



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St James' School

6 St James Close, BRIGHTON 3186

Principal: Carmelina Corio

Web: www.stjamesbrighton.catholic.edu.au

Registration: 251, E Number: E1029

Principal's Attestation

I, Carmelina Corio, attest that St James' 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 2024 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 10 May 2025

About this report

St James' 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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St James is a faith filled community
that aspires to equip young people with
the knowledge, skills and optimism
to enrich the world
and live meaningful lives.

The enhancement of family, school and parish links and building an understanding of the
importance and opportunity to celebrate the faith within the Parish of St James
The strengthening of partnerships, both local and global, in order to enhance student learning
and promote active citizenship

School Overview

St James Catholic Primary School is not just a school; it's a caring community committed to fostering an adaptive and nurturing environment. We provide contemporary learning spaces designed to inspire creativity, collaboration, and exploration. We believe in laying strong foundations to excel academically, socially and emotionally.

We are situated in the southern suburbs of Melbourne in proximity to the beach, in a high socio-economic area. It is part of the Bayside Catholic Mission. The school is conscious of the role it plays in the celebrations of liturgies, the Sacraments, prayer and social justice within the parish school community. In 2024, 151 students were enrolled at St James. Students are drawn from the parish, which includes parts of Brighton and Gardenvale. The school is in the South Central Zone of the Southern Region of Catholic schools. The 0.32 hectare site houses two school buildings and a play area covered in artificial turf and a Tilley Garden (sustainable garden). The school also uses two basketball courts which are located on the former parish/school car park, as a play area with access to the tennis courts during recess, lunch and sport lessons. In 2024, the school was grouped into 7 classes with an average of 21 students per class.

In 2024 the school's Index of Community Socio-Educational Advantage (ICSEA) was 1143. The school recognises parents as the main educators and enjoys a close relationship with the parent community. The school has a School Advisory Council, a dedicated Parents' Association which contributes towards fundraising and community building. Our Learning and Teaching team together with our dedicated teaching staff attend to the academic, spiritual, wellbeing and social emotional needs of all students in alignment with the Victorian Curriculum. In 2024, the school's Leadership Team includes the following: Carmelina Corio (Principal / Principal), Emma Herbert (Deputy Principal / Religious Education and Learning and Teaching and Learning Diversity Leader), Georgia McNamara (Deputy Principal, Student Wellbeing Leader and Sport Co-ordinator), Bridie Slater (Maths Leader), Amanda Joplin (Literacy leader).

We aim to cater for each child through innovative teaching practice and a broad curriculum, including specialist classes in: Art, Physical Education, Italian and Performing Arts.

At St James, we understand every child is unique and requires a nurturing environment to grow and learn. That's why we adapt our teaching methods to cater to the individual needs of each student. We offer a wide range of features that set us apart:

- In the Spirit of St James, and with Jesus as our guide, we promote: respect, inclusiveness, courage, compassion and excellence.

- A caring community that involves students, teachers, parents, carers, and local businesses.
- Contemporary and adaptive learning spaces that enhance the learning experience.
- Personalised learning experiences that ensure every child feels valued and supported.
- Strong academic, social, and emotional foundations fostering a love for learning, curiosity, and critical thinking.
- Allied Health support, including an Occupational Therapist and a Speech Pathologist, to ensure our students' overall wellbeing.

The 2024 School continues to be led by the leadership of the school Principal: Miss Carmelina Corio.

Principal's Report

What a wonderful journey we've had at St James throughout 2024. It has been a year filled with growth, learning, challenges, and many memorable experiences. I am incredibly proud to have completed my first full year as Principal, and I feel privileged to lead such a vibrant, dedicated, and compassionate school community.

Our students continue to amaze us with their talents, curiosity, and unwavering dedication to learning. They have not only excelled academically but have also lived out the core values we hold dear at St James: respect, courage, excellence, inclusiveness, and compassion. These values are evident in the way our students interact with each other, approach challenges, and contribute meaningfully to our community.

I would like to extend my sincere gratitude to my two Deputy Principals, Emma Herbert and Georgia McNamara, for their leadership, guidance, and unwavering support throughout the year. A special thank you to our Learning and Teaching Leadership Team; Bridie Slater and Mandi Joplin for their ongoing dedication to promoting high impact teaching strategies and improving student learning outcomes.

Our amazing Administration team; Imelda Cuaresma, Iris Webster, and Ange Franich have ensured the smooth running of daily school operations with great efficiency, warmth, and care. St James is fortunate to have such a capable and welcoming front office team.

To our teachers and staff, thank you for your tireless efforts in creating a nurturing and stimulating environment for every learner. Your passion, professionalism, and commitment to student wellbeing and achievement are evident in all that you do. One example of this dedication is the Junior School team's participation in professional learning to become qualified InitialLit teachers. InitialLit, an evidence-based literacy program, has now been implemented across all Foundation to Year 2 classes during the morning Literacy block, providing a strong foundation in reading and writing for our youngest learners.

This year, our School Improvement Plan centred around four key priorities:

- Enhancing our faith community
- Evidence-based powerful teaching
- Empowering students
- Formation of self and others

As part of our focus on "Formation of Self and Others," we restructured the Learning and Teaching leadership team to allow for broader leadership and professional learning opportunities across staff, especially in the areas of literacy and numeracy.

We were also pleased to welcome international students into our community this year, further enriching our school's diversity and cultural awareness. Enrolments have continued to grow, a testament to the strong reputation of St James as a welcoming, high achieving Catholic school.

Our Parents' Association continues to play a pivotal role in school life, generously supporting fundraising initiatives, school events, and classroom activities. Thank you for your enthusiasm and partnership.

I would also like to offer a heartfelt thank you to our School Advisory Council for their wise counsel and support. A special acknowledgment and sincere appreciation go to our retiring Chairperson, Helen O'Connell, for her years of service and leadership. Her contribution has had a lasting impact on our school community.

Looking back on the year, we celebrate not only academic progress, but also the many rich experiences that shape the whole child. Some highlights of 2024 include:

Continued development of student voice and agency:

- Celebratory school Masses and liturgies,
- Student-led school tours and assemblies,
- Regular SRC Meetings and Initiatives,
- House Points Program,
- St James Colour Run,
- Story Dogs Program,
- Clubs held weekly which include: gardening, wellbeing activities, STEM and sports activities,
- Participation in the Holt District Sports Division including: Tennis, Swimming and Soccer,
- Weekly Sport in Term 2, AFL, Netball, Basketball, Cross Country and well as representation at the next level of competition for the Beachside area.,
- Whole school swimming program, Swimming carnival and Athletics Carnivals,
- Buddy Program for Prep, Year 1, Year 5 and Year 6,
- Student led fundraising activities eg project compassion, vinnies winter appeal, and
- Representation in STEM Mad.

These events reflect our commitment to nurturing the spiritual, academic, social, and emotional development of every child at St James.

Thank you once again to all in our school community, students, staff, families, and parish – for your support and partnership throughout the year. I am excited for what lies ahead as we continue to grow and thrive together.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To build an understanding of, and a contribution to the Catholic culture through partnerships, communication and collaboration.

Intended outcome: That the staff faith formation leads to confidence to be inquirer and witness and moderator.

Achievements

- At St James, our commitment to social justice and community outreach continues to be a core aspect of our school ethos. In 2024, we proudly strengthened our connection with St Vincent de Paul through various impactful fundraising initiatives.

Our Year 5 and 6 students and staff actively participated in the Winter Appeal and the creation of Christmas Hampers, working together to support vulnerable members of our community. These initiatives not only provided much needed resources for those in need but also helped our students understand the importance of compassion, generosity, and community service.

Through our partnership with St Vincent de Paul, our students are learning to embody the values of service and empathy, recognizing the positive impact they can make in the lives of others. This ongoing commitment to social justice reflects our dedication to living out Catholic values in meaningful and practical way

- A comprehensive timetable was developed to ensure each class had the opportunity to lead class and whole school Masses, liturgies, paraliturgies, and prayer services.
- The Religious Education Leader (REL) supported classroom teachers in planning and preparing for class and whole school liturgical celebrations, including developing planners, running sheets, PowerPoint presentations, and booklets to ensure smooth and reverent celebrations.
- Students and staff were supported and encouraged to attend and participate in weekend parish Masses, strengthening parish school relationships and fostering a sense of community.
- Professional Learning Team (PLT) time and school closure days were allocated for Religious Education professional learning, including the preparation and delivery of targeted PLT slideshow presentations.
- Teacher Accreditation to Teach Religious Education in a Catholic School (TAP) hours were recorded and aligned with faith formation opportunities and R.E. professional learning initiatives.

- A dedicated Religious Education landing page was created to support staff with individual professional learning, easy access to resources, and documentation of liturgical planning tools.
- Members of the R.E. team attended R.E. Network Days, promoting collaboration, professional growth, and alignment with MACS R.E. priorities.

Value Added

- The opportunity for students to lead liturgies and Masses developed their confidence, leadership skills, and deepened their understanding of the Catholic faith in authentic, meaningful ways.
- Encouraging attendance at weekend Masses and student involvement in parish celebrations helped build a stronger sense of connection between the school and parish communities.
- Ongoing support from the Religious Education Leader, combined with the development of comprehensive planning tools and resources, enhanced teacher capacity to deliver engaging and reverent liturgical experiences.
- The creation of planners, running sheets, PowerPoints, and booklets provided a consistent approach to liturgical celebrations, improving the quality and flow of school-wide religious events.
- Documented TAP hours and the provision of dedicated PLT time for Religious Education supported teacher accreditation requirements and encouraged continued professional growth in faith and pedagogy.
- The creation of the R.E. landing page provided a centralised, user-friendly platform for staff to access key resources, liturgical planning tools, and professional learning materials, improving efficiency and collaboration.
- Participation in network days and dedicated professional learning supported the development of a reflective, faith-centred school culture aligned with MACS priorities.

Learning and Teaching

Goals & Intended Outcomes

Goal: To build an understanding of and a contribution to the Catholic culture through partnerships, communication and collaboration.

Intended outcome: That staff faith formation leads to confidence to be inquirer and witness and moderator.

Achievements

At St James, our commitment to high-quality teaching and learning remains at the forefront of our educational journey. In 2024, we have made significant strides in literacy and numeracy, driven by evidence-based practices and strategic initiatives designed to enhance student outcomes.

Dedicated Numeracy and Literacy Planners and Notebooks

This year, we introduced dedicated Numeracy and Literacy planners and notebooks across all year levels. These resources have provided students with structured opportunities to engage deeply with key concepts, allowing for clear progression tracking and reflection. Teachers have utilized these planners to effectively map student growth, identify areas for improvement, and implement targeted interventions.

Professional Learning for Staff

We understand that effective teaching is the foundation of student success. To this end, we have prioritized professional learning for staff focused on the Vision for Instruction and High Impact Teaching Strategies (HITS). This professional development has empowered teachers with the skills and knowledge to deliver engaging, data-informed instruction that maximizes learning opportunities for every student.

3–6 Pilot of the OCHRE Literacy Program

In 2024, we proudly launched the 3–6 pilot of the OCHRE Literacy Program. This innovative approach has allowed us to deepen literacy understanding and improve reading and writing outcomes for students in Years 3 to 6. Through a structured and evidence-based framework, OCHRE has provided targeted support, leading to measurable growth in literacy skills.

Implementation of Spelling Mastery in Years 3–6

To further enhance student achievement in literacy, Spelling Mastery was introduced in Years 3 to 6. This structured program builds essential spelling skills through systematic and explicit instruction, equipping students with the strategies needed for accurate and confident writing.

Early results indicate promising improvements, reflecting the effectiveness of the program in strengthening foundational skills.

Through these initiatives, St James continues to foster a culture of high expectations, targeted learning, and continuous improvement. We are committed to nurturing confident, capable learners who are well-prepared for their educational journey ahead.

Student Learning Outcomes

Trends in NAPLAN Performance

The 2024 NAPLAN results at St James highlight important trends across key learning areas, reflecting both areas of strength and opportunities for targeted support.

Positive Trends: (Reading and Writing Strengths)

- Across both Year 3 and Year 5, student performance in Reading (433 for Year 3 and 505 for Year 5) and Writing (437 for Year 3 and 508 for Year 5) remains a highlight. These results demonstrate consistent growth in literacy skills, indicating that our early intervention strategies and structured literacy programs are effectively building strong foundational skills
- Both year levels showed improvement in reading and writing when compared to previous years, suggesting that our focus on literacy through structured programs like InitialLit and MultiLit is driving progress.

Areas for Targeted Improvement: (Spelling, Grammar, and Numeracy)

The data indicates a noticeable gap in Spelling (394 for Year 3 and 483 for Year 5), Grammar (415 for Year 3 and 506 for Year 5), and Numeracy (417 for Year 3 and 492 for Year 5). These domains have emerged as priority areas for targeted intervention.

Targeted Support Required:

- To address these gaps, St James is implemented Spelling Mastery, a research based approach to build spelling accuracy and understanding. In addition, Literacy Intervention with a dedicated staff member was introduced to provide focused support for students needing additional guidance. For numeracy, the school is committed to Enabling and Extending strategies that cater to individual learning needs, ensuring students grasp fundamental concepts while challenging high achievers.
- Looking at the data longitudinally, the trend suggests that students consistently perform well in reading and writing, with some fluctuations in numeracy and spelling. This consistency indicates that literacy-focused interventions are effective, but similar strategic attention is needed for numeracy. Moving forward, our focus will be on:
- Strengthening foundational skills in spelling and grammar through explicit instruction and targeted programs.

- Enhancing numeracy understanding with more hands-on, practical learning experiences.
- Continuing to monitor student progress through regular assessment and data analysis to adjust teaching strategies as needed.
- We are confident that with these targeted initiatives, our students will continue to excel and reach new levels of achievement in NAPLAN assessments.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	415	46%
	Year 5	506	85%
Numeracy	Year 3	417	78%
	Year 5	492	73%
Reading	Year 3	433	79%
	Year 5	505	96%
Spelling	Year 3	394	50%
	Year 5	483	65%
Writing	Year 3	437	89%
	Year 5	508	100%

*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

Goal: To build student voice, agency, and leadership by developing their knowledge and skills to be active and responsible decision-makers.

Intended outcome: That students are valued as leaders in their wider community, increasing responsibility and agency.

Achievements

- Timetabling each year level to attend a weekend parish Mass encouraged students to connect with their faith, their families, and the local parish community, fostering a strong sense of belonging and spiritual wellbeing.
- Through visits to local kinders, Kinder students were provided with opportunities to connect with peers outside of school, promoting positive social development and a sense of community early in their educational journey.
- Year 6 leaders attended MACS leadership events, including the St Patrick's Day Mass, which promoted personal growth, leadership skills, and a sense of responsibility, supporting both their spiritual and emotional wellbeing.
- Opportunities for each year level to participate in Mini Vinnies projects nurtured empathy, kindness, and social responsibility, allowing students to experience the joy and fulfilment of helping others, which positively impacted their emotional wellbeing.
- The Student Representative Council (SRC) led fundraising and awareness-building initiatives, giving students a voice in supporting causes that matter to them. This involvement fostered a sense of purpose and responsibility, contributing to students' social and emotional wellbeing.
- Year 6 Student Leadership Program: All Year 6 students participate in one of five leadership groups, working together to create initiatives that positively impact the school community.
- Assembly Organisation and Management: Year 6 leaders organise and run fortnightly assemblies, including script writing, presenting, and preparing awards for distribution.
- When possible, inquiry learning was connected to community issues, providing students with opportunities to explore meaningful, real-world topics. This approach encouraged critical thinking and problem-solving skills while strengthening students' connection to their local community and enhancing their sense of purpose.

Value Added

- By attending parish weekend Masses, students deepened their connection to their faith and school community, fostering a strong sense of identity, belonging, and spiritual wellbeing.
- Engaging with Kinder students in the local community promoted empathy, leadership, and confidence among our students, while also supporting a smooth and positive transition for Kinder children.
- Participation in MACS leadership events empowered Year 6 students to grow in confidence and responsibility, contributing positively to their self-esteem and leadership development.
- Involvement in Mini Vinnies gave students purposeful roles in service to others, nurturing compassion and strengthening their understanding of justice and community contribution.
- SRC-led initiatives enabled students to take initiative and lead social action, boosting their sense of agency, civic responsibility, and pride in making a positive impact.
- Inquiry units that linked to real community issues allowed students to explore relevant and meaningful topics, building critical thinking, engagement, and a sense of empowerment in addressing real-world challenges.

Student Satisfaction

At St James, we are committed to fostering a nurturing and engaging learning environment where every student feels valued and supported. The 2024 Domain Level Snapshot highlights strong student satisfaction across multiple areas, reflecting the positive learning experiences within our school community.

We are pleased to see significant growth in key domains, particularly in Rigorous Expectations (81%), where students feel their teachers hold them to high standards of effort and understanding. Additionally, Teacher-Student Relationships (73%) and School Belonging (78%) demonstrate our commitment to building meaningful connections and a strong sense of community.

Our students also expressed positive perceptions of School Safety (75%) and Enabling Safety (70%), emphasizing our dedication to ensuring both physical and psychological well-being. Furthermore, Student Voice (63%) showcases their recognition of opportunities to contribute and impact school life.

We remain dedicated to enhancing student engagement and belonging, striving to create a space where every student thrives academically, socially, and emotionally. The results affirm our collective efforts and inspire us to continue building an inclusive and supportive school environment.

Student Attendance

School attendance was constantly monitored through-out the school year utilising our school software package, nForma.

An overview of how we monitor our student attendance follows:

Parents are responsible for contacting the school when their child is unable to attend the school on any given day. This can be done by calling the office from 8:30am on (03) 9596 4766, or by leaving a message on the school answering machine.

In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a direct phone call, text message or email with a request made for an immediate response to explain their absence. This will be sent to parents prior to 9:30am. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student.

Where an explanation is received, the accurate cause of the absence must be recorded. If, following contact, the student's safety has been established, but no explanation has been provided within 10 school days, the absence will be recorded as an unexplained absence and will also be noted in the student's file.

Average Student Attendance Rate by Year Level	
Y01	94.2
Y02	94.5
Y03	93.3
Y04	90.2
Y05	92.3
Y06	91.6
Overall average attendance	92.7

Leadership

Goals & Intended Outcomes

Goal: To cultivate leadership development and practice amongst all staff at St James.

Intended outcomes: That staff feel empowered to contribute to and lead teams and strategically impact on student learning.

Achievements

- Literacy, Numeracy, and Religious Education learning and teaching teams were formed to drive curriculum improvement and provide a structured approach to professional collaboration.
- Each team included at least one staff member from every level, ensuring that all year levels had a voice in curriculum planning and implementation.
- Action plans were created for each curriculum area, outlining clear goals, strategies, and timelines to support school-wide improvement in teaching and learning.
- Staff members took on leadership roles by chairing and facilitating curriculum meetings, contributing to a culture of shared responsibility and distributed leadership.
- Regular timetabled meetings were held for each curriculum team, supported by clear agendas and documented minutes to ensure accountability and ongoing progress.
- Curriculum team members contributed to the dissemination of key strategies and updates at staff meetings, PLTs, and school closure days, enhancing whole-school consistency and professional growth.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Throughout the year, staff have engaged in various professional learning opportunities aimed at enhancing teaching practices and strengthening school wide capabilities. These activities included: • MACS Facilitated Professional Learning: Supporting best practice and alignment with archdiocesan educational standards. • Religious Education Professional Learning: Ensuring staff maintain TAP (Teaching Accreditation Program) hours and deepen their understanding of faith based education. • Safe Smart Solutions: Presented by Martin Tennant, focusing on effective safety measures and strategic planning. • Anaphylaxis and CPR Training: Led by Helen McGrath, ensuring staff are equipped to respond confidently in medical emergencies. • DSE Modules: Facilitated by the Learning Diversity Team, enhancing understanding of disability standards and inclusive education. • Differentiation in the Maths Classroom: Facilitated by MACS, providing strategies to support diverse learners in Mathematics. • MiniLit and MacqLit Professional Learning: Building expertise in evidence-based literacy programs. • Spelling Mastery Professional Learning: Focused on explicit and structured spelling instruction to support literacy development. • SWIF (School Wide Improvement Framework): A structured approach to drive continuous improvement across the school. • Deputy Networks: Facilitated by MACS, offering collaboration and shared learning for deputy principals. • Principal Induction / Networks: Organised by MACS, focusing on leadership development and effective school governance.	
Number of teachers who participated in PL in 2024	28
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

At St James, we value the commitment, passion, and dedication of our teaching and non-teaching staff, who contribute daily to the nurturing and growth of our students. The 2024 Domain Level Snapshot reflects strong staff satisfaction across various domains, with significant growth and stability in key areas.

Our staff continue to feel safe and supported within the school environment, as evidenced by positive endorsements in Student Safety (82%), School Climate (85%), and Staff Safety (71%). Notably, School Climate remained a strong point of connection and community, reinforcing the positive relationships and collaborative spirit within our school.

We are especially proud of the solid perceptions of Collaboration in Teams (81%) and Collective Efficacy (82%), highlighting the strength of teamwork and shared purpose that drive our school forward. This sense of unity is also mirrored in Support for Teams (76%), showcasing our ongoing commitment to providing conditions for effective collaboration.

While Feedback (46%) and Instructional Leadership (57%) show areas for growth, they present opportunities to strengthen our communication channels and leadership support, ensuring every voice is heard and valued.

The insights gained from this data encourage us to continue building an inclusive, supportive, and effective working environment where every staff member feels valued and empowered to achieve their best. Together, we will strive for continuous improvement, grounded in shared purpose and collective success.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	2
Graduate Certificate	0
Bachelor Degree	10
Advanced Diploma	3
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	12.2
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	7.45
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To build student voice, agency, and leadership by developing their knowledge and skills to be active and responsible decision - makers.

Intended outcomes: That the students are valued as leaders in their wider community, increasing responsibility and agency.

Achievements

- Stay and Play Sessions: Held fortnightly to provide families with an opportunity to connect with the St James community before their child's school journey begins.
- Kindergarten Community Engagement: Local kindergartens participated in various community events, including library sessions, Stay and Play, the Easter Bonnet Parade, Book Week activities, and the School Colour Run.
- Students and families were actively encouraged to attend weekend parish Masses, strengthening the relationship between the school and parish and fostering a shared sense of community faith.
- Classroom teachers organised student visits to local kinders, providing leadership opportunities for older students while nurturing early community relationships and supporting school visibility.
- The Story Dogs program was a valued part of our school community, providing a unique and supportive environment for students to develop their reading skills. Through the gentle presence of our Story Dog 'Boomer' and volunteer Michelle Thomas, students were encouraged to read aloud with confidence, building literacy skills while forming positive connections. This engaging program not only nurtured a love of reading but also contributed to students' social and emotional wellbeing.
- Students represented the school at significant MACS events, such as the St Patrick's Day Mass and leadership gatherings, promoting school pride and strengthening our identity within the broader Catholic education community.
- Each year level contributed to Mini Vinnies initiatives, including the collection of essential items for those in need. These projects deepened students' understanding of social justice and community outreach.
- Inquiry planners demonstrated intentional connections to the local and school community, allowing students to explore real-world issues, understand their place in the world, and contribute to solutions.

Parent Satisfaction

At St James, we greatly value the partnership we share with our families in nurturing the growth and development of each student. The 2024 Domain Level Snapshot reflects positive engagement and satisfaction among our parent community, highlighting areas of strength as well as opportunities for growth.

We are pleased to see strong endorsements in School Fit (79%) and School Climate (79%), indicating that families feel confident in how our school supports their children's developmental needs and fosters a welcoming and inclusive environment. This sense of community and belonging is a testament to our collective commitment to creating a nurturing atmosphere for learning and growth.

Student Safety (78%) remains a critical focus, with families expressing confidence in the physical and psychological safety provided at St James. Furthermore, Communication (75%) reflects effective and consistent channels of dialogue between home and school, ensuring that families feel connected and informed.

While Barriers to Engagement (59%) and Catholic Identity (51%) present areas for further growth, we are committed to listening to parent feedback and working collaboratively to strengthen these connections. We believe that enhancing engagement and deepening our community's connection to Catholic values will further enrich the experience for all families at St James.

We look forward to continuing our partnership with parents, striving to ensure every family feels valued, informed, and involved in their child's educational journey.

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.stjamesbrighton.catholic.edu.au