



ONE SCHOOL
ONE JOURNEY
multiple pathways.



ANNUAL SCHOOL PERFORMANCE AND INFORMATION REPORT

2022

FOR THE PERIOD 1 JANUARY 2022 TO 31 DECEMBER 2022



ST JAMES'
ANGLICAN SCHOOL

A school of The Anglican Schools Commission (Inc.)

Overview

This information provides a statistical overview of some of the major elements of the School's daily operations. However, such information does not provide a full and accurate summary of the various activities and achievements of our staff and students. We encourage all readers to refer to our Website for more information and to further appreciate the ethos and offerings of the School. We welcome visitors to the School at all times and invite you to contact our Enrolments Officer on (08) 6336 8330 to arrange a visit.

Welcome from the Principal



It has been another challenging year for our community. The hard border came down and the pandemic impacted Western Australia more than ever before. No longer were the news reports about high case numbers in other places, the high caseloads were now on our doorstep. This changed our thinking in terms of agility, business education practices, and daily operations. We now plan events, run them with reduced numbers as required, and move swiftly to take up opportunities to make up lost ground in the curriculum. COVID-19, as tough as it has been, has made us better.

Our second group of Year 12 graduates has been pivotal in maintaining the culture of high achievement. I would like to thank all our amazing teaching and support staff for their contribution to the outstanding Year 12 results of our 2022 graduates. These results place us as one of the highest-performing schools in the northern corridor. In our second year with graduating Year 12's, we are immensely proud.

We congratulate our top ATAR student, who achieved an ATAR of 98.5. In addition, we have many students who followed a general or Vocational Education Pathway (VET) and have already secured University, TAFE, or career placements.

The student numbers have continued to rise, despite a reduction in the number of migrants moving into our area, and a housing market that has stalled to record levels. In 2023, we will approach 1000 students, with a Junior School that is at capacity. The incoming cohort of Year 7 will be approaching the capacity of 128 students. The year groups coming through Year 8, 9 and 10 are also approaching capacity. This means a stable financial environment that allows us to plan safely for a strong future.

With the first 23 students graduating in 2021, we now see our second cohort of 35 students moving on to the wider world at the end of 2022. This second cohort has continued the tradition set by 'The Twenty-Three' and maintains high standards and community spirit that make us all very proud. Whilst some schools battle with their Year 12 cohort, we work collaboratively with them to achieve a common goal - the very best pathway for each individual. The motto we have of 'One School, One Journey, Multiple Pathways' is what drives us all.

This year we commenced the use of our 9-million-dollar Stage 4 Senior School and gym extension. These new learning spaces have transformed our daily life at St James'. The additional classrooms have given us room for growth, and the new Library space has become the hub for Year 11 and 12 studies. The Performing Arts area allows a distinct connection between Drama and Music and provides large spill-out spaces for the students to work in. With a major build occurring over each of the last eight years, 2023 should see us consolidate our facilities, ensuring we maximise their potential before looking toward the next necessity. The main structures are now complete, and we can focus on developing all aspects of our grounds to be as user-friendly and sustainable as possible.

It was a refreshing break from our building program in 2022, with our facilities easily matching our needs. The next few years will see the need for buildings to kickstart again as we move beyond one thousand students and welcome four streams of Year 7. I have been very proud of our ATAR results, our graduation rates, our community engagement and a professional, supportive staff that put our students first. We are known as the Orange Army from the North, and as the School of choice in our region.

Our School

St James' Anglican School is a school of the Anglican Schools Commission (Inc.) (ASC) situated on 11 hectares of land on the corner of Marmion Avenue and Graceful Boulevard in the new northern beaches' suburb of Alkimos, 44 kilometres from the Perth CBD. Alkimos is named after the shipwreck of the Greek freighter Alkimos, which ran aground in 1963 on the coast, west of the current location of the School of St James'. The wreck lies a few hundred metres offshore and has slowly been rusting away to the point where only a small section of the hull remains. It is a popular fishing and surfing spot, although many believe the wreck is haunted.

St James' Anglican School is a co-educational, independent day school. The School caters for Kindergarten to Year 12. At full enrolment, the School will cater for approximately 1200 students.

Our Purpose

St James' Anglican School will provide excellence in education, inspiring high standards of achievement and the development of individual potential in a dynamic, caring and Christian environment.



FAITH by living the Gospel values, acting with honesty and openness, and celebrating difference and inclusion.

WISDOM through the pursuit of knowledge, lifelong learning and high standards and expectation.

SERVICE by demonstrating fairness, empathy for others, and respect for self, others and our world.

The School is part of the corpus of the Diocese of Perth and is related to the local parish and community. The purpose of a Church school is to foster growth in character and develop a set of values and skills, by teaching and example in a Christian setting, through all the activities of school life.

Therefore, the aims of this School are:

- a safe and caring school community
- a financial and environmentally sustainable school
- living out Gospel values everyday.

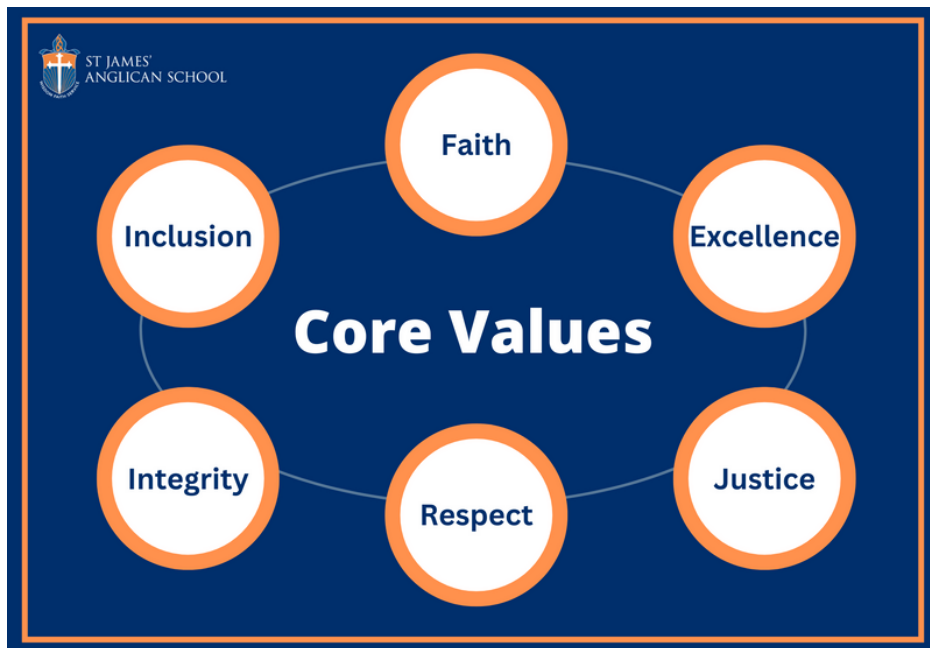
St James' will aim to provide excellent opportunities in sport, music, drama, arts, languages and cultural pursuits within and beyond the school curriculum.

Our Vision

As centres of excellence in teaching and learning, pastoral care, worship, and service, the schools of the Anglican Schools Commission are distinctively Christian communities, fulfilling the Gospel imperative to teach the faith and nurture the young.

Our Core Purpose

To establish and maintain a low-fee Anglican school, which will provide a high quality, inclusive, caring Christian education.



ATAR Results

St James' was placed as the highest ASC school and the top school in our region.

Median ATAR: 88.85

- Traditionally, this median ATAR would have placed St James' in the top 15 schools in WA (top 5%). Likely to have been in the top 2-3 co-educational schools.
- 73% of St James' students performed in the top 15% of the state.
- 36% of St James' students performed in the top 10% of the state.
- Top student was 98.5.



Subject Certificate of Excellence:

- Elissa Quinn-Williams (PES)

Certificate of Distinction:

- Maxim McNeela
- Elissa Quinn Williams
- Olivia Williams

Certificate of Merit:

- Anya Coetzee
- Carys Davies
- Tennille Hubbard
- Isobel Hunter
- Tayla Muller
- Student X (NFP)

NAPLAN Results

The annual NAPLAN tests occur in mid-May. They test the Year 3, 5, 7 & 9 students in Literacy (Reading, Writing, Language Conventions) and Numeracy. The results are then published in late August/ early September – parents receive a printed report and the school receives data about both the individual student's progress and the whole cohort.

(In 2023 the annual NAPLAN tests are moving to March, the intention is to get the results much earlier).

St James' use the results of NAPLAN testing to inform the School community of the standards of our cohorts, both as a whole and also for the individual students. They are also used to identify areas of strength/ weakness across the School.

It is important to acknowledge the needs of the entire cohort, and as such the students who finish below the minimum standards will be identified by the analysis and then remedial work can be planned.

In the Junior and Senior School, we track all students progress and identify ways in which we can support their Literacy and Numeracy development. We track the students using school based standardised benchmark tests, in class testing, examinations and by analysing the NAPLAN data. In

Senior School, Progressive Achievement Tasks (PAT) maths and PAT reading also occurs. The Junior School have accessed a program called Elastik which collates and analyses the baseline data. It produces individual reports/ goals for each student, this then generates individualised work to help fill any gaps.

Numeracy	National Percentiles	School Performance
Year 3	Top 20%	11%
N=57	Middle 60%	67%
	Bottom 20%	22%
	At or Above Minimum Standard	100 %
	Below Minimum Standard	0%
Year 5	Top 20%	17%
N=62	Middle 60%	58%
	Bottom 20%	25%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%
Year 7	Top 20%	18%
N=97	Middle 60%	73%
	Bottom 20%	9%
	At or Above Minimum Standard	97%
	Below Minimum Standard	3%
Year 9	Top 20%	18%
N=63	Middle 60%	76%
	Bottom 20%	6%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%

NAPLAN Results

Reading	National Percentiles	School Performance
Year 3	Top 20%	19%
N=57	Middle 60%	68%
	Bottom 20%	13%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%
Year 5	Top 20%	13%
N=62	Middle 60%	65%
	Bottom 20%	22%
	At or Above Minimum Standard	99%
	Below Minimum Standard	1%
Year 7	Top 20%	17%
N=97	Middle 60%	71%
	Bottom 20%	12%
	At or Above Minimum Standard	99%
	Below Minimum Standard	1%
Year 9	Top 20%	16%
N=63	Middle 60%	71%
	Bottom 20%	13%
	At or Above Minimum Standard	97%
	Below Minimum Standard	3%

Writing	National Percentiles	School Performance
Year 3	Top 20%	13%
N=57	Middle 60%	72%
	Bottom 20%	15%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%
Year 5	Top 20%	10%
N=62	Middle 60%	57%
	Bottom 20%	33%
	At or Above Minimum Standard	95%
	Below Minimum Standard	5%
Year 7	Top 20%	16%
N=97	Middle 60%	61%
	Bottom 20%	23%
	At or Above Minimum Standard	97%
	Below Minimum Standard	3%
Year 9	Top 20%	23%
N=63	Middle 60%	58%
	Bottom 20%	19%
	At or Above Minimum Standard	92%
	Below Minimum Standard	8%

NAPLAN Results

Spelling	National Percentiles	School Performance
Year 3	Top 20%	13%
N=57	Middle 60%	76%
	Bottom 20%	11%
	At or Above Minimum Standard	100%
	Below Minimum Standard	0%
Year 5	Top 20%	20%
N=62	Middle 60%	62%
	Bottom 20%	18%
	At or Above Minimum Standard	99%
	Below Minimum Standard	1%
Year 7	Top 20%	16%
N=97	Middle 60%	68%
	Bottom 20%	16%
	At or Above Minimum Standard	97%
	Below Minimum Standard	3%
Year 9	Top 20%	13%
N=63	Middle 60%	69%
	Bottom 20%	18%
	At or Above Minimum Standard	95%
	Below Minimum Standard	5%

Grammar & Punctuation	National Percentiles	School Performance
Year 3	Top 20%	11%
N=57	Middle 60%	63%
	Bottom 20%	26%
	At or Above Minimum Standard	95%
	Below Minimum Standard	5%
Year 5	Top 20%	17%
N=62	Middle 60%	48%
	Bottom 20%	35%
	At or Above Minimum Standard	99%
	Below Minimum Standard	1%
Year 7	Top 20%	17%
N=97	Middle 60%	65%
	Bottom 20%	18%
	At or Above Minimum Standard	96%
	Below Minimum Standard	4%
Year 9	Top 20%	19%
N=63	Middle 60%	71%
	Bottom 20%	10%
	At or Above Minimum Standard	95%
	Below Minimum Standard	5%

Our Curriculum

Our staff are a committed and dedicated team who are constantly reflecting and refining their skills to deliver a high-quality curriculum. We utilise many strategies to ensure that curriculum is delivered to the highest possible standard. These include:

The **ORANGE STANDARD** is an acronym (**O**rganise, **R**espond, **A**cknowledge, **N**urture, **G**ive, **E**dit) and is displayed in each classroom. The Standard guides students to producing excellent work to the best of their ability. Teachers use the Standard in their assessments and day to day teaching to give necessary and constructive feedback to their students. A copy of it, along with the extended checklist is available in the School diary. This is a quality framework that can be used for most written pieces of work. It is displayed and referred to in every classroom of our School from Years 3 – 12.

ACTIVATE Framework – this is a bespoke learning and teaching framework designed by the Collaborative Council and used to guide our curriculum delivery from K-12.

AGENCY
CROSS CURRICULAR
TRANSFERABLE SKILLS
INNOVATION
VARIETY OF LEARNING TASKS
ASSessment
TARGETED TEACHING
ENGAGEMENT

Teacher Improvement Plans (TIPS) support teaching and learning through peer observations and feedback. The Senior School TIPS have been developed specifically to align with ACTIVATE by the Collaborative Council. Professional Learning needs can be identified through the TIPS. The individual strengths of staffs can also be recognized and shared through the Peer Observation approach.

Individual Development Plans (IDP) support teaching and learning through self-reflection and identification of areas of strength and weakness. Professional Learning needs can be identified through the IDP. The individual strengths of staff can also be recognized and shared with the teaching team.

Executive Functioning focus – this has involved more explicit recognition and teaching of these skills and supports many of the ACTIVATE elements.

Literacy and Numeracy form the foundation of learning at St James'. All our programs incorporate elements of literacy and numeracy by providing opportunities to develop and apply these wherever possible. We use a range of commercial and non-commercial programs and utilise support from professionals at AISWA. Programs are also often integrated to assist students in making connections and deepening their understandings.

Our Curriculum

Curriculum at St James' is designed to be challenging and inclusive, so all students can reach their full potential. The SATORI team is specifically designated to students and classes to support equality at St James'. Satori is Japanese for enlightenment. Extension opportunities are also offered as part of our Satori program, through open ended tasks and various competitions and events. Staff work with these students in small groups or provide support in classes. The SATORI team work closely with the teaching staff to support learning.

Clubs support the learning and curriculum at St James' and students are encouraged to attend these.

Christian values are central to how students approach their learning at St James'. All students from Kindergarten to Year 12 partake in a Christian and Values Education program. This program helps develop committed, passionate and caring students, which sets the approach students take in all other curriculum areas. Above all, we encourage students to always give their best and use a range of strategies to support this.



Our staff take the learning environment very seriously, ensuring it is stimulating and inviting for all our students. This includes providing special areas to work in within the classroom and in our Collaborative Areas in both Junior and Senior School. Desks and seats are varied and flexible. Our Early Learning Centre has been developed as a 'home away from home.' Our classrooms are warm and welcoming. There are also many areas to relax and play in, such as the Junior School Nature Play and covered area adjacent to the School Canteen.

A student's wellbeing is also very important to us. Our staff are encouraging and positive and make themselves available to assist students with social and emotional challenges. We use the Friendly Schools program, as well as the Keeping Safe: Child Protection Curriculum to deliver suitable content to our students. Students also attend Chapel once a week. Students are monitored and interventions put in place to support wellbeing.

St James' staff are driven, passionate individuals who are organised, flexible and creative. These qualities are engendered into our students. Providing a quality education is part of our core. We expect students to work diligently and to produce work of high quality.

Junior School

The Junior School curriculum at St James' Anglican School is strong, structured and purposeful. In every Learning Area, students are provided with engaging content and relevant skill building opportunities. Whilst many of our lessons are explicitly taught, they comprise of independent and collaborative learning approaches where students learn to listen, question and apply themselves. Student engagement is highly valued, as is student success.

We aim to develop in students, a sense of ownership in their education. At St James', all students are encouraged, supported and challenged, not only in their classrooms, but in competitions and in before and after school clubs.

To support our students in the Junior School, we have a range of programs, including but not limited to:

- Diana Rigg Spelling
- Talk for Writing
- Seven Steps for Writing
- Origo Mathematics
- Essential Assessments
- Springboard Comprehension
- A comprehensive reading program in the Early Learning Centre which utilises a variety of programs with the aim to develop strong decoding and reading comprehension skills.



Each year group has a motto that underpins their specific focus. These are as follows:

- **Kindergarten:** Play is the Way
- **Pre-Primary:** Don't Underestimate Us
- **Year 1:** Challenge Us
- **Year 2:** Let Us Lead
- **Year 3:** Year of Independence and Resilience
- **Year 4:** Year of Inquiry and Global Citizenship
- **Year 5:** Year of Application and Cooperation
- **Year 6:** Year of Determination and Leadership

There are signs outside classrooms with these headings.

Senior School

In Years 7 to 10, St James' Anglican School delivers a mandated curriculum set by the School Curriculum and Standards Authority (SCSA). The curriculum is organised into eight learning areas, with the addition of Christian and Values Education.

- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages – Japanese
- Mathematics
- Science
- Technologies – Foods, Digital Technology and Design and Technology
- The Arts – Drama, Music and Visual Arts
- CAVE – Christian and Values Education

Complementing these mandated courses are option subjects available to students in Years 9 and 10. These subjects allow students to explore areas of interest to them in preparation for their Year 11 and 12 pathways.

Regular review and student input, ensures these options remain relevant and contemporary. In Year 9, the options offered at St James' include:

- Children, Family and Community
- Dance
- Design Technology
- Digital Technology
- Drama
- Food Technology
- Game Design
- Global Citizenship
- Graphic Design
- Japanese
- Marine Studies
- Sports Science
- Music
- Woodwork and Metalwork
- Visual Art



Senior School

The Year 10 options are designed to feed into the students' chosen pathways for Years 11 and 12. These include:

- Children, Family and Community
- Dance
- Digital Technology
- Drama
- Engineering and Metalwork
- Food Technology
- Forensic Science
- Global Citizenship
- Graphic Design
- Japanese
- Marine Studies
- Psychology
- Sports Science
- Music
- Woodwork and Metalwork
- Visual Art

In Years 11 and 12, St James' Anglican School delivers a range of ATAR, General, Foundations and Certificate courses onsite. Students may also complement their pathways with TAFE and Work Placement opportunities. The primary aim for students in these years is to attain their West Australian Certificate of Education (WACE). Student may also aim to generate an Australian Tertiary Admission Rank (ATAR).

Onsite course options and which grid line they appear on, vary slightly based on student selections each year, however, the following indicates common offerings, based on a six-line grid.

- English (A), English Literature (A), English (G) and English (F).
- Human Biology (A) and (G), Japanese (A), Hospitality (C2), Design Photography (G), Geography (A) and (G) and Computer Science (A) and (G).
- Food Science Technology (A) and (G), Maths Specialist (A), Music (A) and (G), Psychology (A and (G), Economics (A) and Career and Enterprise (G).
- Materials Design and Technology (G), Physics (A), Workplace Skills (C2), Visual Art (A) and (G), Politics and Law (A) and Marine and Maritime (G).
- Modern History (A), Children family and Community (A) and (G), Physical Education Studies (A) and (G), Chemistry (A), Integrated Science (G) and Drama (A) and (G).
- Maths Essentials (G), Maths Applications (A), Maths Methods (A), Maths Foundation (F) and ECU UniPrep.

Key.

A = ATAR course (more difficult)

G = General course (moderate)

F = Foundation (least challenging)

Co-Curricular

Throughout 2022 St James' offered many before and after school clubs and activities to supplement its academic and pastoral programs.

The co-curricular program aims to cater for interests and abilities at all levels and seek to engage students outside the requirements of the Western Australian Curriculum. Through before and after school clubs and activities, students are exposed to activities they may not otherwise have attempted. They grow in confidence, socialise with their peers and engage with passionate staff, as they are extended in areas of interest.

There are opportunities to represent St James' Anglican School in competitions such as ACC Carnivals and CAS Sport. Talents can be showcased at special events such as the School Musical, Concerts and Performance / Exhibition evenings.

Some of the Clubs and activities offered include chess, swimming, athletics, cross-country, public speaking, debating, Numero, art, cooking, academic challenges, science, motorsports and many more.



Specialist Sporting Programs for students in Year 7-12 are available in Volleyball and Soccer. Sessions are conducted by high calibre coaches before, during and after-school, with teams involved in regular fixtures against other schools.

The School has a carefully planned camp program for each Year group from Year 2 - Year 10. These all include overnight stays with locations varying from the School campus itself to Hillarys, Yanchep, Williams, the Swan Valley, Rottneest and Margaret River. Age-appropriate challenges build independence, confidence and specific competencies. The Year 12 students attend a Retreat in preparation for the year ahead.



Pastoral Care

Pastoral care is the responsibility of the whole school community. The scope of pastoral care embraces the network of relationships among students, all staff (including Teaching, Education Support, Maintenance, Administration and Principal) and parents.

Pastoral care is an integrated approach to implementing an ethos of care within a school. Staff have a responsibility of extending care into all aspects of their work.

The goal of pastoral care is that the School will support each student to grow and develop so that they engage with meaningful and successful learning. All members of the school community are encouraged to give and receive guidance and support.

Pastoral care is connected to the curriculum and organisational life of the School as it affects school culture, relationships within the School, the learning, health and well-being of the students and staff. When parents send their children off to school, they expect the environment to be challenging academically, but safe for them to grow and discover their strengths. Policy and protocol are a reality in the modern world, but relationships and a caring environment should always precede paperwork.



The emotion of children, teenagers, teachers, conforming, academia and friendships, can all combine to create high stakes, which must be resolved daily. We aim to foster an atmosphere in which children feel secure, know that they are valued and are encouraged in their learning, growth and social development, within a healthy and safe environment.

Pastoral care at St James' is based on mutual respect. Good relationships underpin all that we do. The current world climate creates many external pressures that we must help our students understand and develop strategies that will help them cope with the changing demands in their daily lives.

In a world of uncertainty, St James' provides stability, where students can develop the tools to survive not only today, but also for tomorrow.

CARE Framework – used to guide our pastoral delivery.

Consistency

Accountability

Relationships

Executive Functioning

Pastoral Care

School structures which foster pastoral care include:

- School Captains
- Student Representative Council
- PCG Teachers / Classroom Teachers
- Learning Support teacher
- Satori staff
- Heads of Year
- School Counsellor
- School Chaplains
- Deputy Heads of School
- Heads of School
- Vice Principal
- Principal



In summary, we strive to:

- Create a learning environment where children are safe and challenged.
- Communicate to our students, values and beliefs that are in keeping with our Christian ethos.
- Ensure that children develop academically, socially, physically and spiritually.
- Help children grow in self-esteem, confidence and independence of thought.
- Protect children from physical, social, emotional and intellectual harm and to provide them with the skills to cope with possible threats to their personal safety.
- Encourage safe use of Information Technology with special reference to the internet and social media.
- Encourage empathy in our students.
- Celebrate diversity and welcome everyone to St James' Anglican School.
- Recognise the traditional custodians of the land we inhabit.



Enrolments

St James' Anglican School's foundation year was 2015, commencing with 148 students from Kindergarten to Year 6. By December 2015 student numbers had increased to 200 and by 2016 they had increased to 306 students from Kindergarten to Year 7. By 2021 St James' offered Kindergarten to Year 12, operating with 462 students in Primary and 335 students in Secondary.

In 2022 St James' commenced with 896 students of which 492 were Primary students and 404 Senior School students. The gender balance was 49.1% female and 50.9% male. By the end of 2022 the enrolment numbers were at 905, of which 487 were Primary School students and 415 Senior School students. The gender balance at the end of 2022 was 48.5% female and 51.5% male.

The enrolment numbers for the start of 2023 were 987 of which 496 are Primary students and 491 are Senior School students. The opening gender balance was 48.3% female and 51.7% male.



Student Attendance

Attendance rolls were taken every morning and afternoon in class time in the ELC and Junior School and a period-by-period basis in the Senior School. Absentee information was then transferred to an electronic database (SEQTA).

Text messages were sent to parents/guardians of any student who was absent from school, where the absence is not explained by earlier contact or a note. Parents were required to notify the School of their child's absence.

Any correspondence notes and/or medical certificates were recorded on SEQTA and any hard copies kept and archived. If notes or medical certificates are not provided, parents were formally requested in writing (email) or by phone call from the class teacher to supply the supporting documents and the class teacher then places a note on SEQTA.

Student Attendance

ABSENTEES – SEMESTER 1 2022

Grade	Possible School Days	Attendance Days	Non-Indigenous Attendance %	Indigenous Attendance %	< 90% Attendance	90% + Attendance	Number of Students
Y01	5759	5259.87	91.33%	0%	20	40	60
Y02	5950	5423.78	91.01%	95.51%	21	42	63
Y03	5376	4960.96	92.32%	90.30%	17	39	56
Y04	6101	5451.63	89.56%	83.02%	30	35	65
Y05	6075	5438.62	89.54%	88.42%	28	36	64
Y06	6048	5402.38	89.33%	0%	31	32	63
Y07	9300	8351.93	89.69%	95.43%	40	58	98
Y08	9382	8307.29	88.54%	88.88%	50	51	101
Y09	5763	5102.30	88.54%	0%	31	30	61
Y10	6802	5989.35	88.02%	90.63%	35	38	73

Overall Attendance	Non-Indigenous Attendance%	Indigenous Attendance %	Count <90% Attendance	Count 90%+ Attendance
89.68%	89.67%	90.38%	303	401

ATTENDANCE – TERM 3 2022

Grade	Possible School Days	Attendance Days	Non-Indigenous Attendance %	Indigenous Attendance %	< 90% Attendance	90% + Attendance	Number of Students
Y01	2686	2422.57	90.19%	0%	21	40	61
Y02	2774	2408.46	86.62%	92.98%	31	32	63
Y03	2465	2258.94	91.68%	89.34%	25	31	56
Y04	2860	2521.77	88.22%	86.67%	32	33	65
Y05	2817	2469.07	87.94%	69.07%	29	35	64
Y06	2778	2394.89	86.21%	0%	36	28	64
Y07	4400	4012.13	91.05%	97.97%	30	70	100
Y08	4417	3895.90	88.15%	89.96%	40	64	104
Y09	2835	2508.81	88.49%	0%	28	38	66
Y10	3290	2903.15	88.17%	93.18%	37	38	75
Overall Attendance		Non-Indigenous Attendance%		Indigenous Attendance %	Count <90% Attendance		Count 90%+ Attendance
88.74%		88.72%		89.73%	309		409

Student Attendance

Management of Non-Attendance

Students are expected to attend school every day that the School is open. St James' Anglican School offers an extensive educational program that allows students to grow and develop. Students who fail to maintain an acceptable level of attendance place not only their educational progress at risk, but also their enrolment at St James' Anglican School.

Parent/Guardians are asked to notify the School of any absences before 9.00am on the day of the absence and they must apply to the Principal for any special leave requests.

Holidays During School Term

The School communicates the position that families make travelling arrangements during holiday periods to avoid any disruption to the learning and homework routines of their children.

All parental requests for extended leave for their children during the school term for any reason must be made in writing to the Principal before the requested leave time.

The Principal acknowledges any planned absence. Administration then note the absence and the reason for it. The Attendance Register recorded these dates as a 'resolved' absence.

Persistent Non-Attendance

If a student has been identified as being an irregular or chronic non-attender and repeated efforts to work with parents to restore attendance have not been successful, the Principal or nominee will:

- Request a formal meeting.
- If attendance does not improve, the Principal will consult the Department of Education.
- Inform the parent advising of consultation with the Department of Education.
- Revise any attendance improvement plan developed.

2022 Parent Survey

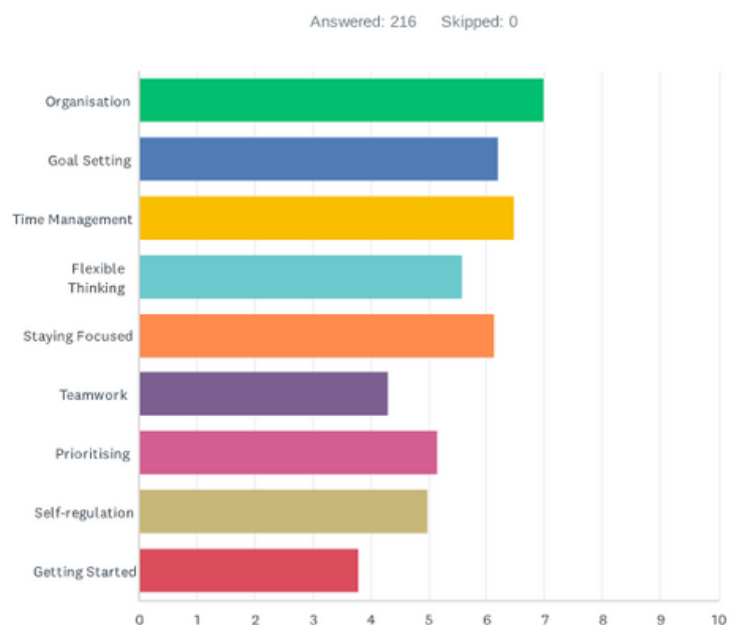
The Targeting Life Skills survey was to highlight what areas parents would like the teaching staff to target e.g. organisation, goal setting, prioritising etc.

Executive functioning is the mental process that enables us to plan, focus attention, recall instructions, and juggle multiple tasks successfully. This year, we would like to collaborate more closely with you, as we develop a timeline of when we will target each key skill.

These are the year groups from the people who responded (answers to Q2):

Kindy	4
PP	5
Year 1	7
Year 2	9
Year 3	5
Year 4	7
Year 5	8
Year 6	8
Year 7	15
Year 8	26
Year 9	10
Year 10	13
Year 11	5
Year 12	8
Did not answer	92

Q1 We would like to ask you to please rank your top three (3) items in terms of priority focus, from the list below:



Staff Professional Development

PD Days Used	Cost of Teacher Relief	Cost of Courses	Total Cost
184	\$29,481	\$62,168	\$91,586

Staff Composition

	Full Time	Part Time	Indigenous/Torres Strait Islander
Male	17	5	0
Female	53	31	0

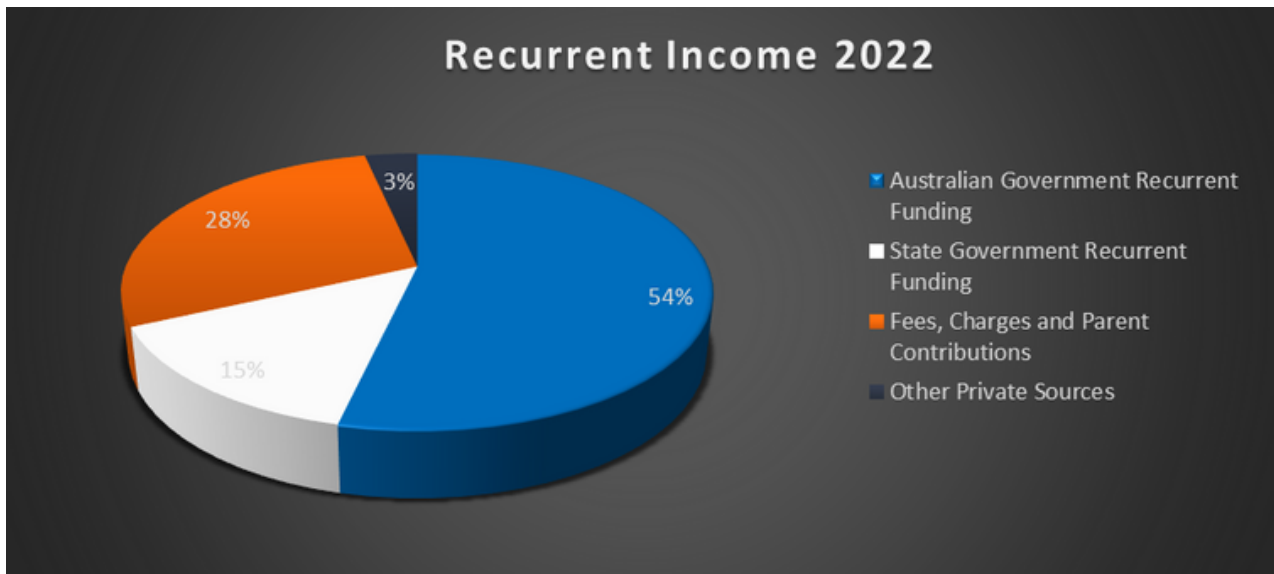
Staff Qualifications

A listing of School staff, together with details of their academic qualifications is available at the end of this report.

Staff Retention Rate

In 2022, the staff retention rate within the School was 88.6%.

School Funding



School Council & Staff Qualifications

School Council	
Mr Tony Stopher (Chair)	Bach.Sc. Dip. Ed. (UWA), Grad. Dip. Div, Grad. Cert. Div. (ACT), FACEL(WA)
Mr Allan Griffiths (Vice - Chair)	Bach.Sc (London), M.Sc (Liverpool)
Mrs Jenny Xie (Treasurer)	M.Com(USYD), C.A.
Mrs Kristy Alderson	B.Comm (Accounting and Business Law), B Laws, Grad Dip Legal Practice
Mrs Keva Crouch	Bach.Econ (UWA), Grad Dip Marketing
Mrs Caroline Giles	Bach.Arts, Dip. Education
Mrs Louise Love	Bach.Arts (Communication Studies) Postgrad Dip (Policy Studies)
Mrs Jane Stacey	Bach.Econ
Reverend Marie Aitken	Bach.Theology
Executive Staff	
Adrian Pree – Principal	Bach.PhEd , Dip. Education, (UWA)
Lisa Whitty – Business Manager	Business Manager
Reverend John Taylor – Chaplain	Bach.Th. [HONS]; P.G.C.C.; Dip. Min. Oxon
Daniel Mornement – Head of Junior School	Bach.Arts.Ed (History) Hons
Christopher Hall – Head of Senior School	Bach. PHE, Dip Ed, Mas. Ed Management (Hons) (UWA)
Nicholas Townsend – Deputy Head of Junior School	Bach. of Business (Marketing and Electronic Commerce), Grad Diploma of Education (Primary), Wollaston Certificate of Theology
Laura Briggs – Deputy Head of Senior School	Bach. App. Sci/ Dip. Ed.
Reverend Marie Aitken	Bach. Theology

Staff Qualifications

Administration and Support Staff	
Christine Antoine	Personal Assistant to the Principal
Tara-Lee Beutel	Personal Assistant to the Principal
Marie Diskin	Enrolments Officer
Suzanne West	Assistant Business Manager
Kelly Lane	Publicity and Marketing
Laura Pritchard	Accounts Officer
Sharon Hamilton	Accounts Officer
Carly Tooker	Student Services
Sandra Palmer	Senior School Receptionist
Tanya Weston	Senior School Receptionist
Laura Smith	Junior School Receptionist
Rachael Stone	Cert III in Library and Information Services
Danni Wick	Community Relations and Marketing Officer
Karen Kuiper	Food Technician
Jane Hill	Food Technician
Barry Gore	Trade Technician
Debbie Doyle	NVQ (Early Years & Ed.) (Ireland)
Kidest Demeke	Science Lab Technician
Allison Vickery	Bach. Sci, Chem and Mineral Science (Extractive Metallurgy), Assoc. Dip. of App. Sci (laboratory techniques)
Teaching Staff	
John Ackroyd	Bach. Education, Certificate III Carpentry, Cert IV Small Business Management
Nathan Adler	Bach. Engineering, Masters of Teaching, Dip.Mining
Sam Alcock	Bach.Education
Jodie Bastow	Bach. of Arts(English/History) and Bach. of Education (Secondary)
Sue Bradley	Bach.AppSc , Grad Dip Ed, BSc, Cert IV TAE
Alana Brentnall	Bach. of Science, Grad Dip in Education
Peter Brown	Bach.SC Grad Dip Ed
Sasha Burbridge	Bach. of Secondary Education
Colleen Carpenter	Diploma of Education
Carol Carrick	Bach. of Education (Early Childhood Studies)
Kathleen Casey	Master of Education (Coursework and thesis), Graduate Diploma of Education (Secondary), Bach. of Arts
Philippa Chapman	Bach. of Music Education (hons.)
Christina Claire	Bach. Music/B.Edu (Secondary)
Tracey Cooke	Certificate of Musical Theatre, Bach. Musical Theatre, Grad. Diploma in Education, Masters of Performing Arts, Cert IV Training and Assessing
Sarah Davies	Bach. Arts, Grad. Dip of Secondary education
Victoria Demidh	Bach. (Honours)Primary Education and Science with Qualified Teacher Status (QTS)
Rachel Dewar	Bach. Education. (Primary)
Clara Douglas	Grad. Dip.Education. (Primary)

Staff Qualifications

Brooke Edwards	Bach. of Science (Biology), Bachelor of Arts (Education)
Olivia Ferrante	Bach. of Secondary Education – Music
Anna Fletcher	Bach.Arts, Post Grad Cert in Edu, Cert IV in Training & Assess, Cert I & II in Visual Arts, Cert II in Skills and Vocational pathways
Suzy Flight	Bach.Education
Emma Ford	Bach. Fine Art, Hons, Masters of Teaching
Teresa Gastevich	Dip. of Teaching, Bach.Arts, Grad. Diploma Applied Sci (Teacher Librarianship), Grad. Cert. of Ed. (TESOL), Master of App Sci (Teacher Librarianship), Grad. Dip. in Counselling (Health), Master of Counselling (Health)
Jennifer George	Bach. Sc Hons Maths, stats and operational research (Queen's Uni, Belfast) PGCE Sec Maths and Comp Science (Queen's Uni, Belfast)
Candice Gercitano	Bach. of Science in Elementary Education K-6
Rohin Grove	Bach. of Education (Secondary) Physical Science, Certificate II and III in Music Industry
Rachael Holt	Bach. of Health Science (Nutrition), Grad. Dip. Education (Sec. Home Economics), Grad. Cert of Arts (RE), Cert IV Training & Assessment, Cert II Hospitality
Sharon Houston	Post Grad.Ed. (Primary)
Rebecca Hudson	Dip. Ed EOM
Mackenzie Huggins	Bach. Sports Sci and Exercise & Health Sci, Masters of Teacher, & Cert IV Training and Assessment
John Hummerston	Bach. Sec Ed. – Drama (major) and English (minor) Grad. Dip. of Primary Edu.
David Johnson	Bach.Arts, Grad Dip Ed
Jessica Juliarta	Bach. of Education Early Childhood Studies Cert IV in Education Support
Katrina Keagan	Bach. of Science UWA majoring in Anatomy and Human Biology Grad Dip Sec Ed UWA
Peter Kennedy	Master of Teaching (Secondary), Bach. of Technology (Motorsports)
Hannah Killow	Bach. Arts, Master of Teaching
Amy Lavell	Bach. Education, Bach. Science
Lyndia Lee	Bach. Arts, Post Grad Dip. in Ed
Ryan Marlow	AdvDipEng(Mech) BEngSc GradDipEd(Sec)
Mary McHugh	Bach. Arts (Hons), P.G.C.E.
Elke MacKay	Bach. (Hons) Physics, Masters Physics, MSc Information Systems Technology, PGCE Physics / Science
Alan McLatchie	Bach. Sc(Hons)Science, Post Graduate Diploma in Education (Sec), Post Grad. Dip. in Management Studies
Jodie McQueen	Bach. ECE EDU.
Brooke Meulenkamp	
Fiona Monger	Bach.Arts (Hons) Eng, Post Grad Cert (Eng & Drama)
James Parsons	Bach.Science (Health and Physical Education), Bachelor of Education, Cert III Abseil and Rock Climbing Instructor, Cert IV Training and Assessment
Ella Pearce	Bach.Ed (Secondary)
Ryan Penno	Bach. Science, Master of Teaching
Belinda Pownall	Bach.SocSci, Grad DipEd (Secondary)
Mikayla Quartermaine	Bach.Education (Primary)
Debbie Rajowski	Bach.Education (Primary)

Staff Qualifications

Kristen Redmond	Bach. Science in Chemistry and Biotechnology, Honours in Chemistry, Dip Ed.
Ange Robertson	Bach.Arts (Secondary), Bach. of Education
Edell Robertson	Bach.Education (Early Childhood Education)
Michelle Rushton	Bach.Arts (Early Childhood Education)
Karlie Smith	Bach.Arts (Education)
Denise Stone	Bach.Education
Stacey Syme	Bach. Commerce, Grad Dip. Ed, Masters Education (Leadership & Mgt), Bach. Commerce
Daniel Theunissen	Higher Diploma of Education – Technical, Bach of Honours Degree – Education, Training and Development, Certificate IV – Training and Assessment
Daniel Thomas	Bachelor's degree in Science (Sports Medicine focus in Rehabilitative Science), Graduate Diploma in Secondary Education, Certificate IV in Training and Assessment – Skills Strategies, Certificate II in Workplace Skills – Skills Strategies, Certificate II in Business
Zoe Towers	Bach.Education (Primary)
Annalisa Underwood	Bach.Education (Secondary)
Kimberley Vaughan	Master of Teaching (Primary) with Science Specialisation, Postgraduate Certificate in Special Educational Needs Coordination, Postgraduate Certificate of Education (Lifelong Learning), Bach of Teaching with First Class Honours (Primary Education)
Christelle Viljoen	Bach. Education (Secondary)
Renae Vuleta	Bach. Education. ECE
Maryanne Wakefield	Bach. Education. (Sec), Cert II Hospitality, Dip Ed. Support, Cert IV Training and Assessing, Advanced Dip. in Travel and Tourism
Tiffany Wall	Grad.Dip of Ed (Primary)
Nathaniel Watts	Bach.Ed (Secondary)
Aimee Webber	Bach. of Arts in Languages, Bach. of Arts in Secondary Education, Cert iv in Training and Assessing
Megan Wheelwright	Bach. in Early Childhood Education
Maddison White	Bach. of Arts (Political Science and International Relations, Law & Society), Masters of Teaching (Humanities & Social Science)
Ray Williams	PhD, M Ed, B App Sc (Maths), THC
Ross Williams	Grad. Dip of Teaching (Primary) and a Bach of Arts (Media Arts).
Sian Yates	Grad. Dip Ed(Secondary) Bach. Arts (History & English)
Education Assistants	
Nichole BurkenShaw	Cert III & IV in Education support
Ursula Delnon	Cert IV in Childhood Education
Marion Durham – Satori	SVQ-HND CCE.
Kelly Keogh	Cert III in Education Support
Kelsey Hayes – OT/Satori	Bach. Sc (OT)
Virginia Lipscombe	Cert III Teacher Assistant, Dip. Teacher Assistant - Special Needs
Shelley McAinsh	Certificate III Education Support
Ursula O'Kennedy	Cert IV Ed Support
Frances Pivetta	Certificate IV in Ed Support
Lisa Pollard	Bach.Bus, Cert III in Edu Support
Sharon Reid	Cert III in Ed Support
Jamie Lee Stanley	Cert III in Ed Support

Staff Qualifications

Avalon Thomas	Cert III & IV Teachers Aid (Education Support)
Lara Tindle	NNEB Diploma in Nursery Nursing (UK), NVQ cert III.
Bruce Titlestad	BA, BA Hons, BA Masters, H Dip Ed (PG), Cert IV Celebrancy, Cert 3 Pathology Collection, Grad. Cert Religious Education, Post Grad Dip Bus Management
Louise Turner	Cert IV in Education Support
Martina Viebrock	Dip of Education Support, Certificate IV in Training and Assessment
Nicola White	NVQ III in Early years & Ed (UK)
Lisa - Marie Whittaker	Cert III Education Support
Zoe Willson	Cert III Education Support
Canteen Staff	
Hayley Bulloch	Bach. (Culinary Arts), Bach. (Nutrition)
Danielle Davies	Canteen Assistant
Sharon Green	Canteen Assistant
Vanessa Neave	Canteen Assistant
Groundsman/Maintenance	
Geoff Bindley	Maintenance
Campbell Robertson	Maintenance
Marcus Waddington	Grounds



ST JAMES' ANGLICAN SCHOOL

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