th>NAPLAN TESTS</th>
<th>2013 %</th>
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<th>2015 %</th>
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**Trend data- 2013-2015**

**Reading Trend**
Year 3 have consistently scored well above the state mean in these years. Year 5 have consistently scored above the state mean in these years; however there was a decrease in 2014.

**Writing Trend**
Year 3 and Year 5 have consistently scored above the state mean in these years, with our mean remaining similar throughout that time.

**Spelling Trend**
Year 3 have consistently scored above the state mean in these years. We would like to see improve growth.
Year 5 scored above the state mean in 2013 and 2015; however, in 2014 our mean was exactly the same as the state.

**Grammar and Punctuation**
Year 3 and Year 5 have consistently scored above the state mean in these years.

**Numeracy Trend**
Year 3 and Year 5 have consistently scored above the state mean in these years, with Year 3 experiencing a significant peak in 2015.
Student Wellbeing

Goals & Intended Outcomes

- To empower students to be independent, resilient and responsible learners and citizens

Achievements/ Value Added

- The school has continued to follow focus on the overarching values of Respect, Cooperation, Resilience, Persistence, Honesty, Justice, Organisation and Confidence. They are integrated into learning in the classroom, especially through Circle Time. A value was focussed on each term allowing us to explore it in depth so students could understand what each value looks like, sounds like and feels like.

- In Semester One, P-6 had a weekly Wellbeing lesson taught by a specialist teacher. This replaced Multi Media (ICT) lessons due to storm damage to the computer lab. These lessons were based on the Bounce Back and You Can Do It programs.

- ‘Restorative Practices’ continues to be the key strategy in behaviour management. Classroom rules and playground rules are aligned with each other. Restorative language continues to be embedded in playground issues enabling students to own their behaviour and the consequences. Students are familiar with restorative language and the steps taken to restore positive behaviour.

- The Student Representative Council provided students to have a voice in decision making in the school. Student representatives were elected from all classes. Elections were held each semester and weekly meetings have been held. There continues to be regular attendance from all class representatives. The SRC have led a number of social justice initiatives, including fundraising to support the victims of the Nepal earthquake and organising a food collection for the Feast of the Sacred Heart to raise awareness of families in need in our local community.

- As part of our Change2 timeline, providing authentic opportunities for student voice and choice in their learning has been a focus; particularly within Inquiry units. There has also been ongoing implementation of personal goal setting in classrooms.

- E-smart funding was approved and a parent information session, facilitated by a cyber-safety expert, was booked for May 2016. Becoming an E-smart school will support students in the safe and responsible use of information and communications technology.

- Through funding from Whitehorse Council, we were able to offer a 12-week Building Friendships intervention group for students in Years 4 and 5.

- We continue to focus on Healthy and Active pursuits to support the health and wellbeing of all students. In 2015 our school participation in Ride2 School continued to be extremely high and participation in weekly before school Marathon Club followed by breakfast continued.
• Marathon Club has operated on many Wednesdays, before school. It has been extremely well attended by students and staff and some parents. Breakfast has been provided every week. Numbers have ranged from 30 - 80 students every week.

• Staff and parents have been involved in supporting our students in various wellbeing and program support group meetings. Submissions for Students SWD for 2016 were prepared.

• Student leaders (Year 6 students) continue to meet regularly as part of leadership to provide a voice in the running of the school. School captains attended a Leadership Seminar presented by Grip Leadership, which assists students in understanding what leadership is and how to build a culture of leadership. School leaders have been provided with many opportunities to display leadership- Speaking at the Prep Parent Information evening and hosting the Kids View Social Justice conference, which raises funds for Bahay Tuluyan (homeless children in the Philippines).

• St. James continued to be a Better Buddy School in 2015 (Alannah & Madeline Foundation). Better Buddies is designed to help reduce bullying and create friendly and caring school environments. The Framework builds strong relationships and research shows children benefit immensely - with younger students feeling safe and cared for, and older students feeling valued and respected. In 2015 Buddy meetings have been regularly timetabled and have been very beneficial in building strong and lasting relationships between seniors and preps. Year 1 and Year 5 students have also continued to build on buddy relationships.

• In Term 4, Year six students have organised lunchtime sport activities and assisted passive play activities for students in the younger grades.

**Student Attendance**

• A parent is able to record a message of absence on the phone absentee line and these absences will be noted on our absence proforma by the admin staff and will be put in the class baskets each day. This proforma explains the absence and needs to be filed. Should a parent not provide any written explanation as to why their child was away, the class teacher is required to send home an absence proforma to be completed and returned to the school.

• Should a child be away for more than three days without any explanation, teachers are encouraged to ring to check on the child’s wellbeing.

• Parents planning a holiday within school time are asked to send a note/email to both the class and to the Principal or office. The one sent to the Principal/office will be put in the child’s office file.

• Parents of students who take extended holiday leave (10 days or more) complete an “Extended Holiday Learning Plan” recommending activities they can complete during their holiday. The plan also acknowledges that during the students’ absence, important learning concepts will be missed.
The results from our Insight SRC Student data indicate that our students feel highly connected to their school (82%) and are motivated to learn (85%). Students at St James have a strong sense of social justice. This is evident in the Catholic Culture survey data which places our school in the top 25% of Australian Catholic primary schools in this area.
Leadership & Management

Goals & Intended Outcomes

- To strengthen organisational health
- That role clarity will be further strengthened.

Achievements

- In 2015, a variety of Professional Learning activities were undertaken by staff, a summary of which is provided later in this report.

- As Principal I was fortunate to be afforded Sabbatical Leave for part of Term 2. The Principals’ Professional Learning Program gave opportunity for me to attend the *Renewal for Ministry Sabbatical Post Easter Program* at All Hallows College, in Dublin, Ireland. The course began on Monday the 20th April and concluded on Wednesday 20th May 2015. Without any doubt this was a most memorable professional and personal leaning experience. It enriched me on many levels. The one-month sabbatical gave me opportunity to remove myself from the very busy professional school environment in Melbourne and to take a step back into a much quieter environment. Attending lectures, participating in prayer and Eucharist and mixing socially with my colleagues and the wider group all assisted in allowing me to stop and reflect and listen and discern what it is that brings life for me, what it is that enables me to renew my vision and energies. It was a sabbatical that did provide me opportunity to reflect on my role as a Faith Leader in the context of my Parish School. It was a Sabbatical that gave me time to discern my strengths and areas of focus as an organisational leader. The course allowed me to renew my vision and energies.

- Our school as part of our Change2 process continued to focus on exploring effective ways of bringing more student voice into our enquiry units whilst at the same time exploring the concept of personalised learning.

- As part of our leadership team meetings and our Professional Learning Team meetings we continued to focus on exploring the concept of feedback and broadening our understanding of possible sources of feedback. Staff continued to set themselves and monitor their professional learning goals.

- With two new graduate teachers and two inexperienced teachers our staff undertook mentoring and coaching programs, to further share and collaborate best practice.

- We developed and implemented an induction feedback survey

- We undertook a review and evaluation of several policies as per our cyclical approach to policy review.

- In our attempts to ensure clear understanding of our roles the Student Services leader met regularly with our Learning Support Officers to support them in their roles

- We began to explore our school Website with a view to engage a new service provider and host for introduction mid-2016. The parish and our sister school to also use the same provider. Amongst our aims was to ensure better internal control.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

In 2015, the staff undertook a range of professional Learning activities at St James, externally and on site. It included Zone and Regional network meetings, Professional Learning Team meetings, collegial planning, visiting speakers, courses and professional reading.

Professional Learning included participation in Religious Education – Strengthening our Catholic Culture, Literacy and Numeracy, including Maths Leadership Cluster, Improving Student Outcomes, Learning Intentions, Reading Recovery, First Aid Management, Inquiry Learning – use of contemporary tools and Student Wellbeing, Data analysis.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 27

AVERAGE EXPENDITURE PER TEACHER FOR PL $957

TEACHER SATISFACTION

- The staff at St James are proud to be part of our Parish school community. Our school Improvement surveys conducted annually by Insight SRC, reveal that our school culture or climate to be very strong and healthy. Of the 23 items on the survey for staff St James rated in the top 25% of all Australian schools in 16 items. Staff rated the school very highly in Staff Morale, School Leadership, Role Clarity, Teamwork, Empowerment and Ownership.
School Community

Goals & Intended Outcomes

- To provide a community where members feel valued and connected, conscious of their role as caretakers of the earth.
- That the students continue to develop their knowledge, skills and behaviours in the area of Environmental Education.

Achievements/Value Added

- In 2015, we continued our ‘Community Can Recycling’ program that is monitored by Year 3 students and staff, and managed by a parent. Funds raised supported environmental initiatives, such as buying food for the animals and vegetable seedlings. Mobile Phone and printer cartridge recycling also continued.

- Students were once again given responsibility to maintain and enhance the school environment. E.g. Year 1: Recycling managers, Year 4: Compost Crew. Classes were rostered for “Environment Duty” once a term and were given the responsibility of tending to the animals. Parents also assisted by volunteering to be on ‘Farm Duty’ on weekends and during school holidays.

- We continue to be well supported by a very hardworking, dedicated group of parents who involve themselves in school activities. The ‘Parent Classroom Helper’ program was well supported throughout the year as was their involvement in interschool sport, excursions, and social occasions.

- Our parents have worked continuously in the library, in order for 30,000+ items to be purchased, processed and ready for student use when the library re-opens.

- The Parents and Friends’ activities fundraised over $20,000. This was an outstanding achievement from a hard-working, generous, collaborative group who also shine as a welcoming body of people to new friends in our community.

- Parents supported and participated in various ‘Active and Healthy’ Programs such as monthly Ride2School Days, weekly Marathon Club and Breakfast Club gatherings, our Busy Bikers Club and annual Lap-a-thon.

- Our four working bees were well supported by the community.

- The Parish Fete held in November was again well supported by the St James families.

- Our school continues to liaise well with the St James Netball and Auskick groups offering use of our school facilities for training. The local Neighbourhood Watch group used the school for their monthly meetings.
• The school continued to enjoy a positive and supportive relationship with our local council and parliamentarians.

• Many members of the community extended the hand of friendship and support to those in need in what was a difficult year for some of our families.

• Our school Pastoral Care Group continued to offer support through the casserole bank and by sending cards.

PARENT SATISFACTION

The parent community at St James have a high regard (Top 25% of Australian Primary Schools) for the importance placed on our catholicity, the opportunities the school has to nurture faith and the extent to which the school makes Compassion important for their children. They know that their children are safe and well connected to their peers. They have a strong support for the reporting modules the school offers and believe the staff are approachable in their partnership of educating their child.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>298,691</td>
</tr>
<tr>
<td>Other fee income</td>
<td>178,689</td>
</tr>
<tr>
<td>Private income</td>
<td>57,639</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>626,321</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,194,626</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>3,355,965</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,416,669</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>450,023</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>2,866,692</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>50,107</td>
</tr>
<tr>
<td>Other capital income</td>
<td>49,636</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>99,743</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>38,443</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>84,500</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>52,000</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
## VRQA Compliance Data

**E1270**  
St James' School, Vermont

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YR 03 Reading</strong></td>
<td>100.0</td>
<td>98.0</td>
<td>-2.0</td>
<td>100.0</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>YR 03 Writing</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Spelling</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Grammar &amp; Punctuation</strong></td>
<td>97.6</td>
<td>100.0</td>
<td>2.4</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Numeracy</strong></td>
<td>97.8</td>
<td>100.0</td>
<td>2.2</td>
<td>100.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2015 %</th>
<th>2015–2015 Changes %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YR 05 Reading</strong></td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 05 Writing</strong></td>
<td>97.9</td>
<td>-0.3</td>
</tr>
<tr>
<td><strong>YR 05 Spelling</strong></td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 05 Grammar &amp; Punctuation</strong></td>
<td>100.0</td>
<td>-2.4</td>
</tr>
<tr>
<td><strong>YR 05 Numeracy</strong></td>
<td>100.0</td>
<td>97.6</td>
</tr>
</tbody>
</table>
### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>95.27%</td>
</tr>
<tr>
<td>Y02</td>
<td>95.16%</td>
</tr>
<tr>
<td>Y03</td>
<td>95.31%</td>
</tr>
<tr>
<td>Y04</td>
<td>95.03%</td>
</tr>
<tr>
<td>Y05</td>
<td>94.17%</td>
</tr>
<tr>
<td>Y06</td>
<td>95.61%</td>
</tr>
<tr>
<td>Overall</td>
<td>95.09%</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>92.83%</th>
</tr>
</thead>
</table>
### STAFF RETENTION RATE

| Staff Retention Rate | 76.92% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>17.39%</td>
</tr>
<tr>
<td>Graduate</td>
<td>34.78%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>4.35%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>78.26%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>39.13%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Component</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>33</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>23.020</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>13</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>11.420</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>