



# SCHOOL PERFORMANCE REPORT 2024

**A more personal way of learning that values who I am**

# SCHOOL PERFORMANCE REPORT, FOR 2024 SCHOOL YEAR

## Introduction

St Joseph’s Catholic School 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 Catholic School 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	1096	
Total enrolments – Preschool	75	
Total enrolments – Reception to Year 6	503 (August Census, 2024)	
% Indigenous enrolments	4 students	0.8%
% Students with disabilities	90 students	17.89%

Teacher Standards and Qualifications	
Masters	7
Bachelors	39
Graduate Certificates	20
Diplomas	8
Certificate III in Early Childhood	2
Other Graduate Certificates	5

Enrolments by Year Level at (Semester Two, 2024)			
	BOYS	GIRLS	TOTAL
Preschool	40	35	75
Reception	52	50	102
Year 1	40	42	82
Year 2	51	34	85
Year 3	33	40	73
Year 4	37	26	63
Year 5	21	28	49
Year 6	23	26	49
<b>TOTAL</b>	<b>297</b>	<b>281</b>	<b>578</b>

## 2024 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	
Reception	94.7%	94.5%	94.6%	91.3%	91.9%	91.6%	90.8%	92.4%	91.6%	91.9%	93.2%	92.5%	92.6%
Year 1	94.2%	91.2%	92.7%	88.8%	89.1%	88.9%	88.5%	88.1%	88.3%	90.9%	88.1%	89.5%	89.9%
Year 2	91.9%	94.9%	93.8%	87.0%	92.1%	90.1%	90.5%	92.7%	91.8%	90.0%	94.1%	92.5%	92.1%
Year 3	95.3%	95.4%	95.4%	91.8%	91.8%	91.8%	92.0%	91.9%	91.9%	92.7%	89.3%	91.1%	92.6%
Year 4	93.7%	92.8%	93.2%	91.3%	90.4%	90.7%	89.7%	89.3%	89.5%	90.3%	89.3%	89.7%	90.9%
Year 5	93.9%	95.7%	94.7%	89.7%	88.7%	89.3%	88.7%	90.7%	89.5%	93.7%	91.1%	92.6%	91.5%
Year 6	93.6%	95.0%	94.2%	93.0%	92.9%	93.0%	90.8%	91.4%	91.1%	91.8%	90.6%	91.2%	92.4%
PS	96.0%	93.5%	94.5%	92.5%	92.5%	92.5%	92.6%	92.2%	92.4%	91.7%	94.8%	93.4%	93.2%
<b>Total</b>	<b>94.1%</b>	<b>94.0%</b>	<b>94.1%</b>	<b>90.4%</b>	<b>91.1%</b>	<b>90.8%</b>	<b>90.4%</b>	<b>91.2%</b>	<b>90.8%</b>	<b>91.6%</b>	<b>91.4%</b>	<b>91.5%</b>	<b>91.8%</b>

2024 STAFF	
Role	Person
Principal	Simon Mechis
Deputy Principal	Michael Musolino
APRIM	Patrizia Puglia
Inclusive Education Coordinator	Nicole Joanni
Leader of Learning, Numeracy	Rosanna Parrella
Leader of Learning, Literacy	Sonia Vernillo
Preschool	Nicole Baans
	Annapurna Garimella
	Jessica Vreugdenburg
Reception	Lucy Martino
	Joyce Nero
	Jennifer Mastrangelo (Term One) and Caitlin Librandi (Term Two – Term Four)
	Rebecca D’Amico
Mid-Year Reception	Sarah Collins and Jessica Vreugdenburg
Year 1	Maria Prestia
	Ben Williams and Caterina Musolino (Term One – Term Three) and Alicia Matikulas (Term Four)
	Donny Calabria
	Tayla Carosi
Year 2	Tania Melfi
	Shendelle Watters
	Adriana Graziani and Vickie Gagliardi
Year 3	Margaret McConnell
	Sonia Vernillo and Alicia Matikulas
	Nicole Zacher
Year 4	Rosanna Parrella and Sara Altobelli
	Bernardette Robinson
	Melinda Harding
Year 5	Angela Scarpantoni
	Yvette Vingelis
Year 6	Angelica Mavrofridis
	Charlelie Kalz
Music and Performing Arts	David Shinn (Term One – Three) and Dean Rattley
Italian as a second Language	Emily Parrella
Physical Education	Adrian Mastrangelo
STEM	Nicholas Polvere
ICT Technician Support	Massimo Paradiso
Business Manager	Josie Ferragamo
Finance Officer	Helen Crosato
Front Office Administrator	Josie Colangelo
Enrolments and Admin. support	Lanette Burke
Grounds and Maintenance	John Vivian
WHS Officer	Dora Cavuoto (Term One and Two) and Sandra Rapuano (Term Three and Four)
Counsellor	Andrea DeDesery



Wellbeing Officer	Olivia Barbaro
Canteen Manager	Sarah Roma, Caroline Pearce (and Josie Nicolescu)
OSHC Director	Karina Forte
OSHC Assistant Director	Emma Burke
Occasional Care Leaders	Celesta Seal and Chelsea Filipponi
Library	Manuela Ciniglia
Education Support Officers	Rachel Armstrong
	Milena Belperio
	Emma Burke
	Tania Cardone
	Giovanna De Meo
	Jessica Lucarelli
	Maria Lupoi
	Leah Tregenza
	Julie Ward
	Tina Hoffmann
	Linda La Bella
	Laura Parletta
	Mark Payne
	Shima Safari
	Zac Silvestri
	Kirsty Taddeo
	Valor Thach

### 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	20	23
Part- time teachers	4	9	13
Full-time Education Support Officers	0	0	0
Part-time Education Support Officers	6	31	37

There were 23 full time staff members and 50 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 2024 was 90% and our staff took sick leave, maternity leave, carer's leave, bereavement leave and long service leave as is the industrial entitlement.

2024 NAPLAN

Student Outcomes in the National Assessment Program Literacy & Numeracy Testing - March 2024

Year 3

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

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	67	0	1	4	94%
Writing	66	0	1	5	93%
Spelling	67	0	1	4	94%
Grammar and Punctuation	67	0	1	4	94%
Numeracy	67	0	1	4	94%

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	421.5	421.5	-	Str	Str
Writing	-	458.8	443.9	-	Str	Str
Spelling	-	444.7	439.9	-	Str	Str
Grammar and Punctuation	-	459	435.2	-	Str	Str
Numeracy	-	411.5	408.9	-	Str	Str

NOTE:  
Aggregate values are not reported for schools with less than 5 students contributing to the aggregate of interest.  
Proficiency Level: Exceeding (Exc), Strong (Str), Developing (Dev), and Needs additional support (Nas).

Year 5

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

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	48	0	0	2	96%
Writing	48	0	0	2	96%
Spelling	47	1	0	2	94%
Grammar and Punctuation	47	1	0	2	94%
Numeracy	47	1	0	2	94%

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	517	509.3	-	Str	Str
Writing	-	516.4	514	-	Str	Str
Spelling	-	510.3	508.5	-	Str	Str
Grammar and Punctuation	-	545.1	548.2	-	Str	Str
Numeracy	-	506	511	-	Str	Str

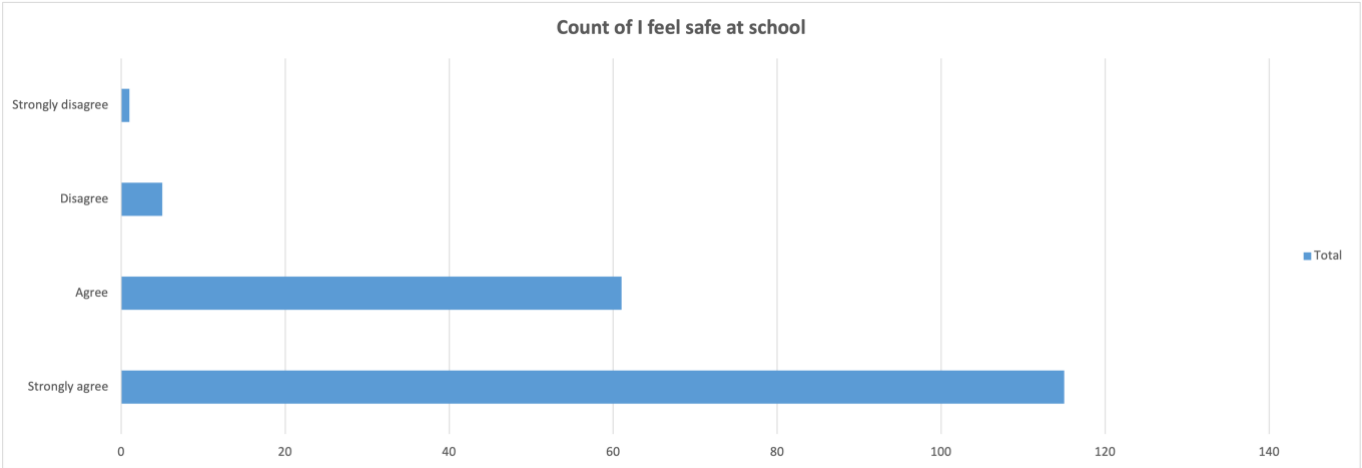
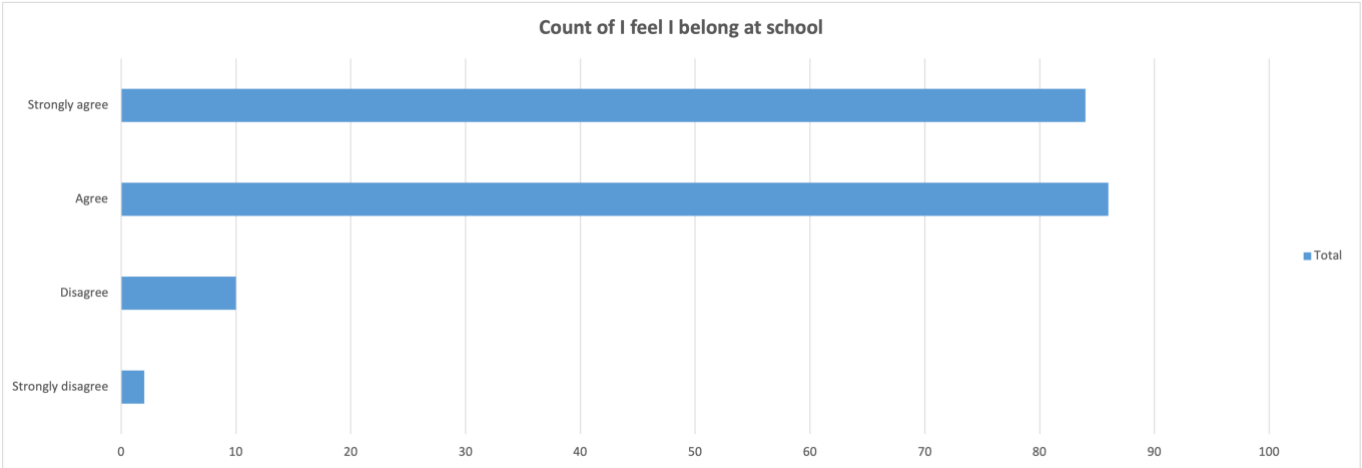
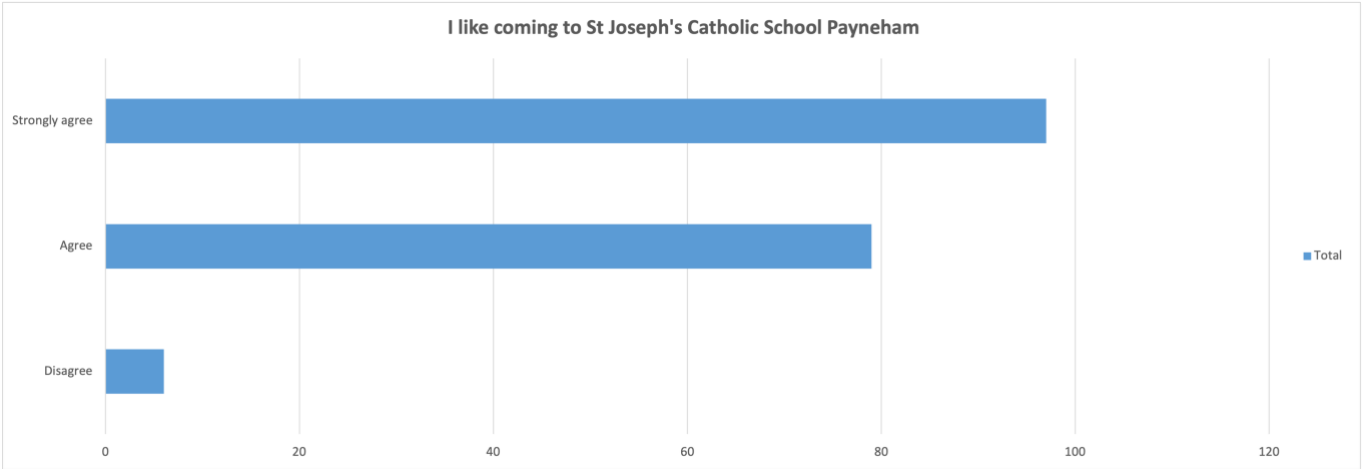
NOTE: Proficiency Level: Exceeding (Exc), Strong (Str), Developing (Dev), and Needs additional support (Nas).

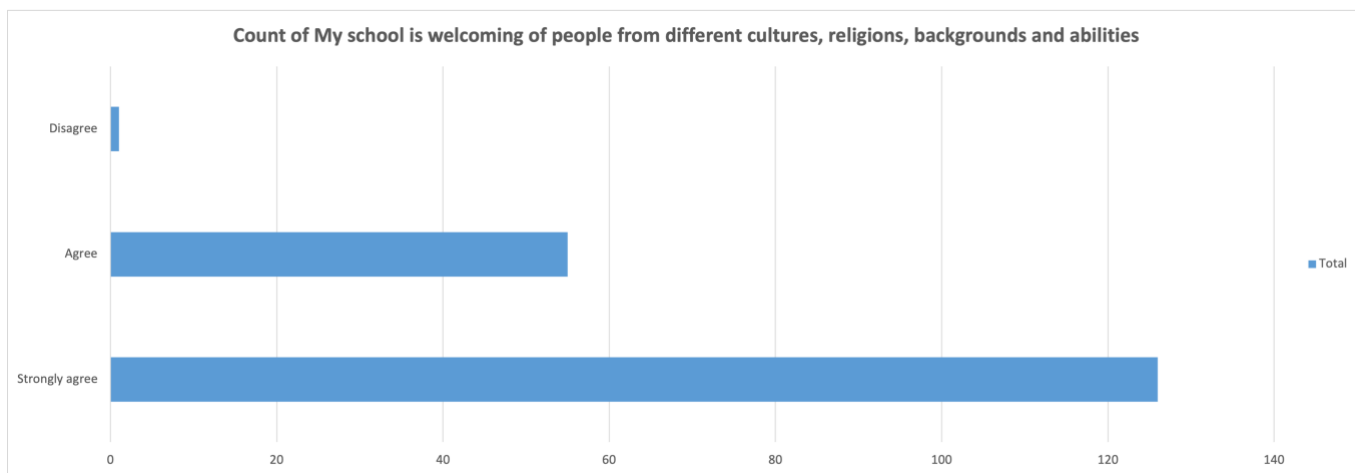
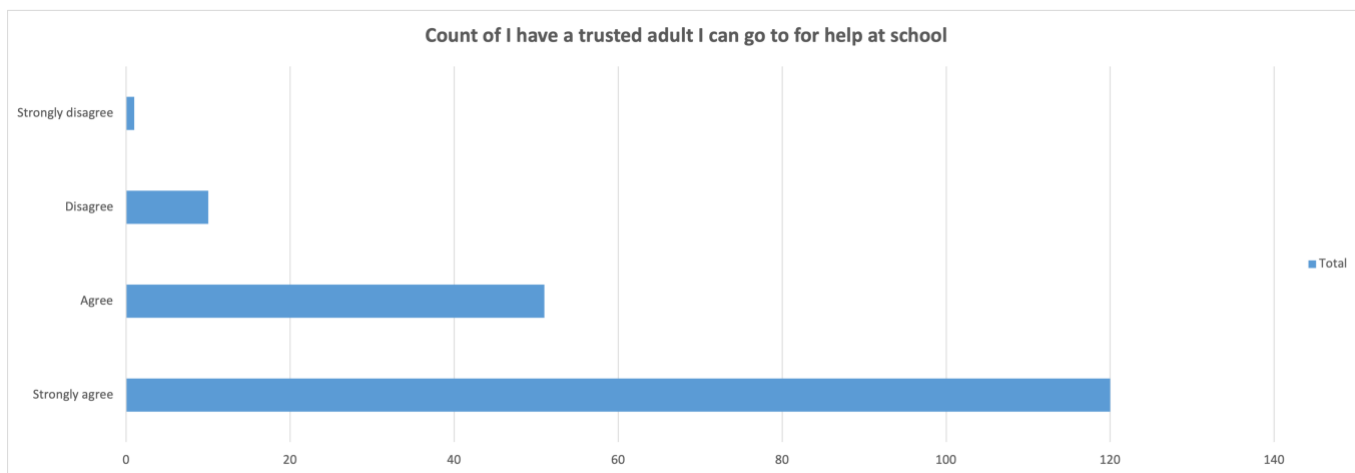
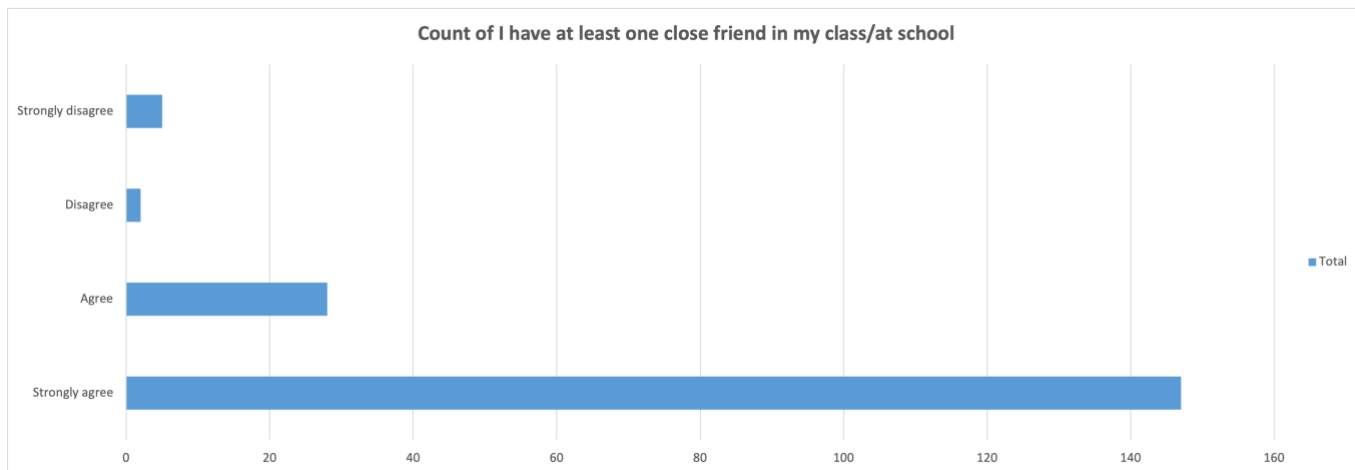
Estimated standardised student progress between  
2022 and 2024 Literacy and Numeracy Tests

Progress	Reading		Numeracy	
	School	All students	School	All students
Low	21	25	5	25
Medium	53	50	47	50
Upper	26	25	47	25

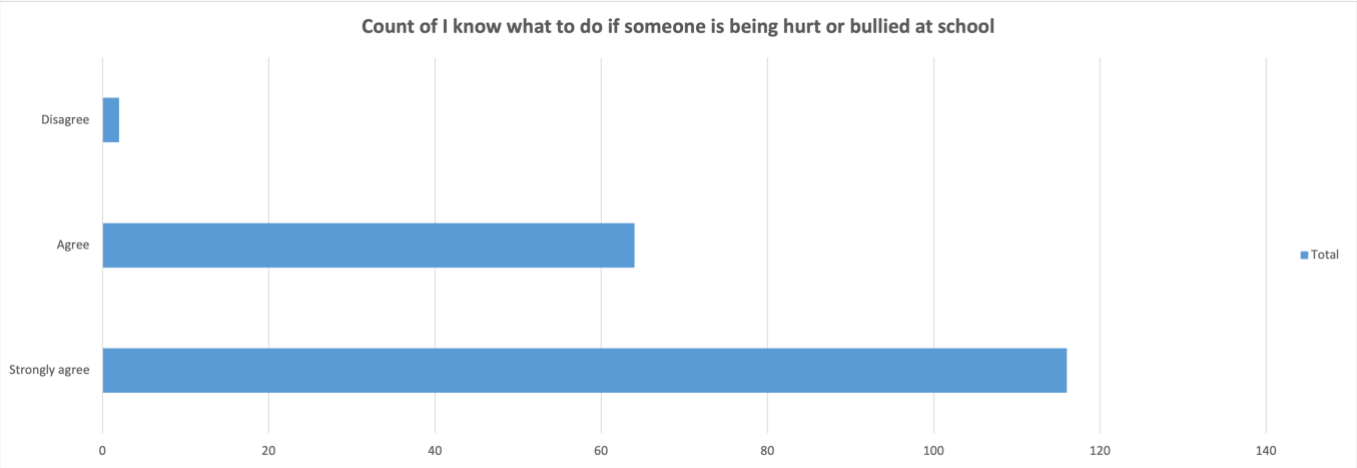
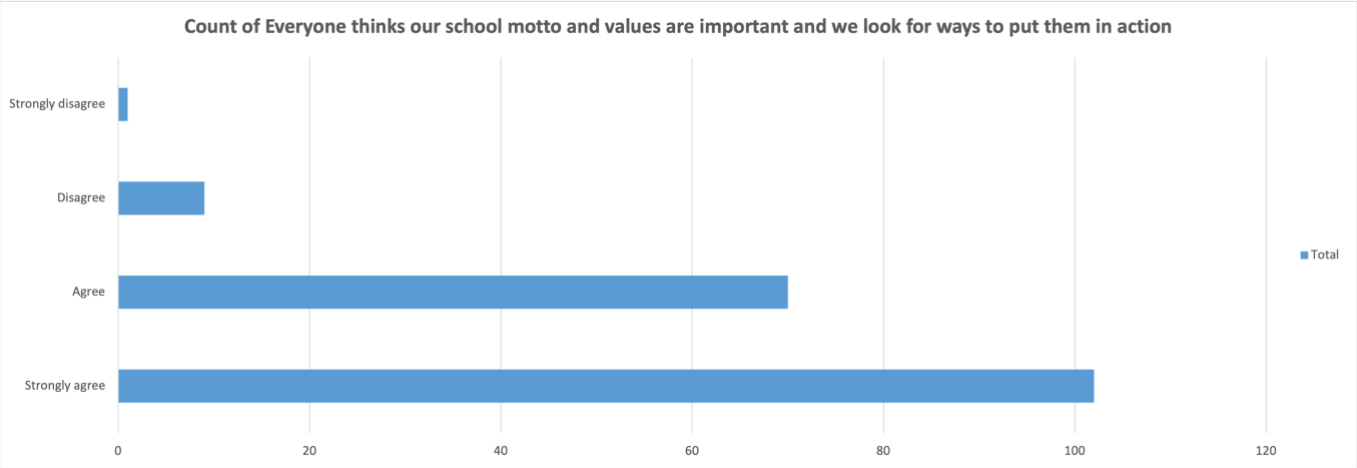
NOTE:  
**Low**  
Student progress between tests is low when compared with students of similar ability.  
**Medium**  
Student progress between tests is average when compared with students of similar ability.  
**Upper**  
Student progress between tests is high when compared with students of similar ability.  
Aggregate values are not reported for schools with less than 5 students contributing to the aggregate of interest.

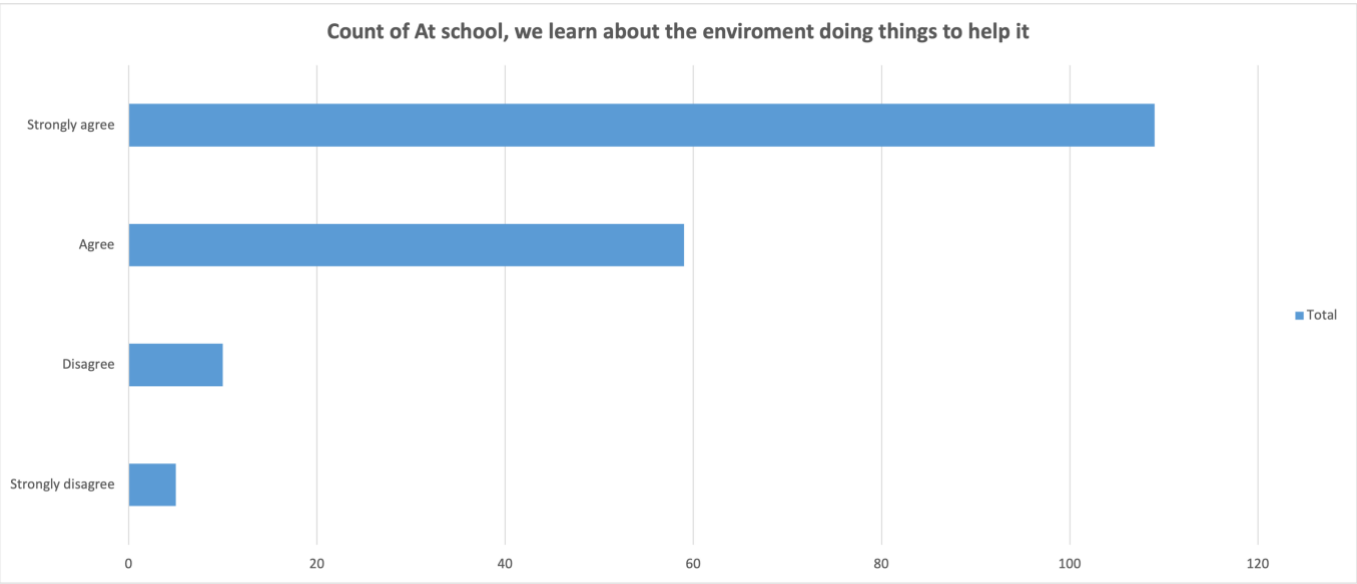
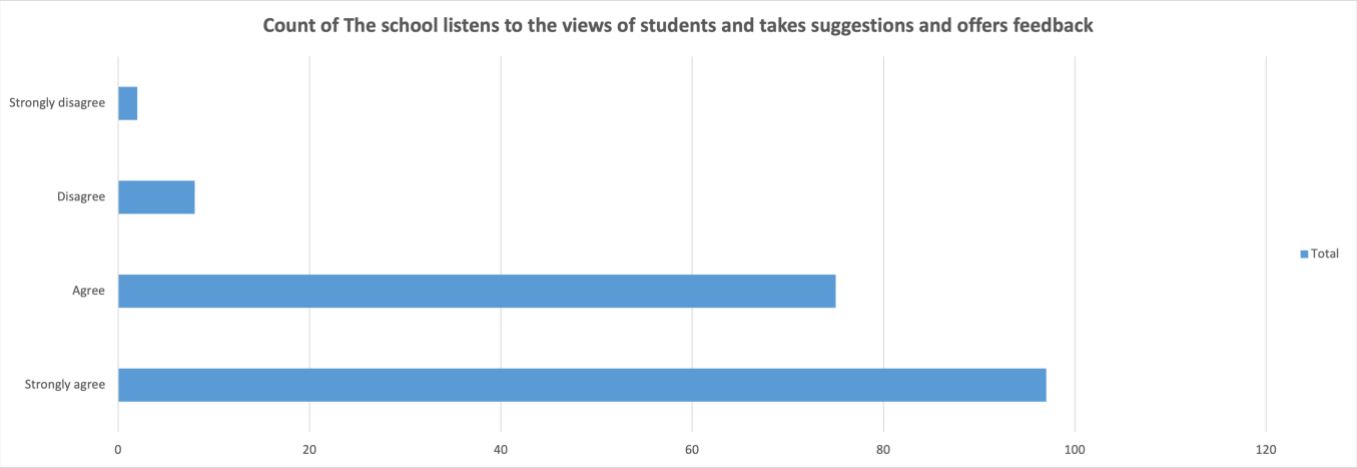
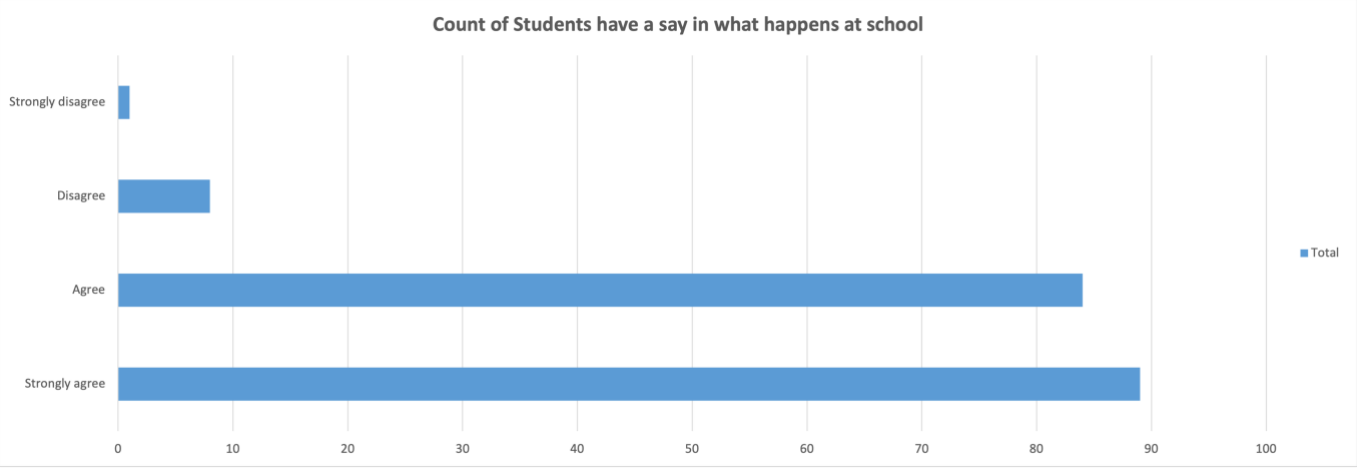
# STUDENT SATISFACTION SURVEY



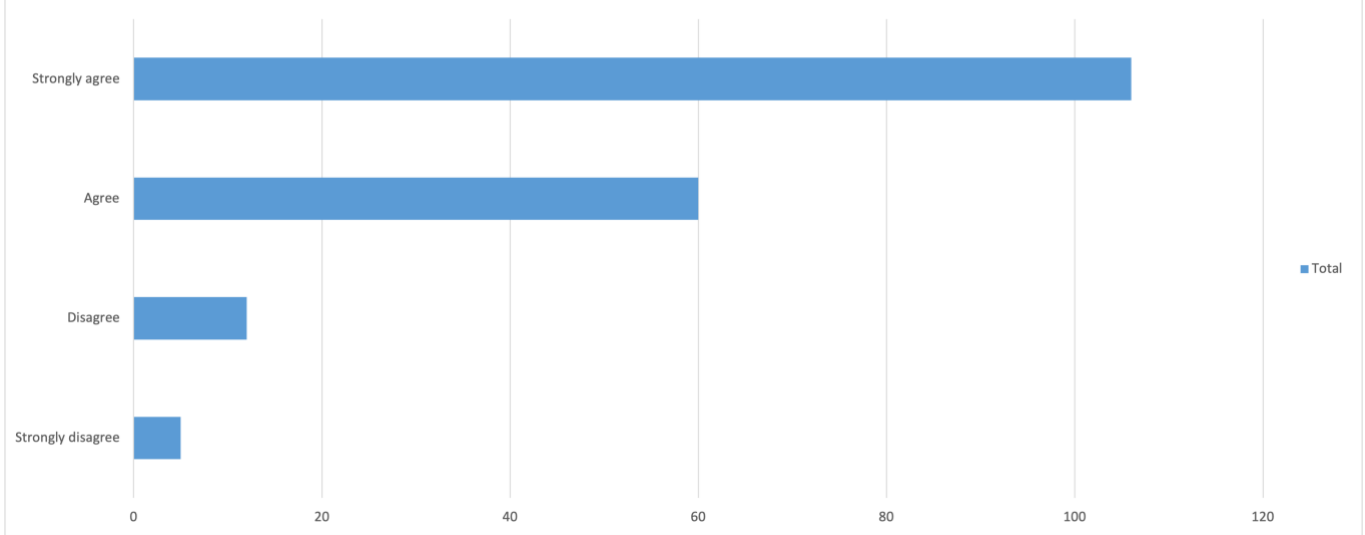




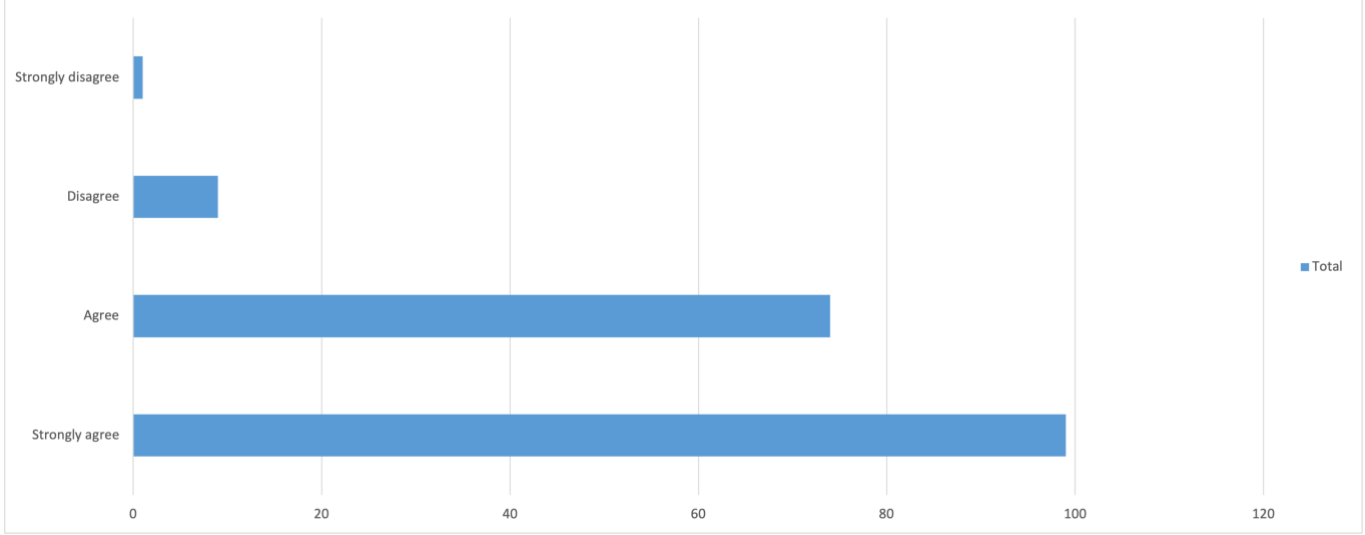




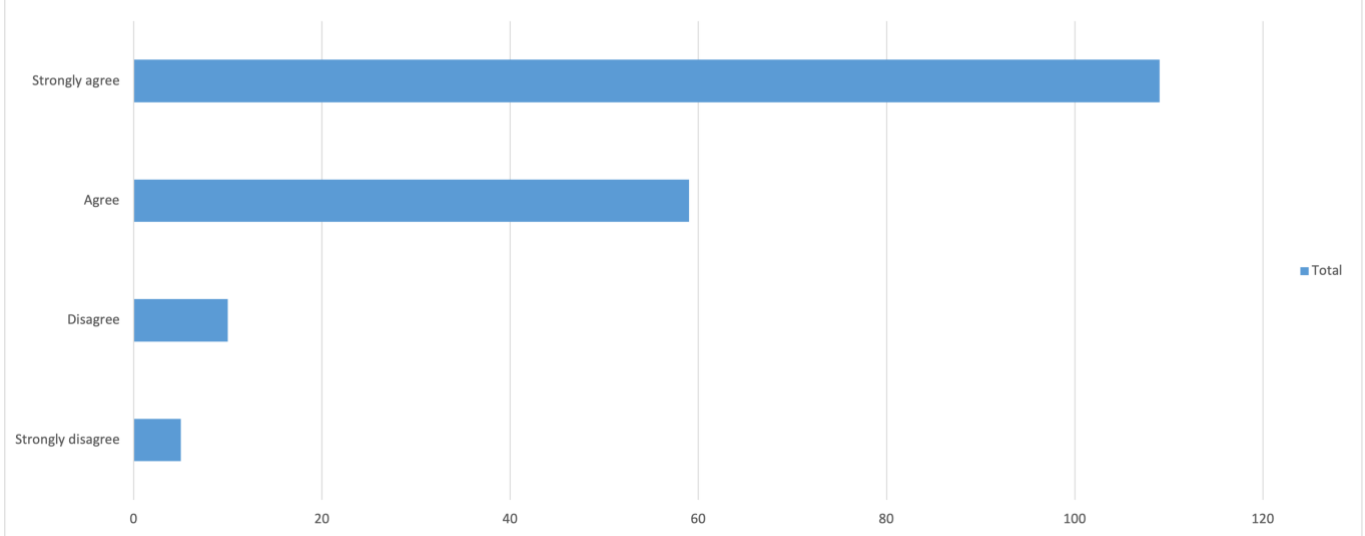
Count of The buildings and play areas are looked after at our school



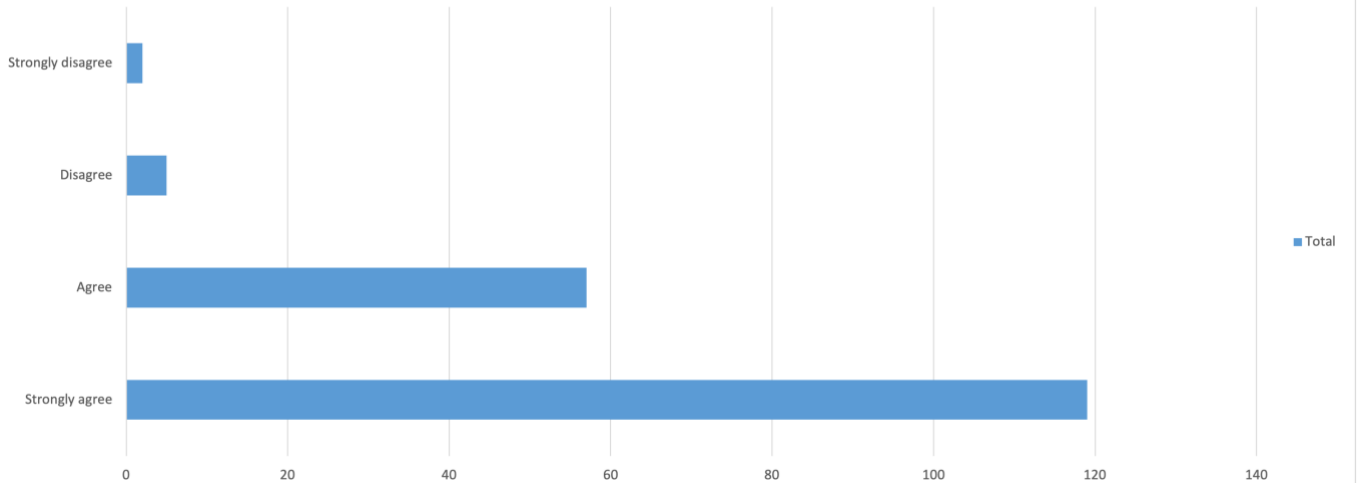
Count of I feel comfortable to approach teachers and staff with questions and problems



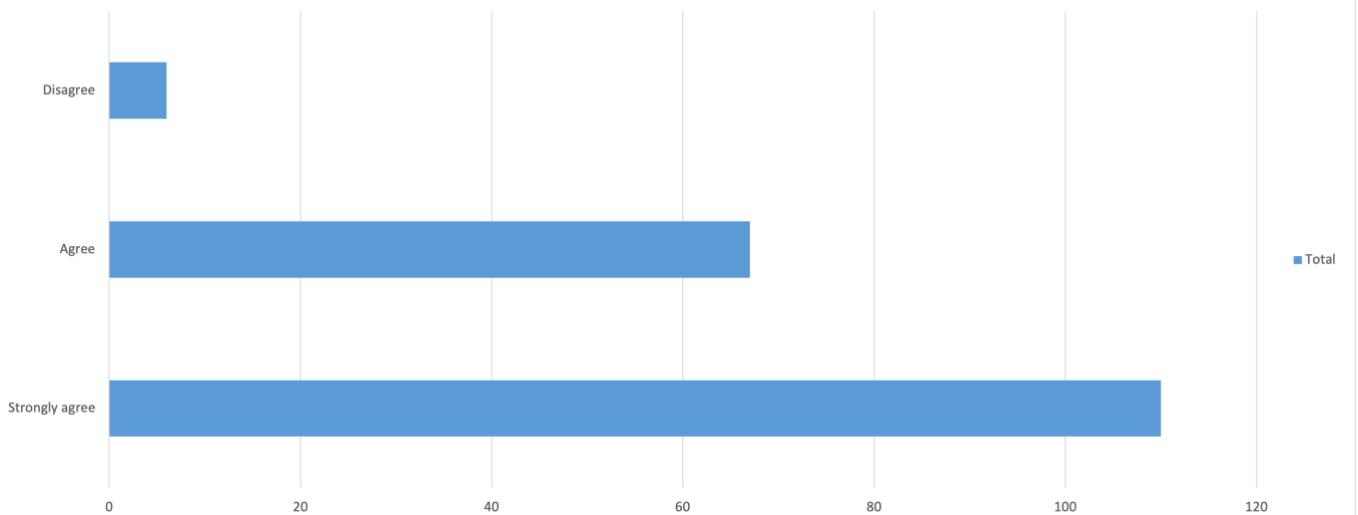
Count of At school, we learn about the enviroment doing things to help it



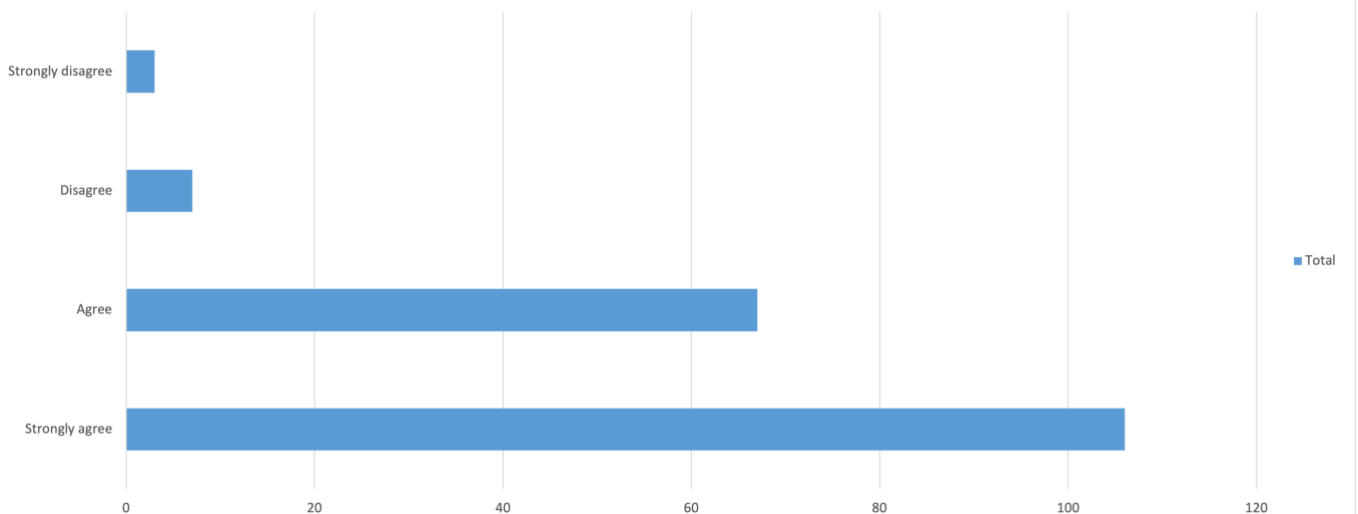
**Count of I feel good about myself as a learner and teachers comment on my work in ways that help me to learn and improve.**

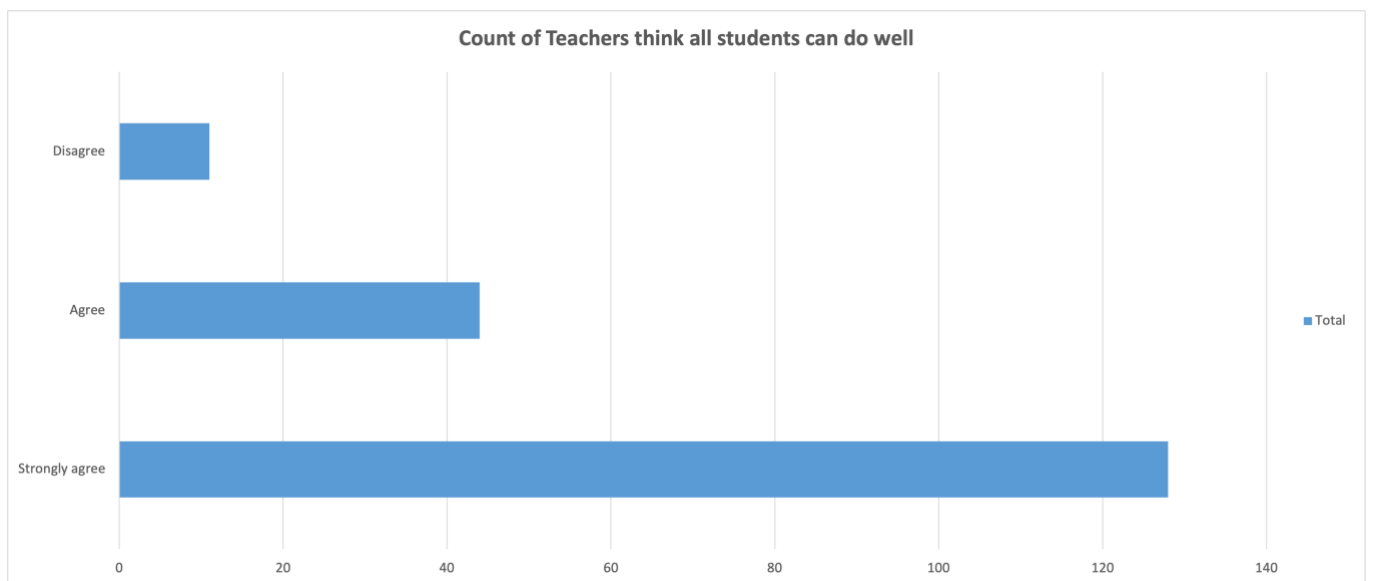
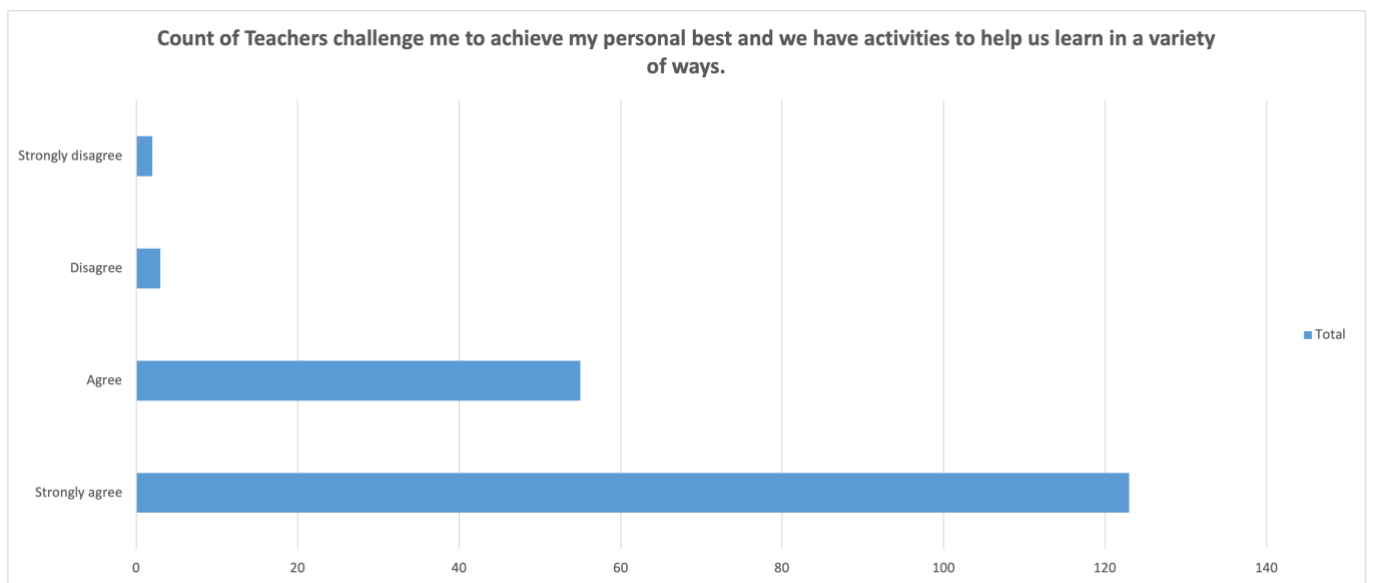
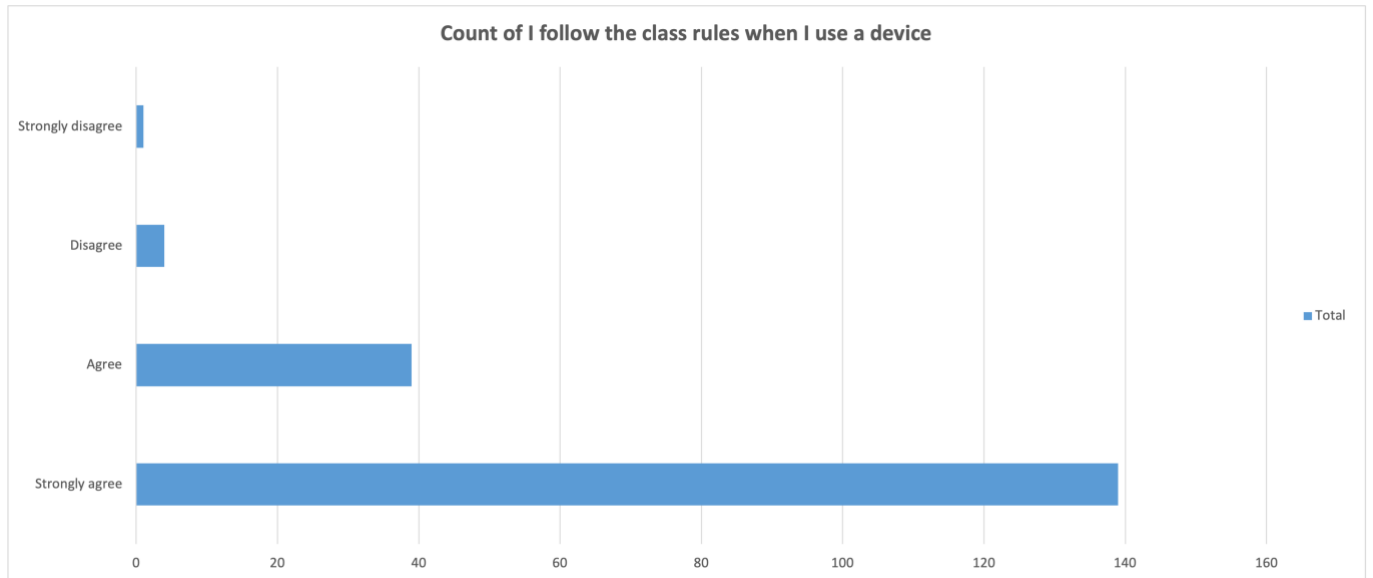


**Count of I feel I am a valued member of my class where I can improve and grow.**

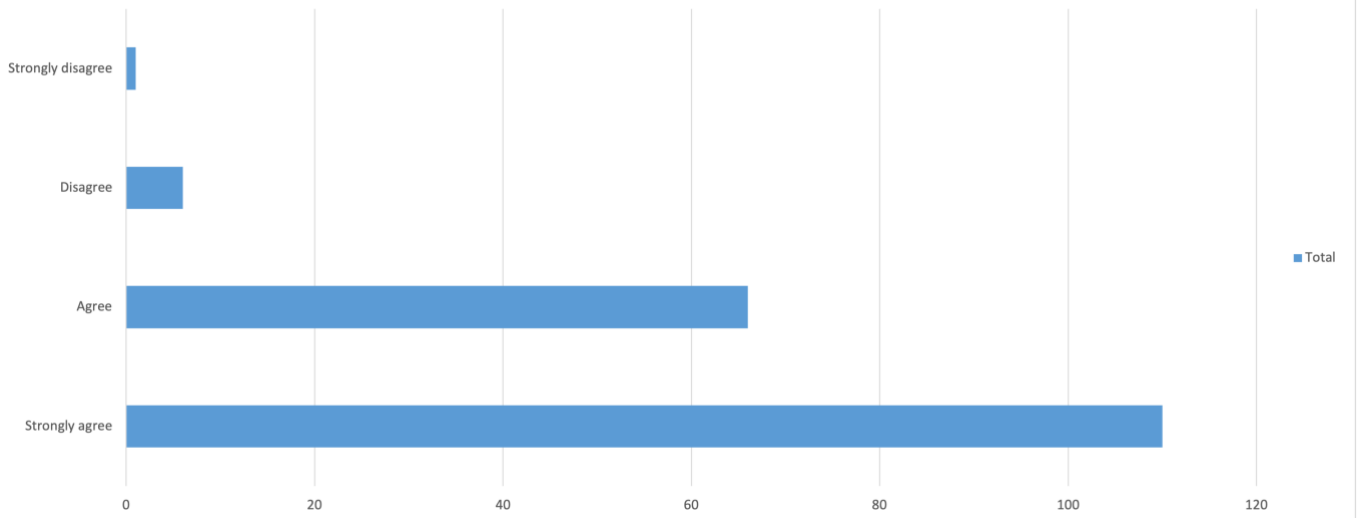


**Count of I feel I am making good progress in my learning and feel comfortable to "have a go"**

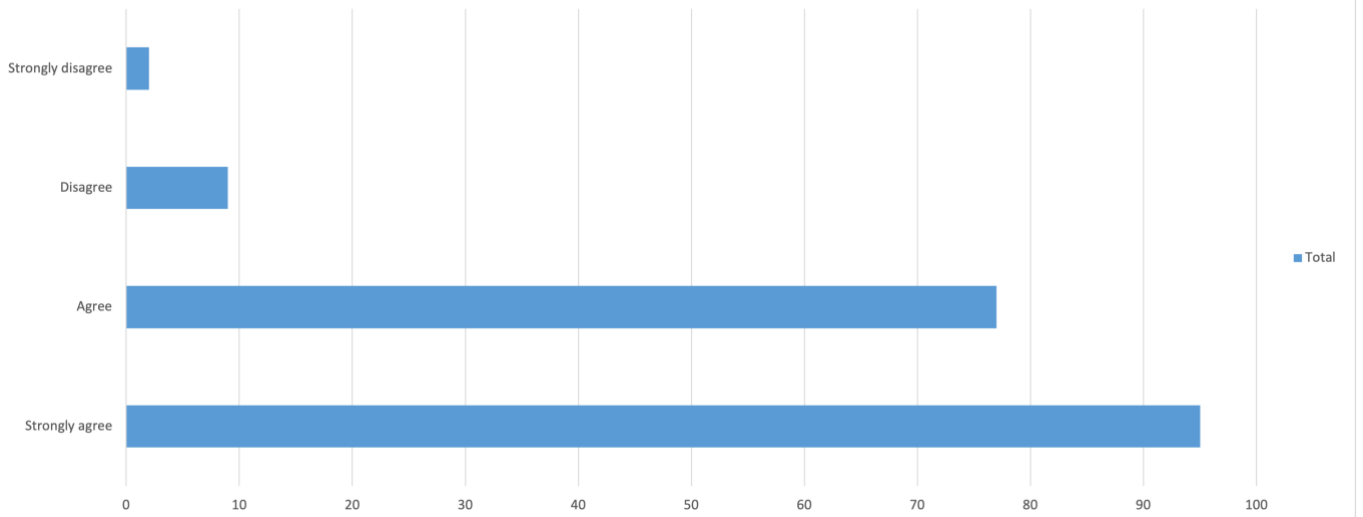




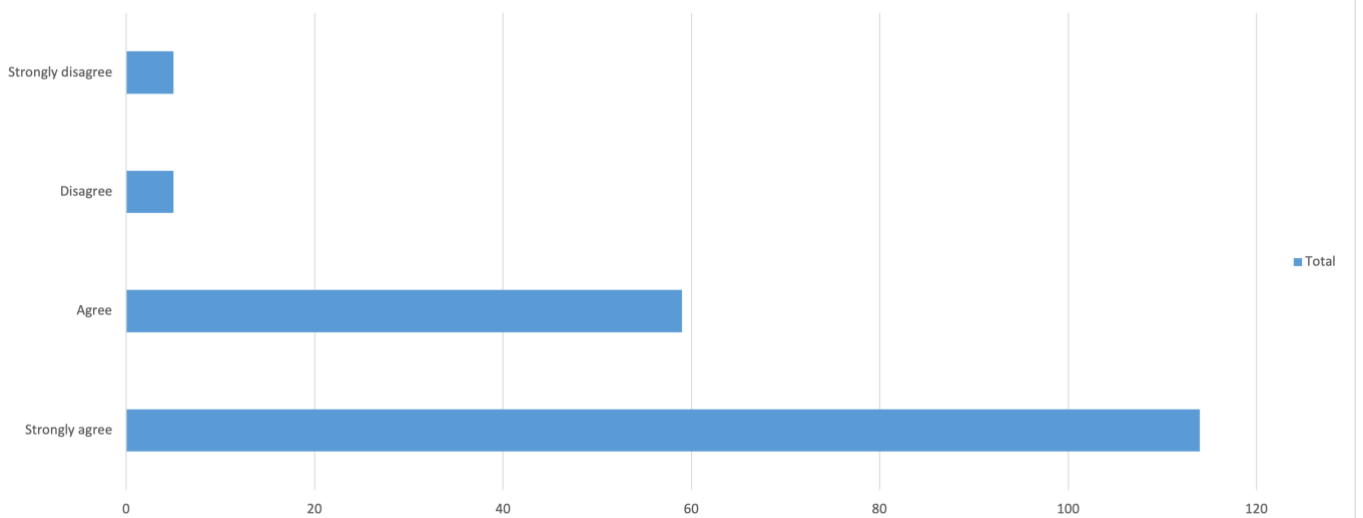
Count of The learning spaces, technology and resources are contemporary and well maintained



Count of We encourage each other to learn, and we have some choice about what and how we learn

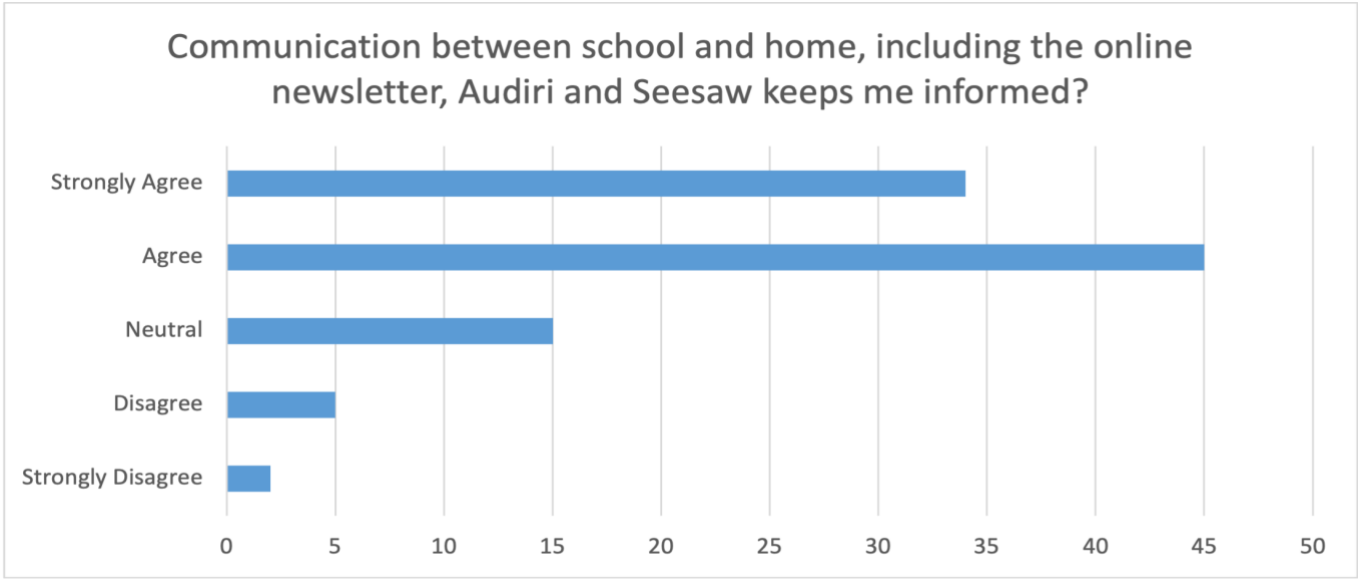
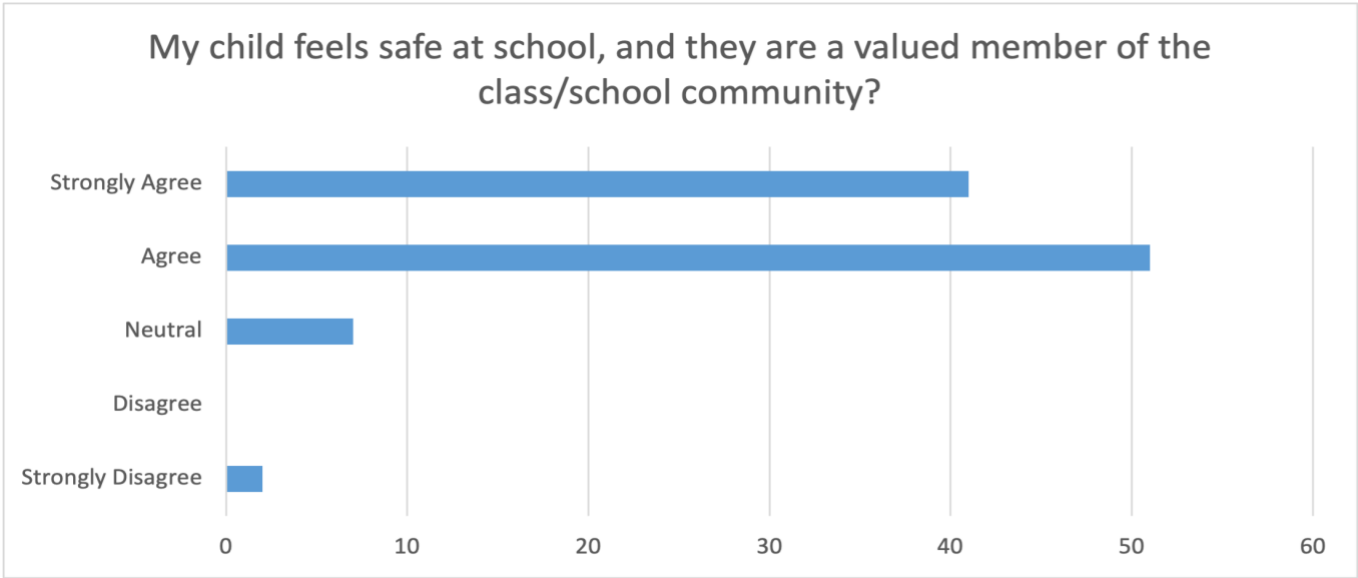
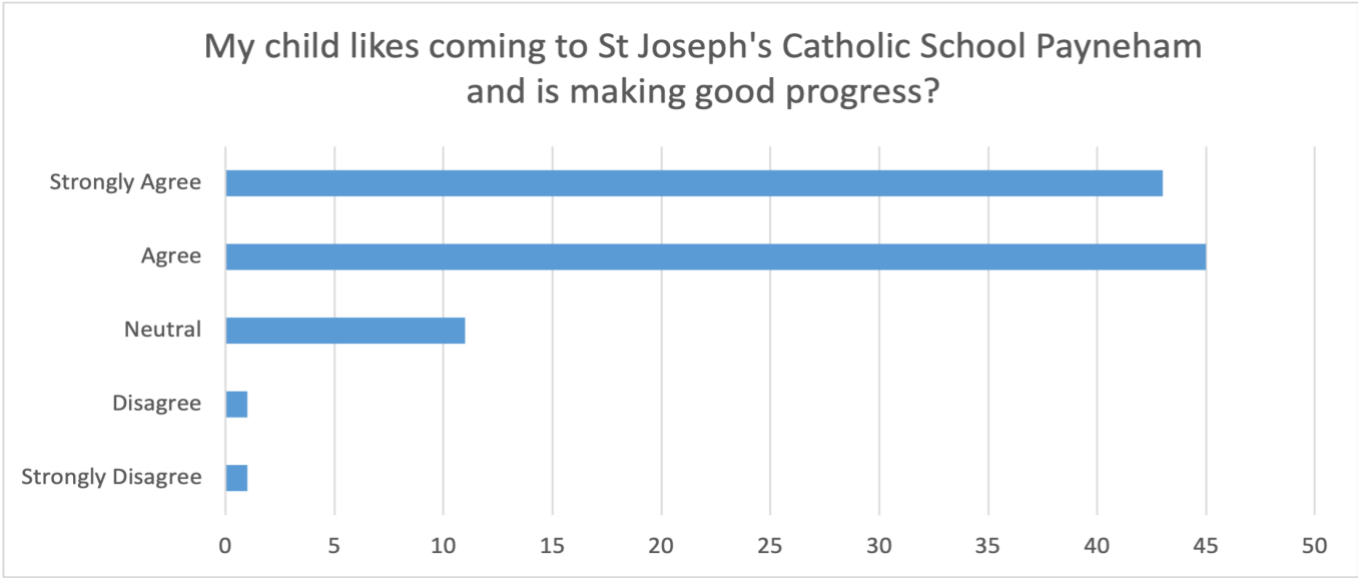


Count of We have lessons about being a good friend, online as well as offline

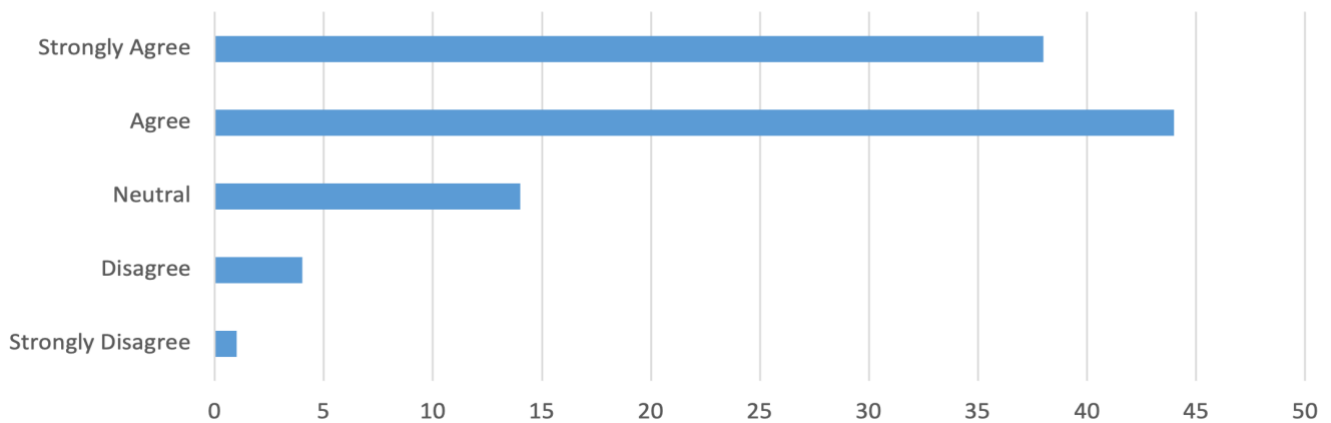




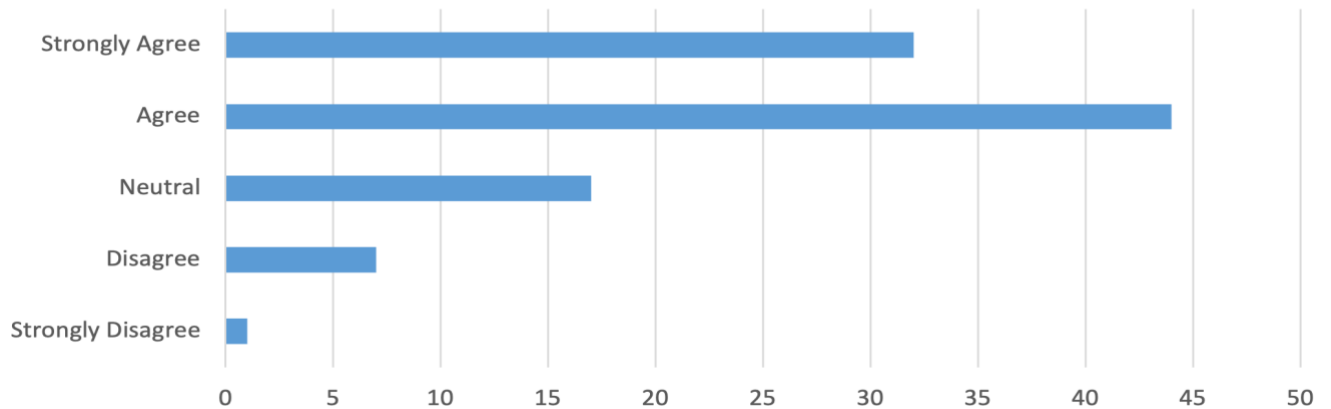
**PARENT/CAREGIVER SATISFACTION** (online survey)



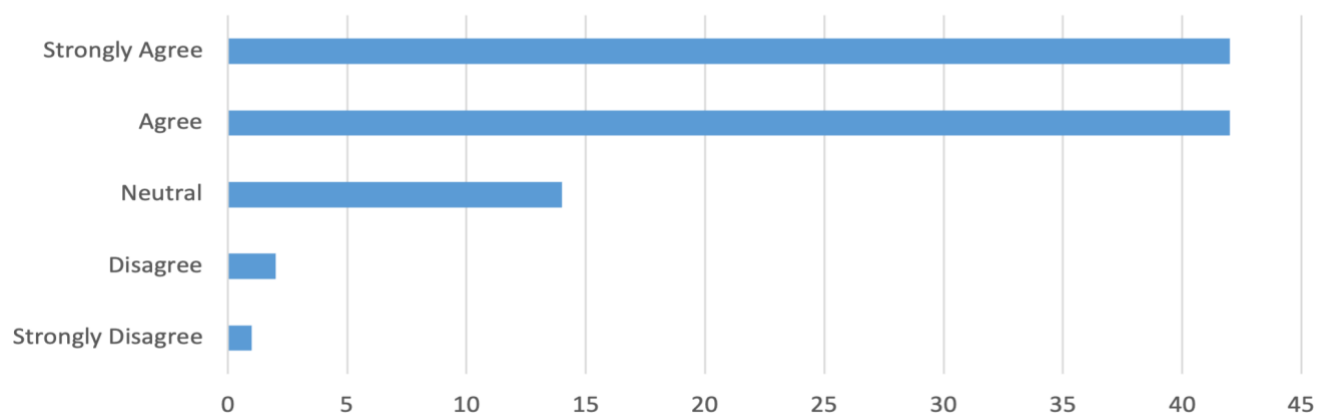
I am satisfied with the overall quality of teaching and learning, and teachers encourage my child to achieve their best?



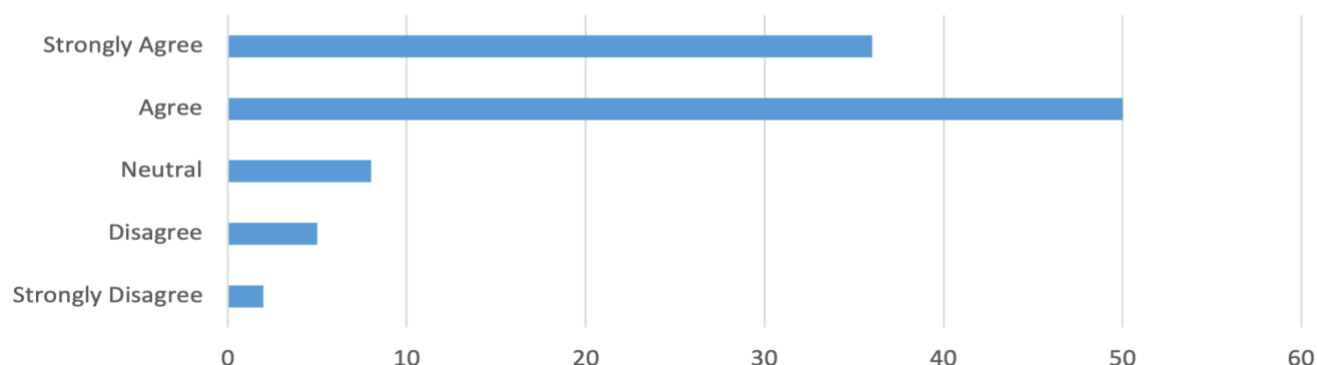
I am kept informed about my child's learning/progress and the teachers explain how I can continue to help my child at home?



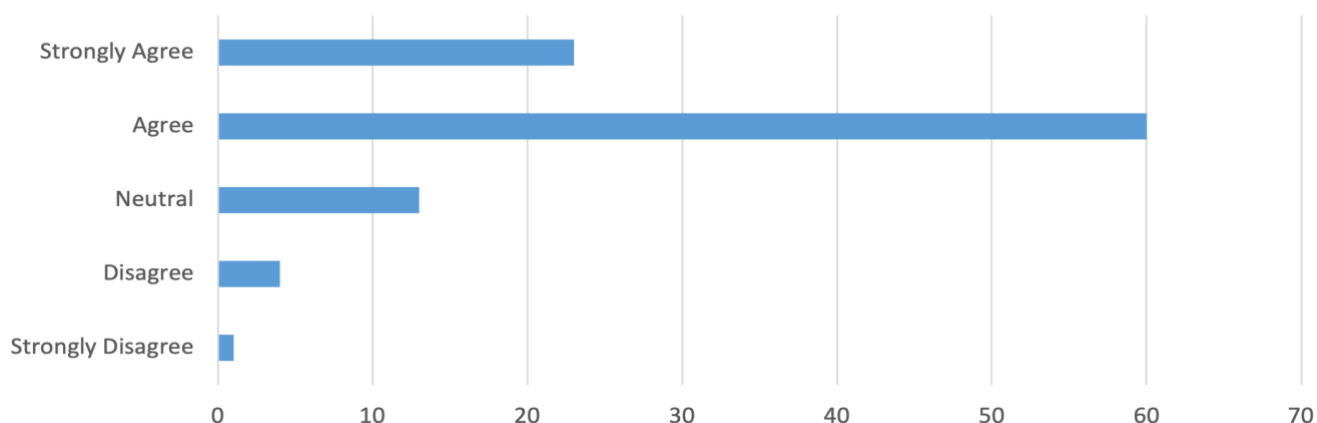
Teachers and staff are accessible, and I feel comfortable approaching them with questions and problems?



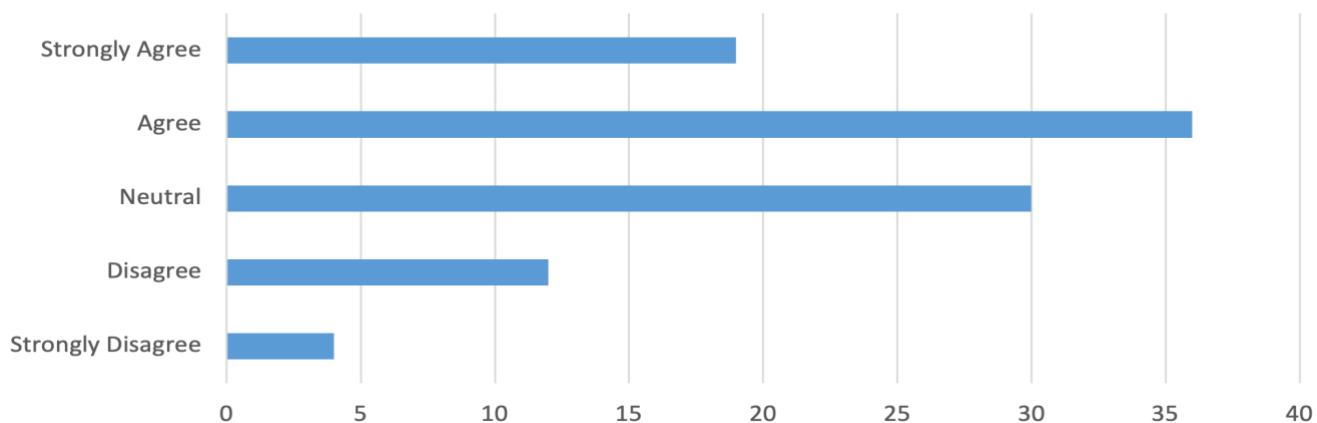
I am satisfied with the general administration at St Joseph's Catholic School Payneham and how it welcomes and supports members of the school community?



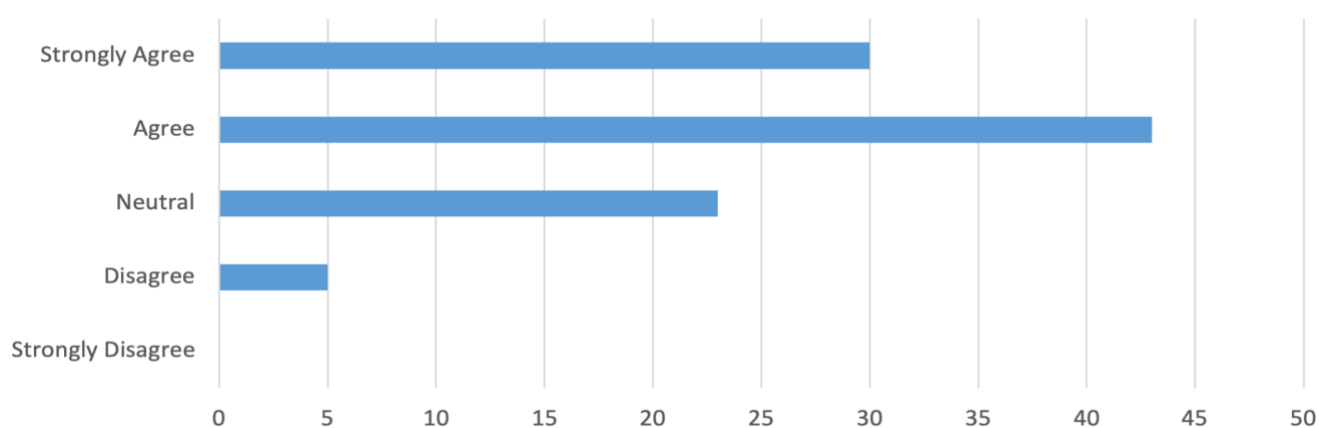
The learning spaces, technology and resources are contemporary and well maintained?



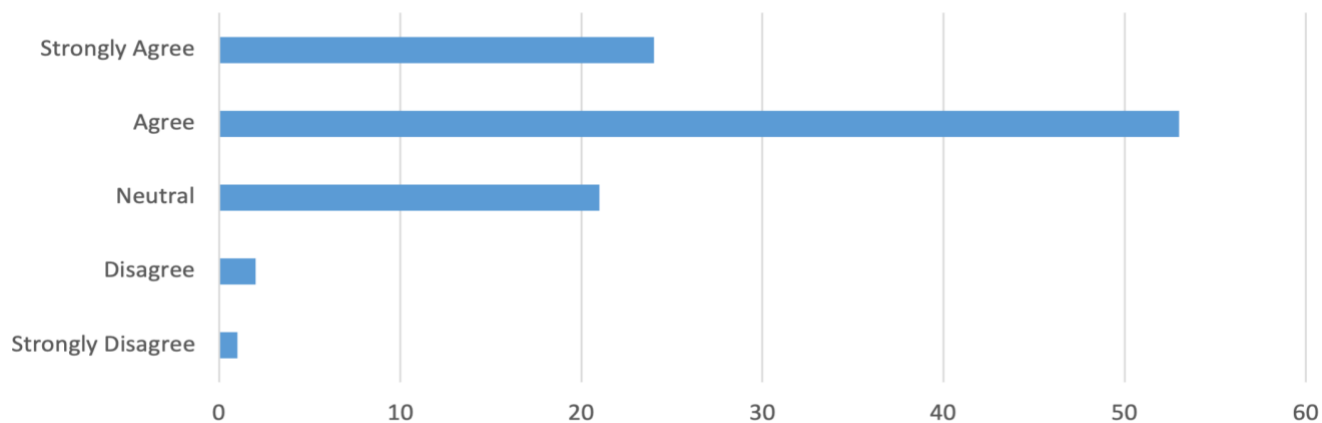
The school seeks the views of parents/caregivers and takes suggestions into account?



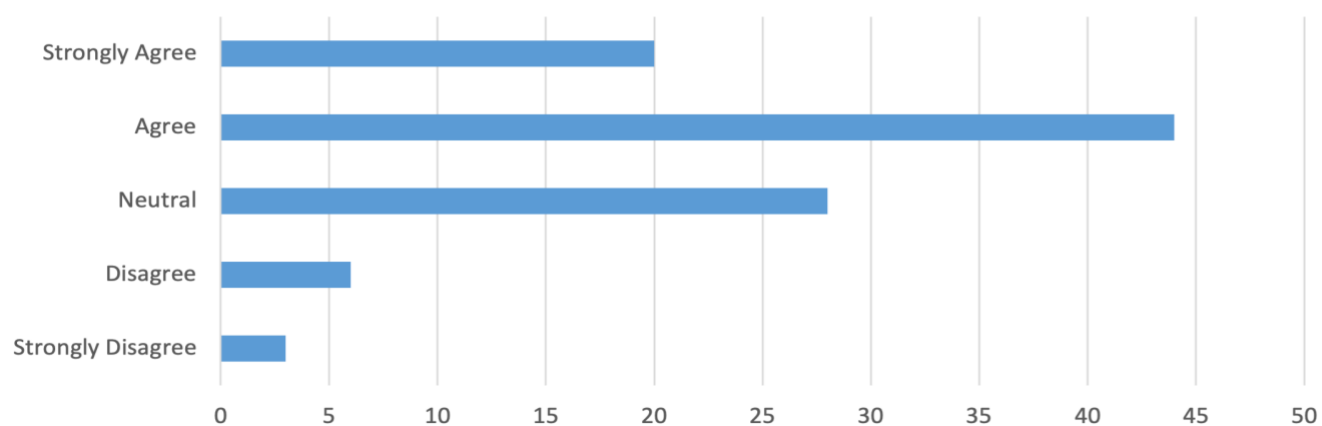
### There are a range of different extracurricular facilities and activities at St Joseph's?



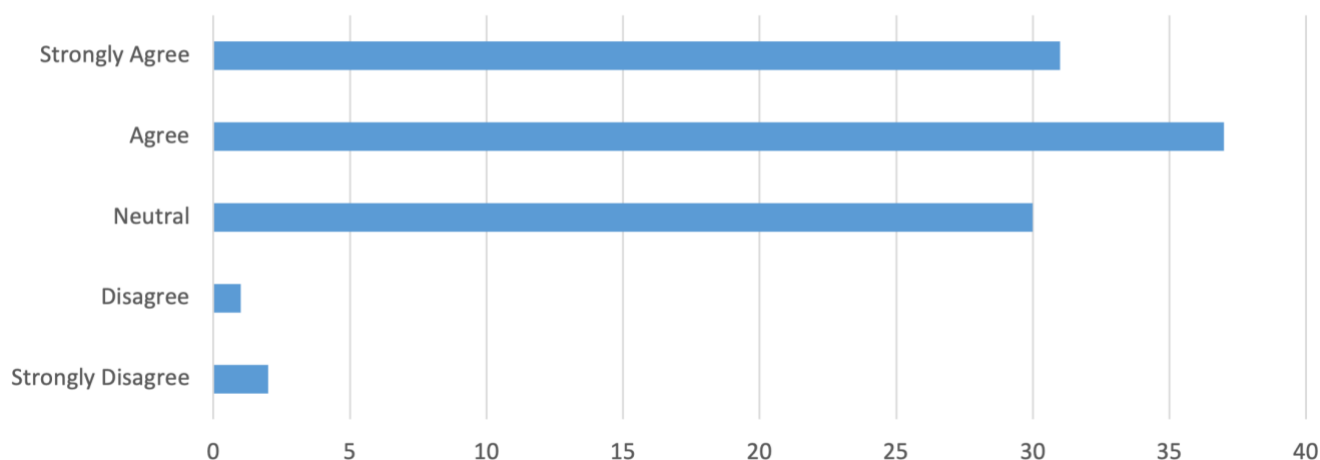
### I am satisfied with the way the school appears to maintain a balanced focus on academic and extracurricular activities?



### I am satisfied with the level of support offered to children with learning and wellbeing needs?

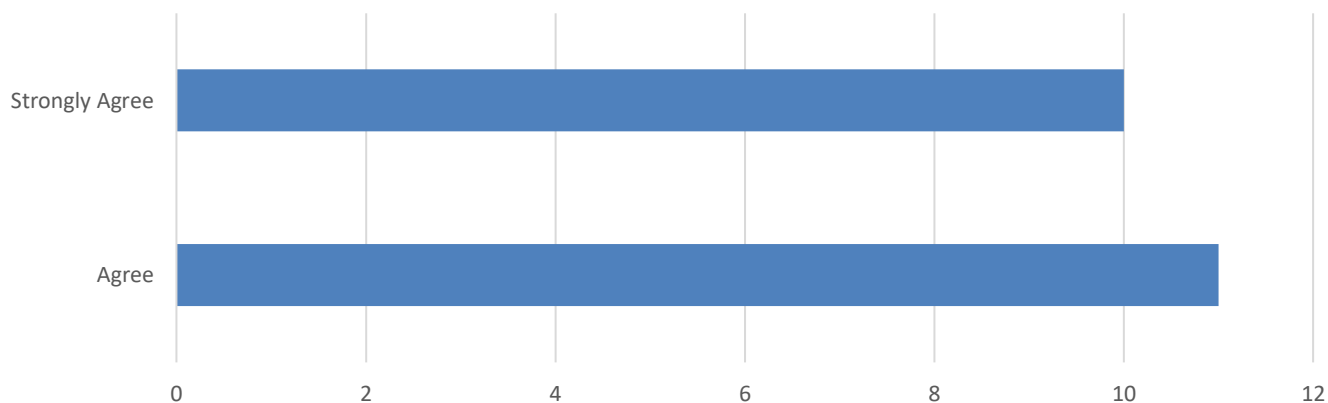


The school continuously offers opportunities for parents and caregivers to be involved in their children's learning, wellbeing, and spiritual development?

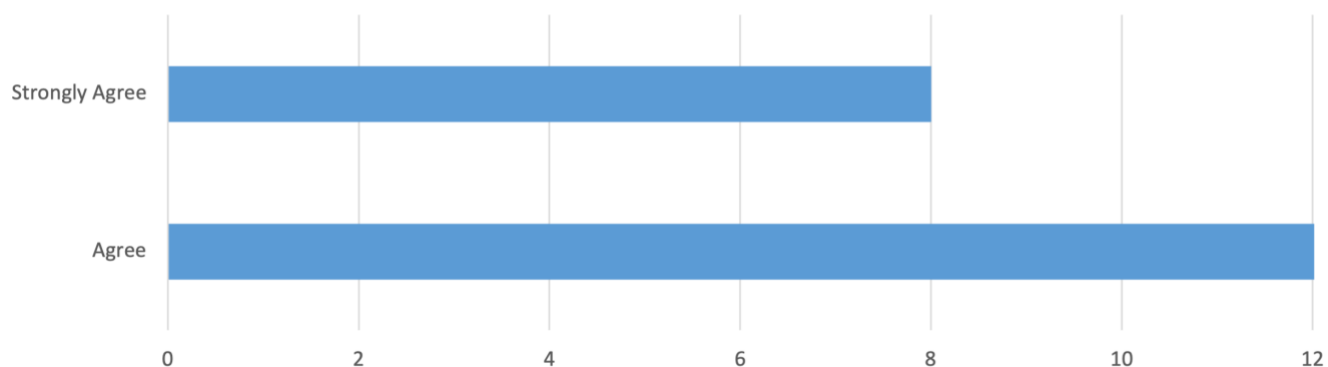


## STAFF SATISFACTION (online survey)

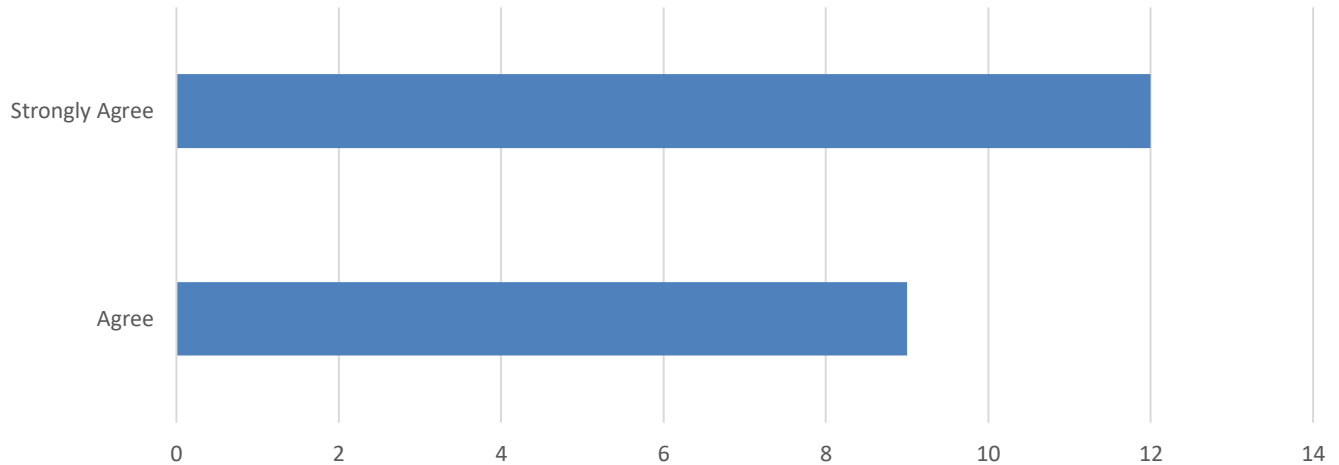
Teachers at this school expect students to do their best by modelling and setting challenging learning goals?



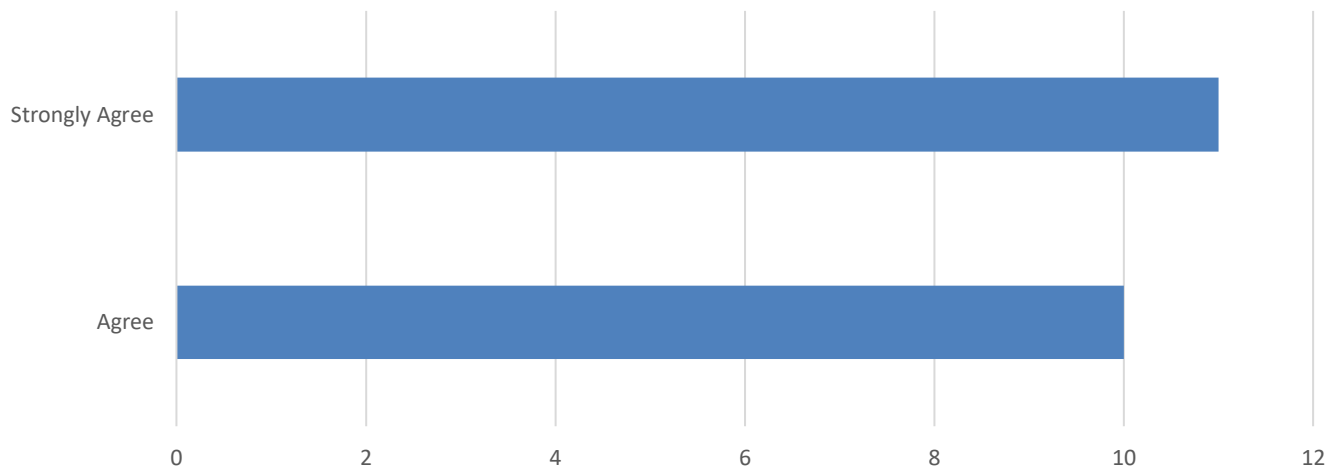
Teachers at this school provide targeted, informative and timely feedback to students and parents/carers about student learning, achievement and wellbeing?



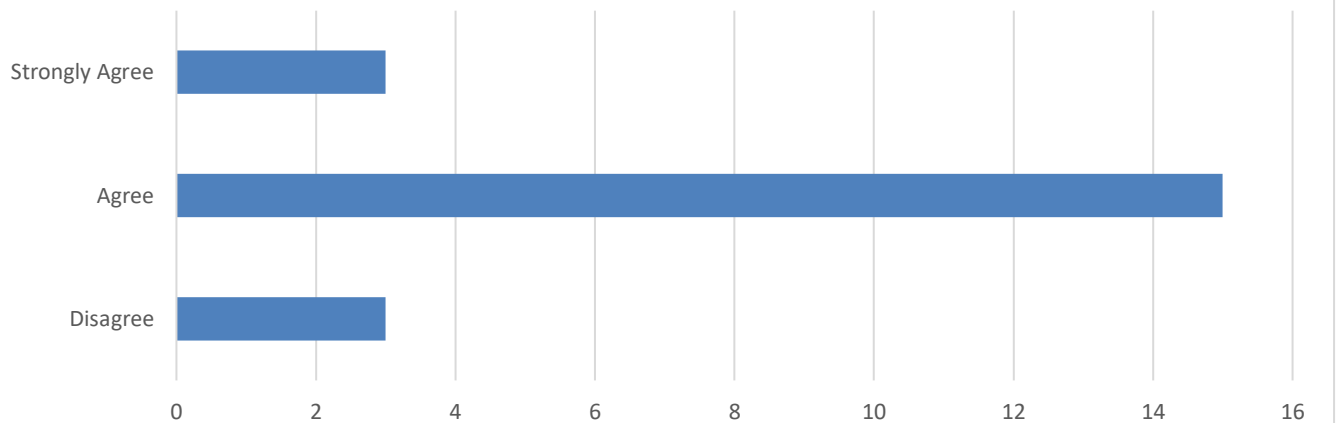
### The school works with parents/carers to support students' learning?



### My school provides opportunities to develop staff leadership capacity?

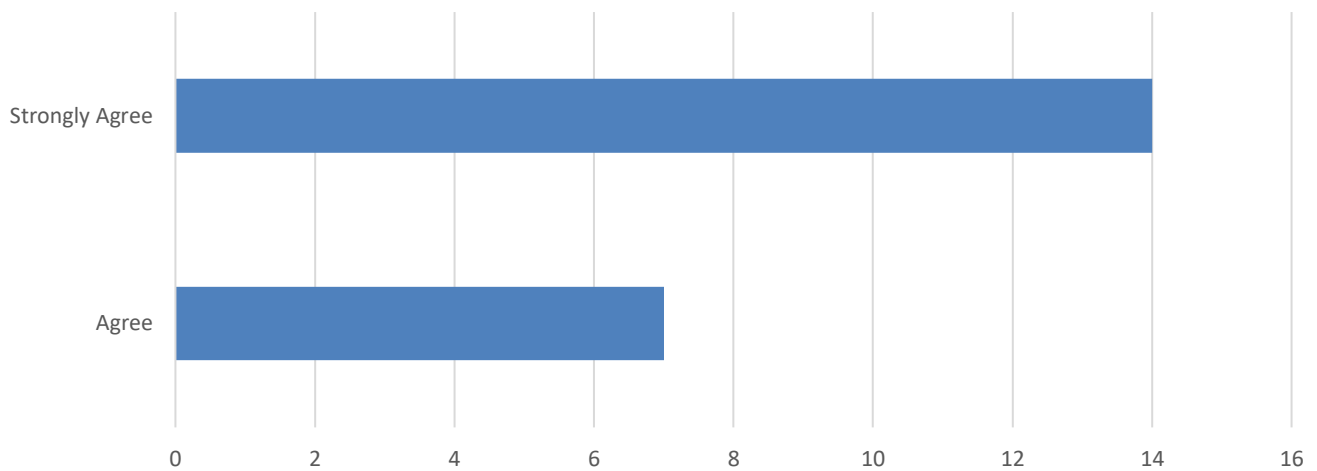


### My school shows a level of familiarity with strategies for teaching Aboriginal and Torres Strait Islander students?

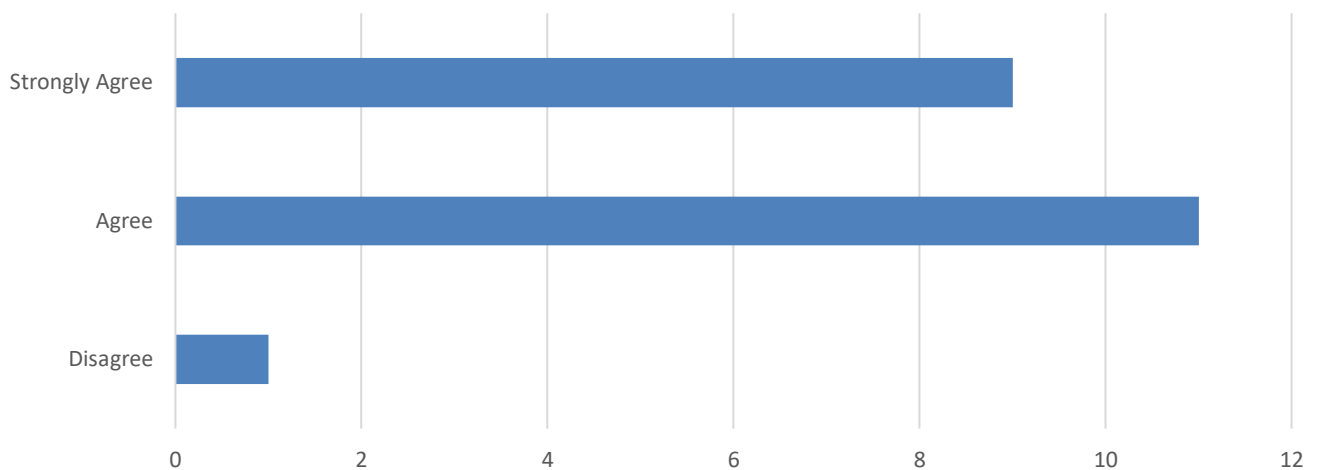




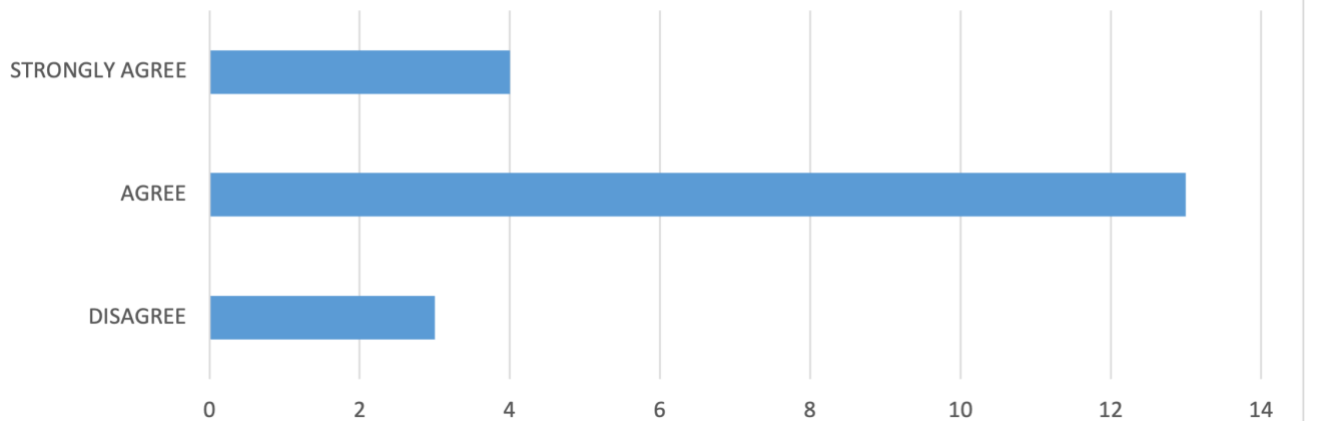
### The school cares about my wellbeing?



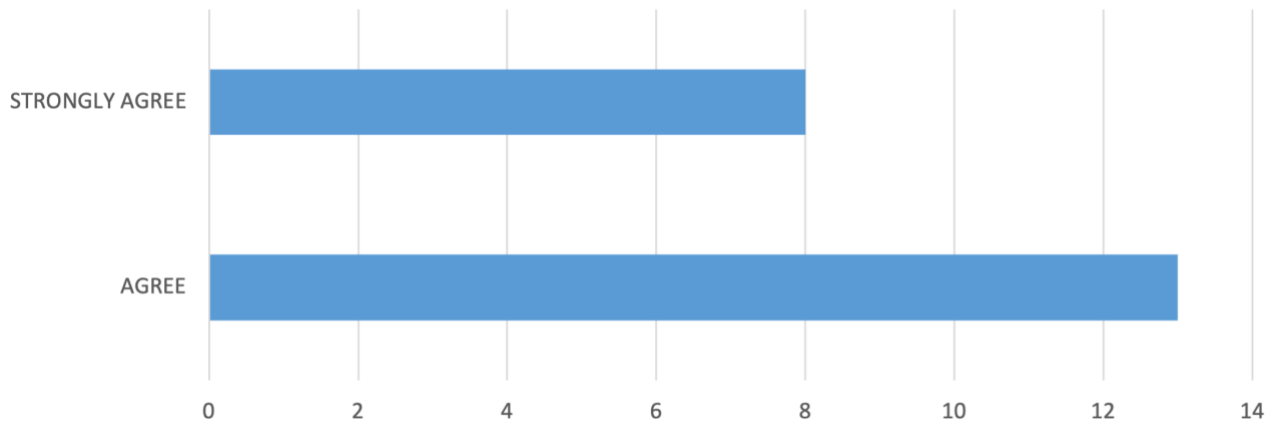
### The school takes staff opinions seriously?



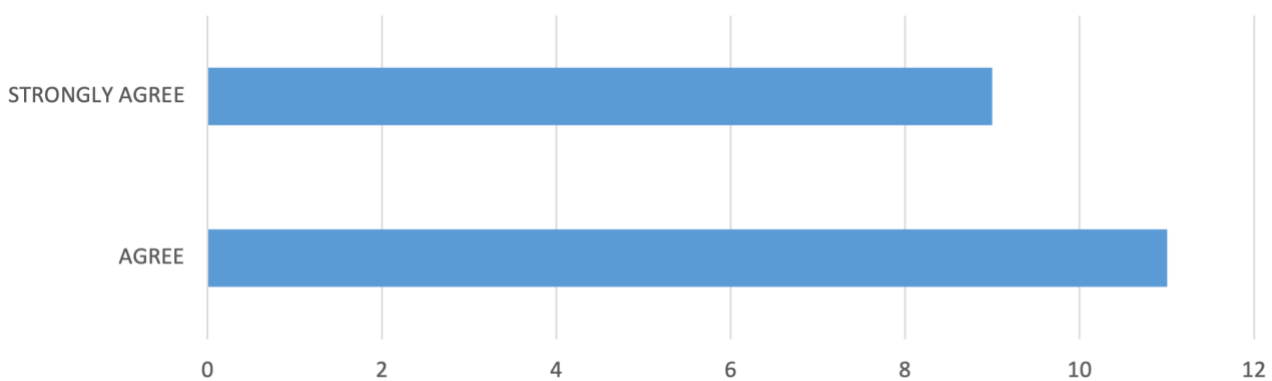
### Teachers seek to expand their understanding of how students learn by integrating research findings and insights?



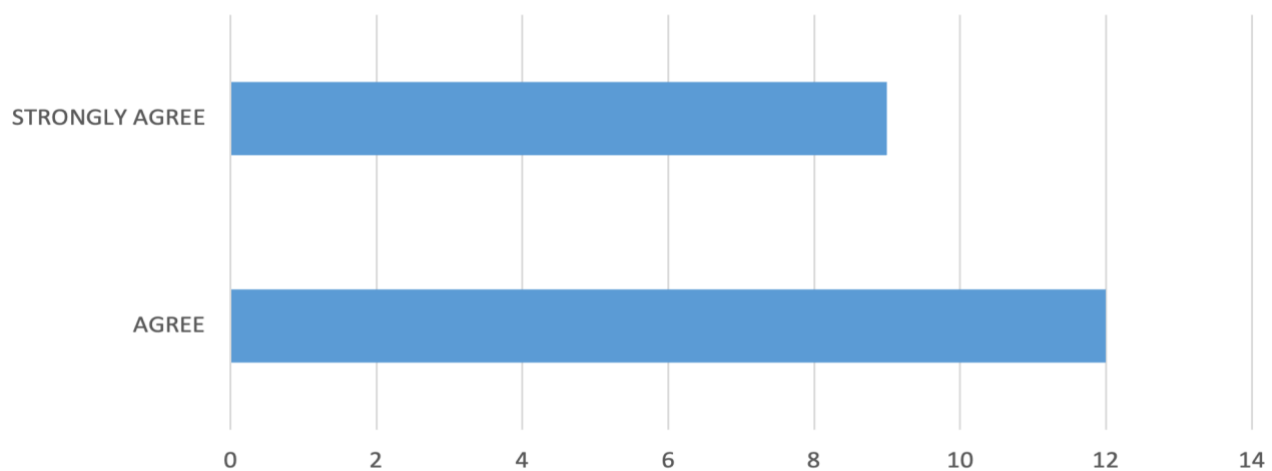
My school effectively supports students with diverse linguistic, cultural, religious, and socio-economic backgrounds?



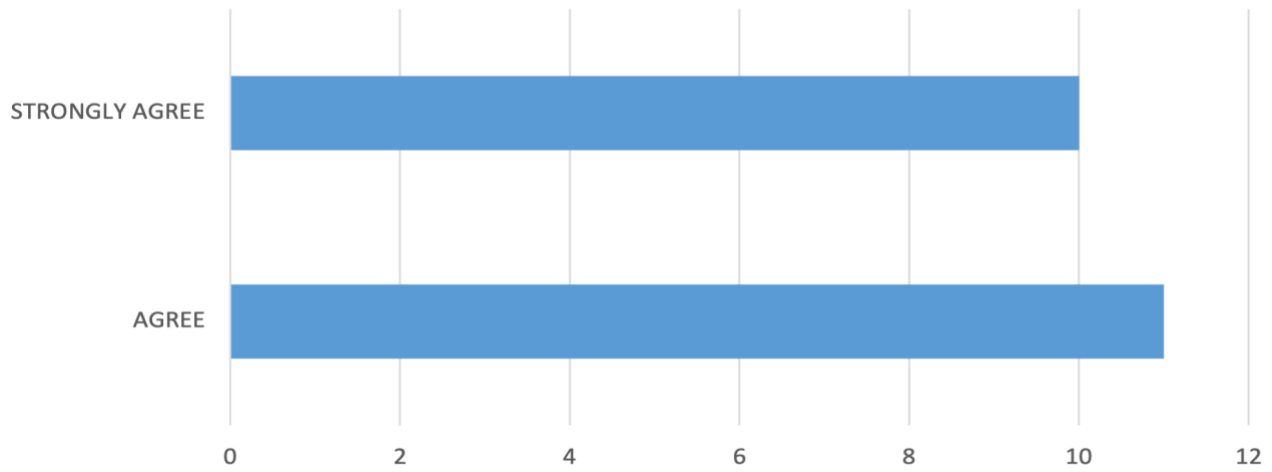
Teachers engage with colleagues to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students?



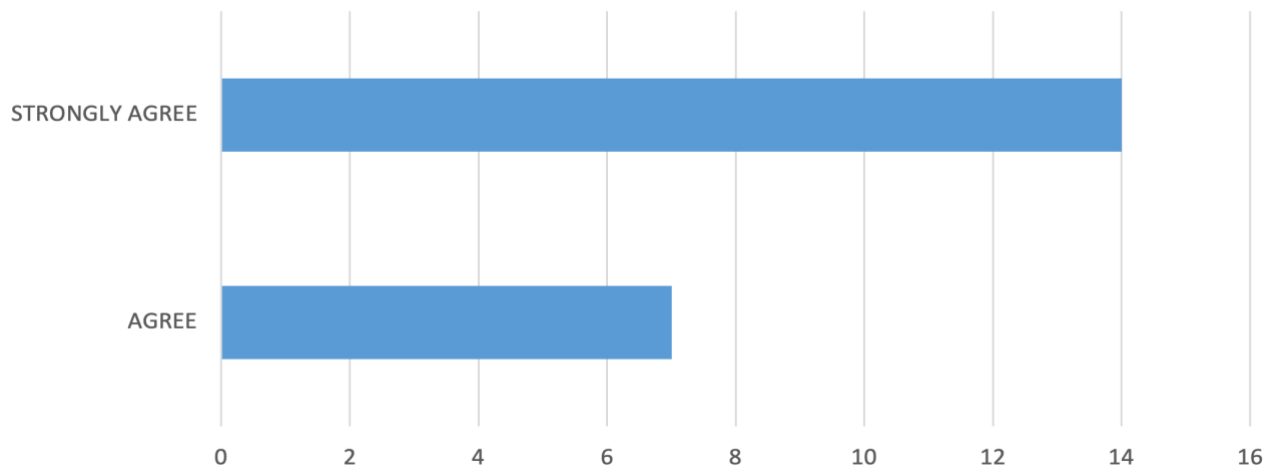
The school looks for ways to improve?



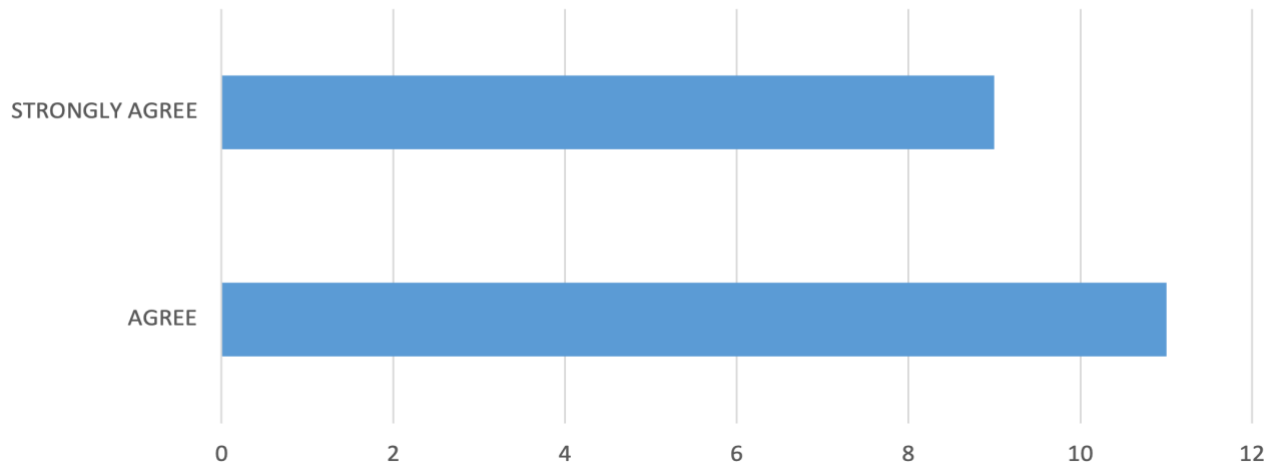
### The school is well maintained?



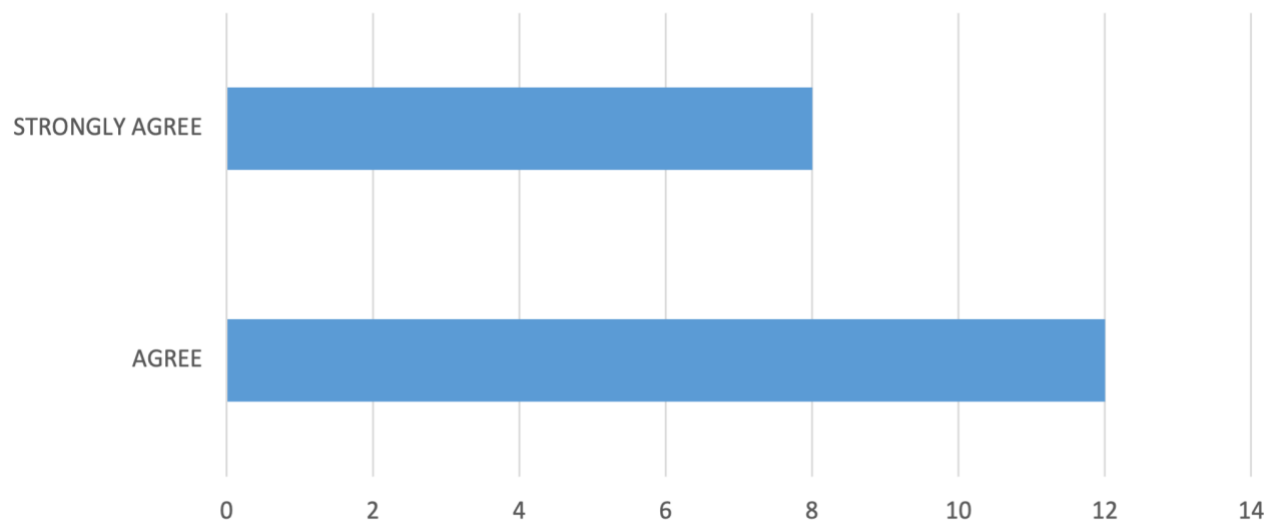
### Students and staff feel safe at this school?



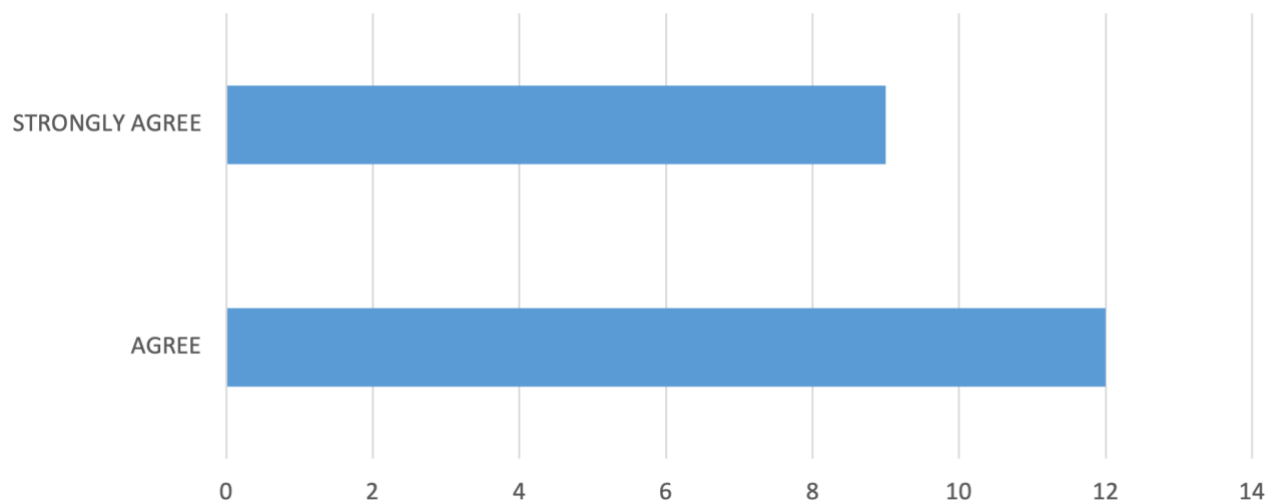
### Students' learning needs are being met at this school?



### I receive useful feedback about my work at this school?



### Staff are well supported at this school?



# 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.

The 1:1 device initiative for students in Year 4-6 is now firmly in place. For learners in other year levels, devices (namely iPads) are in learning spaces. The technology approach at St Joseph's Catholic School 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 four 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, is operational as a 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 Catholic School Payneham encourages strong school/home partnerships through open communication and encouragement of parent/caregiver participation. Various methods of interaction and collaboration are promoted, including 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 and Social Skill development is provided as extra assistance for those students needing such support. Moreover, students requiring further emotional assistance 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, we have an initiative called 'Creative Minds' promoting extension learning and activities for those showing promise in this space. The emphasis is on 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. Furthermore, the Annual Sports Day enables all students to participate in group and individual events.

Cartooning with an artist-in-residence takes 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.

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

### **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 and the school Wellbeing Officer provide an extra layer of support for children requiring assistance with social skills and development. In addition, staff professional learning on Restorative Practices (during 2024) has provided 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	<b>\$1,434,314</b>
State Government additional funding	<b>NIL</b>
Commonwealth Government grants	<b>\$4,915,635</b>
School Fees (inclusive of levies)	<b>\$1,356,449</b>
Other income (donations / bequests / P & F levy)	<b>\$26,807</b>
Building fund	<b>NIL</b>



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