2015
School Performance report

St Joseph’s School
Kingswood
School Information Statement
St Joseph’s offers a contemporary, child centered curriculum which features significant specialised personal development programmes including a Middle School (Year 5-7), a Primary Years (Years 3-4) programme, and an Early Years programme which includes “Play investigations”. St Joseph’s also offers a Years 1 – 7 Enrichment programme and specialist learning areas of Music, Drama, Physical Education and Italian. The school offers many innovative learning activities, highlighting, the Tenison Outdoor Education programme, Aquatics, Dance Sport, Planet Keepers and the Ecological Sustainability programme. Students have excellent access to ICTs and they are embedded across all curriculum areas.

Student leadership features very highly and is an integral part of the culture of the school. The key tenets are service, community outreach and personal development.

Key student leadership groups are, School Spirit Team, Peer Mediators, School Ambassadors and Student Representative Council leaders.

At St Joseph’s, the emphasis is on educating the whole person in partnership with parents, parish and the staff. This learning culture takes on a special significance for all those who work and learn within it, acknowledging the Catholic ethos underpinning all that we do in the school community. Parent and community partnership is highly valued.

Parent involvement is actively encouraged and we believe supports our mission to educate for excellence and help shape present and future citizens for the world.

Our Vision statement - St Joseph’s Kingswood is a learning community which strives to be strong, loving and wise, captures the essence of who we are and forms the fabric of what our community endeavours to achieve. A motto derived from St Mary MacKillop, our founder, describes our action, “Never see a need and not do something about it.” A powerful and inspiring spirit sustains our teachers, staff and the multitude of volunteers.

Our Mission statement - St Joseph’s Kingswood is all about our children. We create and uphold a Christ centered nurturing environment for our children, families, teachers, volunteers and the wider parish. We are a Catholic community which is innovative, collaborative and strives for excellence in education. Our purpose is to maintain a sense of belonging for all our children, encouraging and enabling them to reach their full potential. We promote, and actively encourage students to be life long and life wide learners.

School Context
St Joseph’s Kingswood is a Reception to Year Seven Catholic primary school in the Josephite tradition. Our school is part of a cluster of Catholic parishes which include Kingswood, Goodwood and Colonel Light Gardens. It is in the midst of ‘an education hub’ consisting of a mixture of Government and Non-Government secondary and other primary schools.

St Joseph’s is located at 33 -35 Cambridge St Kingswood and had an enrolment of 313 students at the August 2015 census. The students were of primary age and were all studying in a full time capacity. Of the total enrolment there were 154 male and 159 female students.

The student enrolment was made up of the following year levels:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>38</td>
</tr>
<tr>
<td>Year 1</td>
<td>43</td>
</tr>
<tr>
<td>Year 2</td>
<td>37</td>
</tr>
<tr>
<td>Year 3</td>
<td>56</td>
</tr>
<tr>
<td>Year 4</td>
<td>43</td>
</tr>
<tr>
<td>Year 5</td>
<td>39</td>
</tr>
<tr>
<td>Year 6</td>
<td>34</td>
</tr>
<tr>
<td>Year 7</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>313</td>
</tr>
</tbody>
</table>
The school had no students of Indigenous background and 1 from a background other than English (EAL). St Joseph’s draws students from 23 Adelaide metropolitan postcodes with >1 % of students from the central suburbs, 12% from the western, 15 % from the southern, 13% from the outer eastern suburbs and the remaining 59% of students at the school come from the suburbs in the immediate vicinity surrounding the school.

St Joseph’s is a place of authentic inclusivity, catering to the best of its ability for students with special needs. In 2014, there were 12 students who received special Government funding for their learning disability and there were many other students who received specialised support from the school’s own resources. All these students were supported by an Individual Education Plan (IEP).

**Teacher qualifications**

The teaching staff hold a significant range and multiple tertiary qualifications including; Bachelor of Arts 12%, Bachelor of Education 64%, Bachelor of Special Education 4%, Bachelor of Teaching 8%, Diploma in Languages 4%, Diploma of Teaching / Education 20%, Graduate Diploma in Religious Education and Graduate certificate in RE 12%, Master in Education 4%

**Workforce Composition**

The total teaching staff of St Joseph’s Kingswood was 24. Of these, there was a full time equivalent 16.7. There were another 15 Admin, Student support and Out of Hours Care staff. Of these, there was a 2.48 FTE in Admin and a 2.14 FTE in Student support. There were no indigenous staff members at St Joseph’s in 2015. There are 6 staff members who held leadership positions, two are senior leadership.

**Student Attendance**

<table>
<thead>
<tr>
<th>Absence</th>
<th>R</th>
<th>Yr. 1</th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
<th>Yr. 5</th>
<th>Yr. 6</th>
<th>Yr. 7</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>258</td>
<td>224</td>
<td>187</td>
<td>266</td>
<td>219.5</td>
<td>204.5</td>
<td>186.5</td>
<td>110.5</td>
<td>1656</td>
</tr>
<tr>
<td>Male</td>
<td>171</td>
<td>202</td>
<td>141</td>
<td>323.5</td>
<td>203</td>
<td>176.5</td>
<td>187</td>
<td>192.5</td>
<td>1596.5</td>
</tr>
<tr>
<td>Total</td>
<td>429</td>
<td>426</td>
<td>328</td>
<td>589.5</td>
<td>422.5</td>
<td>381</td>
<td>373.5</td>
<td>303</td>
<td>3252.5</td>
</tr>
<tr>
<td>Absence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7059</td>
<td>7931</td>
<td>6815</td>
<td>9928.5</td>
<td>7847.5</td>
<td>6968</td>
<td>6003.5</td>
<td>4114</td>
<td>56666.5</td>
</tr>
</tbody>
</table>

| Attendance |   |   |   |   |   |   |   |   |   |
| Total      |   |   |   |   |   |   |   |   |   |
Student Outcomes (NAPLAN DATA)

In 2015, St Joseph’s students in the target year levels (3, 5 and 7) undertook the NAPLAN (National Assessment Program - Literacy and Numeracy) tests with the results shown below.

Percentages of students who achieved the National Minimum Standard in 2015.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 7</td>
<td>100%</td>
<td>95%</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

ESTIMATED INDIVIDUAL STUDENT GROWTH BETWEEN 2013 and 2015 TESTS FOR ST JOSEPH’S STUDENTS

L indicates student growth was in the lowest 25% of students who had the same result in Year 3 and Year 5 tests. Student growth is considered low when compared with students of similar ability.

M indicates student growth was in the middle 50% of students who had the same result in Year 3 and Year 5 tests. Student growth is considered average when compared with students of similar ability.

U indicates student growth was in the highest 25% of students who had the same result in Year 3 and Year 5 tests. Student growth is considered high when compared with students of similar ability.

Year 3 and 5 tests

<table>
<thead>
<tr>
<th>Progress</th>
<th>Reading Growth</th>
<th>Numeracy Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>L</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>M</td>
<td>53%</td>
<td>50%</td>
</tr>
<tr>
<td>U</td>
<td>28%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Year 5 and 7 tests

<table>
<thead>
<tr>
<th>Progress</th>
<th>Reading Growth</th>
<th>Numeracy Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>L</td>
<td>39%</td>
<td>25%</td>
</tr>
<tr>
<td>M</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>U</td>
<td>11%</td>
<td>25%</td>
</tr>
</tbody>
</table>
From the data presented in the above tables, the significant majority of Year 3, Year 5 and Year 7 St Joseph’s students achieved the National Minimum standard in Literacy and Numeracy in 2014. Whilst growth was variable across the different domains and year levels, there is strong evidence to suggest good learning growth overall, with up to 90% of all students achieving expected or better than expected growth.

2015 Important events and undertakings:

Catholic Education in South Australia (CESA) is faced with the essential challenge of how to ensure the ongoing excellence of its educational provision in the context of significant demographic and economic changes. In 2015 CESA released the Strategy for Leading Catholic Education to New Levels of Excellence. This business plan has two clear principles:

- Catholic Education seeks to be an option of first preference for Catholic families along with all families from the full range of backgrounds in our community who seek a Catholic education for their children
- Catholic Education in South Australia operates as a system of schools and early years services

During Term 3, 2014 the Principal of St Joseph’s School, Kingswood advised the community that he had been appointed to another school. This shift acted as a catalyst for exploring future opportunities between the three Catholic schools in the Cluster at which time Dr Paul Sharkey the then Director of Catholic Education established this Working Party-.working in partnership for the common good. 2015 commenced with two leaders appointed in a Co-Principal Role, Amanda Humeniuk and Mark Corrigan. Mark Corrigan was appointed as the executive officer of the working party with membership from each of the three schools leadership teams in and School Board representatives. The working party developed to take account of the work already undertaken and to explore and make recommendations regarding further opportunities that might exist for these schools, in a new vision for Catholic education within the region.
The work of the Cluster and the creation of the Collaborative Schools Enrichment Project (CSEP) is recognised system wide as being a coalition of schools that have realised the great potential of working together to further enhance the great work being done at each school site.

Proposed recommendations from this working party named we continue to:

1. Explore opportunities to further develop this highly valued partnership.
2. Be animated by our Catholic faith and tradition to bring life and culture together in meaningful ways.
3. Work together in strengthening Parish-Home-School partnership through the celebration, expression and witness of our Catholic Identity.
4. Forge strong strategic and operational initiatives which develop opportunities to further Cluster priorities which explore, unpack and address learning opportunities for:

Students
Consideration be given to:

- Access the breadth and depth of potential new learning opportunities
- Engage in quality, relevant and contemporary learning experiences
- Student contribution to the content and design of shared learning opportunities
- The formation of a Cluster Student Leadership development program.

Staff
Consideration be given to:

- Ongoing opportunities for staff faith formation
- The development of future professional learning relevant to Cluster needs and agreed priorities
- Opportunities for Cluster collaboration across all year levels
- Further development of the current agreed practices in Assessment, Reporting, Recording and moderation of student work.

School Leaders
Consideration be given to:

- Continue to meet on a regular basis and establish working protocols
- Explore the merits of a Cluster manager role to ensure there are high levels of coordination, coherence and quality control across Cluster activities in addition to ensuring equitable distribution of workload
- Explore potential leadership structures which strengthen leadership opportunity, density and capacity across the Cluster
- Draw on upon shared knowledge and expertise in the selection of staff
- Mapping the work of the Cluster cognisant of current achievements and future aspirations.

Religious Domain
The Leadership of the schools participated in the Mustard Seed Leadership Program facilitated by Catholic Education SA and was held over two days in February. This was followed by a Staff Cluster Formation Day in March 'Nurturing the Mustard Seed' and follow up staff meetings. This allowed us to articulate a clear vision evident of our Catholic and Josephite Traditions through connections to the Gospel.

We also continued to foster whole school commitment to ecological conversation and sustainability and continue to articulate the co-constructed and clear vision that prioritises and reflects our Catholic tradition in a contemporary context. We continued to have a strong representation of families wishing to undertake the Sacrament Program in the Adelaide Archdiocese with 58 children enrolled.

Our mission of identifying need and responding in our local and global context was evident in our support of the following charities:

- Sisters of St Joseph in the Peru orphanage with our school contributing $1466.55 towards this mission.
- Through the Student Representative Council we raised $374.30 for the Women’s and Children’s Paediatric Palliative Care unit,
- $242.80 for the Indigenous Literacy Foundation
- 107 gifts donated to St Vincent de Paul in support of our Christmas Giving tree for families in need.
- We also continue to support Caritas through Project Compassion and Catholic Charities.

Teaching and Learning
We are committed to continuing to review and refine the agreed and shared understanding that exists regarding the application of contemporary learning theory and pedagogies. We continue to ensure priority to effective
alignment of assessment practices to diagnose and monitor student’s progress over time. Our teaching staff have a commitment to ongoing monitoring of students learning and using data effectively through School Goals, Naplan, RE LAT, EYA Numeracy & Literacy, PAT M and PAT R diagnostic testing. In 2015 staff met regularly with key consultants from CESA to unpack and interpret this data.

After the highly successful cluster enrichment program we undertook to cascade enrichment activities beyond Year 5 -7 at our site. As a result, 2015 saw the commencement of F-4 School based enrichment with the continuation of a 5-7 program being offered across the three schools in our Cluster. To further value add to our enrichment program, we introduced Children’s University for students in Foundation to Year 7. We had 58 families take up this option with a graduation of all students in November 2015.

We commenced the implementation of developing a ‘digital pedagogy’. The first stage of this saw the implementation of a 1:1 Program for students in Year 5-7 with the view to enhance ICT Capabilities of staff and students. Major achievements for this included:

- Development of an ICT implementation team
- Terms of reference agreed
- Staff & community consultation
- Consultation into action- creation of timeline, milestones and success criteria Leading to-device selection
- Office 365 Implementation and Professional Learning commenced.
- Development of a blended digital pedagogy into current effective practice and structured learning environment

Our staff also undertook the following Professional Learning Opportunities in 2015:

Our students had access to the following enhancement activities in 2015:
Camps and outdoor education experiences: Year 3 and 4 Zoo Snooze, Year 5 Outdoor Education Camp at Victor Harbor, Year 6 Aquatics Camp at Murray Bridge, Year 7 Canberra Experience, Tenison Outdoor Education Walking Program for students in Year 5-7.
Mitcham Cultural Heritage events for students in Years 5-7, Human Movement for students in Year F-2, Footsteps Dance for students in Years 3-4, Aquatics lessons for students in Years 3-4, Nature Play incursions for Years F-2, Middle School Aquatics Day for 5-7 students, Anzac Day and Remembrance Day ceremony participation, Catholic Schools Music Festival participation, Playful Learning Investigations F-2, Italian Language Cultural Immersion Day, Mitcham Library Excursions F-4.
Enrichment F-2: Rocketry, Intro into robotics, Puppetry, Visual Arts, Dance and Geoscience.
Enrichment 3-4: Rocketry, Art, Improvisation Drama, Sports Science, Geoscience, Stop motion Animation.

Capital Development

The following areas incurred amounts for Capital Expenditure in 2015:
- Air conditioner replacement to the upstairs classrooms above the hall
- CTV To small meeting rooms for Child Protection compliance
- Digital Technologies interactive panels upgrade
- Leasing of MacBook Air
- Portable Sound System
- Exterior Painting of the School
- Interior painting of the upstairs classrooms above the hall
- Replacement of the carpets in the upstairs classrooms above the hall
We received approval for the upgrade of the existing student amenities block in 2016.

Our enrolments continue to look very healthy; at the end of 2015 we had 315 student enrolments with a projected 330 in 2016.

An initiative of the School Board in 2015 was to develop and implement a Marketing and Communications Strategic Plan under the following headings:

- Global and Local Communities,
- Promotional Materials,
- Relationship Management,
- Admissions, Promotional Events,
- Media, Market Research
- Community Liaison.

**Student/Parent satisfaction**

During 2015, a survey of families and students in the school community regarding the ongoing enrichment program was undertaken. This program included the Tenison Outdoor Education Program. Respondents were strong and firm in their desire for these value add programs to continue, citing the development of leadership and life skills, as well as the unique nature of the activities as reasons for these programs to continue to be maintained.

**School Finance statement**

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<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Gov Income</td>
<td>$1,931,239</td>
</tr>
<tr>
<td>State Government Income</td>
<td>$373,629</td>
</tr>
<tr>
<td>Parent Income</td>
<td>$899,562</td>
</tr>
<tr>
<td>Other Income</td>
<td>$351,298</td>
</tr>
<tr>
<td>Total</td>
<td>$3,555,728</td>
</tr>
</tbody>
</table>
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**Recurrent Income 2015**

- Commonwealth Grants 56%
- State Grants 11%
- School Fees 25%
- Other Income 8%
## School commentary on Annual Improvement Plan Progress.

<table>
<thead>
<tr>
<th>CIF DOMAIN</th>
<th>Descriptor</th>
<th>Strategies</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 5 – High quality teaching and learning</strong></td>
<td>Develop a ‘digital pedagogy’- Phase 1: Implementation of a 1:1 Program to enhance ICT Capabilities of staff and students</td>
<td>Development of an ICT implementation team Terms of reference agreed Staff &amp; community consultation Consultation into action-creation of timeline, milestones and success criteria</td>
<td>ICT infrastructure and knowledge development on track. Digital Technologies Director of Learning appointed for 2016.</td>
</tr>
<tr>
<td><strong>Domain 6 – Effective use of Data</strong></td>
<td>Teachers to use data continuously, collaboratively and effectively to improve teaching for learning</td>
<td>Introduction and implementation of PAT M &amp; PAT R for Year 2-7</td>
<td>PAT testing regime well established.</td>
</tr>
<tr>
<td><strong>Domain 9 – Effective administration and resourcing</strong></td>
<td>Consistent approach to enhancement and enrichment across school providing best student experience.</td>
<td>Cascade cluster enrichment beyond Year 5 -7. F-4 School based enrichment</td>
<td>Enrichment for Kingswood students now implemented across all year levels.</td>
</tr>
<tr>
<td><strong>Catholic Identity</strong></td>
<td>Doing Theology: Fr Michael to lead regular workshops with theological focus to enhance understanding. School to draw upon relevant research and data to inform the discernment of issues under discussion.</td>
<td>Professional Learning opportunities- Like a Mustard Seed staff formation programme Graduate Certificate study Unpacking and use of Time to Pray staff prayer guidance Unpacking and use of Being with God (Planning and celebration resource for Catholic schools)</td>
<td>Good progress towards stated goals.</td>
</tr>
</tbody>
</table>