Principal’s Foreword

Introduction

St James is a Catholic primary school belonging to the Parish of St James at Coorparoo. The school is staffed and supported through Brisbane Catholic Education.

Our school is a small school catering for children from the Preparatory Year to Year Seven. Our school provides a coeducational environment and caters for a diverse range of learning needs. We are a multi cultural community. We operate a single stream to year 5 and a very successful multiage year 6/7 group.

Our school motto reflects our approach to children’s learning: Learn and Act with Heart and Mind.

School Profile

St James Catholic Primary School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ☑ or Single Sex ☐

Year levels offered: Primary ☑ Secondary ☐ P-12 ☐

Total student enrolments for this school 154

Total Enrolment 154
Girls 67
Boys 87
Characteristics of the student body

St James is a small school located in the inner city suburb of Coorparoo. The school has a total enrolment of 148 students from Prep to Year 7. Our students come from a wide range of cultural backgrounds with 15% of students having a language other than English as the family’s first language.

Like many schools in the inner city area many of the boys leave at the end of year 4 and take up enrolment at one of the Catholic boy’s colleges in their primary departments. This means that our upper primary classes have smaller numbers - an ideal learning environment.

Our students generally perform well on the annual NAPLAN assessments. With our small cohorts statistics need to be viewed with an understanding of the story. In year 3 one child represented 4% of the cohort; in year 5 one child represented 7.6% of the cohort and in year 7 one child represented 25%.

Our older children set a lived example of student servant leadership within our school. Their demeanour on a daily basis provides a wonderful example for our younger children.

Our distinctive curriculum offerings

St James offers a diverse and balanced curriculum. This includes:
* specialist Drama teacher (P - 7);
* specialist PE teachers (P - 7);
* specialist Art teacher (1 - 7);
* specialist class Music teacher (P - 7);
* outdoor education camp program (5 - 7);
* Canberra trip offered to upper primary;
* Dance program (P - 7);
* Cross country (P - 7);
* Athletics program (P - 7);
* Swimming program (1 - 7);
* District sporting selection processes for sport (5 - 7);
* Choir (5 - 7);
* You Can Do It Education Program (P - 7)
* Sport development clinics (P - 7)
Extra curricula activities

* Instrumental music lessons (3 - 7);
* Instrumental band (3 - 7);
* Drama club (P - 7)

How Information and Communication Technologies are used to assist learning

Our school integrates the use of technologies across the curriculum. Children have access to areas of the school that support integrated technologies as well as ratio of computers to children of 1:3:2. Our computers are distributed across the school so that children have access from within their own learning environment. Technologies used across the school include: data imaging; sound systems; digital cameras; digital videos; programs that enhance creativity.

Social climate inclusive of pastoral care and our response to bullying

Our school is an inclusive school where the individual is seen as unique. We support this through:
* celebrating individual gifts of every child through the Child of the Week Program;
* buddy programs;
* school wide positive behaviours program;
* access to Skills for Growing Program;
* access to Second Steps Program;
* student support teams (case management);
* Guidance Counsellor provides both proactive and reactive services;
* year 6/7 leadership program and social justice activities;
* friendly and welcoming atmosphere with strong parent partnerships.
Parent, student and teacher satisfaction with the school

General satisfaction across all facets of school life is evident through survey feedback, P & F discussions and parent dialogue. All forms of feedback have suggested a high degree of satisfaction.

Parent involvement in their child’s education

We have a very active P & F Association and a very supportive School Pastoral Board. Parents are invited to participate in their child’s education through both formal and informal means. The range of strategies includes: newsletters; invitations to attend community gatherings; parent portal; parent education; formal oral reporting processes; class displays; arts showcases; social gatherings; classroom helpers; orientation; school assemblies and excursions.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>3.2</td>
<td>2.6</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
</tr>
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</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>17</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>42</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>29</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2013 was $34,240.
The major professional development initiatives were as follows:
- Religious Education planning day for teachers of religion
- Support Teacher - Inclusive Education and Principal attended Autism Research Conference
- Design Thinking professional development for 4 teachers - year long program
- Universal Design Learning for teachers to support planning that reflects the diverse range of learners

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:
‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 98.07% in 2013.

Proportion of staff retained from the previous school year
From the end of the 2012 school year, 96% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>%</th>
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<tbody>
<tr>
<td>Whole School</td>
<td>96</td>
</tr>
<tr>
<td>Prep</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1</td>
<td>96</td>
</tr>
<tr>
<td>Year 2</td>
<td>96</td>
</tr>
<tr>
<td>Year 3</td>
<td>95</td>
</tr>
<tr>
<td>Year 4</td>
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<tr>
<td>Year 5</td>
<td>96</td>
</tr>
<tr>
<td>Year 6</td>
<td>96</td>
</tr>
<tr>
<td>Year 7</td>
<td>96</td>
</tr>
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</table>
Policy and practice to manage student attendance

* Application is made to the NSSAB when students will be absent 10 or more consecutive school days. Records of these approvals are kept in students’ files.

* Rolls are marked electronically in eMinerva twice daily (9am and 2pm). Any unexplained absence by 9.15am is followed up by the School Secretary with a phone call to the parents or caregiver.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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