



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



**ST JAMES
THE APOSTLE**
CATHOLIC PRIMARY SCHOOL

St James the Apostle School

330 Derrimut Road, HOPPERS CROSSING NORTH 3029

Principal: Andrea Richards

Web: www.sjhcn.catholic.edu.au

Registration: 1829, E Number: E1322

Principal's Attestation

I, Andrea Richards, attest that St James the Apostle 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 15 Mar 2025

About this report

St James the Apostle 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](#).

Governing Authority Report

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

Vision and Mission

Our vision:

As a Catholic learning community of hope, inspired by the Gospel, we are empowered to embrace excellence through innovation.

Our mission:

- We aim to impart Catholic beliefs, values, practices and traditions within a faith-filled community.
- We strive to create a love of learning while building our identity within the context of the Parish community.
- We aim to be living examples of that Faith, fostering the dignity, self-esteem and integrity of each person.
- We work in partnership together striving to strengthen our communication through involvement of all in our community in collaborative and co-operative decision making, working towards common goals.
- We value the gifts and talents of each member, which are shared and nurtured in an accepting and safe environment.
- In striving for excellence in education at St James the Apostle School we encourage children to take pride in themselves and their achievements.
- We are committed to maintaining and developing our resources and school environment.
- We appreciate that we are on a journey, supporting and encouraging each other as we grow and meet new challenges. In welcoming the future we are building on our past.
- Together we strive to learn with strength and in gentleness.

Our strategic intent:

Cultivate a shared vision that is student-centred, growth-focussed and leads us to reflect and act.

School Overview

St James the Apostle Primary School is a co-educational Catholic school in the western suburbs of Melbourne, situated within a growth corridor.

St James the Apostle School community is Christ-centred and encourages all to learn with strength and in gentleness.

We aim to build a community based on openness, equality, respect, trust and a sense of belonging.

The faith development, pastoral care and wellbeing of all in our community is one of our strengths in living out our vision.

Our school uses the Victorian Curriculum and the Religious Education Framework as a basis for our Learning and Teaching program.

We have seven learning spaces, in addition to an art room, multi-purpose gym and contemporary resource centre. We have two adventure playgrounds, full-sized oval and other recreation spaces for our children to enjoy.

Our school has close links with St James the Apostle Parish and the other schools in the parish. The partnership between the four Primary schools and Thomas Carr College is valued. Regular meetings are held between the schools to offer support and to learn from each other. This is all done under the guidance of our Parish Priest, Fr Jude Pirotta mssp

Principal's Report

Dear St James School Community,

As we reflect on the journey of 2024, it is clear that this has been a year defined by growth, renewal, and innovation. Our school has embraced significant change, laying strong foundations for a vibrant and future-focused learning environment.

Embracing a Multiage Structure

One of the most significant shifts in our teaching and learning model has been the introduction of a multiage structure across classrooms. This approach fosters deeper peer-to-peer learning, greater flexibility in instruction, and a stronger sense of community and belonging among students. It has allowed us to personalise learning more effectively and respond to the individual needs of each learner.

Welcoming New Staff

The end of 2023 saw a considerable turnover in staff, bringing with it both challenges and exciting opportunities. In early 2024, we welcomed a number of passionate and talented educators into our community. A comprehensive induction process was put in place to ensure a smooth transition, with a clear focus on embedding our values and culture.

Establishing the “St James Way”

To support a shared understanding of high-quality teaching and learning, we launched a professional learning initiative focused on Learning Design, guided by Vania Tiatto from CT-ed. This work is shaping what we now refer to as the “St James Way”—a consistent, evidence-informed approach to planning and delivering learning that reflects our community's unique identity and aspirations.

Professional Learning & Development of staff

Our commitment to continuous improvement has seen staff engage in multiple professional learning streams:

- Flourishing Learners in partnership with Knowledge Society, where we explored how to create optimal conditions for students to thrive academically and emotionally.
- Deep engagement with Cognitive Load Theory and the Sciences of Learning, equipping our teachers with tools to design more effective and brain-friendly lessons.
- Collaboration with TeachWell to embed Engagement Norms and Participation Principles, enhancing classroom focus, student voice, and active participation.
- Instructional coaching by senior leaders, offering regular, targeted feedback and support to staff in the pursuit of teaching excellence.
- Strengthening Behaviour and Culture - In tandem with our pedagogical work, we've established clear behaviour routines across the school. These routines promote

consistency, respect, and safety—contributing to an environment where all students can focus on learning and flourish.

Looking Forward

As we move through 2024 and beyond, we remain committed to building a cohesive, high-performing, and compassionate school culture. The foundations we've laid this year through strategic change and professional growth are already beginning to show positive impact in our classrooms and across the wider school community.

We thank all staff, students, and families for their resilience, support, and enthusiasm during this transformative year.

Warm regards,

Andrea Richards

Principal, St James the Apostle School

Catholic Identity and Mission

Goals & Intended Outcomes

Priority 1: A student-centred culture

Goal: To build shared beliefs and understandings to enact our vision.

Intended Outcomes:

- The school embraces the spirituality of all members of the community and works to ensure that this is experienced in the deep-seated call to mission.
- Leaders and teachers animate the mission and vision, creating a community of life and worship where staff, students and parents have a strong commitment to live out the teachings and traditions of the Catholic Church, and consistently enact inclusive policies and practices, ensuring the participation of all.

Priority 2: Focus on growth

Goal: To strengthen our practices in leading and teaching.

Intended Outcomes:

- Teachers create time and space in the classroom environment for conversation and dialogue, encouraging diverse views to be explored in relation to the Catholic tradition (recontextualisation).
- Teachers collaboratively design the curriculum, including adjustments to content or material, so that all students experience challenge in their learning.

Priority 3: Reflect and act

Goal: To create a community of self-directed learners.

Intended Outcomes:

- Teachers and leaders share, design and develop professional learning and faith formation opportunities for all members of the school community, through engaging in theological reflection and spiritual practice to 'experience for themselves'.
- School leaders and teachers empower students, staff and families to advocate for and lead whole-school action for justice and the common good.

Achievements

- Strengthening of curriculum planners used by teachers to plan units of work, based on the MACS Religious Education Framework, the mandated text To Know, Worship and Love and teacher feedback from previous units.
- Consideration of learners' diverse needs, including the plurality of religions, when developing Religious Education units in line with the school planner and system Framework.
- Facilitation of planning by the Religious Education Leader, with particular focus on how the Pedagogy of Encounter provided opportunities for learners to share their stories and connect them with Tradition.
- Providing time during facilitated planning for teachers to engage in discussion about their own faith and knowledge of Tradition, along with examples of how to engage in dialogue with learners.
- Provision of professional learning, both in person and online, in the areas of scripture, Catholic tradition and liturgy.
- Provision of family faith development workshops across the school, with families in Years Prep to 2 gathering onsite to explore Scripture and Prayer, and families in Years 3 to 6 gathering online to engage with Catholic tradition in the context of the sacraments of initiation and Catholic Social Teaching.
- School communication, including e-news and social media, included information from the parish and opportunities for families to learn more about Catholic tradition.

Value Added

Sacraments of initiation were celebrated with Catholic learners in Years 4 and 6 Social justice projects were planned and carried out by different year levels:

- Year 6 running the Mission Boxes for Caritas Australia and Paulist Missionaries
- Year 4 organising a special fund-raiser day for Catholic Mission during Socktober
- Year 3 developing a fundraiser for Project Compassion
- The Year 5 learning community developed and led their own version of the Scriptural Stations of the Cross for the school community.
- Staff and learners were invited to celebrate liturgies across the year, including for the beginning of the year and end of the year.

Learning and Teaching

Goals & Intended Outcomes

Priority 1: A student-centred culture

Goal: To build shared beliefs and understandings to enact our vision.

Intended Outcomes:

- Teachers have high expectations of all students across all domains (religious, physical, cognitive, emotional and social) and engage with non-teaching staff to support student learning.

Priority 2: Focus on growth

Goal: To strengthen our practices in leading and teaching.

Intended Outcomes:

- Leaders give feedback on teacher performance in both formal and informal settings (e.g. through observations, coaching) and teachers regularly participate in peer mentoring by observing each other's practice to learn with and from one another.
- Teachers collaboratively consider data and evidence, and determine next steps for learning, their own teaching practices, wellbeing and positive behaviour processes.
- Teachers collaboratively design the curriculum, including adjustments to content or material, so that all students experience challenge in their learning.

Priority 3: Reflect and act

Goal: To create a community of self-directed learners.

Intended Outcomes:

- Teachers explicitly teach metacognitive and reflective strategies and use feedback approaches, as an integral part of the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.
- Teachers access ongoing, targeted professional learning which is aligned with their goals and synthesise evidence (e.g. personal reflection, feedback from leaders and peers, student assessment data) to set challenging and achievable goals.
- Teachers embrace approaches which encourage student self-efficacy and agency in learning.

Achievements

English

- Participation in community projects including:
- National Simultaneous Storytime
- Premier's Reading Challenge
- Prime Minister's Spelling Bee
- Teacher Professional Learning with Knowledge Society around best practices in the teaching and learning of Literacy
- Professional learning and coaching on explicit instructional strategies in the classroom
- Engaging with coaches from outside and within the school to improve teacher and leader practices
- Leaders engaged in Professional Learning with Teach Well to develop best practice in area of English
- Work with MACS consultants to develop teacher and leader goals
- Purchasing of decodable readers and literacy resources
- Professional learning of Playberry Laser Literacy program for all staff
- Book Week celebrations across the school
- Open morning sessions to promote the explicit instruction of English at St James

Maths /STEM

- Professional learning for leaders and teachers on TIMS (Teaching for Impact in Mathematics Series)
- Development of Curriculum Maps to guide teachers and support at point learning
- Learner participation in Australian Mathematics Competition
- Leader involvement in regional network
- Open morning sessions to promote the explicit instruction of Mathematics at St James

Italiano

- Running of school Italian Day, celebrating all things Italian, including a dance presentation
Daily Italiano lessons run by Italian Language Assistant and classroom teachers through TCL (Teachers as Co-Learners program)
- Continued employment of Italian Languages Leader
- Italiano School Improvement Team
- Collaboration and professional learning with Languages Coach from Melbourne Archdiocese Schools
- Continuous staff professional learning in teaching and learning Italiano in the classroom

Other

- Introduction of engagement norms and learning routines to support learner engagement and participation
- Engaging a consultant to support staff to move to multiage classroom structure and to develop student centred approaches to learning
- Employment of Learning Enhancement Teachers and Community Lead Teachers to support teaching and learning for all
- Participation in AEDC (Australian Early Development Census) data collection
- Open morning and parent information sessions on Maths and Literacy teaching and learning

Student Learning Outcomes

The 2024 Year 3 NAPLAN data shows mixed results in growth when comparing the data against the 2023 results. There were increases in the percentage of learners achieving within the top 2 bands of achievement in both Grammar and Punctuation; as well as Writing. There were slight decreases in the percentage of learners performing within the top two bands in the areas of Numeracy, Spelling and Reading.

Again, the 2024 Year 5 NAPLAN shows mixed trends in comparison to the 2023 data. Both Numeracy and Grammar and Punctuation showed increases in the percentage of learners performing within the top two bands of achievement. There was a minimal change in Reading data between the years; and both Writing and Spelling showed a slight decrease in the percentage of learners who perform within the top two bands of achievement.

As a school in response to this data, we are implementing evidence based teaching practices in both Literacy and Numeracy to address learning and progress for all learners.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 367 | 38% |
| | Year 5 | 479 | 59% |
| Numeracy | Year 3 | 375 | 48% |
| | Year 5 | 475 | 57% |
| Reading | Year 3 | 376 | 55% |
| | Year 5 | 483 | 63% |
| Spelling | Year 3 | 398 | 55% |
| | Year 5 | 498 | 70% |
| Writing | Year 3 | 413 | 77% |
| | Year 5 | 475 | 65% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

Student Wellbeing

Goals & Intended Outcomes

Priority 1: A student-centred culture

Goal: To build shared beliefs and understandings to enact our vision.

Intended Outcomes:

- Teachers have high expectations of all students across all domains (religious, physical, cognitive, emotional and social) and engage with non-teaching staff to support student learning.

Priority 2: Focus on growth

Goal: To strengthen our practices in leading and teaching.

Intended Outcomes:

- Leaders give feedback on teacher performance in both formal and informal settings (e.g. through observations, coaching) and teachers regularly participate in peer mentoring by observing each other's practice to learn with and from one another.
- Teachers collaboratively consider data and evidence, and determine next steps for learning, their own teaching practices, wellbeing and positive behaviour processes.
- Teachers collaboratively design the curriculum, including adjustments to content or material, so that all students experience challenge in their learning.

Priority 3: Reflect and act

Goal: To create a community of self-directed learners.

Intended Outcomes:

- Teachers explicitly teach metacognitive and reflective strategies and use feedback approaches, as an integral part of the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.
- Teachers access ongoing, targeted professional learning which is aligned with their goals and synthesise evidence (e.g. personal reflection, feedback from leaders and peers, student assessment data) to set challenging and achievable goals.
- Teachers embrace approaches which encourage student self-efficacy and agency in learning.

Achievements

- Positive Behaviour for Learning (PBL) as a whole school approach continued in the language and learning experiences at school.
- The four school expectations connected to Positive Behaviour for Learning (We are safe, we are learners, we are respectful and we are responsible) reinforced through whole school messaging and learning experiences.
- Staff developed agreed definitions of behaviours, and updated the PBL flowchart, for how to respond to minor or major behaviours.
- PBL lessons, linked to the Behaviour for Learning Matrix taught during the year.
- In Term 1, the PBL lessons were taught to the whole school at the beginning of the school year. The lessons were then retaught throughout the year to reinforce the expected behaviours. Inquiry learning in Term 1 focussed on Social and Emotional Learning (SEL).
- Student behaviour data from the yard and learning spaces collected throughout the year.
- Student Representative Council members (leaders from Years 3-6) led different aspects of school communication.
- Staff professional learning in Child Safety Standards, Mandatory Reporting - including the PROTECT Protocol (Victorian Government) and Reportable Conduct.
- Communication with the school community about child safety information and the child safety processes enacted, such as all volunteers having current Working with Children Checks.
- Staff completed first aid training in the following areas: CPR, anaphylaxis and asthma.
- Transitions from kindergarten to Prep, and Year 6 to Year 7 supported.
- Prep transition support included kindergarten visits and three orientation sessions.
- Staff professional learning with Knowledge Society around behaviour routines, such as the whole school cue to attention: 'hands on top, that means stop'.
- The linking of behaviour routines to PBL behaviour expectations.
- Staff professional learning with Teach Well around the use of engagement norms. These engagement norms, such as whiteboard routines, became part of classroom routines.
- Coaching for teaching staff around the consistent use of taught behaviour routines.

Value Added

- PBL lessons taught to all learners at the start of the year to further embed school wide expectations.
- Monitoring of student behaviour and the reteaching of PBL lessons to help correct behaviours.
- Learners supported the transitions to Prep and Year 7, Communication with kindergartens and secondary schools to strengthen the transition process for learners.

- Connecting the behaviour routines with PBL behaviour expectations.
- Coaching of staff around the consistent use of behaviour routines.

Student Satisfaction

In 2024, students shared valuable feedback about their experiences at school. It is encouraging to see that many students feel challenged in their learning, have positive attitudes toward schoolwork, and enjoy strong relationships with their teachers. These are important foundations for academic and personal growth.

At the same time, students told us they want to feel more included in school decisions, safer in their environment, and more engaged in school life overall. We take this feedback seriously and are committed to creating a school where every student feels heard, safe, and connected.

Moving forward, we will focus on:

- Giving students more voice in shaping their school experience
- Strengthening safety measures and support systems
- Building a more engaging and welcoming school climate for all

We are proud of the strong areas identified, and with parent partnership, we will continue working to ensure every student thrives.

Student Attendance

The school advises parents/guardians of unexplained absences, on the same day, as soon as practicable. This occurs via an SMS, sent out on the morning of an unexplained student absence to the parent/guardian, asking the parent or guardian to contact the school in response to the SMS to confirm the message has been received.

If student absenteeism increases, or if student absenteeism remains unexplained, the school follows the Department Page 15 of 23 Annual Report to the School Community 2023 of Education Attendance Guidelines - Every Day Counts.

Unexplained absenteeism was followed up by home group teachers, deputy principals and principal.

Based on Department of Education's Attendance Guidelines (2018), parents/guardians have the responsibility to:

- Ensure their child attends school and to provide an explanation for their child's absence from school, and the principal must record in writing the reason (if any) given by the parent,

- Inform the school in advance of upcoming absences,
- Ensure a child's education and wellbeing are supported by communicating openly with the school where a child has an ongoing medical condition that may result in ongoing absences or medical appointments during school hours (p.9).

Average Student Attendance Rate by Year Level

Prep 83.25%

Junior 84.2%

Middle 83.6%

Senior 80%

Overall average attendance 82.76%

| Average Student Attendance Rate by Year Level | |
|--|------|
| Y01 | 89.2 |
| Y02 | 88.8 |
| Y03 | 91.1 |
| Y04 | 91.4 |
| Y05 | 90.0 |
| Y06 | 90.3 |
| Overall average attendance | 90.1 |

Leadership

Goals & Intended Outcomes

Priority 1: A student-centred culture

Goal: To build shared beliefs and understandings to enact our vision.

Intended Outcomes:

- Teachers have high expectations of all students across all domains (religious, physical, cognitive, emotional and social) and engage with non-teaching staff to support student learning.

Priority 2: Focus on growth

Goal: To strengthen our practices in leading and teaching.

Intended Outcomes:

- Leaders give feedback on teacher performance in both formal and informal settings (e.g. through observations, coaching) and teachers regularly participate in peer mentoring by observing each other's practice to learn with and from one another.
- Teachers collaboratively consider data and evidence, and determine next steps for learning, their own teaching practices, wellbeing and positive behaviour processes.
- Teachers collaboratively design the curriculum, including adjustments to content or material, so that all students experience challenge in their learning.

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Intended Outcomes:

- Teachers explicitly teach metacognitive and reflective strategies and use feedback approaches, as an integral part of the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.
- Teachers access ongoing, targeted professional learning which is aligned with their goals and synthesise evidence (e.g. personal reflection, feedback from leaders and peers, student assessment data) to set challenging and achievable goals.
- Teachers embrace approaches which encourage student self-efficacy and agency in learning.

Achievements

- Leadership team took part in the Flourishing Learners West Professional Learning
- Leadership Team took part in School Improvement Network
- Worked with Vania Tiatto (CT-ed) to build staff capacity around learning design and student centred learning.
- Teachers participated in various Professional Learning activities both on- and off-site or online.
- The school has maintained its financial viability.
- The school has maintained low class sizes in 2024.
- Timetable organisation enabled teams to plan together each week. This timetable also accounted for part-time staff availability to ensure they could plan with their team fortnightly.
- Staff Meetings and PLT meetings were timetable weekly and always had a professional learning focus.
- Resources are provided for each year level teaching team to engage in a day of planning for the forthcoming term, facilitated by the learning leaders.

| Expenditure And Teacher Participation in Professional Learning | |
|---|-----------|
| List Professional Learning undertaken in 2024 | |
| <ul style="list-style-type: none"> • Teach Well Literacy Leaders Masterclass series • TIMS Leader and teacher programs • Italian TCL profession learning programs • Crucial Conversations for leaders • Knowledge Society - Flourishing Learners Leadership and Teachers professional learning • Student Centred Learning PL • Science of Learning Leadership Summit • Building Growth Cultures Masterclass with Simon Breakspear and Tom Sherrington • Playberry Laser PL for all staff • Strategic Planning - Annual Action planning • The What, Why and How of Science of Learning PL • Literacy, RE, Maths, STEM, Principal and DP Networks | |
| Number of teachers who participated in PL in 2024 | 37 |
| Average expenditure per teacher for PL | \$1900.00 |

Teacher Satisfaction

In 2024, our staff provided valuable feedback on many aspects of school life. It's clear that there is strong collaboration among teams, a shared commitment to improvement, and positive relationships between staff and school leadership. These strengths support a healthy, professional environment that ultimately benefits our students.

At the same time, staff identified areas where we can grow—particularly around how feedback is given, how leadership supports teaching and learning, and how we continue to ensure psychological safety and wellbeing for all. These are important insights that we take seriously.

Moving forward, we will:

- Strengthen how we give and receive feedback
- Continue building strong, visible leadership in classrooms
- Promote open communication and staff wellbeing
- Deepen staff engagement with our Catholic identity and mission

This feedback helps us create a stronger, more supportive school environment—for staff and students alike.

| Teacher Qualifications | |
|-------------------------------|----|
| Doctorate | 0 |
| Masters | 13 |
| Graduate | 4 |
| Graduate Certificate | 6 |
| Bachelor Degree | 26 |
| Advanced Diploma | 7 |
| No Qualifications Listed | 9 |

| Staff Composition | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 3 |
| Teaching Staff (Headcount) | 54 |
| Teaching Staff (FTE) | 48.17 |
| Non-Teaching Staff (Headcount) | 22 |
| Non-Teaching Staff (FTE) | 14.85 |
| Indigenous Teaching Staff (Headcount) | 2 |

Community Engagement

Goals & Intended Outcomes

Priority 1: A student-centred culture

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Intended Outcomes:

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- Teachers access ongoing, targeted professional learning which is aligned with their goals and synthesise evidence (e.g. personal reflection, feedback from leaders and peers, student assessment data) to set challenging and achievable goals.
- Teachers embrace approaches which encourage student self-efficacy and agency in learning.

Achievements

- Open morning sessions and parent information sessions around the teaching and learning of Mathematics and Literacy were held throughout the year.
- Parent group meetings focussed on supporting children on the autism spectrum held throughout the year.
- School communication methods included email, school Facebook page, phone calls, Seesaw announcements, the large electronic sign in the school carpark and school newsletter.
- Family faith workshops for each year level were held onsite or online using Google Meet.
- School assemblies and celebrations, including liturgies, were held throughout the year.
- The Parents and Friends Committee (P&F) met regularly throughout the year.
- The P&F meetings were made up of P&F office bearers, general members, principal and deputy principals. The P&F organised different fundraising activities in the school, including icy poles (Zoooper Doopers), donuts, pizza and Subway orders.
- The P&F organised and ran the Mothers' Day and Fathers' Day stalls and raffles, an Easter raffle and their Christmas raffle.
- The Mothers' Day breakfast and Fathers' Day breakfast were very well attended. Families were invited to attend mass with the community afterwards.

Parent Satisfaction

Thank you to all families who shared their feedback this year. Your voices are helping shape a stronger, more connected school community.

Parents told us they feel very positive about our school's climate, Catholic identity, and overall fit for their child. Communication between home and school was also rated positively, with many appreciating clear and timely updates.

We also heard that while most families do not experience barriers to participating in school life, there is more we can do to actively engage parents and invite you into the life of the school. Some families also raised concerns about student safety, which we take seriously.

As a result, we are committed to:

- Creating more opportunities for families to get involved
- Strengthening partnerships between home and school
- Continuing to improve how we keep students safe and supported
- Celebrating our Catholic identity in meaningful, inclusive ways

Together, we are building a school that values every voice.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.sjhcncatholic.edu.au