



SCHOOL PERFORMANCE REPORT 2023

A more personal way of learning that values who I am

SCHOOL PERFORMANCE REPORT, FOR 2023 SCHOOL YEAR

Introduction

St Joseph's Payneham is located in the inner-eastern suburbs 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 type	Primary	
School sector	Catholic (Non-Government)	
SES	104	
ICEA value	1053	
Total enrolments – Preschool	84	
Total enrolments – Reception to Year 6	469 (August Census, 2023)	
% Indigenous enrolments	4 students	1.96%
% Students with disabilities	75 students	15.99%

Teacher Standards & Qualifications	
Masters	5
Bachelors	41
Graduate Certificates	9
Diplomas	7
Certificate III in Early Childhood	7
Other Graduate Certificates	11

Enrolments by Year Level at (Semester Two, 2023)			
	BOYS	GIRLS	TOTAL
Preschool	43	41	84
Reception	54	52	106
Year 1	51	33	84
Year 2	33	39	72
Year 3	41	29	70
Year 4	25	24	49
Year 5	24	26	50
Year 6	19	19	38
TOTAL	290	263	553

2023 Student Attendance – by year level

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.

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
RE	93.3%	88.7%	91.0%	88.6%	88.1%	88.3%	86.6%	86.9%	86.8%	89.1%	88.3%	88.7%	88.7%
01	90.6%	93.5%	92.4%	90.3%	92.8%	91.9%	88.9%	92.5%	91.1%	89.0%	90.2%	89.7%	91.3%
02	94.5%	91.7%	93.2%	89.6%	88.5%	89.0%	92.1%	92.1%	92.1%	91.4%	93.5%	92.3%	91.7%
03	92.1%	94.0%	93.2%	90.8%	90.9%	90.8%	89.7%	90.1%	89.9%	90.9%	90.5%	90.7%	91.2%
04	94.6%	95.0%	94.8%	89.9%	94.8%	92.3%	90.3%	93.3%	91.8%	91.3%	93.6%	92.5%	92.9%
05	94.4%	93.7%	94.0%	91.2%	91.5%	91.3%	92.0%	93.0%	92.5%	93.2%	91.3%	92.3%	92.6%
06	92.5%	91.2%	91.9%	88.7%	88.0%	88.4%	89.0%	88.8%	88.9%	87.4%	80.7%	84.0%	88.5%
PS	91.6%	92.1%	91.8%	89.2%	90.8%	90.0%	89.8%	89.1%	89.4%	92.5%	94.3%	93.4%	91.1%
Total	93.0%	92.4%	92.7%	89.8%	90.7%	90.2%	89.6%	90.5%	90.1%	90.5%	90.3%	90.4%	90.9%

2023 STAFF	
Role	Person
Principal	Simon Mechis
Deputy Principal/APRIM	Ingrid Douventzidis
Leadership Support and Director of Student Wellbeing	Michael Musolino
Inclusive Education Coordinator	Marie Polvere
Leader of Learning – Numeracy, Intervention and Gifted Education	Vanessa Saccardo
Leader of Learning, Literacy	Sonia Vernillo
Preschool	Annapurna Garimella
	Nicole Baans
	Jessica Vreugdenburg
Reception	Lucy Martino
	Joyce Nero
	Jennifer Annetta
	Rebecca D’Amico
Mid-Year Reception	Vicki Traino and Amanda Karam
Year 1	Maria Prestia
	Shana Phillips
	Donny Calabria
	Tayla Carosi
Year 2	Tania Melfi
	Shendelle Watters
	Adriana Graziani and Caterina Musolino
Year 3	Margaret McConnell
	Sonia Vernillo and Alicia Matikulas
	Brontè Platt and Jessica Nunnari
Year 4	Rosanna Parrella and Sara Altobelli
	Bernardette Robinson
Year 5	Angela Scarpantoni
	Yvette Vingelis
Year 6	Michael Mastrangelo
	Charlelie Kalz
Music and Performing Arts	David Shinn
Italian as a second Language	Emily Parrella
Physical Education	Adrian Mastrangelo
STEM	Nicholas Polvere
ICT Technician Support	Barbara Cole
Business Manager	Josie Ferragamo
Finance Officer	Helen Crosato
Front Office Administrator	Josie Colangelo
Enrolments and Admin. support	Lanette Burke
Grounds and Maintenance	Fernando Belperio
WHS	Dora Cavuoto
Counsellor	Andrea DeDesery
Canteen Manager	Josie Nicolescu
OSHC Director	Karina Forte

OSHC Assistant Director	Emma Burke
Library	Manuela Ciniglia
Education Support Officers	Rachel Armstrong
	Milena Belperio
	Emma Burke
	Tania Cardone
	Anusha Chaudhry
	Giovanna De Meo
	Maria Lupoi
	Celesta Seal
	Leah Tregenza
	Julie Ward
	Tina Hoffmann
	Linda La Bella
	Laura Parletta
	Mark Payne
	Shima Safari
	Zac Silvestri
	Kirsty Taddeo
	Mitchell Wells

Expenditure and Teacher Participation in Professional Learning

SEQTA	Berry Street Education Model
Workplace Health and Safety Training	Assessment and Moderation
Student Wellbeing (Positive Minds Australia)	Gifted Education
Clarity Learning Suite	EALD
MITIOG and Crossways	NCCD
Literacy and Numeracy	Disability Standards in Education

Staff Profile

Staff	Male	Female	TOTAL
Full-time teachers	3	19	22
Part- time teachers	3	12	15
Full-time Education Support Officers	0	0	0
Part-time Education Support Officers	4	26	30

There were 22 full time staff members and 45 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 2023 was 92% and our staff took sick leave, maternity leave, carer's leave, bereavement leave and long service leave as is the industrial entitlement.

2023 NAPLAN

Student Outcomes in the National Assessment Program Literacy & Numeracy Testing - March 2023

Year 3

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	68	0	0	3	96%
Writing	67	0	0	4	94%
Spelling	65	2	0	4	92%
Grammar and Punctuation	65	2	0	4	92%
Numeracy	64	3	0	4	90%

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2021	2022	2023	2021	2022	2023
Reading	-	-	421.5	-	-	Strong
Writing	-	-	458.8	-	-	Strong
Spelling	-	-	444.7	-	-	Strong
Grammar and Punctuation	-	-	459	-	-	Strong
Numeracy	-	-	411.5	-	-	Strong

Year 5

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	50	0	0	0	100%
Writing	50	0	0	0	100%
Spelling	50	0	0	0	100%
Grammar and Punctuation	50	0	0	0	100%
Numeracy	50	0	0	0	100%

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2021	2022	2023	2021	2022	2023
Reading	-	-	517	-	-	Strong
Writing	-	-	516.4	-	-	Strong
Spelling	-	-	510.3	-	-	Strong
Grammar and Punctuation	-	-	545.1	-	-	Strong
Numeracy	-	-	506	-	-	Strong

Estimated standardised student progress between 2021 and 2023 Literacy and Numeracy Tests

Progress	Reading		Numeracy	
	School	All students	School	All students
Low	30	25	18	25
Medium	39	50	55	50
Upper	32	25	27	25

NOTE:

Low

Student progress between tests is low when compared with students of similar ability.

Medium

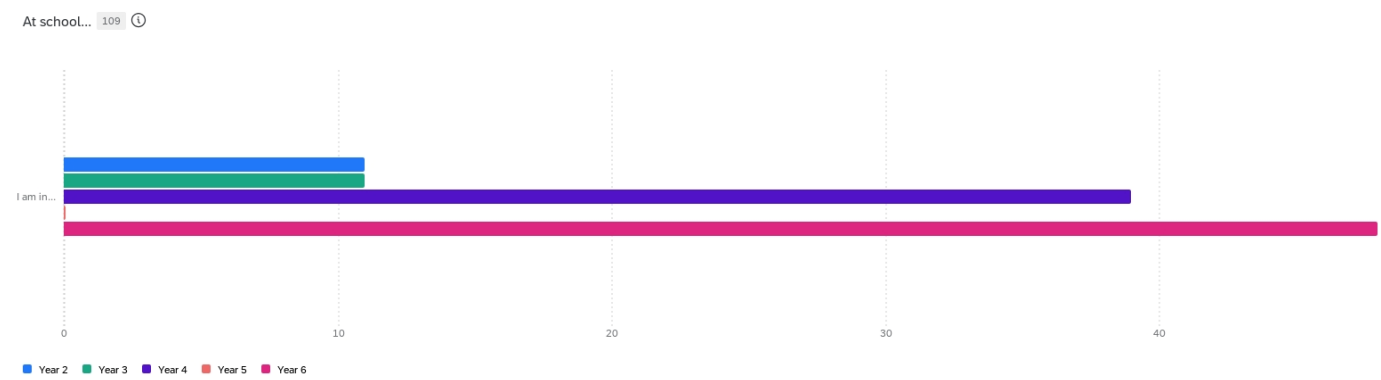
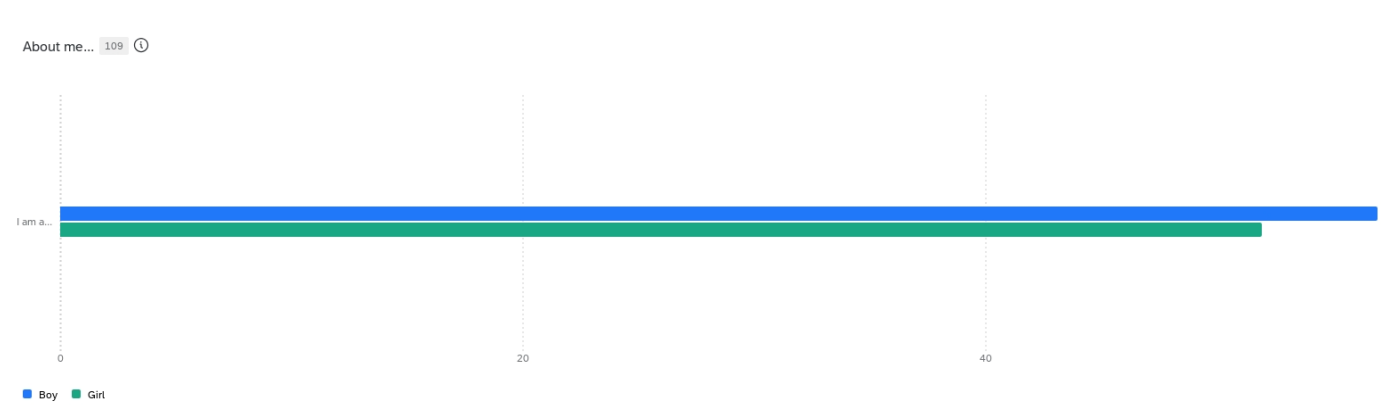
Student progress between tests is average when compared with students of similar ability.

Upper

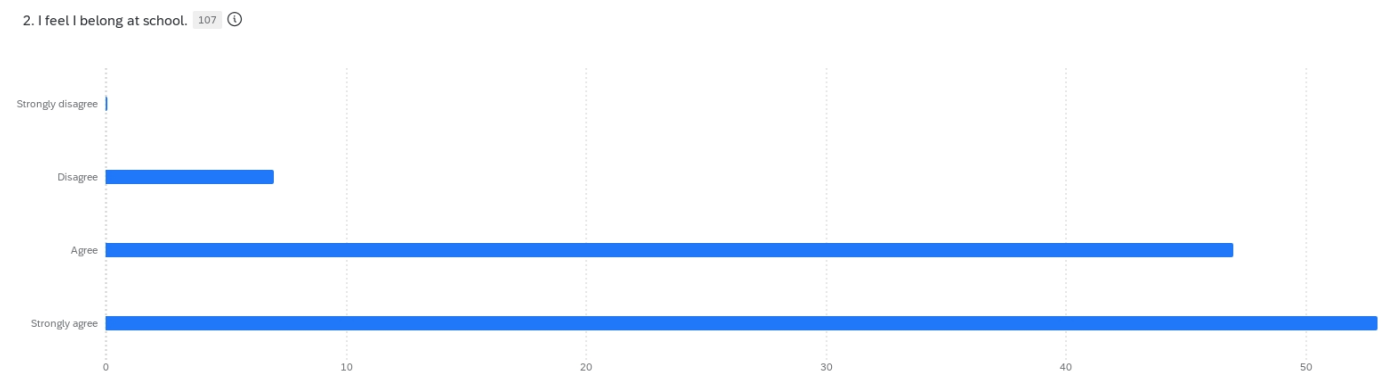
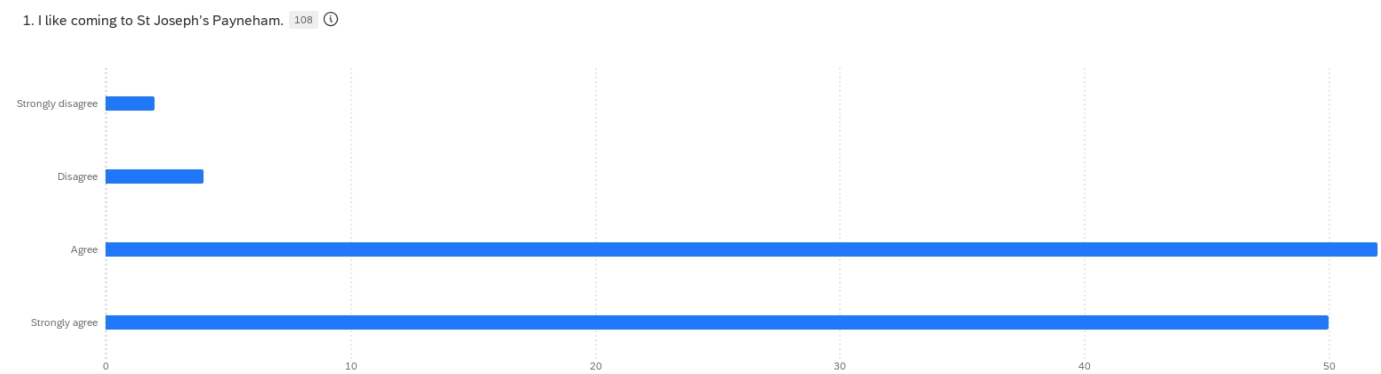
Student progress between tests is high when compared with students of similar ability.

Aggregate values are not reported for schools with less than 5 students contributing to the aggregate of interest.

STUDENT SATISFACTION SURVEY



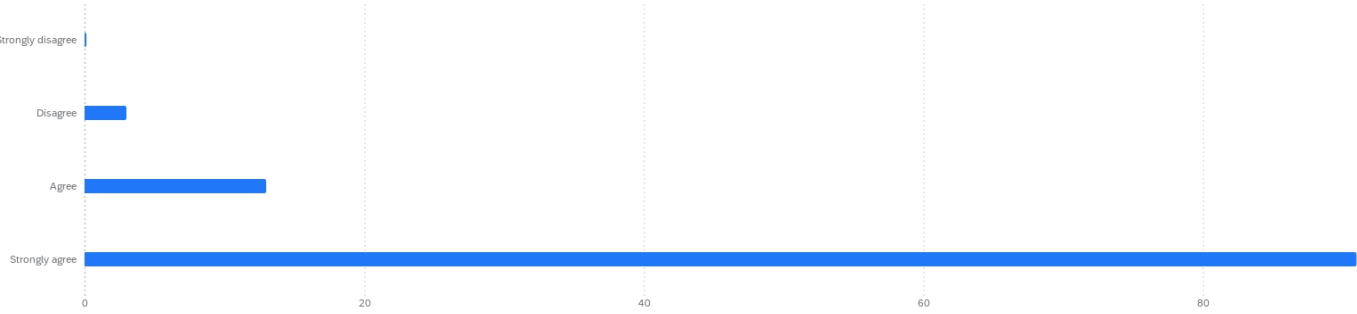
Section 1: This section is about the students and the school.



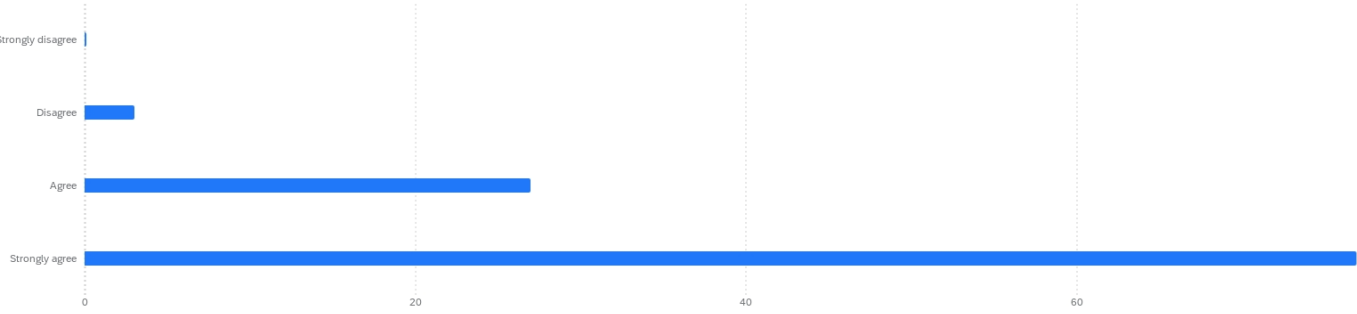
3. I feel safe at school. 107 ⓘ



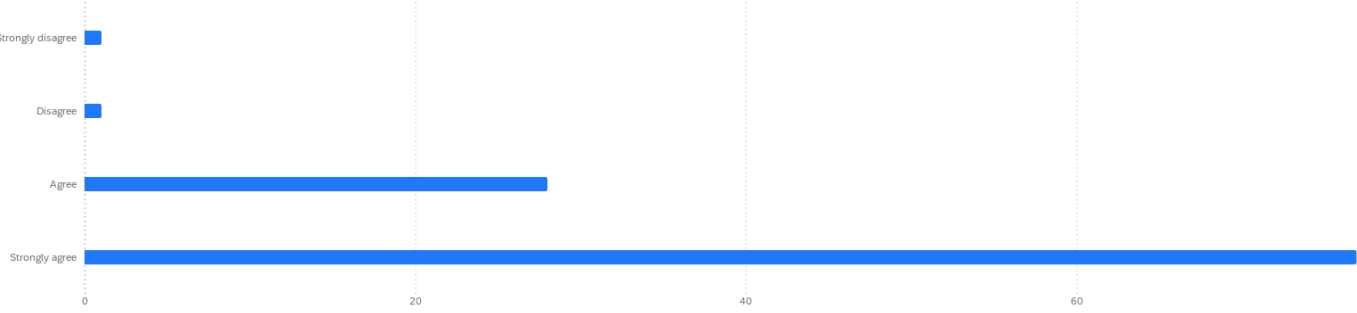
4. I have at least one close friend in my class/at school. 107 ⓘ



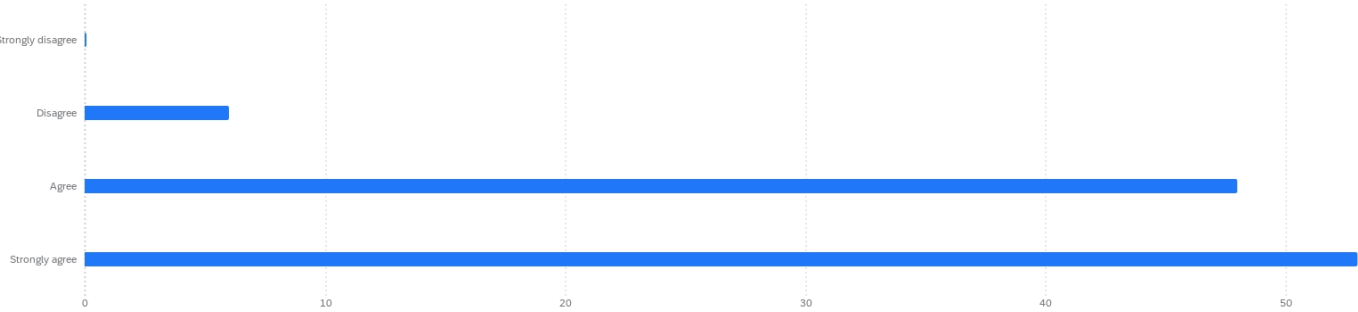
5. I have a trusted adult I can go to for help in my school. 107 ⓘ



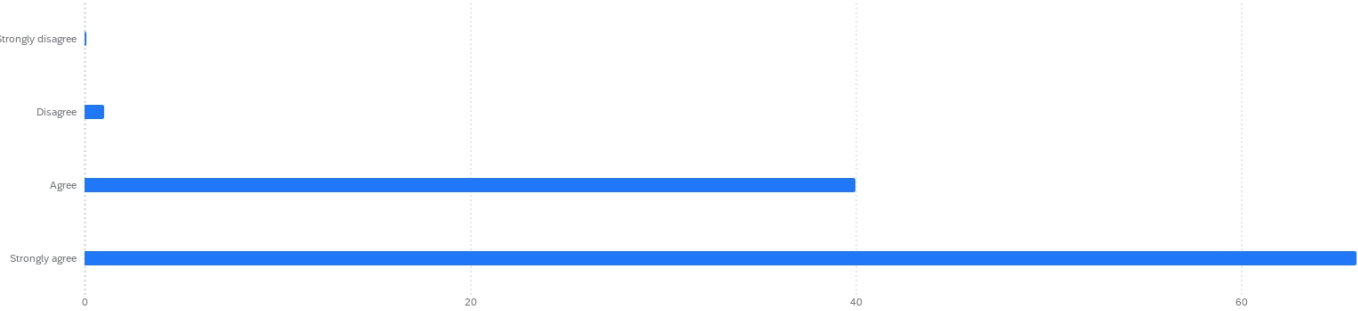
6. My school is welcoming and inclusive of people of different cultures, religions, backgrounds and abilities. 107 ⓘ



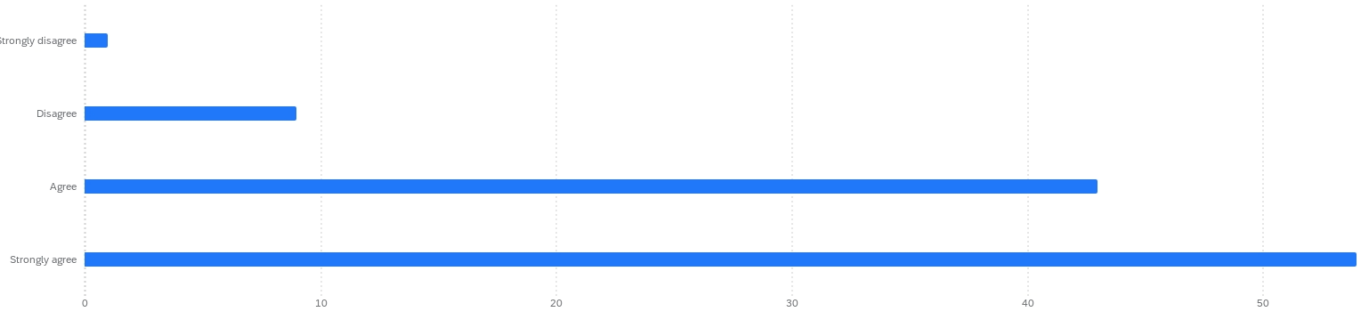
7. Everyone thinks our school motto and values are important and we look for ways to put them in action. 107 ⓘ



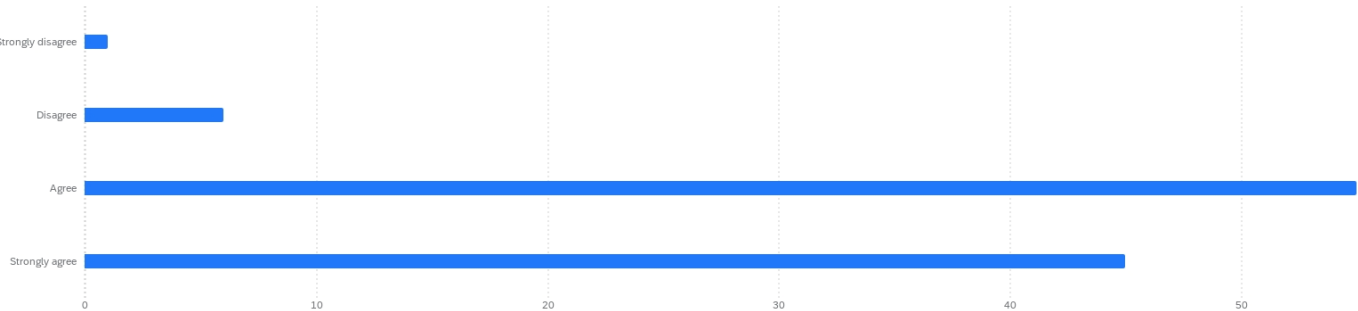
8. I know what to do if someone is being hurt or bullied at school. 107 ⓘ



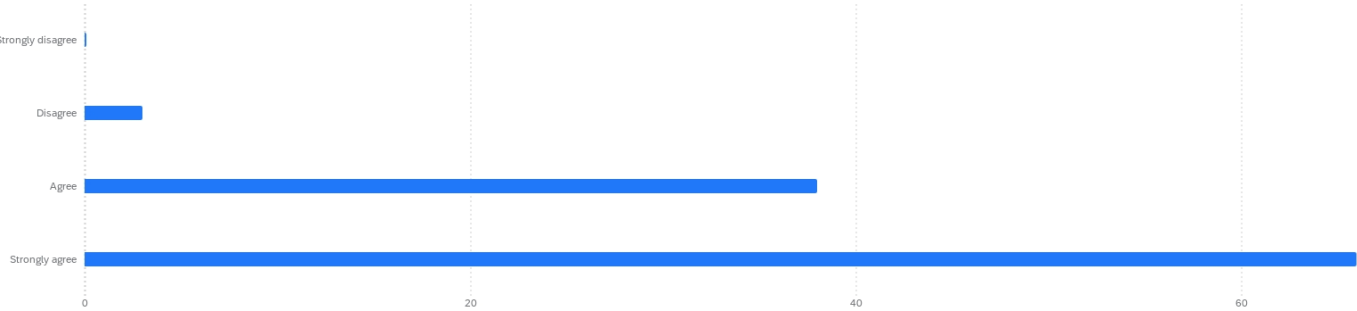
9. Students have a say in what happens at school. 107 ⓘ



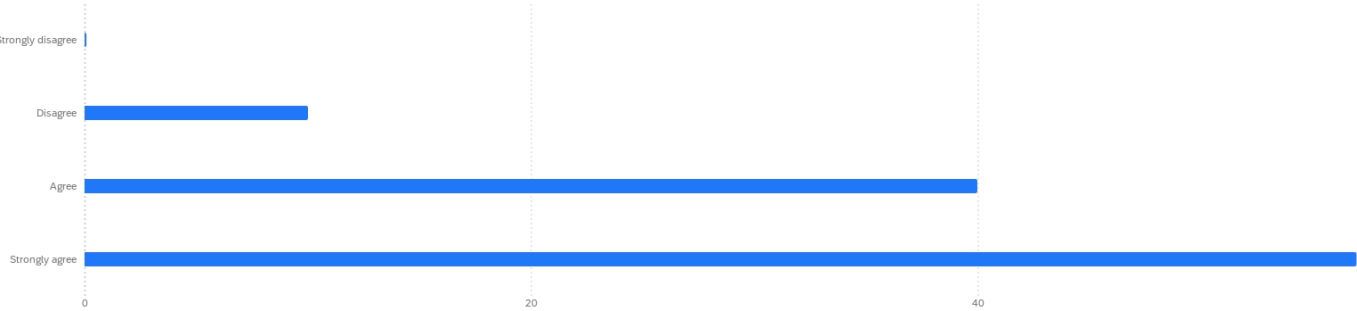
10. The school listens to the views of students and takes suggestions and offers feedback. 107 ⓘ



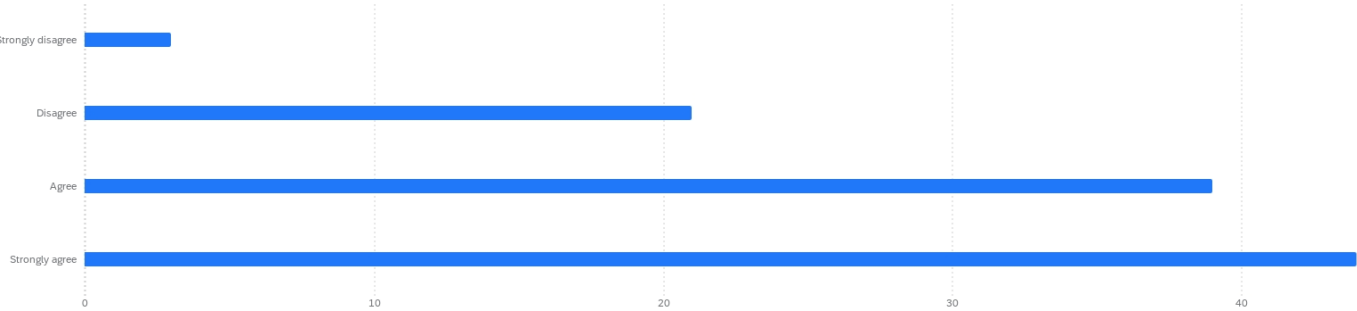
11. At school, we learn about the environment, doing things to help it. 107 ⓘ



12. At school, I get involved in projects and activities to make our school better. 107 ⓘ



13. The buildings and play areas are looked after at school. 107 ⓘ



Section 2: This section is about the teachers and the classrooms

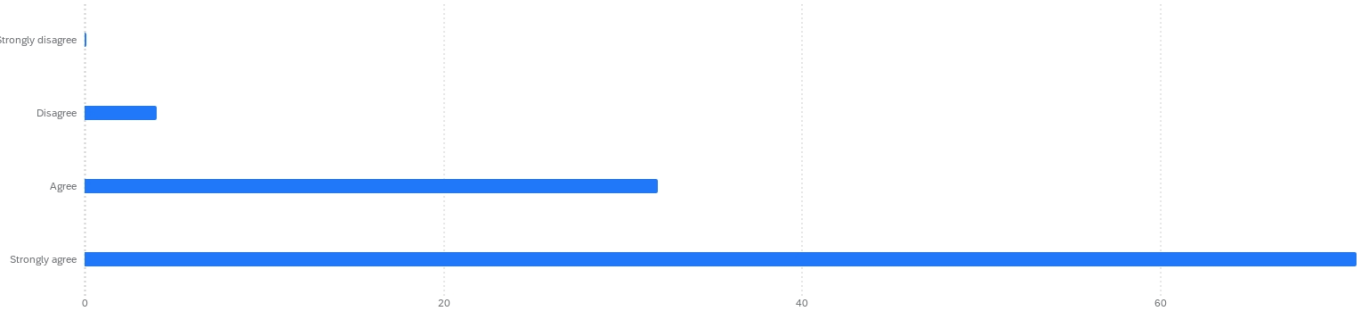
1. Teachers think all students can do well. 107 ⓘ



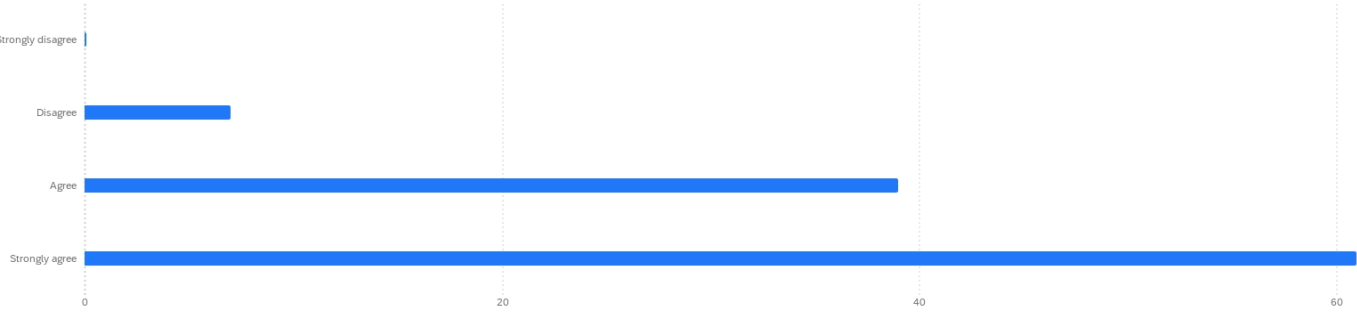
2. I feel I am making good progress in my learning and feel comfortable to "have a go". 107 ⓘ



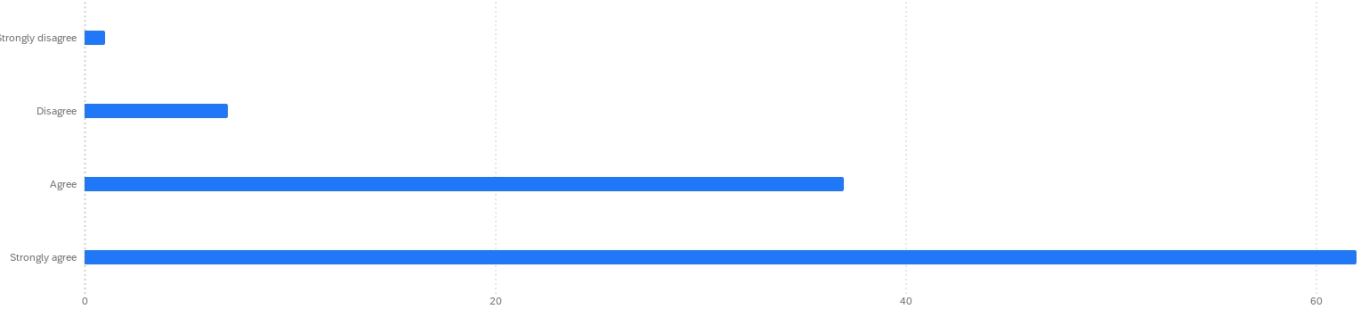
3. Teachers challenge me to achieve my personal best and we have activities to help us learn in a variety of ways. 107 ⓘ



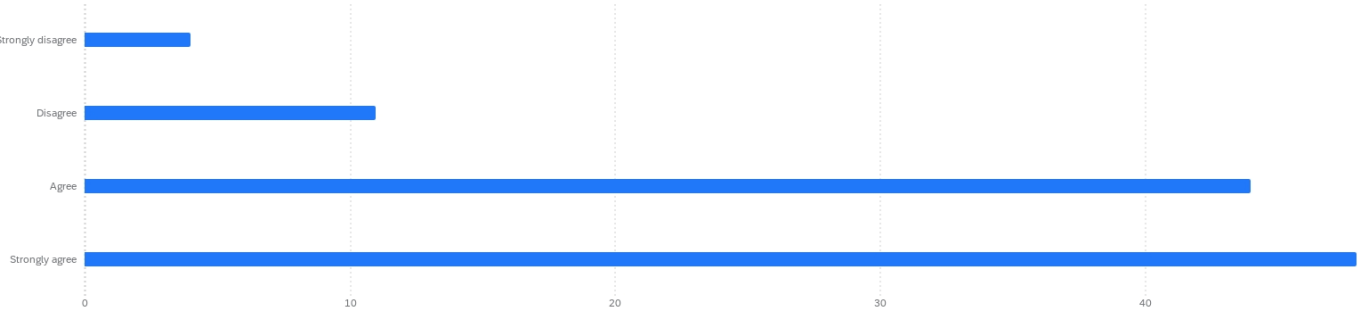
4. I feel I am a valued member of my class where I can improve and grow. 107 ⓘ



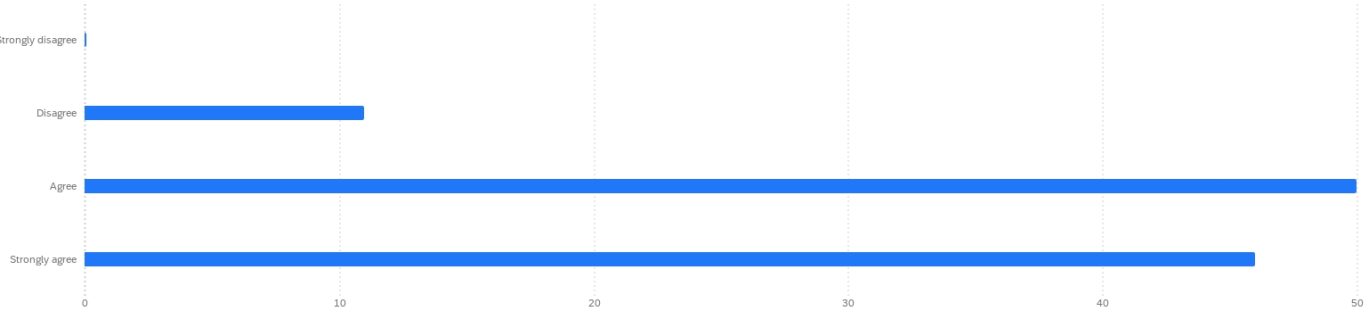
5. I feel good about myself as a learner and teachers comment on my work in ways that helps me to learn and improve. 107 ⓘ



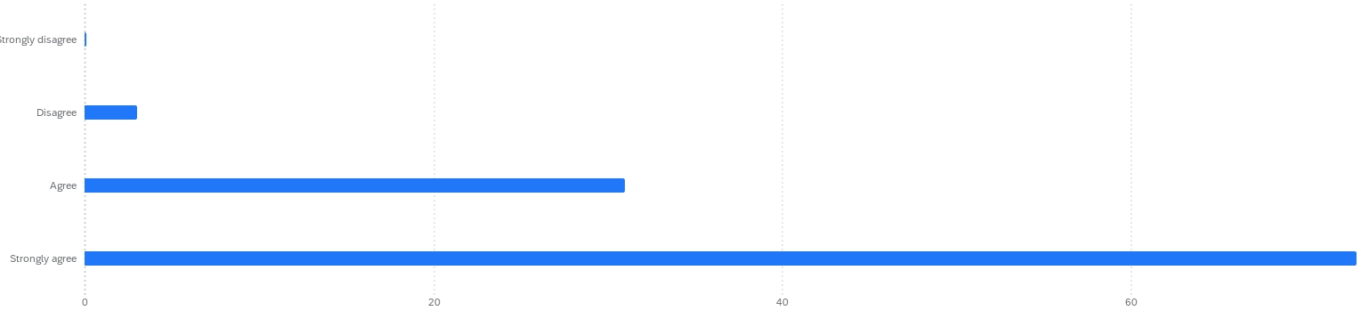
6. We encourage each other to learn, and we have some choice about what and how we learn. 107 ⓘ



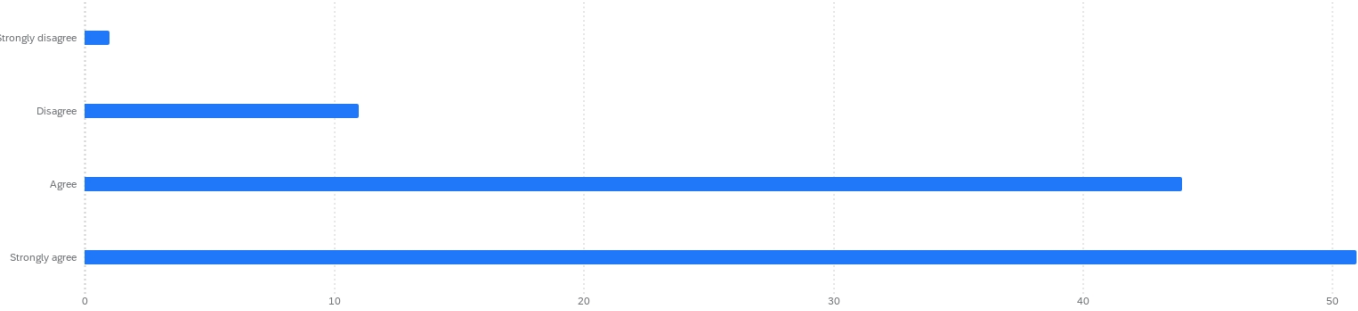
7. I feel comfortable to approach teachers and staff with questions and problems. 107 ⓘ



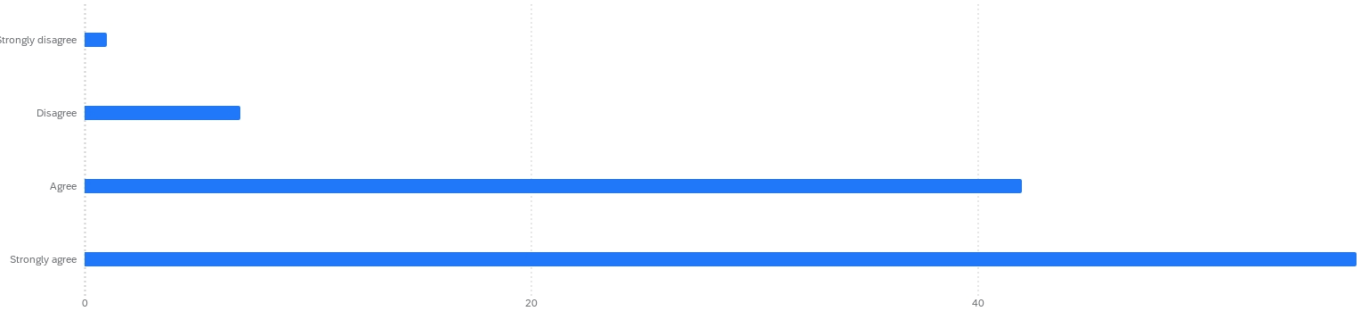
8. I follow the class rules when I use a device. 107 ⓘ



9. We have lessons about being a good friend, online as well as offline. 107 ⓘ

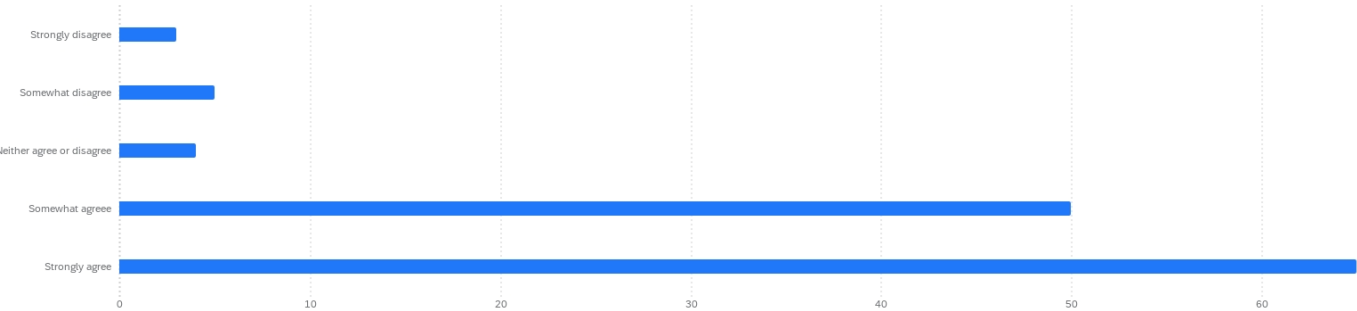


10. The learning spaces, technology and resources are contemporary and well maintained. 107 ⓘ

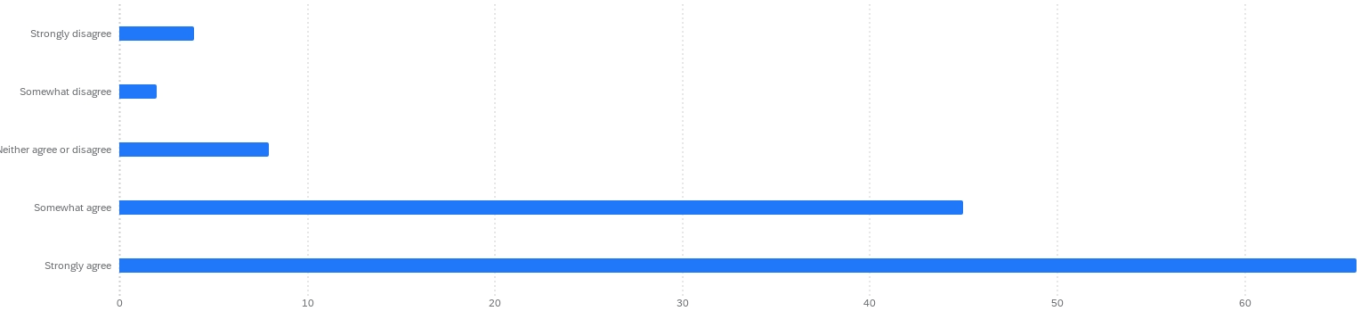


PARENT/CAREGIVER SATISFACTION (online survey)

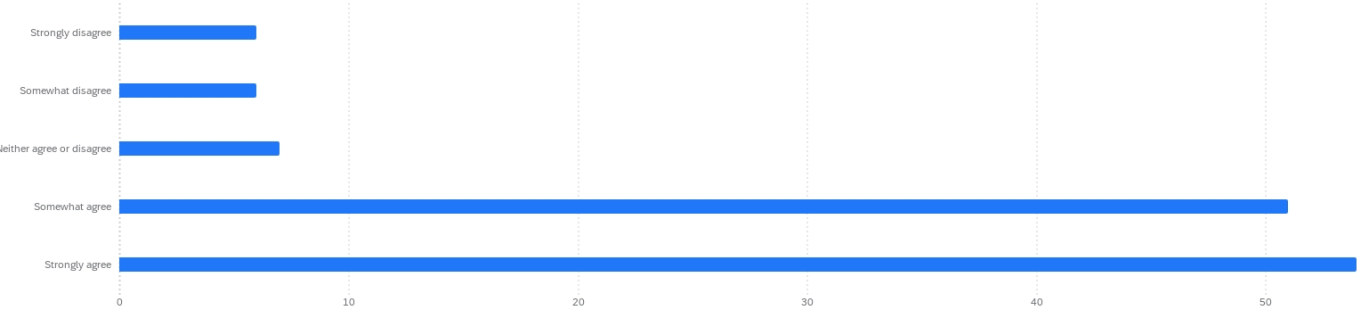
1. My child likes coming to St Joseph's Payneham and is making good progress. 127 ⓘ



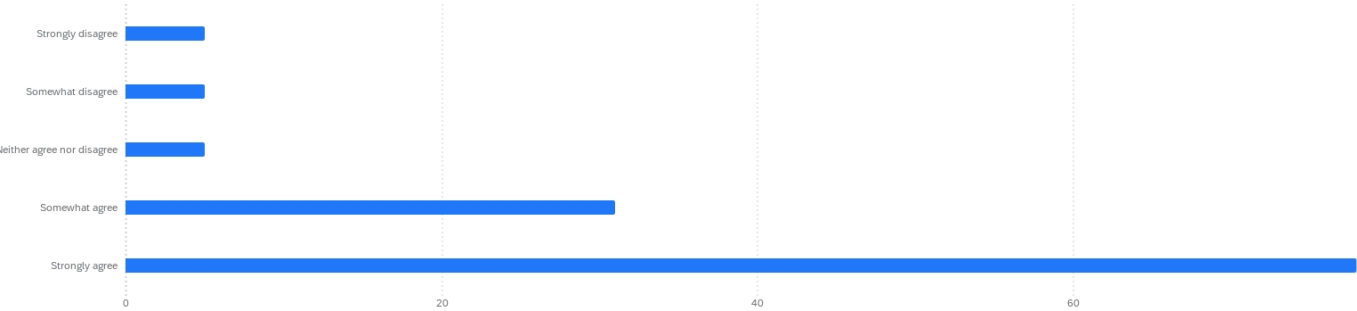
2. Communication between school and home, including the online newsletter, Audiri and Seesaw keeps me informed. 125 ⓘ



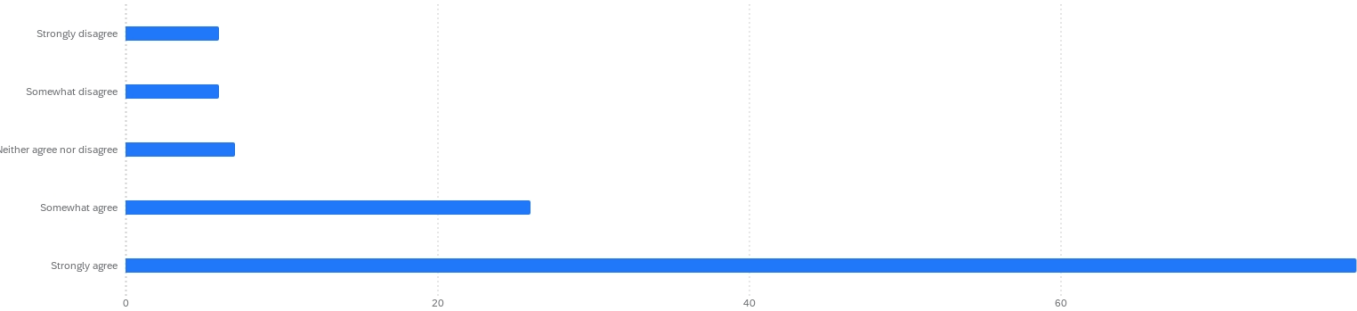
3. I am satisfied with the overall quality of teaching and learning, and teachers encourage my child to achieve their best. 124 ⓘ



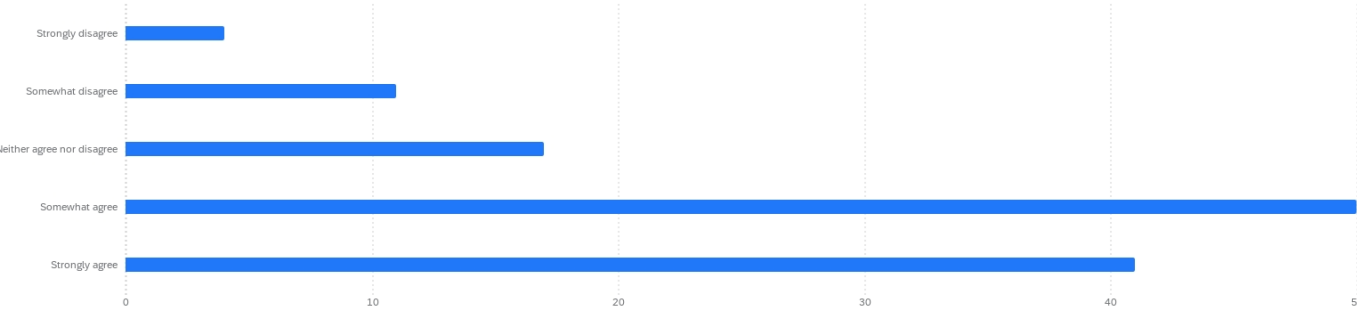
4. My child feels safe at school, and they are a valued member of the class/school community. 124 ⓘ



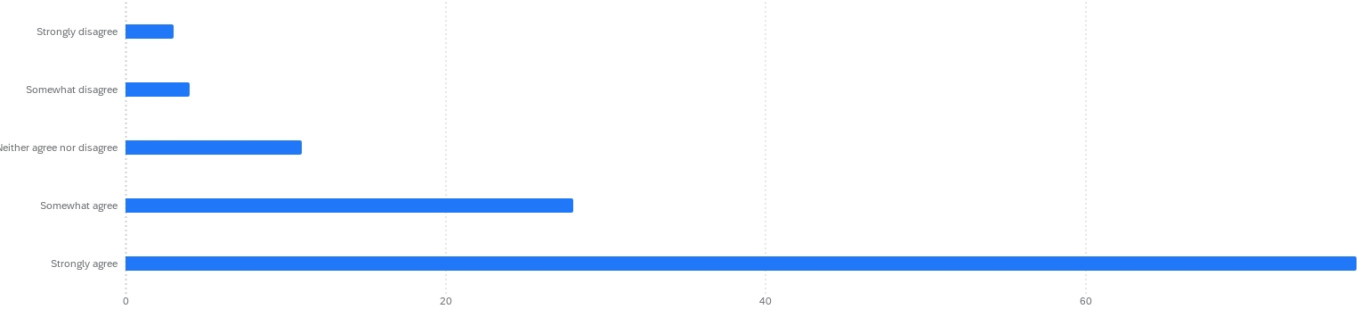
5. Teachers and staff are accessible, and I feel comfortable approaching them with questions and problems. 124 ⓘ



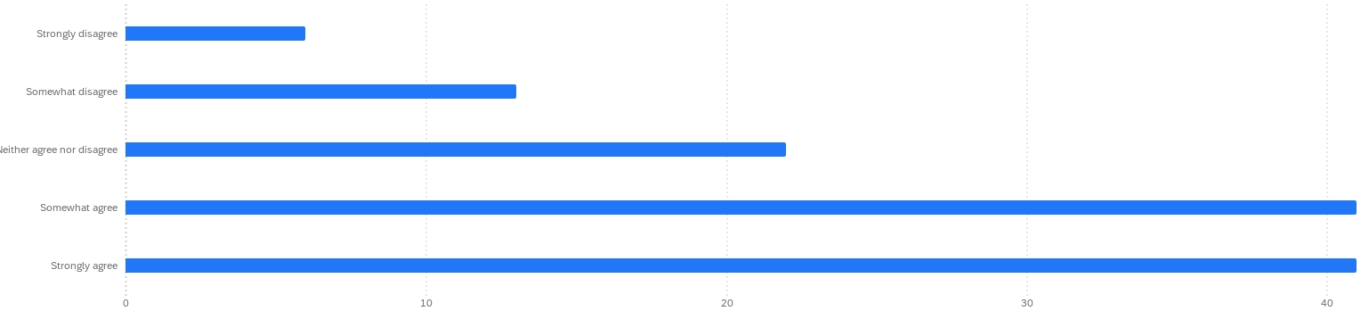
6. I am kept informed about my child's learning/progress, and the teachers explain how I can continue to help my child at home. 123 ⓘ



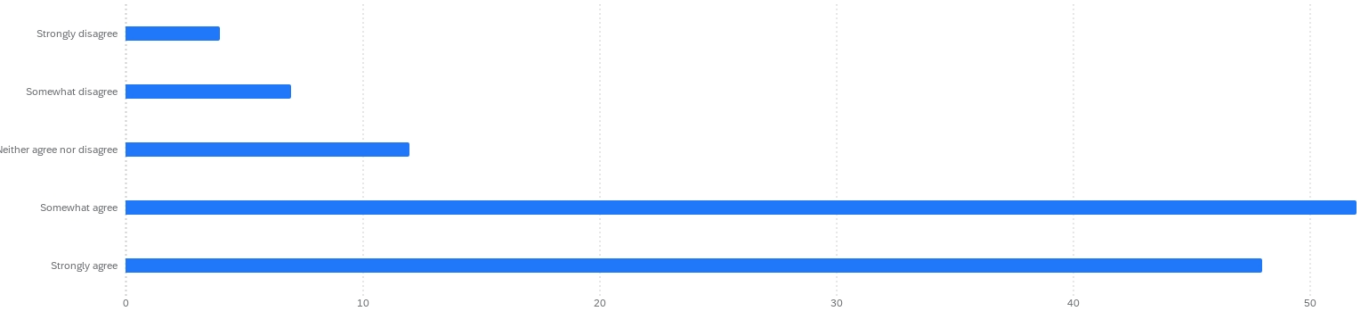
7. I am satisfied with the general administration at St Joseph's Payneham and how it welcomes and supports members of the school community. 123 ⓘ



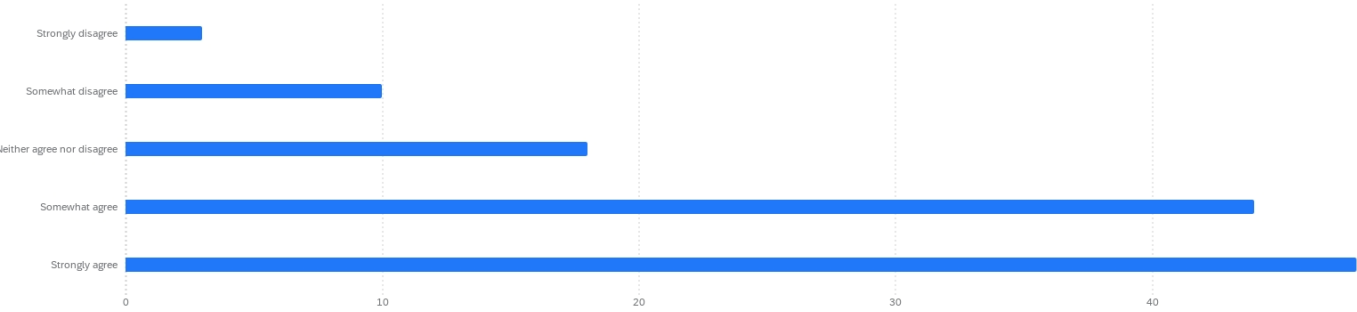
8. The school seeks the views of parents/caregivers and takes suggestions into account. 123 ⓘ



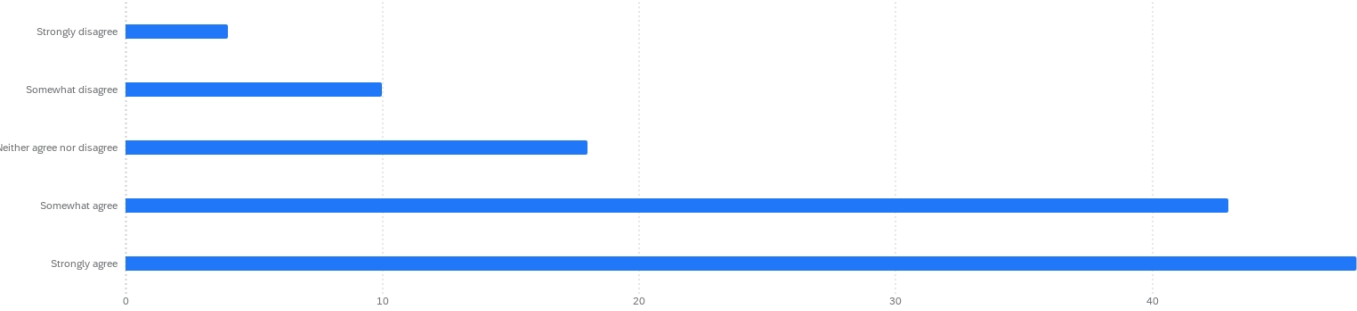
9. The learning spaces, technology and resources are contemporary and well maintained. 123 ⓘ



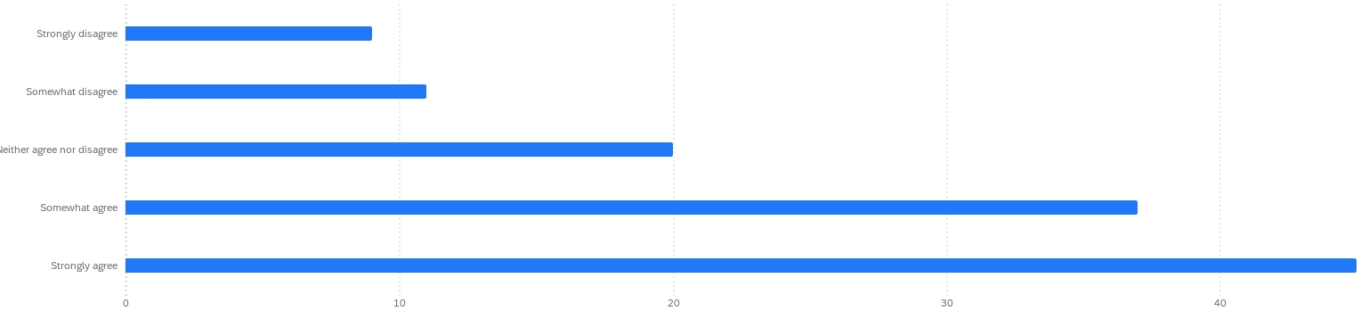
10. There are a range of different extracurricular facilities and activities at St Joseph's. 123 ⓘ



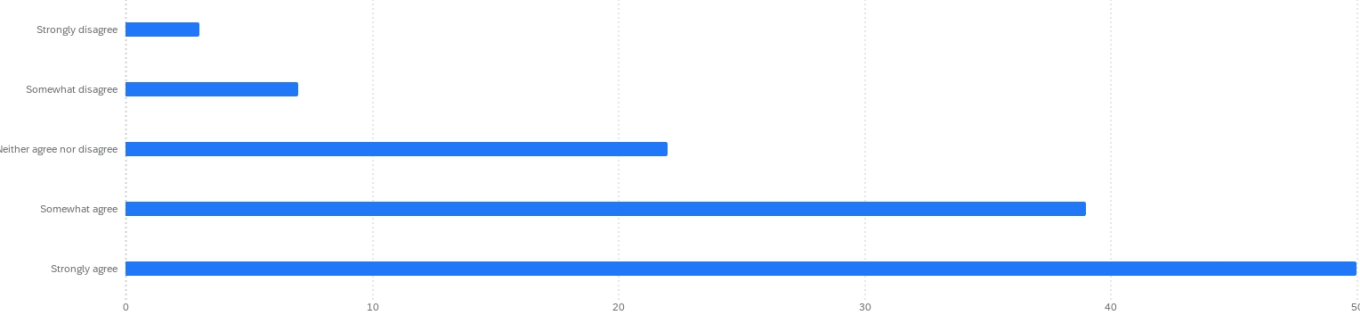
11. I am satisfied with the way the school appears to maintain a balanced focus on academic and extracurricular activities. 123 ⓘ



12. I am satisfied with the level of support offered to children with learning and wellbeing needs. 122 ⓘ

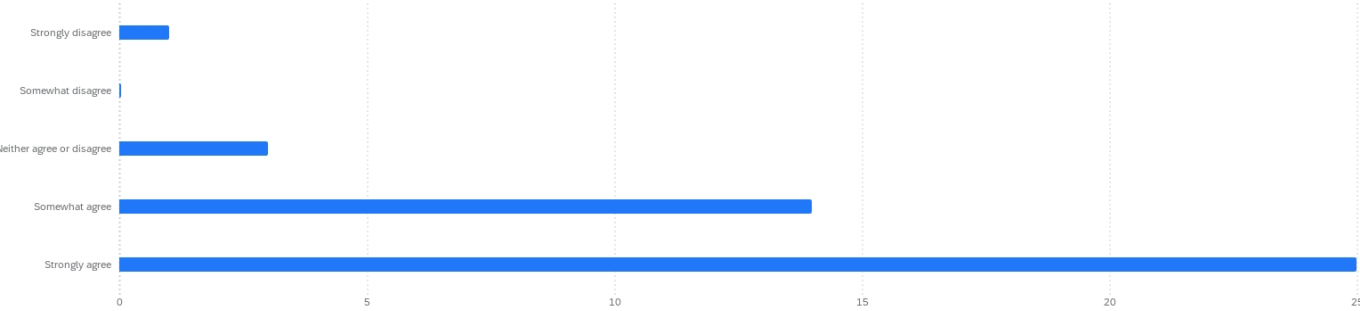


13. The school continuously offers opportunities for parents and caregivers to be involved in their children's learning, wellbeing, and spiritual development. 121 ⓘ

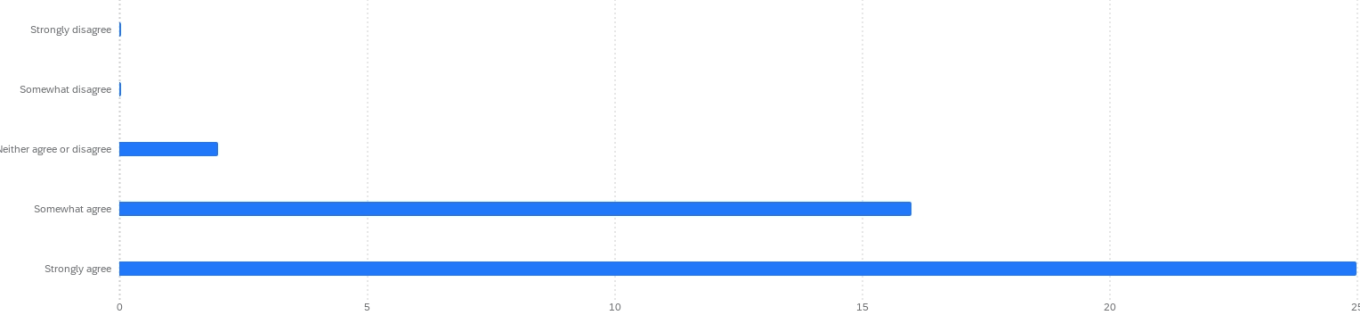


STAFF SATISFACTION (online survey)

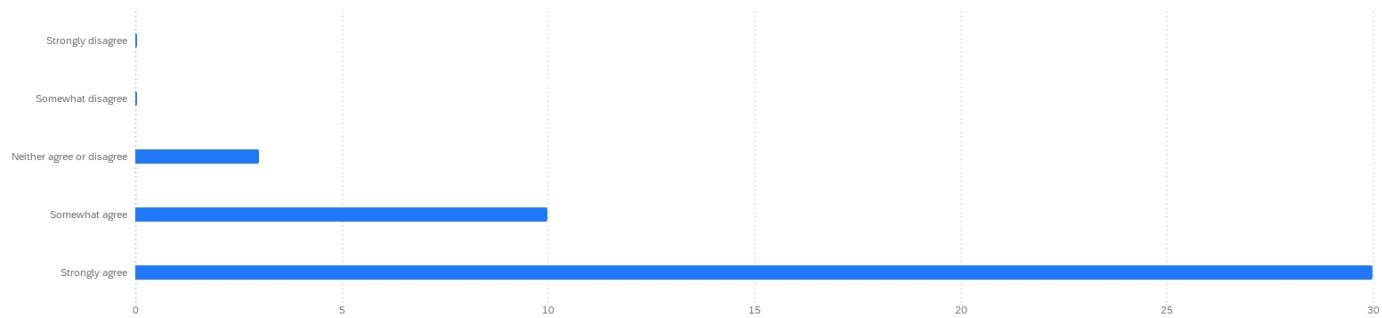
1. Teachers at this school expect students to do their best by modelling and setting challenging learning goals. 43 ⓘ



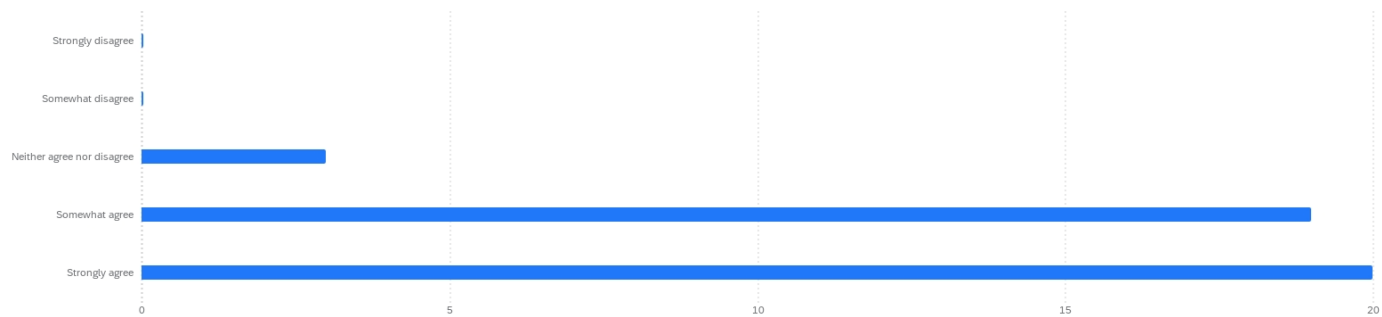
2. Teachers at this school provide targeted, informative and timely feedback to students and parents/caregivers about student learning, achievement and wellbeing. 43 ⓘ



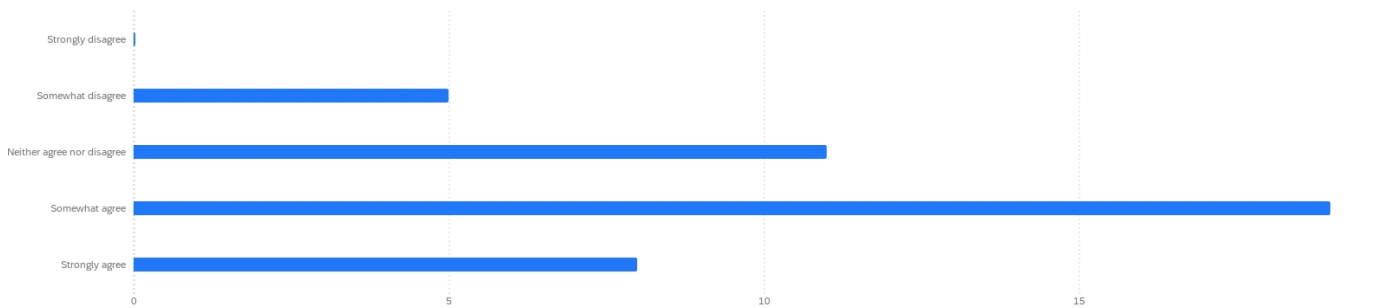
3.The school works with parents/carergivers to support students' learning. 43 ⓘ



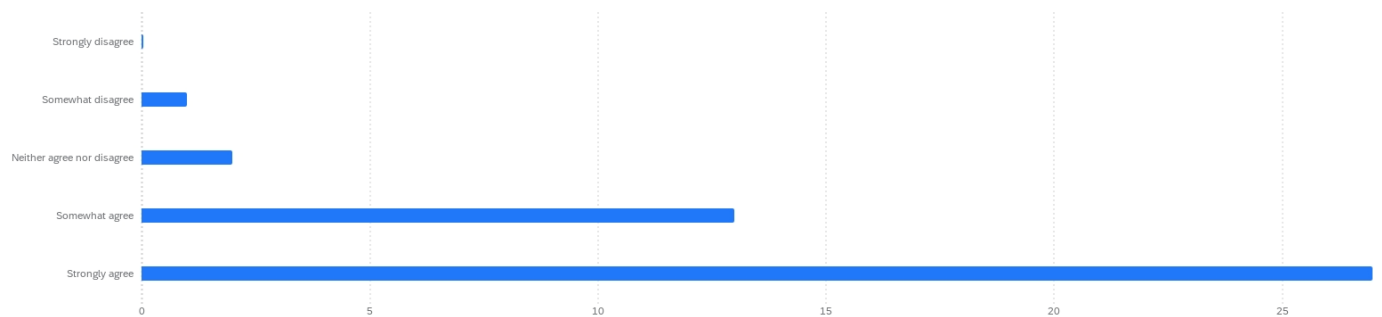
4.My school provides opportunities to develop staff leadership capacity. 42 ⓘ



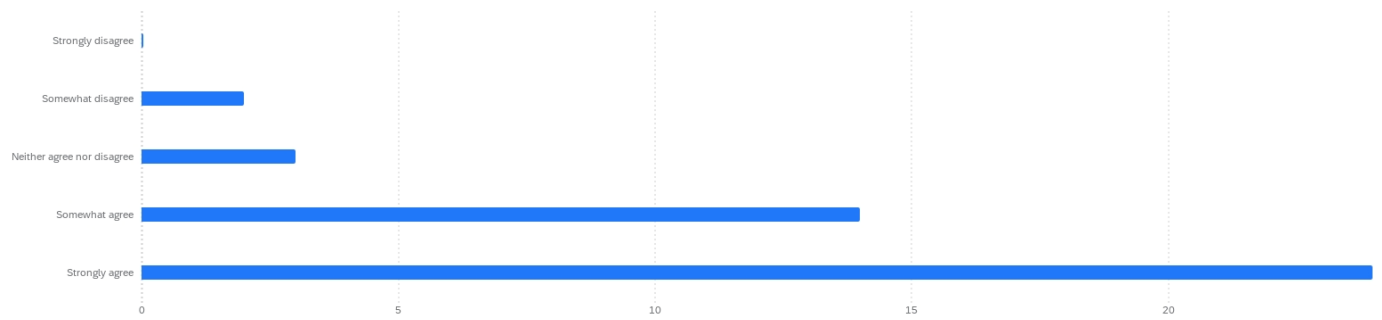
5. My school shows a level of familiarity with strategies for teaching Aboriginal and Torres Strait Islander students. 43 ⓘ



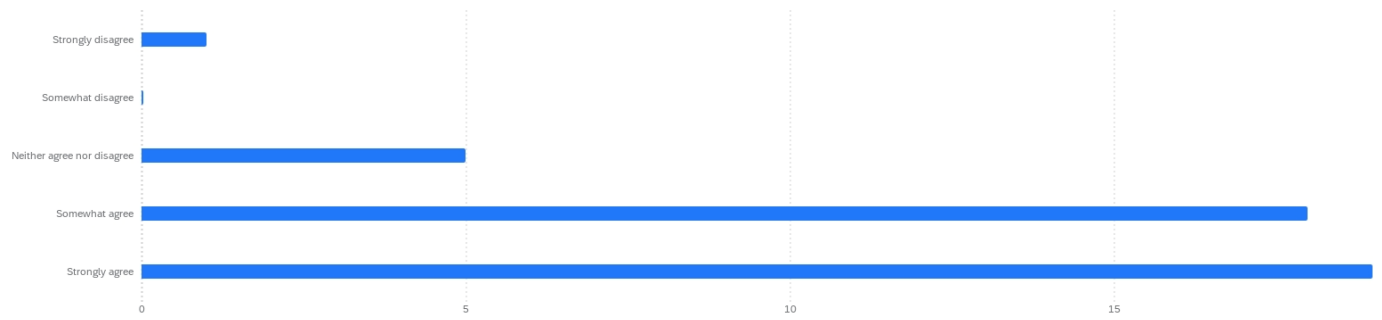
6. The school cares about my wellbeing. 43 ⓘ



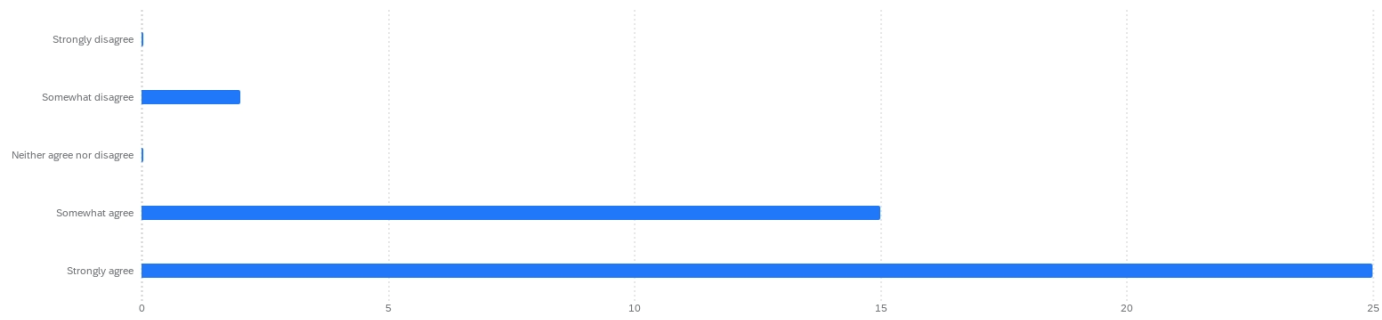
7. The school takes staff opinions seriously. 43 ⓘ



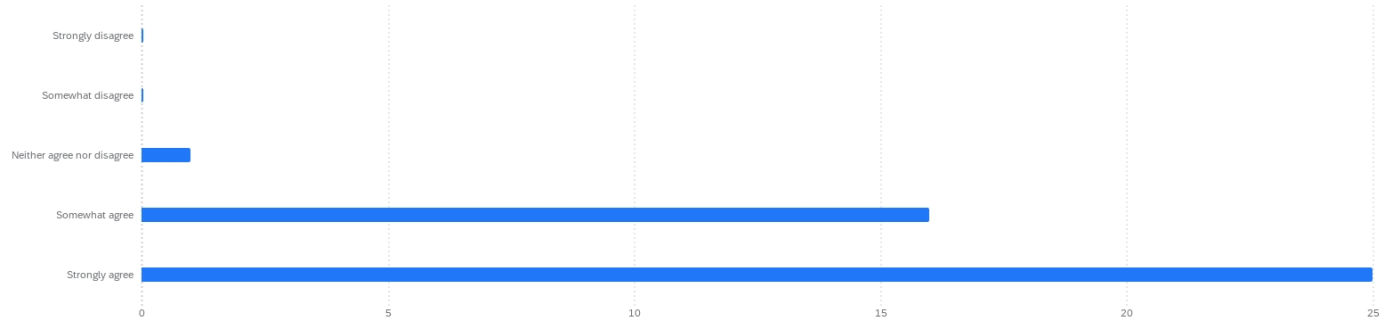
8. Teachers seek to expand their understanding of how students learn by integrating research findings and insights. 43 ⓘ



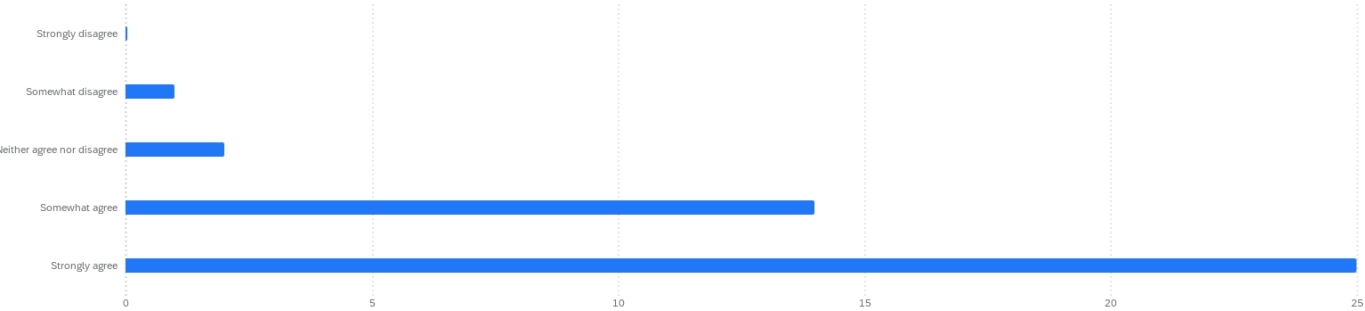
9. My school effectively supports students with diverse linguistic, cultural, religious, and socioeconomic backgrounds. 42 ⓘ



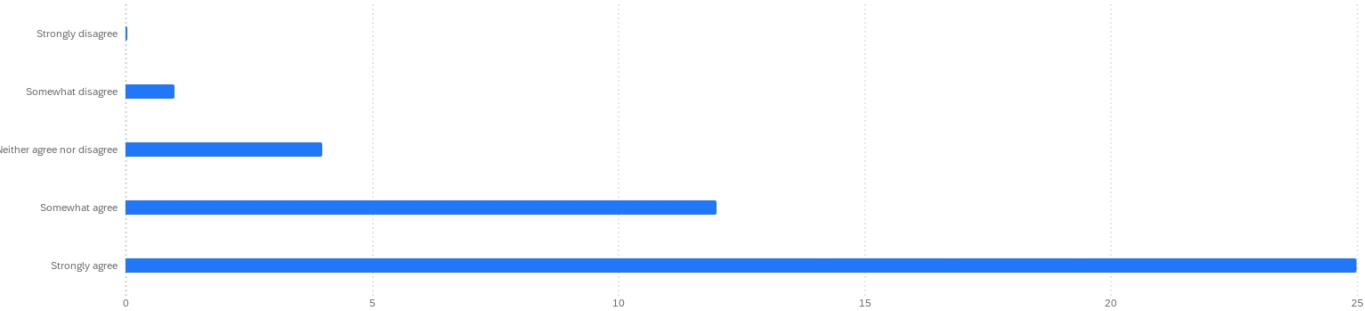
10. Teachers engage with colleagues to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students. 42 ⓘ



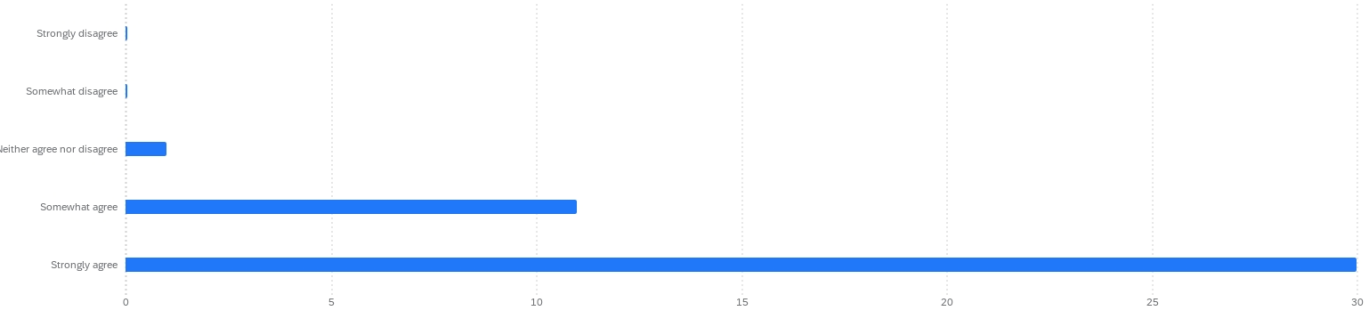
11. The school looks for ways to improve. 42 ⓘ



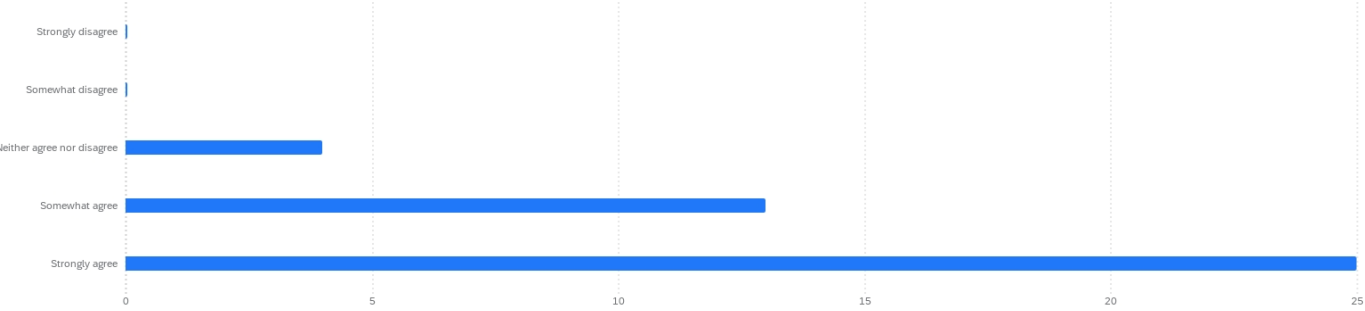
12. The school is well maintained. 42 ⓘ



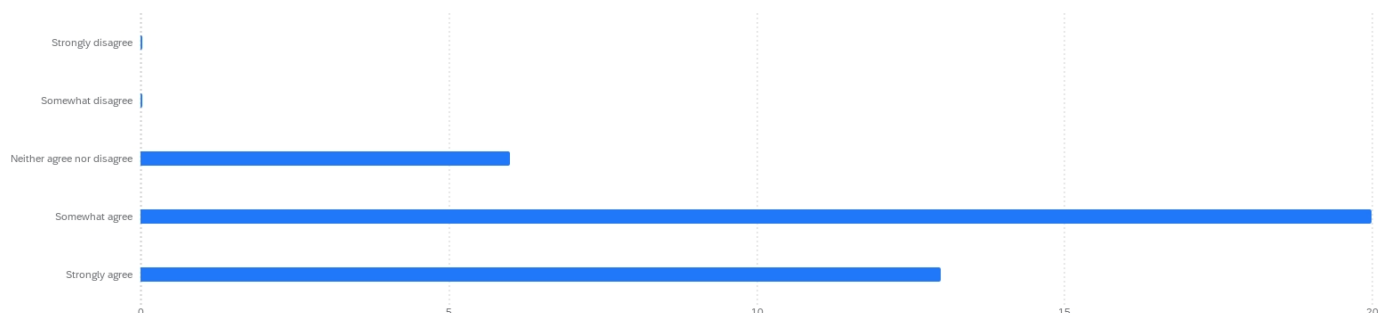
13. Students and staff feel safe at this school. 42 ⓘ



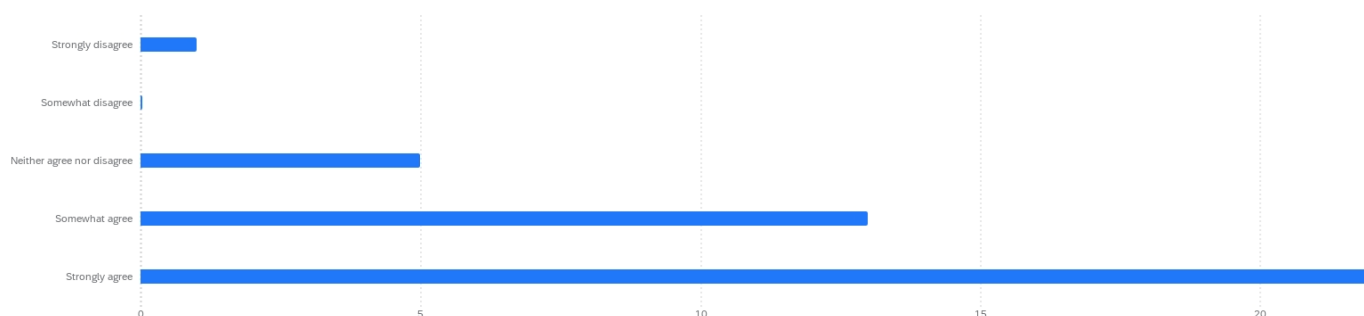
14. Students' learning needs are being met at this school. 42 ⓘ



15. I receive useful feedback about my work at this school. 42 ⓘ



16. Staff are well supported at this school. 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.

At the start of 2024, a new '1:1' device initiative commenced for students in Year 4-6. For learners in other year levels, devices (laptops and iPads) are in learning spaces. The technology approach at St Joseph's Payneham promotes opportunity for students to incorporate digital technologies in their learning. STEM learning (one of our specialist subjects) has many other digital technologies available to students as well.

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 100

students. The Preschool offers four sessions across the week. 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 new nature play space, which is very popular for students during playtimes. A new build, incorporating eight new classrooms with added amenities, opened at the start of the 2024 school year and houses Reception and Year 1 students. Additionally, the land purchased on the corner of Portrush Road and Tarcoma Avenue, now has a new and operational family and visitor carpark. Further works, as part of the school's Master Plan will take shape in the coming years.

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. Moreover, students requiring further emotional support can see the school Counsellor or the school Wellbeing Officer.

Outside agencies such as allied health professionals i.e., speech and occupational therapists also provide support. There is a specific review process for students whereby the family, teacher and Inclusive Educational Coordinator meet to consult, plan and review progress.

Gifted Education

As part of our objective to advance and build upon our school Gifted Education framework, during 2023 we developed an initiative called 'Creative Minds' promoting extension learning and activities for those showing promise in this space. The focus was on STEM, Music, Physical Education and Problem-Solving skills. In 2024, we are building on the Gifted Education initiative, with emphasis on Language Literature, Social Sciences, The Arts, and continuing with STEM. As part of the Gifted Education initiative in 2024, we aspire to be involved in the 'Tournament of Minds'.

'Tournament of Minds' is problem-solving program for teams of students to enhance the potential of skills, enterprise, time management, and the discipline to work collaboratively within a challenging and competitive environment. Students are required to solve demanding, open-ended challenges from the named disciplines i.e., Language Literature, Social Sciences, The Arts, and STEM.

Extra-curricular

There are a variety of sporting and other extra-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 enables 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, and guitar. Furthermore, Children's University proved to be a great option for students who wanted to extend their learning outside school hours. There are also a number of extension options including Australasian Maths Olympiad and ICAS competitions.

In 2024, as part of a Parents and Friends initiative, there are even more extra-curricular options available to students, including workshops involving: Visual Arts; Dance; Chinese lessons; Coding; Chess; and African Drumming.

Personal Development and Wellbeing Opportunities

The 'New Beginnings' program at the start of the year, influenced by the Berry Street Education Model (BSEM) enables a whole school approach to learning with a focus on wellbeing. The school Counsellor, the school Wellbeing Officer along with UniSA Social Work students provide an extra layer of support for children requiring assistance with social skills and development. In addition, staff professional learning on Restorative Practices (occurring during 2024) will provide another level of knowledge when it comes to student wellbeing.

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	\$1,252,216
State Government additional funding	NIL
Commonwealth Government grants	\$4,517,325
School Fees (inclusive of levies)	\$1,264,246
Other income (donations / bequests / P & F levy)	\$11,314
Building fund	NIL

T: (08) 8206 5100

W: www.stjopayn.catholic.edu.au

E: info@stjopyn.catholic.edu.au

A: 78 Portrush Road, Payneham SA 5070