



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 02 Mar 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 2025 school year, I am incredibly proud of the dedication, hard work, and growth demonstrated by our students and staff. This year, our strategic efforts focused particularly on two core pillars of learning: Mathematics and English. Through explicit teaching, data-driven planning and targeted interventions, we have seen remarkable progress across the school. It is my pleasure to share an overview of our achievements and key learnings from the past year.

Our first major goal for the year was to elevate student achievement in Mathematics, with a particular focus on our learners in Years 3 and 4. To achieve this, we maintained a sharp focus on sharpening the quality and consistency of Mathematics instruction across all year levels. Teachers successfully implemented regular checks for understanding during lessons and used ongoing assessment data to make immediate, informed adjustments to their teaching and learning programs.

As a result of this focused approach, all Year 3 and 4 learners demonstrated measurable growth in their PAT-Mathematics data across all percentile bands. Beyond the data, we observed a fantastic boost in student confidence when applying mathematical strategies to solve practical, real-world problems, alongside a much stronger use of precise mathematical language during daily learning. Our leadership teams supported this success by setting clear instructional expectations and providing continuous professional learning and guidance. Moving forward into our next cycle of learning, we will emphasize more targeted, class-level planning, the sequenced teaching of mathematical facts based on individual student needs, strict fidelity in our assessment practices, and the continuation of daily fluency practice to solidify foundational skills.

Our second goal prioritized improving student achievement in English, specifically targeting Oral Reading Fluency for learners from Year 1 to Year 6. We addressed this by adopting the Playberry Laser lesson structure, implementing explicit teaching practices, and providing ongoing instructional coaching for our staff. Teachers embedded participation principles within their lessons and used the Playberry Laser scope and sequence to guide their daily instruction. To ensure no student was left behind, we administered DIBELS progress monitoring every five weeks to track individual growth and make precise, data-informed teaching decisions. School leaders heavily supported this work through direct coaching, structured feedback, and thorough analysis of reading data to maintain high-quality literacy instruction.

The learning data from this initiative showed highly encouraging growth across the entire school. Notably, our Year 1 students demonstrated the most significant improvement in their

Oral Reading Fluency core support outcomes. Positive, visible growth was also evident across Years 3 to 6, proving the powerful impact of targeted fluency instruction and regular progress monitoring. As part of our school's ongoing commitment to reflective practice, we have identified key areas to refine moving forward. We will focus on strengthening daily fluency routines outside of our dedicated Playberry sessions, and work to ensure highly consistent structures and dedicated timetable space to protect this vital learning time.

These fantastic outcomes reflect our school's ongoing commitment to ensuring every single student experiences growth and success. I want to extend a heartfelt thank you to our hardworking teaching and leadership staff, our resilient students, and you, our school community for your continued partnership and support throughout 2025. We look forward to building on these strong foundations in the 2026 year.

Warm regards,

Andrea Richards

Principal, St James the Apostle School

Catholic Identity and Mission

Goals & Intended Outcomes

Goals & Intended Outcomes

Goal: To enhance school engagement with the community, particularly through experiences in Inquiry and Religious Education.

Target: By the end of 2025, families will demonstrate at least 65% overall positivity and students will demonstrate at least 65% positivity in the Catholic Identity Domain in MACSSIS.

Key Improvement Strategy: If staff seek opportunities for the school to contribute to whole-community issues and endeavour to build strong rapport with families, then engagement with the community will be enhanced.

Achievements

Achievements

- Review and update curriculum planners and work programs used by teachers to plan units of work, based on the MACS Religious Education Framework, and teacher feedback.
- Prep team took part in the development and trial of the new RE Curriculum.
- 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, fortnightly, to support staff faith development, theological background knowledge, scripture, liturgy and 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, adding to Teacher Accreditation Platform hours.
- Provision of family faith development workshops across the school, with families in Years Prep to 6 gathering onsite to explore Scripture and Prayer, 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

Value Added

- Sacraments of Initiation were celebrated with Catholic learners in Years 3, 4 and 6.
- Religious events were planned and carried out by different year levels, including:
 - the Senior Learning Community running a bake sale to support the Paulist Missionaries
 - the Year 2 Learning Community gathering with our parish schools to celebrate a Jubilee Mass and participate in Kaboom Sports as sister schools visiting St James as Pilgrims of Hope
 - the Year 5 Learning Community developing and leading their own version of the Scriptural Stations of the Cross for the school community
- Staff and learners were invited to plan, celebrate and lead whole-school liturgies throughout the year, including Parish Community Masses hosted by Learning Communities.

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

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

English

- Participation in community projects including:
 - National Simultaneous Storytime
 - Premier's Reading Challenge
 - Prime Minister's Spelling Bee
- Teacher Professional Learning with Teach Well on evidence based instruction in literacy.
- Professional learning and coaching on explicit instructional strategies in the classroom
- Professional learning and coaching of Playberry Laser Literacy program for all staff
- Information session ran by Playberry Laser for the parent community
- Book Week celebrations across the school
- Open morning sessions to promote the explicit instruction of English and Maths at St James
- Leaders engaged in Writing Revolution and SRSD Professional learning
- Teaching staff engaged in professional learning with Knowledge Society through Flourishing Learners West program
- Implementation of Y1 Phonics Check in Term 4

Maths /STEM

- Implementation of Mathematics Online Interview for Prep - Year One learners
- Use of Curriculum Maps and Essential Assessment to guide teachers and support at point learning
- Leader involvement in regional network meetings
- Increase monitoring of fact fluency from Prep - Six
- Explicit Instruction Professional Learning for staff new to St James
- Mathematics family night ran and well attended by the parent community
- Open morning sessions to promote the explicit instruction of Mathematics at St James

Physical Education / School Sport:

- Learners participating in sporting events at the school, district and regional levels:
 - Swimming sports
 - Athletics sporting events
 - Cross Country events
- Year 5 and 6 learners involved in Interschool sports or Gala Sports days throughout Semester One
- Year 3 and 4 learners participating in intensive swimming program
- SRC led and run tabloid sports day

Other

- Introduction of engagement norms and learning routines to support learner engagement and participation
- Support provided to new staff employed to skill teachers up with the St James way of working
- 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
- Student participation in ICAS assessments in the areas of the Mathematics, Literacy and Science
- Open morning and parent information sessions on Maths and Literacy teaching and learning
- Leaders participating in coaching professional learning: Step Lab and Tom Sherrington Walk Thrus

Student Learning Outcomes

The 2025 Year 3 NAPLAN data shows mixed results in growth when comparing the data against the 2024 results. There were increases in the percentage of learners achieving within the top 2 bands of achievement in both Reading and Numeracy. There was no change in the Grammar and Punctuation area. There were slight decreases in the percentage of learners performing within the top two bands in the areas of Writing and Spelling.

Again, the 2025 Year 5 NAPLAN shows mixed trends in comparison to the 2024 data. All curriculum areas showed growth.

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					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	378	38%	373	38%
	Year 5	495	63%	487	61%
Numeracy	Year 3	382	50%	379	49%
	Year 5	480	63%	478	60%
Reading	Year 3	381	60%	379	58%
	Year 5	486	74%	485	69%
Spelling	Year 3	390	53%	394	54%
	Year 5	497	78%	498	74%
Writing	Year 3	387	70%	400	74%
	Year 5	496	78%	486	72%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 continued to use previously developed staff agreed definitions of behaviours, and PBL flowchart, for how to respond to minor or major behaviours.
- Student Minor or major behaviour data tracked and recorded using behaviour referral sheets. This data was analyzed and used to reteach behaviour expectations.
- PBL lessons, linked to the Behaviour for Learning Matrix taught during the year.
- Behaviour routines taught to all learners at the start of the year, reinforced then throughout the year. Behaviour routines linked to PBL behaviour expectations.
- 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 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 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.
- Introduction of Positive Education Enhanced Curriculum, from the Institute of Positive Education, as the school's Social and Emotional Learning curriculum.
- Relational time at the start of the school day to help learners get to know each other.

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.
- Ongoing coaching of staff around the consistent use of behaviour routines.
- Use of Positive Education Enhanced Curriculum to support social and emotional learning for all students.

Student Satisfaction

In 2025, students shared valuable feedback about their experiences at school. It is encouraging to see that many students want to do well at school and have positive attitudes toward schoolwork. They felt that their teachers had high expectations of them and also felt encouraged by staff to do their best. 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 2025 Student Attendance Rate by Year Level

Prep 84.46%
 Junior 84.73%
 Middle 83.72%
 Senior 88.08%

Overall average attendance 84.99%

Average Student Attendance Rate by Year Level	
Y01	89.15
Y02	88.79
Y03	91.1
Y04	91.35
Y05	89.95
Y06	90.27
Overall average attendance	90.10

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.

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

- Leadership team took part in the Flourishing Learners West Professional Learning
- Leadership Team took part in School Improvement Network
- 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 2025.
- 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 2025

Professional Learning Opportunities staff participated in during 2025:

- Step Lab Coaching Intensive PL
- Flourishing Learners West - teaching staff PL
- Network Leader Days (Literacy, Numeracy, REL, Principal, DP, WesTech - Digital Technologies)
- SRSD Online & SRSD in practice PL
- Writing Revolution
- Coaching WalkThrus with Tom Sherrington
- First Aid: CPR, Anaphylaxis and Asthma
- Vision for Engagement
- School Improvement Network
- Teach Well Masterclass
- Playberry Laser Coaching and PL
- TCL Language Leaders and Assistants PL
- MHiPS training PL
- VIT Mentoring PL
- Graduate PL Sessions: Provisional to Fully Registered Teacher
- Union representative PL
- Principal Pilgrimage: In the footsteps of St Paul
- Extraordinary Minister Training
- Crucial Conversations: Leadership PL
- PBL Training
- Maths Explicit Instruction PL
- MARAM Training
- Religious Education: Trial-based Learning team for new RE units
- Flourishing Learners Conference
- MACS eSafety Summit
- Differentiation Conference
- Annual Action Plan development PL

Number of teachers who participated in PL in 2025	37
Average expenditure per teacher for PL	\$1900.00

Teacher Satisfaction

In addition to our strong student outcomes, I am thrilled to share the highly encouraging results from our 2025 Staff MACSSIS Survey, which reflects the incredible culture and working environment we are building together at St James the Apostle School.

Our overall school positive endorsement rate climbed significantly to 70% in 2025, up from 58% last year, placing us above the MACS average of 69%. This steady, upward trajectory across the last three years is a wonderful testament to the dedication, collaboration, and morale of our entire workforce.

A closer look at the data highlights exceptional strengths in how our teams connect and grow. Staff perceptions of "Collaboration in teams" reached a fantastic 83% positive endorsement, closely supported by an 80% endorsement for both "Support for teams" and "Collective efficacy." Furthermore, our commitment to professional growth and strategic alignment truly resonated this year, with "Collaboration around an improvement strategy" surging to 82% and "Professional learning" reaching 74% (well above the MACS average of 64%). These figures show that our educators feel unified, highly capable, and deeply supported in their professional development.

The survey also underscored a very healthy relationship between our staff and leadership. "Staff-leadership relationships" achieved an impressive 83% positive endorsement, while "School climate" rose dramatically to 77%, beating the MACS average by two percentage points. We also saw critical growth in "Instructional leadership" (rising to 60%) and "Feedback" (reaching 50%). While we celebrate these fantastic gains across all 14 domains, we remain committed to using this data to continuously improve, ensuring that St James the Apostle remains a safe, supportive, and empowering place to work, teach, and learn.

Teacher Qualifications	
Doctorate	0
Masters	12
Graduate	4
Graduate Certificate	5
Bachelor Degree	21
Advanced Diploma	6
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	47
Teaching Staff (FTE)	40.81
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	16.22
Indigenous Teaching Staff (Headcount)	1

Community Engagement

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

- 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 Instagram and Facebook pages, 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.
- School picnic at the beginning of the school year to help the school community come together and get to know each other.
- Carols on the Green - Christmas carols event with picnic dinner.

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. There was an increased perception in the positive social and learning climates at school, as well as in the safety for their children at school.

We also heard that while many 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. Whilst there was an increase in the perception of partnership with the school, this is an area that can still be improved.

As a result, we are committed to:

- Creating more opportunities for families to get involved
- Strengthening partnerships between home and school
- 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