



SCHOOL PERFORMANCE REPORT 2021

A more personal way of
learning that values who I AM



Introduction

St Joseph's Payneham is located in the inner-eastern suburb of Adelaide offering quality education for children. It is a co-educational Catholic primary school providing a nurturing and enriching environment which encourages happy and successful learning from Early Learning to Year 6, including Playgroup (0-4 years) Occasional Care {affectionately known as *Piccolini*} (3-4 years), Preschool (4-5 years), and Reception to Year 6.

Our programs provide a framework which endeavour to equip each child with the education and skills, to foster discovery and learning with the latest ICTs and contemporary indoor and outdoor learning spaces. Our professional staff work together to ensure the needs of every student is catered, through diverse learning experiences. Our teachers utilise models of current learning to provide students with flexible and various opportunities across curriculum areas.

At St Joseph's Payneham, we provide learning experiences which:

- enable flexible learning;
- are characterised by reflection and higher order thinking;
- encourage creativity and collaboration;
- respond to the different needs of each child;
- develop contemporary literacies;
- promote a learning community; and
- enable timely formative and summative assessment.
- Foster a learning community; and
- Enable timely formative and summative assessment.

School Information		
School type	Primary	
School sector	Catholic- Non-Government	
SES	104	
ICEA value	1053	
Total enrolments - Preschool	84	
Total enrolments - Reception – Year 6	407	
% Indigenous enrolments	9 students	5.5%
% Students with disabilities	62 students	15.2%

Teacher Standards & Qualifications	
Masters	4
Bachelors	29
Graduate Certificates	4
Diplomas	3
Certificate III in Early Childhood	20
Other Graduate Certificates	3

Enrolments by Year level at November 2021			
	Boys	Girls	Total
Preschool	52	48	100
Reception	57	40	97
Year 1	43	31	74
Year 2	28	24	52
Year 3	26	26	52
Year 4	19	22	41
Year 5	24	18	42
Year 6	20	12	32
TOTAL	269	221	490

2021 Student Attendance – by year level

Term	1			2			3			4			Total
Year Level ▼	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
P5	92.2%	94.3%	93.6%	89.7%	91.3%	90.8%	94.4%	93.4%	93.8%	93.9%	92.1%	92.8%	92.9%
06	92.4%	92.5%	92.5%	94.3%	91.7%	92.6%	91.8%	93.4%	92.8%	94.0%	94.9%	94.6%	93.1%
05	96.4%	95.5%	95.9%	96.1%	94.0%	94.9%	95.9%	95.5%	95.7%	93.3%	93.5%	93.4%	95.0%
04	92.8%	91.3%	92.1%	92.6%	89.6%	91.2%	92.7%	92.0%	92.4%	89.3%	89.3%	89.3%	91.3%
03	94.1%	97.3%	95.7%	95.1%	96.9%	96.0%	95.0%	97.9%	96.5%	95.0%	95.7%	95.3%	95.9%
02	93.6%	93.6%	93.6%	93.0%	92.1%	92.5%	94.2%	95.0%	94.6%	93.5%	93.2%	93.4%	93.6%
01	93.8%	94.3%	94.1%	92.9%	93.0%	93.0%	94.6%	94.9%	94.7%	91.4%	92.4%	92.0%	93.5%
RE	93.6%	93.1%	93.3%	91.8%	92.2%	92.0%	94.3%	94.2%	94.3%	92.7%	92.7%	92.7%	93.1%
Total	93.8%	94.0%	93.9%	93.2%	92.8%	92.9%	94.3%	94.6%	94.5%	92.7%	93.0%	92.9%	93.6%

Our school manages student non-attendance in a variety of ways including daily roll check, SEQT login, phone calls for unexplained absences, follow up phone calls for ongoing absences, formal letters explaining holidays or extended absences and formal reporting to the attendance officer for long term absences.

Preschool children attend 15 hours per week and are thereby considered part-time students.

2021 Staff	
Role	Person
Principal	Simon Mechis
Deputy/APRIM	Ingrid Douventzidis
Preschool	Nicole Baans
	Jessica Vreugdenburg
	Annapurna Garimella
Reception	Jennifer Annetta
	Amanda Karam
	Lucy Martino
	Joyce Nero / Adriana Graziani
Year 1	Maria Prestia
	James Cummings
	Sonia Tronnolone
Year 2	Tania Tryant / Michael Musolino
	Shendelle Watters
Year 3	Margaret McConnell
	Angela Scarpantoni
Year 4	Bernardette Robinson
	Rosanna Parrella / Karyn Rowett
Year 5	Yvette Vingelis
	Matthew Annetta
Year 6	Michael Mastrangelo
Music	Emma Hills
Italian as a second Language	Emily Parrella
P.E.	Michael Musolino
S.T.E.M.	Nicholas Polvere
ICT Support	Barbara Cole
Counsellor	Andrea DeDesery
Inclusive Education coordinator	Marie Polvere
Litaracy Coordinator	Vanessa Saccardo
Finance	Josie Ferragamo
	Helen Crosato
Maintenance	Fernando Belperio
Enrolments / Admin / WHS	Dora Cavuoto
Canteen / OSHC	Josie Nicolescu

OSHC Director	Karina Forte
Receptionists / Admin	Peta Johnson
	Lanette Burke
Education Support Officers	Manuela Ciniglia
	Milena Belperio
	Tania Cardone
	Rachel Armstrong
	Giovanna DeMeo
	Maria Lupoi
	Leah Tregenza
	Mitchell Wells
	Shima Safari
	Laura Parletta
	Anusha Chaudry
	Julie Ward
	Tina Hoffmann

Expenditure and Teacher Participation in Professional Learning

Eastern Region Star Project	SEQT
Workplace Health & Safety training	MITIOG & Crossways
Yr 1 Phonic Screening Test	Berry Street Model
First Year's Schooling Learning Assessment (FYSLA)	Assessment & Moderation
Multi Sensry Literacy (MSL)	Gifted & Talented Education
Multi Sensory Numeracy (MSN)	EALD
Maqlit and Minilit	NCCD

Professional Engagement

staff	male	female	TOTAL
Full-time teachers	4	14	18
Part- time teachers	3	12	15
Full-time Education Support Officers	0	0	0
Part-time Education Support Officers	1	21	22

Staff Profile

There were 16 full time staff members and 30 part-time staff in teaching and non-teaching positions. In 2020 we welcomed 1 part-time contract teacher. There were no staff who identified as Aboriginal or Torres Strait Islander. Teaching staff attendance for 2020 was 76 % and our staff took sick leave, maternity leave, carer's leave, bereavement leave and long service leave as is their industrial entitlement.

2021 NAPLAN

Student Outcomes in NAPLAN Standardised National Literacy & Numeracy Testing in May 2021

The following very pleasing results were achieved.

Year 3	Students participating	2021 % who attained National min. standard	2021 Mean Score
Reading	51	100	469.4
Writing	51	100	464.3
Spelling	51	100	449
Grammar & Punctuation	51	100	474.5
Numeracy	51	100	428.2

Year 5	Students participating	2021 % who attained National min. standard	2021 Mean Score
Reading	41	100	517.3
Writing	41	100	499.9
Spelling	41	100	517.3
Grammar & Punctuation	41	100	541.3
Numeracy	40	98	497.4

YEAR 5	READING		NUMERACY	
	School	All students	School	All students
Low	26%	25 %	24%	25 %
Medium	42%	50 %	49%	50 %
Upper	32%	25 %	27%	25 %

Growth for Year 5 groups.

Estimated standardised student progress between 2019 and 2021 Literacy and Numeracy Tests as there was no NAPLAN in 2020. As well as using the data from the NAPLAN assessments, our school used Pat-M, Pat-R, Oral Language Program and Dibels to inform student learning and ensure teaching was differentiated to suit individual needs. There were a variety of assessment tools used throughout the year to inform our teaching and learning programs from Preschool to Year 6. In addition, there were specific Personalised Plans for Learning (PPLs) for students assessed with special needs and learning outcomes were also modified for those students identified as part of the Adaptive Education and Gifted Education Program.

STUDENT SATISFACTION

Year 6 students surveyed

I can talk to my teachers about my concerns and they take my opinions seriously.			
Answer Choices	Responses	%	Skipped: 0
Agree	38	95.0	
Disagree	2	5.0	
TOTAL	40		

Student Voice is important at my school.			
Answer Choices	Responses	%	Skipped: 0
Agree	37	92.5	
Disagree	3	7.5	
TOTAL	40		

I like being at my school.			
Answer Choices	Responses	%	Skipped: 0
Agree	39	97.4	
Disagree	1	2.6	
TOTAL	40		

I feel safe at my school.			
Answer Choices	Responses	%	Skipped: 0
Agree	39	97.5	
Disagree	1	2.5	
TOTAL	40		

My school gives me opportunities to do interesting things.			
Answer Choices	Responses	%	Skipped: 0
Agree	39	97.5	
Disagree	1	2.5	
TOTAL	40		

Teachers treat students fairly and motivate me to learn.			
Answer Choices	Responses	%	Skipped: 0
Agree	40	100	
Disagree	0	0	
TOTAL	40		

The teachers at St Joseph's Payneham expect students to do their best.			
Answer Choices	Responses	%	Skipped: 0
Agree	39	97.5	
Disagree	1	2.5	
TOTAL	40		

My teachers provide me with useful feedback about my school work.			
Answer Choices	Responses	%	Skipped: 0
Agree	39	97.5	
Disagree	1	2.5	
TOTAL	40		

My school is well maintained.			
Answer Choices	Responses	%	Skipped: 0
Agree	33	82.5	
Disagree	7	17.5	
TOTAL	40		

Student behaviour is well managed at my school.			
Answer Choices	Responses	%	Skipped: 0
Agree	26	65.0	
Disagree	14	35.0	
TOTAL	40		

PARENT SATISFACTION

online survey

My child likes coming to St Joseph's Payneham and is making good progress.			
Answer Choices	Responses	%	Skipped: 0
Agree	39	97.5	
Disagree	1	2.5	
TOTAL	40		

Communication between school/home with E-newsletters, Seesaw and Skoolbag keeps me informed.			
Answer Choices	Responses	%	Skipped: 0
Agree	39	97.5	
Disagree	1	2.5	
TOTAL	40		

I am satisfied with the overall quality of teaching and learning and teachers encourage my child to achieve their best.			
Answer Choices	Responses	%	Skipped: 0
Agree	38	95.0	
Disagree	2	5.0	
TOTAL	40		

My child feels safe at school and s(he) is a valued member of the class/school community.			
Answer Choices	Responses	%	Skipped: 0
Agree	38	95.0	
Disagree	2	5.0	
TOTAL	40		

I feel comfortable approaching teachers and staff with questions and problems.			
Answer Choices	Responses	%	Skipped: 0
Agree	38	95.0	
Disagree	2	5.0	
TOTAL	40		

I am kept informed of my child's learning / progress and teachers explain how I can continue to help my child at home.			
Answer Choices	Responses	%	Skipped: 2
Agree	26	68.4	
Disagree	12	31.6	
TOTAL	38		

I am satisfied with general administration and how it welcomes / supports members of school community.			
Answer Choices	Responses	%	Skipped: 0
Agree	37	92.5	
Disagree	3	7.5	
TOTAL	40		

The school seeks the views of parents/families and takes suggestions into account and offers feedback.			
Answer Choices	Responses	%	Skipped: 0
Agree	31	77.5	
Disagree	9	22.5	
TOTAL	40		

The learning spaces, technology and resources are contemporary and well maintained.			
Answer Choices	Responses	%	Skipped: 1
Agree	36	92.3	
Disagree	3	7.7	
TOTAL	39		

There are a range of different extra-curricular facilities and activities at St Joseph's Payneham.			
Answer Choices	Responses	%	Skipped: 0
Agree	34	85.0	
Disagree	6	15.0	
TOTAL	40		

The school looks for ways to improve.			
Answer Choices	Responses	%	Skipped: 0
Agree	18	100	
Disagree	0		
TOTAL	18		

STAFF SATISFACTION online survey

Teachers at this school expect students to do their best.			
Answer Choices	Responses	%	Skipped: 1
Agree	18	100	
Disagree	0		
TOTAL	18		

Teachers at this school provide students with useful feedback about their school work.			
Answer Choices	Responses	%	Skipped: 0
Agree	18	100	
Disagree	0		
TOTAL	18		

The school takes staff opinions seriously.			
Answer Choices	Responses	%	Skipped: 0
Agree	16	88.9	
Disagree	2	11.1	
TOTAL	18		

Students feel safe at this school.			
Answer Choices	Responses	%	Skipped: 0
Agree	18	100	
Disagree	0		
TOTAL	18		

St Joseph's School Payneham is well maintained.			
Answer Choices	Responses	%	Skipped: 0
Agree	18	100	
Disagree	0		
TOTAL	18		

Students' learning needs are being met at St Joseph's Payneham			
Answer Choices	Responses	%	Skipped: 0
Agree	18	100	
Disagree	0		
TOTAL	18		

The school works with parents to support students' learning.			
Answer Choices	Responses	%	Skipped: 0
Agree	18	100	
Disagree	0		
TOTAL	18		

I receive useful feedback about my work at this school.			
Answer Choices	Responses	%	Skipped: 0
Agree	15	83.3	
Disagree	3	16.7	
TOTAL	18		

Staff are well supported at St Joseph's Payneham.			
Answer Choices	Responses	%	Skipped: 0
Agree	18	100	
Disagree	0		
TOTAL	18		

SCHOOL IMPROVEMENT – towards 2026

Catholic Identity

- Staff support, foster and contribute to the expression of the Catholic faith and the Vision and Mission of the school.

- Teachers understand Catholic social teaching and effectively integrate this into classroom practice in authentic and meaningful ways.

- The school provides regular opportunities for all members of the school community to experience Catholic faith, liturgy, culture and Tradition in meaningful and authentic ways.

Learning and Wellbeing

- Students and teachers set individual learning goals together and teachers help students to identify their learning progress and growth.
- The school proactively involves student input into various aspects of the school such as Student Representative Council, School Leaders, Well-being and Sustainability initiatives.
- There is a whole-school approach to the principles and practices of assessment of and for learning which meet the diverse learning needs of all students.
- The school has a shared understanding and implementation of high-quality Literacy and Numeracy learning agreements.

Community

- Staff and students embed an inclusive, collaborative culture that reflects the Catholic identity of the school.
- The school has a positive image in the community.
- There is substantial consultation and reflection with school committees for school improvements and initiatives.
- Strong partnerships with the parish, families and the wider community create a culture of welcome, inclusion and shared responsibility for student faith development, student learning and wellbeing.

Resource Management

- The school embeds effective decision-making processes and builds a cohesive leadership team.
- The School Leadership Team analyse what data is important and plan how it should be used in the support of student learning outcomes.
- School development is planned according to student needs, enrolment numbers and projected changes in curriculum and necessary facilities.
- The school makes best use of technology to record, analyse and share information, to monitor progress against goals, and support new ways of working.
- Staff model exemplary professional behaviour and promote ethical standards throughout the school community.
- The school uses data to support financial planning, allocation of resources and appropriate capital development.

Value Added Diverse Learning Community

Literacy, Numeracy and Digital Technologies are core components in all curriculum areas and lead teachers have helped to develop and integrate innovative practices to support our teaching and learning for twenty first century pedagogies. Our specialist areas include Physical Education, Italian (as a second language), STEM and Music/Performing Arts.

Our school curriculum is enhanced and extended to cater for our students' unique interests and motivations through the provisions of extra programs across the school including Inclusive Education, The Early Years Assessment, as well as Literacy and Numeracy Intervention.

There are also a number of extension options including: Australasian Maths Olympiad, Cartooning, ICAS competitions, Creative Arts and Literacy/Numeracy initiatives. Children's University proved to be a great option for students who wanted to extend their learning outside school hours.

BYOD for Years 3-6 students has enabled greater opportunity for both teachers, Education Support Officers (ESOs) and students to incorporate digital technologies in their learning, from using iPads to iMovie and Mac multimedia. Our Information Communication Technology equips our students with information literacy skills necessary for the future. The STEM Room has many other digital technologies available to students including a digital printer, 3D glasses, spheros, makey-makey and robots.

All buildings are well maintained with contemporary amenities. The Out of Hours School Care (OHSC) service (which includes Vacation Care) has grown and incorporates a very popular Sporting Schools Program for up to 80 students. The Preschool offers four sessions across the week, operating close to enrolment capacity. The Occasional Care program (for 3–4-year-olds), now functions three days a week. Playgroup continues to be popular with young families too. The school has two grassed areas (one artificial surface and the other natural grass) and a large asphalt space for team sports and recreational activities. There is also a playground and nature play space, which proves to be trendy with junior primary students.

The purchase of two parcels of land in 2021, will enable for expanded facilities and growth. There are plans to build a two storey Early Years state-of the-art Reception and Year 1 classes and extra carparking.

[Fostering Partnerships](#)

St Joseph's Payneham encourages strong school/home partnerships through open communication and encouragement of parent/caregiver participation. Further, various methods of interaction and collaboration are promoted, including: parent class representatives; community events; volunteering via different committees; parent workshops.

School and Parish work in partnership around whole school masses, class masses, the Sacramental Program, Parish festas and events and continued collaboration helps to build community.

[Inclusive Education](#)

Our school offers a comprehensive education, cultivating spiritual, intellectual, physical, cultural and social growth. We use modern teaching and learning programs integrated with the latest digital technologies. Our Early Years Programs are informed by the Reggio approach, and constructivist pedagogies are used with the Australian Curriculum for Primary Years. Personalised Plans for Learning (PPL's) are created for students from Preschool to Year 6 in consultation with parents/caregivers and other educational agencies. Reading and Numeracy Intervention, Funastics (gross motor skills), and Social Skill development is provided as extra assistance for those students needing such support.

Outside agencies such as speech and occupational therapists also provide support. There is a specific review process for students whereby the family, teacher and Inclusive Education Coordinator regularly consult, plan and review progress with the support of CESA consultants.

[Co-curricular activities, Sports and The Arts](#)

There are a variety of sporting and creative co-curricular activities available to students. Winter and Summer sports teams are popular, where teams compete against other local schools. These include netball, basketball, soccer, Sports clinics and carnivals are also a special focus for students. Moreover, the Annual Sports Day was held at the SA Athletics Stadium and enabled all students to participate in group and

individual events. The inaugural Colour Run was a huge success, evidenced by the smiles on the students' faces.

Cartooning with an artist-in-residence took place during Term Two. Board games, library, and futsal have extended play opportunities during lunch times. The School Choir and Catholic Festival Choir have been common with our senior students for some time now. Further, the thriving Instrumental and Voice Program includes students studying piano, violin, drums, singing, flute and guitar.

Personal Development and Wellbeing Opportunities

The 'New Beginnings' program at the start of the year, influenced by the Berry Street Education Model (BSED) enabled a whole school approach to learning with a focus on wellbeing. The introduction of a staff member being responsible for Student Wellbeing, the employment of a School Counsellor to one day a fortnight.

Community of Faith

We are fortunate that the school and the church are on the same grounds. It allows us to celebrate masses and liturgies (both as a whole school and in year level groups). As a Catholic parish school, we are proud of our Josephite tradition which underpins the life of our school. We value the inspiration of St Mary of the Cross MacKillop as someone whose life clearly reflected the Gospel values. This strongly influences the religious dimension of our school which includes Religious Education lessons, prayer and liturgy, Sacramental Program, social justice awareness and outreach activities.

We are fortunate that the school and the Church are on the same grounds. It allows us to celebrate masses together as a school and as individual classes, as well as providing children the opportunity to visit the Church. As a Catholic parish school in the inner eastern suburbs, we are proud of our Josephite tradition which underpins the life of our school. We value the inspiration of St Mary of the Cross MacKillop as someone whose life clearly reflected the Gospel values. This strongly influences the religious dimension of our school which includes Religious Education lessons, prayer and liturgy, Sacramental Program, social justice awareness and outreach activities.

The school has a structure for leadership and organisation for the delivery and accountability of quality teaching and learning in Religious Education. The school provides opportunities for most members of the school community to engage in ongoing reflective practice and faith formation through prayer, liturgy and the Eucharist. The school is well-integrated with the life of the local parish.

SCHOOL INCOME	
State Government Grants	\$ 1,022,978
State Government additional funding	NIL
Commonwealth Government grants	\$ 3,534,670
School Fees (inclusive of levies)	\$ 1,029,817
Other income (donations / bequests / P & F levy)	\$ 300
Building fund	\$ 13,250

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