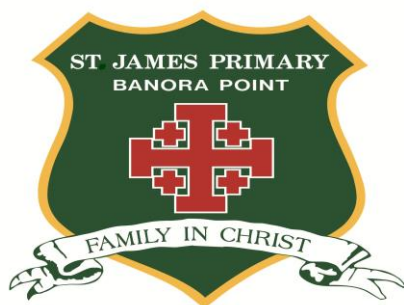


Annual School Report

2021 School Year

St James' Primary School, Banora Point



Doyle Drive

Banora Point NSW 2486

Phone 07 5524 9404

www.bppplism.catholic.edu.au

About this report

St James' Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the School Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2022 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 07 5524 9404 or by visiting the website at www.bpplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St James' Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St James' Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2021. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St James' Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2021 the school:

- Participated at Credit, Distinction and High Distinction levels in various state and national competitions with our best results in the ICAS Academic Mathematics, Spelling, and English Competitions.
- Selected Students in Year 6 participating in extension and enrichment programs in Mathematics and English.
- One student participating in a High Potential Learner enrichment and extension program in Mathematics online.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2021 the school:

- Successfully used technology to build school culture and community with weekly Principal messages, student entries and school awards. Technology was also a means to maintain connections with students through COVID using Seesaw and Zoom sessions.
- Celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) week.
- Celebrated a Reconciliation week liturgy for students.
- Held celebrations of learning, within COVID guidelines, to showcase student success.
- St James' celebrated book week, held within COVID guidelines.
- Established an ATSI team to support the IEW to identify current school strengths and areas requiring improvement to elevate the profile of Indigenous students and their families within the school. For example, students planted a bush-tucker garden which involved parent support.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

- St James' Primary students participated in various school sporting events at school throughout the year.
- All students from Kindergarten to Year 6 participated in a Gymnastics Program.
- In Term 4, all Year 3 to 6 students at St James' Primary participated in a rotational sporting program which offered a variety of sports including Water Polo, Roller Skating, Lawn Bowls, Tennis, Martial Arts and 'Auskick'.
- Successfully held a K-6 swimming program and school swimming sports in Term 4.
- Supported student wellbeing during the global pandemic through the use of play/games by implementing the *Play is the Way* program daily at school.



There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St James' Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Nic McTaggart
Principal

1.2 A Parent Message

The official parent body is the Parish School Forum, which provides a structure to enable parents, teachers, students, school leaders and parish members to meet their ecclesial and educational responsibilities for partnership and community. The Parish School Forum consists of school leaders and nine parent representatives from all school grades who meet monthly.

The Forum's role is to:

- Enhance the partnership between the school and families.
- Give parental advice and feedback on a range of issues to school leaders.
- Provide a link with parents.
- Represent parents of the school when required.
- Review school policies and procedures.
- Assist with parent education and parent forums.

In 2021 the Forum met ten times, in person and via zoom, and discussed a range of issues. Prominent on the agenda for the group were issues such as fund-raising efforts throughout the year, social ideas to enrich our parental school communities and discussions of school improvements. Other matters on which the Forum members were able to advise the school administration included:

- Proposed changes to uniform items.
- Possible goals for 2022.
- Traineeships for 2022.
- ICT plans for 2022 and beyond.

The main community engagement and fund-raising effort for 2021 was the bi-annual school fête which was held in June and was well received by the school and wider community.

The Forum was also able to provide feedback to school leaders from a holistic parental viewpoint and assist in the contribution of enhancing communication channels, especially in times when parents were not permitted at school during COVID restrictions. It was greatly appreciated that teachers reached out to each family by phoning them during this period and enhanced the blended learning for students with virtual excursions and activities. Thank you to the staff at St James' Primary School for all their efforts and support to students and parents during 2021.

Elaine Harriott
Grade Parent Representative
Parent Forum



2.0 This Catholic School

2.1 The School Community

St James' Primary School is located in Banora Point and is part of the St Joseph's Parish, Tweed Heads Parish which serves the communities of Banora Point, Terranora, Bilambil, Bilambil Heights & Tweed Heads South, from which the school families are drawn.

Last year the school celebrated 28 years of Catholic education.

The parish priest Fr. Michael Brady is involved in the life of the school.

St James' Primary School is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in the weekly Parish Mass/Liturgies for the students on a rotational basis, inviting parents and family members to attend (virtually).
- Supported the parish sacramental program.
- Continued to liaise with the parish to foster connections and spiritual growth of children.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St James' Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2021	TOTAL 2020
Male	32	25	32	32	28	26	24	199	186
Female	25	31	22	26	29	28	32	193	197
Indigenous *	3	6	3	7	4	3	5	31	33
EALD *	5	7	3	4	6	8	5	38	5

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

2.3 Student Attendance

In order for students to reach their full potential, it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested



to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time to time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
94.3%	94.5%	93.2%	94.1%	95.0%	92.5%	92.0%	93.4%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 29 teacher(s) accredited with NESA, 21 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 11 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.0%. This figure is provided to the school by the CSO.

There were no significant staffing changes in 2021.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- In 2021, the Seasons program was continued to support students in loss and grief. We continued the LAP program to support student wellbeing and introduced social thinking programs to support students in their communication and interactions with others.
- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Teachers and students worked through a behaviour education program called 'Play is the Way.' This is a play-based methodology that promotes respect and responsibility using social-emotional competencies. Our graduate outcome is for all to be empathetic students of good decency and character, modelled on the teachings of Jesus.



- The Behaviour Management policy was reviewed and updated to reflect our Play is the Way methodology.
- At St James', we respect all students and believe in employing inclusive practices. We recognise the importance of prosocial behaviour and assist students through supportive play, teaching students how to reflect and take responsibility for their actions while teaching behaviours within a safe and supportive environment. We provide a variety of play spaces to meet student needs.
- Staff engaged in professional learning around the four domains of pastoral care within the fullness of life framework. We analysed student data from the BeYou survey and used the reflection tool to identify our next steps in building positive, respectful relationships. From this, it was agreed to investigate pastoral care groups for 2022.
- A wellbeing team was established in 2021, consisting of the Assistant Principal, Leader of Well-being, School Counsellor, and Missions and Values Facilitator. This team met weekly to discuss how best to support students respectfully.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- Continued using the Building the Cultural Capacity Program to engage staff and gauge their ownership.
- Continued ongoing development of the Parent Forum.
- Supported all students to deeply connect with staff whilst students were learning remotely.
- Developed and strengthened the role of Year Parent Representatives.
- Used the ACER student wellbeing tool to inform decision-making and approaches to supporting student wellbeing.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

- At St James', we operate in highly collaborative 21st Century Flexible Learning environments where the relationship between inclusion, student need, engagement, curriculum, pedagogy, assessment, and reporting is fundamental to the educational program at St James'.
- In 2021, at the Case Management Meeting, an intervention process was introduced. This process allows teachers to use data, including student work samples to fully identify students who require learning support. This leads to planning for differential teaching responses, and follow-up support.
- In 2021 the following learning supports were available for students; LAP (Learning Assistance Support) Social Thinking Groups, Support A Talker, and School Counsellor.
- Many opportunities were available for our High Potential Learners. Students from Years 3-6 were given the opportunity to access ICAS assessment in English, Science, Mathematics, and Digital Technologies. Selected Stage 3 students engaged in both school and diocesan enrichment programs in Mathematics and English.
- Our Digital Innovation Team continues to up-skill both our teachers and students in the use of technology to support learning for life.



St James' is committed to creating positive, innovative and contemporary learning experiences for all students through a co-teaching model. Our educators work collaboratively and take collective responsibility for student learning within our flexible learning spaces. This allows educators to co-plan, co-teach, co-debrief and co-reflect in order to deliver curriculum and pedagogy that inspires and engages every learner.

At St James', we commit to a daily uninterrupted English and Mathematics block of learning and teaching. We provide three teachers in every grade during this time to allow for contemporary instruction where students are afforded the flexibility to learn and work as assessment capable students. Teachers apply the Gradual Release of Responsibility Model, in turn allowing students ownership of their learning.

Our educators at St James' apply the principles of Visible Learning as the foundation of our practice. Educators strive to ensure learning is transparent, with students developing a strong sense of ownership and belief that they can drive their own growth and achievement. Educators see learning through a student lens and help them become their own teachers.

At St James', we implement a Case Management approach which provides the opportunity for a team analysis using an inquiry approach to ensure that student work samples inform targeted learning plans to target individual learning needs.

We facilitate a strong co-curricular program which includes student participation in:

- Play is the Way - a social and emotional learning methodology using interactive games and activities. The language of this program is applied across all curriculum areas and aligns with the Catholic World-view and is accompanied by relevant scripture.
- Community service and social justice opportunities through Project Compassion. Our school community regularly and generously donates money or physical items to support vulnerable or disadvantaged community members.
- Multiple and varied sporting opportunities which are afforded to our students throughout the year, and we have many students who achieve success beyond the school and diocesan levels.
- The Premier's Reading Challenge - St James' supports many students to the completion of the challenge.
- Specialist Science and Technology lessons each week. These classes provide the students with the opportunity to inquire about the natural and made world in which they live. Activities included hands on investigations, experiments, data collection and analysis, 3D design and printing and coding to solve real world problems.
- As 2021 was interrupted by COVID 19 regulations, unfortunately, many of our community events such as The Grandparents' Day, sporting activities, Public Speaking opportunities and Creative Arts ventures (Music Spectacular and art gallery visits) were suspended for the school year.

The parish primary school offers a strong co-curricular program including student participation in:

- St James' Primary Annual Book Parade, within COVID guidelines, was a whole school event in which students could showcase their learning.
- Specialist classes - Art, Music and Drama give students the opportunity to express themselves creatively as they participate in the visual and performing arts. Students were encouraged to enter their works into local competitions and display their works for families and friends to see. Students also visited the local art gallery to experience an appreciation for art. Science and Technology lessons each week in a purpose-designed space, provide students with the opportunity to inquire about the natural and made world. Lessons incorporate investigations, experiments, data collection and analysis, 3D design and printing and coding to solve real-world problems.

- Community service and social justice opportunities were promoted through project compassion, Caritas Australia, Catholic Mission, and St Vincent de Paul. Money was donated by families along with items of necessity, for the marginalised and disadvantaged members of the community.
- Community gathering at the end of the year, held within COVID guidelines, included Christmas carols and incursions to celebrate a unique year of learning and teaching.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 57 students presented for the tests while in Year 5 there were 53 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St James' Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St James' Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6**

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	22.0	16.4	22.0	32.7	19.0	29.1	13.0	9.1	8.0	3.6	3.0	0.0
Writing	20.0	16.7	37.0	50.9	23.0	18.5	9.0	11.1	4.0	0.0	2.0	0.0
Spelling	23.0	14.5	23.0	20.0	20.0	25.5	13.0	34.5	7.0	3.6	5.0	0.0
Grammar and Punctuation	22.0	20.0	24.0	32.7	19.0	30.9	10.0	14.5	6.0	1.8	4.0	0.0
Numeracy	14.0	9.1	22.0	30.9	27.0	38.2	19.0	20.0	10.0	0.0	3.0	0.0

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8**

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	16.0	11.3	25.0	13.2	27.0	49.1	18.0	20.8	8.0	5.7	3.0	0.0
Writing	8.0	5.7	17.0	18.9	33.0	26.4	27.0	32.1	10.0	15.1	3.0	0.0
Spelling	15.0	13.2	28.0	22.6	24.0	26.4	17.0	30.2	8.0	3.8	4.0	1.9
Grammar and Punctuation	13.0	7.5	21.0	11.3	27.0	30.2	20.0	35.8	9.0	9.4	5.0	1.9
Numeracy	10.0	13.2	21.0	11.3	29.0	40.5	24.0	24.5	10.0	5.7	3.0	1.9

St James' participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 57 students presented for the tests while in Year 5 there were 53 students.

In Literacy, there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5, there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5. The Commonwealth Government has set a minimum acceptable standard for reading, writing and numeracy at particular ages.



At St James', school and student performance are closely monitored. These tests are one means of gathering data on individual students and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The data indicate the percentage of St James' Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside these bands the total percentage figure may not be 100%.

Literacy and Numeracy skills have a significant impact both on individuals and on society as a whole. At St James', NAPLAN data is analysed and triangulated with other student data to inform learning and teaching, intervention resourcing, and future goal setting.

Compared to State figures there is a lower percentage of students in the lower Bands in Year 3 and Year 5. Whilst not fully evidenced in this table, across testing domains there is a pleasing shift of students moving from middle Bands into higher Bands. Of note in Year 3, we have had a positive shift into the upper bands in writing. We have experienced a significant increase in the number of students achieving Band 8 in Numeracy, in Year 5.

These results could be attributed to the funding of additional staff in key learning areas, data-informed practices and the targeted research-based pedagogies (ie EMU) that have been delivered to address learning needs in both Literacy and Numeracy.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
NCCD Professional learning	31/05/2021	Catherine Green
Co-Teaching	19/04/2021	Rhonda cree Karen Sanderson
Apple Educator- Using Digital Tools	12/05/2022	JJ Purton
Data Analysis	22/02/2021	Karen Sanderson & Jacqui Malone
Student Wellbeing - Inclusive Practice	02/02/2021	Online Delivery
Maths - Pedagogy	18/11/2021	Moodle Course - CSO
Apple Ipad - Assistive Features	21/10/2021	Glen Storey
Staff Spirituality	30/03/2021	Jacqui Malone
Staff Spirituality	21/06/2021	Jacqui Malone
Staff Spirituality	20/09/2021	Jacqui Malone
Staff Spirituality	13/12/2021	Jacqui Malone

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
CPR / Anaphylaxis Training	31	Belinda Doman

The professional learning expenditure has been calculated at \$3498 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio-economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St James' Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The [School Enrolment Policy](#) explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office, or it can be accessed on the school's website. There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience well-being. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary, and it is available on the school's website. There have been no changes to this policy this year.



4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that are designed to promote pastoral care, well-being and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year, and it is available on the school website.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year, and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2021 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2022
Mission of Jesus Christ Be a salutogenic Catholic school. - Catechesis: <i>Engaged in meaningful and contemporary practices in Religious Education.</i> - Evangelisation: <i>Students encountered Christ daily.</i>	Mission of Jesus Christ Be a salutogenic Catholic school. - Foundational value Service: <i>Students can describe the teachings of Jesus and explain how they can be actioned.</i> - Foundational value Witness (Pastoral Care/Wellbeing): <i>Students experience the teaching of Jesus through their relationships with self and others.</i>
Learning and Teaching Achieved academic growth for all students - Literacy: <i>A minimum of one year's academic growth in reading and writing.</i> - Numeracy: <i>Reduced the level of vulnerability in place value and multiplication and division.</i>	Learning and Teaching Achieve academic growth for all students - Literacy: <i>Students will achieve a minimum one year's growth (0.4 effect size) in writing through targeting the areas of spelling and grammar and punctuation.</i> - Numeracy: <i>Students will achieve a minimum of one year's growth (0.4 effect size) in mathematics, by targeting the application of number concepts to all strands.</i>
Pastoral Care N/A	Pastoral Care Be a salutogenic Catholic school - Foundational value Witness (Pastoral Care/Wellbeing): <i>Students will experience the teaching of Jesus through their relationships with self and others.</i>
Leadership N/A	Leadership N/A
Family School Partnership N/A	Family School Partnership N/A

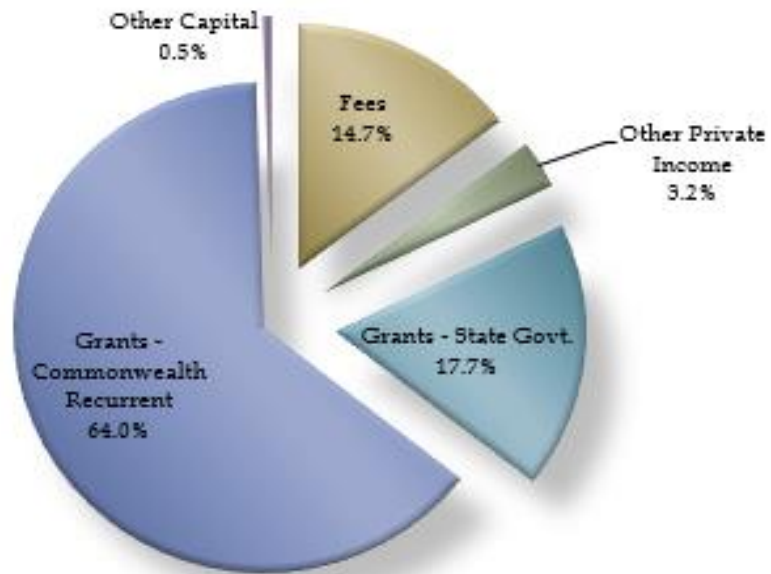
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2021 is presented below:



2021 INCOME - St James Primary School BANORA POINT



2021 EXPENSE - St James Primary School BANORA POINT

