



St Joseph's Catholic School
PAYNEHAM
LOVE IN EVERYTHING



SCHOOL PERFORMANCE REPORT 2022

A more personal way of learning that values who I am

SCHOOL PERFORMANCE REPORT, JUNE 2023 (FOR 2022 SCHOOL YEAR)

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.

School Information		
School type	Primary	
School sector	Catholic- Non-Government	
SES	104	
ICEA value	1053	
Total enrolments - Preschool	85	
Total enrolments - Reception – Year 6	426	
% Indigenous enrolments	9 students	1.96%
% Students with disabilities	77 students	16.8%

Teacher Standards & Qualifications	
Masters	4
Bachelors	35
Graduate Certificates	9
Diplomas	7
Certificate III in Early Childhood	6
Other Graduate Certificates	11

Enrolments by Year Level at November 2022			
	BOYS	GIRLS	TOTAL
Preschool	35	35	70
Reception	70	52	122
Year 1	39	39	78
Year 2	43	28	71
Year 3	29	24	53
Year 4	29	28	57
Year 5	18	19	37
Year 6	24	19	43
TOTAL	287	244	531

2022 Student Attendance – by year level

Term	1			2			3			4			Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
RE	83.7%	84.6%	84.3%	86.2%	89.3%	88.0%	87.8%	88.5%	88.2%	89.5%	91.5%	90.6%	87.8%
01	87.3%	86.6%	87.0%	88.3%	91.0%	89.6%	88.9%	89.2%	89.0%	90.1%	89.8%	90.0%	88.9%
02	85.9%	84.9%	85.3%	87.0%	88.3%	87.8%	88.0%	88.4%	88.2%	92.2%	91.2%	91.6%	88.1%
03	88.1%	88.2%	88.1%	88.4%	90.6%	89.6%	91.9%	90.8%	91.3%	91.3%	90.6%	90.9%	90.0%
04	86.9%	89.4%	88.2%	90.4%	92.6%	91.5%	89.5%	94.8%	92.2%	93.1%	94.2%	93.6%	91.3%
05	86.9%	83.0%	85.0%	85.5%	83.9%	84.7%	88.7%	83.4%	86.1%	90.5%	82.2%	86.5%	85.5%
06	91.3%	88.9%	90.0%	90.1%	87.5%	88.7%	91.6%	89.0%	90.2%	88.7%	90.0%	89.4%	89.6%
PS	79.9%	82.8%	81.4%	85.9%	88.4%	87.2%	86.6%	86.1%	86.4%	91.5%	88.1%	89.8%	86.4%
Total	86.3%	86.1%	86.2%	87.7%	89.3%	88.6%	88.9%	89.1%	89.0%	90.7%	90.4%	90.6%	88.6%

Our school manages student non-attendance in a variety of ways including daily roll check, SEQTA 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.

2022 STAFF	
Role	Person
Principal	Simon Mechis
Deputy Principal/APRIM	Ingrid Douventzidis
Preschool	Annapurna Garimella
	Nicole Baans
	Jessica Vreugdenburg
Reception	Lucy Martino
	Joyce Nero
	Jennifer Annetta
	Amanda Karam
Year 1	Maria Prestia
	Sonia Tronnolone
	Karyn Rowett
Year 2	Tania Melfie
	Shendelle Watters
	Adriana Graziani
	Caterina Musolino
Year 3	Margaret McConnell
	Alicia Matikulas
	Michael Musolino
Year 4	Rosanna Parrella
	Bernardette Robinson
Year 5	Angela Scarpantoni
	Yvette Vingelis
Year 6	Michael Mastrangelo
	Emily Parrella
Music	Emma Hills
Italian as a second Language	Tayla Carosi
Physical Education	Adrian Mastrangelo
STEM	Nicholas Polvere
Inclusive Education Coordinator	Marie Polvere
Numeracy Coordinator	Natalie Caruso
ICT Support	Barbara Cole
Literacy Coordinator / Teacher	Michael Musolino
Finance	Josie Ferragamo
	Helen Crosato
Maintenance	Fernando Belperio
Enrolments/Admin/WHS	Dora Cavuoto
Reception / Admin	Lanette Burke
Counsellor	Andrea DeDesery
Canteen / OSHC	Josie Nicolescu
OSHC Director	Karina Forte
Education Support Officer	Manuela Ciniglia
	Rachel Armstrong
	Milena Belperio
	Tania Cardone
	Anusha Chaudhry

2022 STAFF	
Role	Person
Education Support Officer	Giovanna De Meo
	Lyndall Hanson
	Maria Lupoi
	Celesta Seal
	Leah Trengenza
	Julie Ward
	Tina Hoffmann
	Linda La Bella
	Laura Parletta
	Shima Safari
ESO / OSHC	Emma Burke
	Mitchell Wells
	Carissa Cristancig
	Eloise Di Sisto
	Natasha Maio
	Mark Payne
	Zac Silvestri
	Bianca Silvestri

Expenditure and Teacher Participation in Professional Learning

SEQTA	Berry Street Model
Workplace Health & Safety training	Assessment & Moderation
Multi Sensory Numeracy (MSN)	Gifted & Talented Education
Clarity Learning Suite	EALD
MITIOG & Crossways	NCCD
Literacy / Numeracy	Disability Standards in Education

Professional Engagement

Staff	Male	Female	TOTAL
Full-time teachers	3	17	20
Part- time teachers	2	14	16
Full-time Education Support Officers	0	0	0
Part-time Education Support Officers	3	27	30

Staff Profile

There were 20 full time staff members and 46 part-time staff in teaching and non-teaching positions. There were no staff who identified as Aboriginal or Torres Strait Islander. Teaching staff attendance for 2022 was 87% and our staff took sick leave, maternity leave, carer's leave, bereavement leave and long service leave as is their industrial entitlement.

2022 NAPLAN

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

The following very pleasing results were achieved.

Year 3	Students participating	2022 % who attained National min. standard	2022 Mean Score
Reading	49	100	461.4
Writing	49	100	454.8
Spelling	49	100	469.6
Grammar & Punctuation	49	100	480
Numeracy	51	100	414.8

Year 5	Students participating	2022 % who attained National min. standard	2022 Mean Score
Reading	34	100	527.9
Writing	34	100	526.3
Spelling	34	100	538.5
Grammar & Punctuation	34	100	555.2
Numeracy	34	98	511

Growth for Year 5 groups

Due to the 2020 NAPLAN testing cancellation, previous testing data is not available for progress calculation.

STUDENT SATISFACTION

I like coming to St Joseph's Payneham and feel good about myself as a learner			
Answer Choices	Responses	%	Skipped: 0
Agree	97	97.0	
Disagree	3	3.0	
TOTAL	100		

I feel I am making good progress at St Joseph's and feel comfortable to 'have a go'			
Answer Choices	Responses	%	Skipped: 0
Agree	95	95.0	
Disagree	5	5.0	
TOTAL	100		

The teacher challenges me to achieve my personal best and we have activities to help us learn in a variety of ways			
Answer Choices	Responses	%	Skipped: 0
Agree	96	96.0	
Disagree	4	4.0	
TOTAL	100		

I feel safe at my school and a valued member of my class where I can improve and grow			
Answer Choices	Responses	%	Skipped: 0
Agree	97	97.0	
Disagree	3	3.0	
TOTAL	100		

I feel good about myself as a learner and teachers keep me informed about my improvements			
Answer Choices	Responses	%	Skipped: 0
Agree	94	94.0	
Disagree	6	6.0	
TOTAL	100		

We encourage each other to learn and we have some choice about what and how we learn			
Answer Choices	Responses	%	Skipped: 0
Agree	90	90.0	
Disagree	10	10.0	
TOTAL	100		

STUDENT SATISFACTION (contd.)

I feel comfortable to approach teachers and staff with questions and problems			
Answer Choices	Responses	%	Skipped: 0
Agree	84	85.7	
Disagree	14	14.2	
TOTAL	98		

The school listens to the views of students and takes suggestions and offers feedback			
Answer Choices	Responses	%	Skipped: 0
Agree	84	84.8	
Disagree	15	15.1	
TOTAL	99		

The learning spaces, technology and resources are contemporary and well maintained			
Answer Choices	Responses	%	Skipped: 0
Agree	86	86.8	
Disagree	13	13.1	
TOTAL	99		

There are a range of different extra curricular facilities and activities at St Joseph's Payneham			
Answer Choices	Responses	%	Skipped: 0
Agree	90	92.7	
Disagree	7	7.2	
TOTAL	97		

PARENT SATISFACTION (online survey)

My child likes coming to St Joseph's Payneham and is making good progress			
Answer Choices	Responses	%	Skipped: 0
Agree	66	92.0	
Disagree	5	7.0	
TOTAL	71		

Communication between school and home with ewslatters, Seesaw and Skoolbag keeps me informed			
Answer Choices	Responses	%	Skipped: 0
Agree	71	100	
Disagree	0		
TOTAL	71		

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	65	91.5	
Disagree	6	8.5	
TOTAL	70		

My child feels safe at school and he/she is a valued member of the class/school community			
Answer Choices	Responses	%	Skipped: 0
Agree	66	92.9	
Disagree	5	7.0	
TOTAL	71		

I feel comfortable approaching teachers and staff with questions and problems			
Answer Choices	Responses	%	Skipped: 0
Agree	69	97.1	
Disagree	2	2.8	
TOTAL	71		

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: 0
Agree	55	77.4	
Disagree	16	22.5	
TOTAL	71		

PARENT SATISFACTION (online survey) contd.

I am satisfied with general administration at St Joseph's Payneham and how it welcomes and supports members of school community			
Answer Choices	Responses	%	Skipped: 0
Agree	67	94.3	
Disagree	4	5.6	
TOTAL	71		

The school seeks the views of parents/families and takes suggestions into account and offers feedback			
Answer Choices	Responses	%	Skipped: 0
Agree	58	81.6	
Disagree	13	18.3	
TOTAL	71		

The learning spaces, technology and resources are contemporary and well maintained			
Answer Choices	Responses	%	Skipped: 0
Agree	62	87.3	
Disagree	9	12.6	
TOTAL	71		

There are a range of different extra-curricular facilities and activities at St Joseph's Payneham			
Answer Choices	Responses	%	Skipped: 0
Agree	48	68.5	
Disagree	22	31.4	
TOTAL	70		

STAFF SATISFACTION (online survey)

Teachers at this school expect students to do their best			
Answer Choices	Responses	%	Skipped: 1
Agree	41	97	
Disagree	0	3	
TOTAL	41		

Teachers at this school provide students with useful feedback about their school work			
Answer Choices	Responses	%	Skipped: 0
Agree	41	95	
Disagree	0	5	
TOTAL	41		

The school takes staff opinions seriously			
Answer Choices	Responses	%	Skipped: 0
Agree	34	96	
Disagree	7	4	
TOTAL	41		

St Joseph's School is well maintained			
Answer Choices	Responses	%	Skipped: 0
Agree	34	97	
Disagree	7	3	
TOTAL	41		

Students and Staff feel safe at this school			
Answer Choices	Responses	%	Skipped: 0
Agree	39	94	
Disagree	2	6	
TOTAL	41		

The school looks for ways to improve			
Answer Choices	Responses	%	Skipped: 0
Agree	38	90	
Disagree	3	10	
TOTAL	41		

Students' learning needs are being met at SJP			
Answer Choices	Responses	%	Skipped: 0
Agree	36	85.7	
Disagree	5	14.2	
TOTAL	41		

The school works with parents to support students' learning			
Answer Choices	Responses	%	Skipped: 0
Agree	40	84.5	
Disagree	1	15.1	
TOTAL	41		

I receive useful feedback about my work at this school			
Answer Choices	Responses	%	Skipped: 0
Agree	33	86.8	
Disagree	8	13	
TOTAL	41		

Staff are well supported at St Joseph's Payneham			
Answer Choices	Responses	%	Skipped: 0
Agree	33	92.7	
Disagree	8	7.2	
TOTAL	41		

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 aspects of the school.
- 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.
- 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.
- Staff analyse what data is important and plan how it should be used in the support of student learning outcomes.
- 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.

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, and support for those children requiring social skills assistance.

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. STEM learning has many other digital technologies available to students.

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) 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. A new 'Stage 1' build, incorporating eight new classrooms with added amenities, will be ready for Reception and Year 1 students at the beginning of the 2024 school year. Additionally, land purchased on the corner of Portrush Road and Tarcoma Avenue, will see a new carpark constructed, ready for use by the end of 2023.

Fostering Partnerships

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

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 have a strong play base focus 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 Educational School Coordinator regularly consult, plan and review progress with the support of CESA consultants. There are also a number of extension options including: Australasian Maths Olympiad, Cartooning, ICAS competitions, Creative Arts and Literary/Numeracy initiatives.

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. Sports clinics and carnivals are also a special focus for students. Moreover, the Annual Sports Day enabled all students to participate in group and individual events.

Cartooning with an artist-in-residence took place during the year. Board games, library, and use of the Gym have extended play opportunities during play times. The School Choir and Catholic Festival Choir have been common with our senior students for some time. Further, the thriving Instrumental and Voice Program includes students studying piano, violin, drums, singing, flute and guitar. Moreover, Children's University proved to be a great option for students who wanted to extend their learning outside school hours.

Personal Development and Wellbeing Opportunities

The 'New Beginnings' program at the start of the year, influenced by the Berry Street Education Model (BSED) enables a whole school approach to learning with a focus on wellbeing. A member of the Leadership Team take responsibility for Student Wellbeing. The school counsellor, along with UniSA Social Work students provide an extra layer of support for children requiring assistance with social skills and development.

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.

School Income	
State Government Grants	\$1,190,157
State Government additional funding	NIL
Commonwealth Government grants	\$4,019,776
School Fees (inclusive of levies)	\$1,201,480
Other income (donations / bequests / P & F levy)	\$ 14,250
Building fund	NIL

T: 088206 5100

W: www.stjopayn.catholic.edu.au

E: info@stjopyn.catholic.edu.au

A: 78 Portrush Road, Payneham SA 5070