

Annual School Report

2019 School Year

St James' Primary School, Yamba



ST JAMES SCHOOL
Yamba



Lot 1 Carrs Drive

Yamba NSW 2456

Phone 02 6646 3266

moodle.yamplism.catholic.edu.au

About this report

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

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

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

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2020 following its submission to NESA.

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

Further information about the school or this *Report* may be obtained by contacting the school on 02 6646 3266 or by visiting the website at moodle.yamplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

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

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's Mission was lived out daily in the life of the school. Our goal is for each learner to see themselves as independent and having voice and choice.

The students' achievements and accomplishments were showcased throughout 2019. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St James' Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- Built a community of learners where the embedded writing beliefs supported the thirty scripts entered in the Long Way Home writing competition. Students from St James placed second and third as well as eight scripts published in an anthology.
- Linked with the community to showcase the work of Process Drama in Stage 3 with children invited to collaborate with Sydney University and the Anzac Memorial at Hyde Park, Sydney.
- Contributed the published case studies in developing academic rigour through the Creative Arts with Professor Robyn Ewing.
- Made presentations by four staff in the Historical Symposium at Sydney University to an Australia wide audience.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2019 the school:

- Built a community of learners where the embedded writing beliefs supported the thirty scripts entered in the Long Way Home writing competition with second and third place entries as well as eight published scripts.
- Linked with the community to showcase the work of process drama in Stage 3 with children invited to collaborate with Sydney University and the Anzac Memorial at Hyde Park, Sydney.
- Contributed the published case studies in developing academic rigour through the Creative Arts with Professor Robyn Ewing.
- Joined the community in celebrating ANZAC with half of the school in attendance.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- Twenty two students represented our school at Zone Swimming, seven at Diocesan and one at Polding.
- Thirty five students represent at Zone level Cross Country and four at Diocesan.
- Twenty one students represented at Zone level Athletics and five at the Diocesan carnival.
- Stage 3 students represented our school at Zone Netball carnival



- Stage 3 students represented our school at Zone Soccer carnival
- Three students represented our school at Zone level Rugby Union and one student represented at diocesan level.
- Stage 2 and 3 students represented our school at the Lower Clarence Touch Football Carnival.
- Stage 2 and 3 students represented our school at the Lower Clarence Basketball Carnival.
- One student represented at Zone level Rugby League and one student represented at Diocesan level.

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

Christine Jeffrey
Principal

1.2 A Parent Message

In 2019 the Parish School Forum began a process of revitalisation. This initiative sought to better engage parents in the life of the school beyond fundraising.

Events were held off site to offer social interactions for parents and to offer parents ways to be involved which recognised outside school responsibilities and interest.

Fabulous parental support led to parents impacting on the life of the school through significant agendas:

1. Community Building Grant - successfully applied for and renovated the multi-purpose area to offer better facilities for basketball, netball and tennis.
2. Supported the school in advertising with the purchase of gazebos for community events and labelled swimming caps for student representation beyond school level.
3. Coordinated the Touch Football Gala Day canteen to raise funds and build the school's profile within the wider Yamba community. The service to the community also exemplified school values.

Continued support of the Parish School Forum through school events such as the School Disco, Easter Raffle, Grandparents Day and regular attendance at school events allowed the Parish School Forum to fund the Waterslide Day buses to Grafton to acknowledge the learning and commitment of all students to 'be their best self'.

Jodie Jones
Chair
Parish School Forum

2.0 This Catholic School

2.1 The School Community

St James' Primary School is located in Yamba and is part of the St Mary's Parish which serves the communities of James Creek, Palmers Island, Iluka, Chatsworth Island, Mororo, Angourie, Wooloweyah and Yamba, from which the school families are drawn.

Last year the school celebrated 22 years of Catholic education.

The parish priest Father Nicolas Maurice is involved in the life of the school.

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



- Offering retreats for students preparing for the reception of the Sacraments of Reconciliation, Eucharist and Confirmation. Our students join with staff and students from St Joseph's Primary School Maclean as members of the Parish of St Mary's.
- Students visiting St James' Catholic Church Yamba in the company of their parents to develop an understanding of Parish - School links..
- Involving all staff in Parish School Masses each term with the community of St James Catholic Church Yamba.
- Celebrating Parish School Masses throughout the year which were attended by families and parishioners.
- Having a membership of 20 students in the 'Mini Vinnies' Program supporting St Vincent de Paul outreach programs.

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

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

2.2 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2019	TOTAL 2018
Male	14	8	7	11	10	10	8	68	59
Female	12	11	9	13	9	9	9	72	70
Indigenous *	1	1	2	1	2	1	0	8	5
EALD *	0	3	5	2	1	4	2	17	0

* count included in first two rows

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

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours.

The average student attendance rate for the school during 2019 is shown in the following table.



Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
92.1%	90.1%	92.7%	92.1%	91.7%	90.6%	93.5%	91.4%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 120 teacher(s) accredited with NESA, 9 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 6 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 92.6%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year although there were three maternity leave positions filled within the year.

2.6 Initiatives Promoting Respect and Responsibility

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

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

- Making Jesus Real is a cornerstone of everyday life within St James. At Monday's assembly the language of MJR is used to offer students a positive message regarding respect and their responsibilities as learners and citizens.
- Every five weeks the Academic Assembly includes a 'Be Your Best Self' award to acknowledge students who have been positive active citizens.
- Mini Vinnies continued to support the local St Vincent De Paul in the Winter Appeal, Christmas Appeal and engagement with our local Aged Care Centre. Community awareness was built through a poster campaign recognising our responsibility to support others. Preferential Treatment of the Poor was identified as an agenda to pursue by the students.
- All classrooms developed charters of behaviour which are displayed prominently in line with the Pastoral Care (leading to Wellbeing) Policy.
- All stages were involved in Cyber-Bullying awareness training in line with the implementation of the Anti-Bullying Student Policy.

2.7 Parent, Student and Teacher Satisfaction

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

- In 2019 the school participated in the School Review and Improvement(SRI) process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next five years. The data gathering to inform the School Improvement Plan used the Building Cultural Capacity methodologies of student interview, parent surveys by students and the Diocese of Lismore School Improvement Survey data. This rich data offered the staff clear themes with which to plan for the future.

3.0 Teaching and Learning

3.1 School Curriculum

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

As a school involved in a National Partnership in Literacy and Numeracy all staff were offered professional learning in the Gradual Release of Control Model of learning to better support engagement of high potential learners in Literacy and Numeracy. These professional learnings assisted staff to recognise the rigour required to increase student agency within the curriculum.

Programs such as Science, Technology, Engineering and Mathematics(STEM), Standardised Test for Assessment of Reading(STAR) and Extending Mathematical Understanding(EMU) offer children the opportunity to consolidate learnings and extend their thinking.

Our continued engagement with Sydney University in the use of Creative Arts as a vehicle for rich learning in Literacy is evident in the student results.

A focus on student agency and voice within the enacted curriculum has seen the students providing input into the themes which underpin the teachers' planning and programming. This voice and choice has supported the school's belief that student wellbeing is increased when students recognise that they are part of the curriculum development. An increase in technology within each classroom supported student engagement and offered children variety in the manner in which they demonstrated their understandings and reflected on themselves as learners. Tools such as SeeSaw have allowed students to better share their learning beyond the classroom and helped the students to connect with their families and the school in partnership. Presentation nights, breakfasts and classroom visits were arranged within stages and highlighted the value of rigour in the curriculum and student voice. These well attended events have allowed student voice and agency to be celebrated.

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

- The Student Proclaim events in Grafton for Years 4 to 6 and as a result offering a school-based Proclaim retreat upon return.
- Local sporting carnivals for Touch Football, Basketball, Soccer and Netball where the children demonstrated positive attitudes to competition and involvement.



- The fifty strong School Choir, who entertained at Caroon Village and within the community.
- ANZAC commemorations in Yamba, with a large number of students joining the community march with the school staff.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 22 students presented for the tests while in Year 5 there were 16 students.

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

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

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

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

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

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

BAND	6		5		4		3		2		1	
	State	School										
Reading	22.7	27.7	24.5	18.2	19.9	31.8	13.1	9.1	9.0	0.0	2.2	0.0
Writing	19.4	9.5	38.6	33.3	25.5	47.6	11.3	4.8	4.0	4.8	1.2	0.0
Spelling	23.2	22.7	24.8	27.3	20.2	9.1	14.3	27.3	6.6	4.5	4.6	9.1
Grammar and Punctuation	27.9	18.2	21.8	22.7	16.4	22.7	12.9	18.2	6.8	0.0	3.5	0.0
Numeracy	15.3	9.1	23.4	36.4	25.9	40.9	18.6	9.1	9.5	4.5	2.8	0.0

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

BAND	8		7		6		5		4		3	
	State	School										
Reading	15.0	23.5	22.8	11.8	28.2	23.5	18.4	23.5	9.1	5.9	3.8	0.0
Writing	5.6	11.8	13.4	5.9	32.2	41.2	31.9	35.3	10.9	5.9	4.4	0.0
Spelling	13.1	0.0	25.2	29.4	27.0	35.3	20.8	29.4	7.5	5.9	3.5	0.0
Grammar and Punctuation	13.9	11.8	22.0	23.5	21.5	11.8	20.1	41.2	10.9	0.0	5.7	5.9
Numeracy	10.5	0.0	19.3	35.3	28.5	17.6	25.3	35.3	11.0	5.9	2.7	0.0

NAPLAN data for 2019 showed pleasing growth in all areas. The continued focus within the school's Professional Learning Teams(PLT) on meeting the learners individual needs and mapping their creating and reflecting texts through the use of the learning progressions has been reflected within this data.

The school focus on engaging students in rich tasks and deep learning is evident in the increase in students achieving the higher bands and a reduction in the trend data within the lower bands.

The National Partnership Literacy and Numeracy has seen improvement in NAPLAN 2019. Writing was the area of biggest individual growth which is consistent with the previous two year project in this curriculum area. The use of ideas and vocabulary development were the areas of greatest growth.



The results in the Reading domain have shown continued improvement across both year groups and over the past four years. The ability to maintain this domain while placing emphasis in another domain as an area for improvement reflects positively on the curriculum at St James.

The implementation of the Whole School Approach to Spelling for the embedding of spelling inquiry in Stage 1 has been reflected within the Year 3 data.

3.3 Teacher Professional Learning

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

Whole staff development day professional learning activities in 2019 were:

Staff Professional Learning Activity	Date	Presenter
Creative Pedagogies and Teaching	22/03/2019	Professor Julia Horne, Alison O'Grady, Catherine Smyth
Creative Pedagogies and Teaching	21/03/2019	Professor Julia Horne, Alison O'Grady, Catherine Smyth
Literacy Gradual Release Model	26/08/2019	Lee Denton
SRI - School Review	22/07/2019	School Staff

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

Activity	Staff numbers	Presenter
Balance Literacy	9	Lee Denton
First Aid - CPR	22	Allen's Training
Child Protection	22	Ray Fairweather
Historical Thinking Symposium	4	ANZAC Trust
Cyber Safety Education	10	Safe On Social
Learning Progressions	3	Mary Walsh

The professional learning expenditure has been calculated at \$5176 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio



economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St James' Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. There have been no changes to this policy this year.

<https://www.yamplism.catholic.edu.au/enrolment-information/>

4.2 Pastoral Care Policy

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

4.3 Discipline Policy

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

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

4.4 Anti-Bullying Policy

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

4.5 Complaints and Grievance Policy

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



5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
<p>Mission of Jesus Christ Increase the articulation of the Catholic identity of St James as a Catholic school.</p> <p>Intended Outcome-Students will be able to retell and show understanding of scripture throughout the year and make links to the relevance to their lives.</p>	<p>Mission of Jesus Christ Create school community partnerships that nurture and support life formed in the Mission of Jesus Christ.</p> <p>Catechesis Staff provide experiences for students to encounter Jesus through Catholic Worldview permeation.</p> <p>Evangelisation Staff understand their role as Catholic educators to lead others to the "fullness of life."</p>
<p>Learning and Teaching Strengthen the use of research based pedagogies that are personalised, purposeful, meaningful and relevant for every learner.</p> <p>Intended Outcome-To focus all PLT on the development of a gradual release of responsibility writing across all KLA's.</p> <p>To implement Response to Intervention where data indicates need for extension.</p>	<p>Learning and Teaching Build a learning community that values continuous improvement, collaboration and feedback which responds to the needs of all learners, promoting intellectual rigour through a rich and inclusive curriculum.</p> <p>Intended Outcome Collaboration and feedback loops in place and documented.</p> <p>Literacy Feedback will be given to learners in Writing as a result of the focus for all PLTs in Semester 1 using the learning progressions.</p> <p>Numeracy A Whole School Beliefs statement is developed.</p> <p>MAI feedback given to parents and students.</p>
<p>Pastoral Care Strengthen partnerships built on collaboration, trust and inclusivity where learners are stimulated, supported and challenged.</p> <p>Intended Outcome Unpack the Pastoral Care framework with all staff to ensure that all know, understand and embed it within the learning environment and pedagogy</p> <p>Review School Policy for Pastoral Care and procedure in light of the learnings.</p>	<p>Pastoral Care Develop an agreed understanding of Pastoral Care beliefs and practices ensuring that school community relationships and student wellbeing is central.</p> <p>Intended Outcome Staff understand and promote student wellbeing.</p>
<p>Leadership To increase teacher capacity to lead by embedding and value adding professional learning as a Professional Learning Community.</p> <p>Intended Outcome Engage in the Building Cultural Capacity process to increase staff voice by introducing Action Teams.</p>	<p>Leadership Cultivate a school climate that values appraisal and recognition and promotes a culture of collective responsibility.</p> <p>Intended Outcome Staff demonstrate and articulate role clarity. Collaborative learning spaces function effectively with a focus on student growth.</p>
<p>Family School Partnership</p>	<p>Family School Partnership</p>



<p>Encourage an increase in the level of engagement with the school through parent education.</p> <p>Intended Outcome</p> <p>Seesaw will be used as a means to communicate learning with parent community.</p>	<p>Foster partnerships between family and school that are built on trust, shared responsibility and faith, with children and their learning at the centre.</p> <p>Intended Outcome</p> <p>Channels of communication are known and used by all stakeholders.</p>
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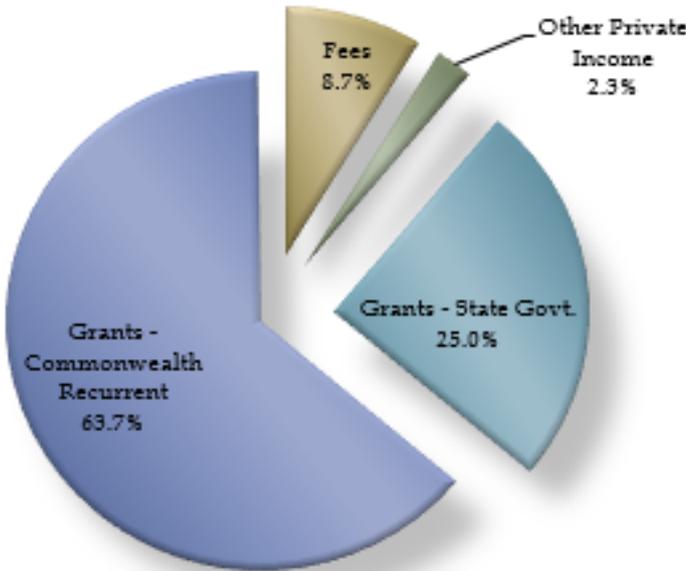
6.0 Financial Information

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:



2019 INCOME - St James Primary School YAMBA



2019 EXPENSE - St James Primary School YAMBA

