



St James' Anglican School **STRATEGIC PLAN**

January 2022 to December 2024

ONE SCHOOL
ONE JOURNEY
multiple pathways.

A close-up photograph showing two hands, one from a person wearing a blue and orange jacket and the other from a person in a black sleeve, placing several colorful markers into a clear glass jar. The jar is filled with various colored markers, including orange, green, and yellow. The jar sits on a surface covered with a vibrant, colorful boomerang pattern, which is a traditional Aboriginal art motif. The background is blurred, showing other people in a group setting.

Acknowledgement of Country

We acknowledge and respect the traditional custodians of the lands and waters on which our students live and are educated. We acknowledge and understand that Elders, parents, families and communities are the first educators of their children, and we recognise and value the cultures and strengths that Aboriginal people bring to the classroom.



Message from our Chair of School Council:

Mr Tony Stopher

We are very pleased to present our January 2022 to December 2024 three-year Strategic Plan. This strategic phase represents the School's eighth, ninth and tenth years of operation. During this phase we have our first few years of graduates emerging from the School's grounds in search of their own unique pathway. This progression is an important reminder to us, as it expands and challenges our thinking regarding our students' lives outside the School community. Now that St James' is fully established, we have looked beyond the operational functioning of our School, to that which uniquely defines what we offer to our students. Therefore, we're taking a progressive step. Together with the Anglican Schools Commission, we are building a stronger local-to-global educational community, and our students will take with them an impressive holistic educational experience. Our School Council thanks all members of our School community, including our students, for their contribution to our united strategic journey.

Message from our Principal:

Mr Adrian Pree

We are excited and optimistic about the next phase of our School and its surrounding community. In this strategic phase we build on our strengths and boldly activate the areas of growth we wish to advance. Our Strategic Plan is a leading-practice executable plan, made up of succinct deliverables which we are accountable to achieve by December 2024. These deliverables are promises we have made to each other, to our students and to our community. We can list where we are now, and what will be advanced, or different, by December 2024. We have one School, which provides one journey, yet we will provide for multiple pathways for our students with a truly holistic focus. Our plan ensures we are better positioned to develop students consistent with their abilities and interests. We have worked towards a more collaborative and cared-for student body and broader community. We have shifted to a high performing workforce and more intuitive daily operations. All will experience a more inclusive and Christian values-driven School at St James'.

IMAGINE ST JAMES' ANGLICAN SCHOOL IN THE YEAR 2025

OUR FOCUS DURING THIS STRATEGIC PHASE

WE HAVE CREATED A COLLABORATIVE COMMUNITY THAT SUPPORTS A HOLISTIC LEARNER EXPERIENCE.

A COLLABORATIVE COMMUNITY

St James' Anglican School is a central hub of our community and leverages our position, working together for mutual benefit. Our community is more knowledgeable about our teaching, learning, faith capabilities and holistic learning journey. We share an authentic and connected partnership with the School and broader community, and hear St James' student voices – as our students are our future.

A HOLISTIC LEARNER EXPERIENCE

St James' Anglican School students are truly developed holistically. They have every part together; emotional, ethical and academic. Our students' emotion, intellect, creativity, imagination and body are activated, giving them the experience of a comprehensive educational experience. Our students are allowed to create a connection to learning, and a lifelong belief in a growth mindset.

COLLABORATIVE
COMMUNITY



HOLISTIC
LEARNER
EXPERIENCE

DECEMBER
2024

"Since its creation, St James' Anglican School has endeavoured to encourage collaboration, and to meet the needs of each individual student. We recognised the demands of an ever-changing world and have seen the critical role that collaboration has had in successfully navigating global challenges. We have adopted a focus on enhancing collaboration in our community and on developing our students holistically, equipping them to succeed in a complex world," Adrian Pree, Principal.

Our Strategic Jigsaw

St James' Anglican School purpose

To provide excellence in education, inspiring high standards of achievement and the development of individual potential in a dynamic, caring and Christian environment.

KEY PILLAR

Education

Holistic learning experiences for all students inspiring excellence across their abilities and interests.

KEY PILLAR

Faith

An inclusive and Christian values-driven school.

KEY PILLAR

Community

Collaborative and cared-for student and community.

KEY PILLAR

Sustainability

Attracting and using resources wisely for a confident future.

1. A holistic learner experience

- 1.1 flexible 9-12 pathways
- 1.2 enhanced student-led co-curricular activities
- 1.3 focus on development of executive functioning
- 1.4 diverse educational exposures and opportunities

4. Growth in understanding of Christian faith

- 4.1 behaviours aligned to SJAS values
- 4.2 inclusive in-school religious studies
- 4.3 support for online training program

7. Everyday, every student wellbeing

- 7.1 proactive pastoral care framework
- 7.2 accessible and expert care support
- 7.3 proactive past, present, future traditions
- 7.4 positive parents' behaviour

10. Sustainable business environment

- 10.1 smart financial operations
- 10.2 advanced communications
- 10.3 optimised student numbers
- 10.4 strategic resource management
- 10.5 emerging learning technologies

2. A leading learning system

- 2.1 differentiated K-8 curriculum
- 2.2 innovative, diverse learning experiences
- 2.3 holistic learning knowledge
- 2.4 data confirming high standards of achievement

5. Displays of Anglican identity

- 5.1 age-appropriate interaction
- 5.2 to-community values communication
- 5.3 celebrated Anglican traditions through worship

8. Engagement as a learning community

- 8.1 value in agency connections
- 8.2 parents/carers as partners in holistic learning
- 8.3 alumni legacy program

11. A high performing workforce team

- 11.1 effective risk management
- 11.2 team member development plans
- 11.3 'SJAS Activate' workforce program

3. A passion for teaching excellence

- 3.1 'SJAS Activate' teaching model
- 3.2 targeted teacher development
- 3.3 holistically-inspired teachers
- 3.4 a SJAS teaching passion-project

6. A faith-engaged community

- 6.1 valued philanthropic connections
- 6.2 'All, Some, Few' program
- 6.3 workforce and student servant-leadership

9. A local-to-global mindset

- 9.1 growth in school-community connections
- 9.2 celebrated service initiatives
- 9.3 valued global partnerships
- 9.4 authentic reconciliation action

12. An environmental positioning

- 12.1 suburb-wide environmental collaboration
- 12.2 environmental protocols within the School
- 12.3 student-driven environmental passion-project

Faith

Excellence

Justice

Respect

Integrity

Diversity

Key Pillar **Education**

Holistic learning experiences for all students inspiring excellence across their abilities and interests.

*Activated the emotion,
intellect, creativity,
imagination and body.*

The fundamental belief at St James' is that our students will thrive in an environment where they are challenged, supported and allowed to develop a passion for learning. This cannot be achieved by delivering 'safe' lessons and expecting to create the learners of the future that can help shape the change that is needed in the current world.

The holistic learner experience provides a clear message about life at St James' being about the whole individual, and not just the numbers on the scorecard at the end of the journey. Life is about experiences, the people, the stories and the richness that human connection can bring. Character is a key trait of the successful graduate. Confidence comes from teachers who work hard for their students to set them up for success, students who respect and work hard for their teachers, and an agreed set of expectations that foster human growth.

The results may be represented on the pages that record achievement, but life at St James' is so much more than that. We listen to our students, we encourage their voice, and we have the agility to move swiftly if there is need for change.

Our first pillar, 'a holistic learner experience' holds its place deliberately. The whole individual is our focus, and it will help shape the experiences we will help create. Education at St James' is so much more than a learning experience. It is a journey that will shape our students forever!

Outcome 1. We have a holistic learner experience.

We will achieve this outcome by delivering:

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| 1.1 | flexible 9-12 pathways We have up-to-the-minute job market and tertiary studies intelligence which inform the years 9-12 pathways we offer. Each individual student has been developed according to their own abilities and interests, and their intended direction post-school. |
| 1.2 | enhanced student-led co-curricular activities. We have listened to the voice of the students which has determined the provision of co-curricular clubs and activities. Our numbers have increased in all activities which are considered beyond-the-school-curriculum. |
| 1.3 | focus on development of executive functioning. We have enabled students to take up more executive-functioning responsibility progressively over the three-years. Students have more agency for maintaining their own schedule and organisation, and have increased their creativity, working memory, flexible thinking and inhibitory control. |
| 1.4 | diverse and challenging opportunities. We have created more opportunities for students to explore the world where there is managed risk involved and an unknown outcome (inquiry). We have a risk appetite regarding new initiatives that improve life skills and employability. |

Qualities of our leading learning system.

All staff at St James' have worked together to create an environment that has facilitated learning inside and outside the classroom, with equal focus on the knowledge, skills and understanding of the curriculum and the transferable skills needed to be successful in life and work. The community of St James' has been involved in creating these learning opportunities.

A common belief exists that individual strengths vary between individuals – they are provided a number of planned opportunities to develop these. Staff, and our wider community, have been encouraged to create learning opportunities in all interactions and experiences. With a forward-facing outlook, students are now prepared for the changing world around them and have been provided with the skills to be competitive in the evolving job market.

Our learners have been provided with the tools to become lifelong learners through the use of a common language and a whole school learning model that focuses on evidence-based practices in their lessons. Teachers have been supported to use data effectively and implement changes. With a belief that learning involves explicit teaching, inquiry and collaboration, teachers have been on a constant journey to become experts at planning lessons which support holistic growth.

These opportunities have enabled students to explore their 'ikigai' – that which gives meaning to their life and motivates them to become the best versions of themselves.

Outcome 2. We have a leading learning system.

We will achieve this outcome by delivering:

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| 2.1 | differentiated K-8 curriculum. We have provided a variety of evidence based, differentiation strategies across K-8. Our differentiation strategies engage all learners and add value to their cognitive (thinking) processes. |
| 2.2 | innovative, diverse learning experiences. We have complemented traditional learning with a variety of innovative and varied experiences. Our students' emotion, intellect, creativity, imagination and body have been activated through new learning experiences. |
| 2.3 | holistic learning knowledge. We have our own SJAS definition of holistic learning and have gathered data showing the growth in how our students have developed. We have contributed to educational studies and are current with the latest research on holistic learning experiences. We are considered leaders in holistic learning. We have connected our SJAS holistic learning to that of Aboriginal and Torres Strait Islander learning. |
| 2.4 | data confirming high standards of achievement. We have accurate internal testing, consistent with external testing, enabling students to better profile map, and choose their most suitable individual learning pathway. |



Nothing is ever achieved without passion

Staff at St James' value the connection with students, the need to identify the individual needs of their students, and the need for a teaching pedagogy that leads to success. We achieve great results with great teachers and willing students.

Teachers have regularly shared and observed best practice, both internally and externally. We have not been afraid to take chances with delivering content from both traditional and innovative methods. Staff have been encouraged to create the mystery and deviate from routine when 'teachable' moments have arisen.

So what is ACTIVATE? It is a bespoke Learning and Teaching model which has been implemented by all teaching staff. This has enabled teachers to develop lessons which focus on:

- The key elements for success as supported by evidence-based practices.
- Common language and expectations amongst all teaching staff which has been communicated with the wider community.
- Teacher improvement is driven by the key elements of ACTIVATE.
- The effective use of data underpins the ACTIVATE program and has led to increased accountability.

Outcome 3.
We have a passion for teaching excellence.

We will achieve this outcome by delivering:

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| 3.1 | 'SJAS Activate' teaching model. We have a bespoke, agreed and promoted SJAS teaching way called 'SJAS Activate'. 'Activate' has become our unique, and continually updated playbook for high impact teaching. Our community knows our expected performances of our teachers |
| 3.2 | targeted teacher development. We have Teacher Improvement Plans (TIP) for every teacher. Every teacher has had professional development and mentoring. Our teachers are considered at the forefront of the learning pedagogy that the School values. |
| 3.3 | holistically-inspired teachers. As a group of teachers, we have continually grown our knowledge and capabilities of holistic learning through group professional development and consistent modelling of behaviours and attitudes. |
| 3.4 | a SJAS teaching passion project. Over the three year strategic phase our teachers have submitted cutting-edge projects to be selected for adding value to the school. Selected teachers would have been granted time to deliver on such a fully planned project. Once delivered, the project would be considered if it would remain part of the school's fabric going forward. |

ACTIVATE

A learning and teaching model

Agency
Cross Curricular
Transferable Skills
Innovation
Variety of Learning Tasks
Assessment
Targeted Teaching
Engagement

Key Pillar Faith

An inclusive and Christian values-driven school



Outcome 4. We have growth in understanding of Christian Faith.

We will achieve this outcome by delivering:

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| 4.1 | behaviours aligned to SJAS values. Our values of faith, excellence, justice, respect, integrity and diversity are well-embedded. We have an audited and authentic rewards program reinforcing behaviours that are aligned to values. Our parent/carers and community guests have been encouraged to work with this School to reinforce school values. |
| 4.2 | inclusive in-school religious studies. We have a more refined and distinct religious studies program for students, which acknowledges all religions and their differences, and respects all opinions. |
| 4.3 | support for online training program. Led by the ASC, our workforce has taken time to complete modules to expand their learnings regarding Christian faith and the high expectations of transferring these to our students. |

Outcome 5. We have displays of Anglican Identity.

We will achieve this outcome by delivering:

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| 5.1 | age-appropriate interaction. We have continually reviewed and reflected upon age-appropriate Anglican identity practices and ensured suitability and worthiness of our interactions. The values displayed by our students at all age groups is the indicator of our success. |
| 5.2 | to-community values communication. We have recognised that our School is a welcoming place, enriched by the presence of those who practise other faiths as well as no faith at all. We have increased our communication about Anglican identity through constant communication and public displays of our beliefs. |
| 5.3 | celebrated Anglican traditions through worship. We understand and appreciate the religious aspects of Anglican traditions (e.g. Christmas) on top of community traditions, and we wear our Anglican traditions as a badge of honour. |

Outcome 6. We have a faith-engaged community.

We will achieve this outcome by delivering:

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| 6.1 | valued philanthropic connections. We have enhanced the quality of our philanthropic connections defined within the gates, beyond the gates and beyond the shores and have targeted funds to those in most need. |
| 6.2 | 'All. Some. Few' program. Our unique SJAS passport system has escalated with 'all' students contributing to service, 'some' students engaging in targeted voluntary service programs and 'few' being ambassadors of service and being rewarded with local, overseas or interstate representation. We have reinforced our commitment to holistic learning through this program. |
| 6.3 | workforce and student servant leadership. We have greater understanding and acceptance of the term 'servant leadership' and how it relates to holistic learning. Our teachers recognise that they are 'leaders' and are provided with opportunities to develop in a leadership capacity. |

Key Pillar Community

Collaborative and cared-for student and community.

Outcome 7. Every day, every student wellbeing.

We will achieve this outcome by delivering:

Outcome 8. Engagement as a learning community.

We will achieve this outcome by delivering:

Outcome 9. We have a local-to-global mindset.

We will achieve this outcome by delivering:

7.1	proactive pastoral "CARE" framework. We have a more consistent, proactive and structured pastoral care framework. This program is branded and owned by our Heads of School, and we have mechanisms in place to meet predicted student needs.
7.2	accessible and expert care support. We have facilities, resources and services, on and off the School site, with a centralised student services hub supporting social, physical and emotional growth. Our families and community are also contributing to, and can access, this support system.
7.3	proactive past, present, future traditions. We have an established and celebrated traditions system in place to capture and protect our growing heritage. The continuity throughout the school from K-12 is valued and displayed.
7.4	positive parents' behaviour. We have parents and carers engaging in shared expectations and we're collaborating with a parents' code-of-conduct (including social media).
8.1	value in agency connections. We have community connections which are valued by, and generate value for, both the School and the community. These connections increase the positioning of a 'holistic learning environment'.
8.2	parents/carers as partners in holistic learning. Our parent community has increased its knowledge on holistic learning, and how that is treated at SJAS, through publications, information sessions and data sharing, provided by the School. They have become aware of the breadth and depth of learning in Years K-8 followed by the more specialised approach in Years 9-12.
8.3	alumni legacy program. We have embedded an SJAS alumni consisting of graduates and past students who remain connected to the School. Alumni has contributed to 'future-think' sessions through Council and fundraising opportunities.
9.1	growth in school-community connections. We have developed connections with tertiary, businesses and faith entities for work-place experiences for our students. We have a business directory, or an instant network, which has had a role in keeping our community connected.
9.2	celebrated service initiatives. We have invested our resources to increase the commitment to service initiatives with students gathering life skills and valuable points towards graduation (e.g. Duke of Edinburgh's International Award).
9.3	valued global partnerships. We have clearly defined global partnerships which were expanded and contracted over the three years. The partnerships were tested in Years 1 and 2, and accessed in Year 3 of the strategic phase.
9.4	authentic reconciliation action. In collaboration with the ASC, we have progressed our reconciliation action. We have helped our workforce, students, parents and community's understanding of Australia's Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights, with an authentic focus on teachings in holistic learning.

CARE

A pastoral care framework

Consistency
Accountability
Relationships
Executive Functioning

Key Pillar Sustainability

Attracting and using resources wisely for a confident future.

Outcome 10. We have a sustainable business environment.

We will achieve this outcome by delivering:

Outcome 11. We have a high performing workforce team.

We will achieve this outcome by delivering:

Outcome 12. We have a local-to-global mindset.

We will achieve this outcome by delivering:

10.1	smart financial operations. We have adapted from a growth phase to a maintenance phase of our budgeting process where we have good financial stewardship and decreased debt. We have had success in exploring and achieving alternative funding opportunities.
10.2	advanced communications. We have grown our brand, story and reputation and enhanced our proactive communications capabilities. We have a comprehensive and transparent scholarship program.
10.3	optimised student numbers. Our reputation has promoted student enrolments through strong community confidence. Our enrolment team is passionate and highly motivated in its promotion.
10.4	strategic resource management. We have delivered on our physical building projects, including adaptable learning spaces, senior school precincts, specialist programs and a focus on the performing arts and creativity hub. We have identified gaps in teaching resources skilfully, and funded growth in this area with appropriate focus on innovative learning resources.
11.1	effective risk management. We have enhanced our knowledge of, and mitigation towards, operational and strategic risks, aligned to ASC standards. We are functioning in a Covid19 safe environment. Our policies meet the needs of operating safely in a changing world.
11.2	team member development plans. We have treated every workforce member as uniquely important – and they have worked towards their own personal development plan. professional development, mentoring and pastoral care is strongly valued and resourced appropriately.
11.3	'SJAS Activate' workforce program. We have a bespoke, agreed and promoted SJAS administration way, being part II of 'SJAS Activate'. 'Activate' has become our unique, and continually updated playbook for high performing administration. We have articulated what great customer service looks like.
12.1	suburb-wide environmental collaboration. We are progressing towards being part of one of the most sustainable suburbs in Australia. We have worked with developers to mutual benefit. We have co-branded and acknowledged local sustainability projects underway which are highly exciting for our school community.
12.2	environmental protocols within the School. We have systemised our environmental sustainability on site such as the collection of recyclable goods, waste disposal, solar and rainwater collection, and native plant selections.
12.3	student-driven environmental passion-project. Our students have been inspired to submit their environmental passion projects, and if chosen, have been awarded time and resources to achieve on their agreed plans. Community members (from local to global) have been encouraged to support such projects.



St James' Anglican School January 2022 to December 2024 strategic journey focuses on a collaborative community which supports a holistic student experience. We appreciate our community's growing involvement – thank you for being part of this progress. For further engagement in SJAS's strategic journey, please contact communications@stjames.wa.edu.au with the subject line 'strategic plan'.



ST JAMES' ANGLICAN SCHOOL

2 Graceful Boulevard, Alkimos WA 6038

(08) 6336 8330

info@stjames.wa.edu.au

www.stjames.wa.edu.au

A School of the Anglican Schools Commission (Inc.)



ONE SCHOOL
ONE JOURNEY
multiple pathways.