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# 2019

# School Performance report



St Joseph's School  
Kingswood

*Imagine*

*Inspire*

*Flourish*

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### School Information Statement

St Joseph's offers a contemporary, child centered curriculum which features significant specialized personal development programmes including a Middle School (Year 5-6), a Primary Years (Years 3-4) programme, and an Early Years programme which includes a focus on guided intentional Play investigations. St Joseph's also offers an Enrichment programme for year 5 and 6 students, in partnership with other schools in our cluster and specialist learning areas of Music, Drama, IT, Physical Education and Italian.

The school offers many innovative learning activities, highlights being the Tenison Outdoor Education programme (TOEP), Aquatics, Dance Sport, School band and choirs, an extensive instrumental music programme and the camps opportunities we offer in years 4,5 and 6. Students have excellent access to Digital Technologies 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 include School Captains, House leaders, School Spirit Team, Peer Mediators, School Ambassadors, 'Eco Warriors' 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 endeavors 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.

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. Our motto - ***Imagine, Inspire, Flourish*** serves as a touchstone for the way we approach our shared work together, and helps to define our purpose as a 21<sup>st</sup> century educational institution.

### School Context

St Joseph's Kingswood is a Reception to Year Six Catholic primary school in the Josephite tradition. Our school is part of the Emmaus catholic parish, which is an amalgamation 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 227 students at the August 2019 census. The students were of primary age and were all studying in a full-time capacity. Of the total enrolment there were 115 male and 112 female students.

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

Reception	38
Year 1	30
Year 2	33
Year 3	33
Year 4	34
Year 5	34
Year 6	25
Total	227

The school had 1 student of Indigenous background and 8 from a background other than English (EAL).

St Joseph's draws students from 25 Adelaide metropolitan postcodes with 10% of students from the south western suburbs, 13% from eastern and outer eastern, 6% from southern suburbs, 1% from north western suburbs and the remaining 70% 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 2019, there were 13 students who received special Government funding for their learning disability and there were many other students who received specialized 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 22. Of these, there was a full-time equivalent 14.1 There were another 14 non-teaching staff, including Admin officers, Student support officers and Out of Hours Care staff. There were no indigenous staff members at St Joseph's in 2019. There are 5 staff members who held leadership positions, three are senior leadership.

### Student attendance data

Absence	REC	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	totals
Male	183	131	128	159	183	182.5	151	1143
Female	148	131	273	150.5	230.5	155.5	142	1205
<b>Total</b>	<b>331</b>	<b>262</b>	<b>401</b>	<b>309.5</b>	<b>413.5</b>	<b>338</b>	<b>293</b>	<b>2348</b>
<b>Total Attendance</b>	<b>6390</b>	<b>5366</b>	<b>6116</b>	<b>6047.5</b>	<b>5921.5</b>	<b>6117</b>	<b>4481.5</b>	<b>40439.5</b>

Student attendance is monitored through the use of the school's communication app. Where unexplained absence is significant, personalised follow up occurs, to support families in ensuring that children are at school regularly.

### Student Outcomes (NAPLAN DATA)

In 2019, St Joseph's students in the target year levels (3and5) 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 2019.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Yr 3</b>	100%	100%	100%	100%	100%
<b>Yr 5</b>	100%	97%	97%	100%	100%

### ESTIMATED INDIVIDUAL STUDENT GROWTH BETWEEN 2017 and 2019 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 – GROWTH:

Progress	Reading Growth		Numeracy Growth	
	School	National	School	National
L	16%	25%	16%	25%
M	54%	50%	38%	50%
U	30%	25%	46%	25%

### SCHOOL MEAN SCORES 2017-2019

	School Mean Score 2017	School mean Score 2018	School mean score 2019	National mean score 2019
<b>Year 3</b>				
Reading	442.6	439.5	481	432
Writing	425.9	432.9	458	423
Spelling	438.2	432.4	456	419
Punctuation & Grammar	460.3	437.3	484	440
Numeracy	410.7	417.2	440	408
<b>Year 5</b>				
Reading	510.9	505.4	516	506
Writing	485.2	471	482	423
Spelling	512.8	495.7	511	501
Punctuation & Grammar	514	487.6	517	499
Numeracy	514.7	488.3	510	496
<b>Year 7</b>				
Reading	559.4	579.5	NA	NA
Writing	556.4	557.4	NA	NA
Spelling	575.6	582.9	NA	NA
Punctuation & Grammar	562.6	584.8	NA	NA
Numeracy	566.6	578.6	NA	NA

**From the data presented in the above tables, the significant majority of Year 3, Year 5 St Joseph's students achieved the National Minimum Standard in Literacy and Numeracy in 2019. Additionally, our scores were significantly above the national mean in all domains. 2019 was a year of significant improvement in overall mean scores for St. Joseph's and this was reflective of targeted learning improvement strategies employed, as well as significant professional learning and growth for staff.**

### Significant developments during 2019

St. Joseph's continues to be a vibrant, cohesive school community which offers an outstanding curriculum and co-curricular program, a welcoming and inclusive community of faith and life, and a staff who are deeply committed to their vocation as educators. It has been a pleasure and a privilege to continue my tenure at St. Joseph's, and I am confident and optimistic about our future.

Catholic Education in South Australia (CESA) continues to grapple with the challenge of how to ensure the ongoing excellence of its educational provision in the context of significant demographic and economic changes. CESA continues to implement the Strategy for Leading Catholic Education to New Levels of Excellence, and during 2019, under the leadership of Director Dr Neil McGoran continued the implementation of the vision for our system of *Thriving people, Capable Learners and Leaders for a World God Desires*- articulated by the 'Living, Learning, Leading' framework. This vision was embedded throughout the year through the development of professional clusters as well as a continuation of successful School Board forums. As a school community, our Strategic and Annual Improvement Plans continue to be guided and informed by this vision.

The focus of the cluster leadership during 2019 was about building our own professional relationships, and strengthening the excellent work already in place, to ensure that our schools both individually and collectively continue to grow and be places of vitality. ELM meetings continued to flourish, and provided a strong connection with parish life, and enabled us to strengthen parish-school partnerships. Our Cluster enrichment program was adjusted in 2019 to provide a more nuanced and streamlined product. Instead of weekly visits for short periods of time, whole days were set aside to deepen the learning experience.

2019 saw an opportunity for schools in the Emmaus parish to reflect upon the Enhancing Catholic School Identity (ECSI) project report regarding the **Catholic Identity** of our schools. Our survey report provided a positive reflection of our identity as well as signposts for future development. Cluster leaders from both school and parish came together to present to a wider CESA forum on the progress made in implementing the report.. We will continue to work, during 2020, to plan strategically to embed the report's findings, into school life.

As a **cluster community**, our continued goals are 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 with the Emmaus leadership 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 children, staff and school leaders.

### **Religious Domain**

During 2019, St. Joseph's continued to bring our vision, and the mission of the church to life, through our ongoing liturgical celebrations, and our participation in the Emmaus parish. This allowed us to articulate a clear vision evident of our Catholic and Josephite Traditions through connections to the Gospel. As discussed earlier, participation in the ECSI survey and the resulting report have provided us with tangible information from which we can plan for our future enhancements to the Catholic identity of our school.

We continued to have a strong representation of families wishing to undertake the Sacrament Program in the Adelaide Archdiocese with a large number of eligible 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 continuing to make significant contributions towards this mission.
- Through the Student Representative Council in partnership with the parish, we collected and constructed food hampers for members of the Noarlunga parish.
- Large number of gifts and food hampers 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**

During 2019, staff at St. Joseph's Kingswood commenced a 3-year **Visible learning** program, in collaboration with Corwin Australia, a professional development company, and in partnership with Tenison Woods catholic School. This program came about as a way for both schools to leverage their ongoing engagement with Mark Treadwell, and to embed learner agency. The year's professional learning program focussed on building capacity in the development of learning intentions and success criteria, and providing effective feedback to

students about their learning. We also worked to develop a series of 'learner dispositions' which align with the CESA Key capabilities continua and the General Capabilities of the Australian Curriculum. These dispositions are framed around the acronym **GROWERS** – Gritty, Reflective, Optimistic, Wondrous, Engaged, Risk-takers, Self-Aware. We are looking to embed these dispositions through intentional teaching of the concepts to the children, as well as embedding them into our shared unit plans etc.

All cluster schools continued to employ Mr. Matt Richards as a contractor for 2019, working with staff and children in best practice use of Apple technology to enhance learning. A highlight of the year was a Showcase of learning across all 3 cluster schools, in partnership with Apple Education Australia. 'Take a Bite' saw over 100 educators from around South Australia visit our schools, to engage with our educators in the use of Apple technology to enhance the educational experiences of the children.

During 2019, significant progress was made in developing aligned practice in the teaching of Literacy and mathematics, with shared agreements across our site around explicit direct instruction, in line with strong evidence based research in the teaching of reading, via resources from PLD-promoting Literacy development, as well as the use of a consistent, aligned foundational resources in the teaching of mathematics. Further to this, we have developed site agreements in our timetabling, to ensure quality Literacy and numeracy instructional practice.

During 2019, we continued to implement the 'Multi Lit' intervention program. Multi Lit (Making up for Lost Time in Literacy) is comprised of a number of intervention programs. We utilise '**Mini Lit**' - an evidence-based, effective and cost-effective early literacy program. which is a practical, systematic, explicit and effective model for teaching reading skills, and **MacqLit**, which is an explicit and systematic reading intervention program for small groups of older low-progress readers. We continue to work to address the balance of children in each program, with early intervention the goal.

Our teaching staff have an ongoing commitment to ongoing monitoring of students learning and using data effectively through School Goals, NAPLAN, RELAT, EYA Numeracy & Literacy, PAT M and PAT R diagnostic testing. We have developed a rigorous and consistent program of collection and analysis of data to inform teaching and learning.

In 2019, we continued to offer enrichment activities beyond Year 5-6 at our site with the introduction of 'Genius Hour' across the school, coupled with the 5-6 program being offered across the three schools in our Cluster. To further value add to our enrichment program, we continued to offer Children's University for students in Reception to Year 7 with a significant number of families either continuing with or taking up this option with a graduation of all students in September 2019.

During 2019, our Playgroup, and JOEYS continuity and transition program continued to flourish. Mrs Anne Whitters and Mrs Paula Thomson have done an amazing job of leading these programs, and our numbers have steadily increased over the past few years. Our 2019 cohorts of reception students were noticeably more settled and confident in their transition to school life, and our engagement with families during this process is seen as a significant positive feature of our school community.

During 2019, we implemented a "Well-being week" process during the first 2 weeks of the school year. The focus during this time was to embed learner dispositions, set class norms, introduce YCDI lessons and to collate all diagnostic data. This was seen as a positive addition to school processes, and anecdotal evidence was that students settled more productively into school life.

A strong highlight of the 2019 school year was the school Visual Arts Exhibition. For the first time, we entered our exhibition into the South Australian Living Arts festival (SALA) using the theme of the 50<sup>th</sup> anniversary of Humanity's landing on the Moon. Our two choirs continued to flourish, under the expert tutelage of Mrs Steph Insanally (5/6 performance choir) and Mrs Michelle Page (3/4 choir.) There were a number of significant public performances, including the Mitcham Council Community Carols evening, and our end of year Christmas Concert.

In the sporting arena, our school continued its proud tradition of on field success and strong participation, with highlights including wins at the Catholic Schools Swim and Athletics carnivals, and our Netball team making it all the way to the state wide Knockout final series for the second year running. In addition to our traditional sports offerings, our school Volleyball teams continue to flourish under the guidance of the Milde family. My thanks to

Mr Steven DeGiovaniello for his excellent coordination of school sports, and to all parents who give up their time on a regular basis to support our rich and diverse sporting program.

During 2019, our children had a very rich and diverse opportunity to enhance their classroom learning, through Camps and outdoor education experiences: Year 3 and 4 Zoo Snooze, Year 5 camp to Wirraway at Strathalbyn, Year 6 Canberra Experience, and the revised and enhanced Tenison Outdoor Education Program (TOEP) for students in Year 6, Mitcham Cultural Heritage events for students in Years 5-6, Human Movement for students in Year R-2 – Tri Skills, Anzac Day and Remembrance Day ceremony participation, Catholic Schools Music Festival participation, Playful Learning Investigations R-2, Mitcham Library, etc

### **Enrolment**

Enrolment growth was impacted by a variety of factors in 2019 including the continued impact of the move of year 7 children into Secondary schools. This resulted in families bringing forward their decisions regarding future placement of their children. In addition, some families moved on for a variety of reasons not connected with our school, including intra and interstate movement. In order to effectively respond to the challenge of rebuilding our enrolment base into the future, a marketing and Enrolment Officer was appointed for the 2019 school year and we welcomed Mrs Bianca Bedson to our staff. Bianca worked purposefully to strengthen our value proposition, branding, enrolment procedures etc. throughout 2019. One key plank of her work was the establishment of a new communications platform operated by Schoolzine via an app called SZapp. Essentially we have become a paperless school, in terms of communication, with all school based communications, forms etc delivered through SZapp and all class based communications-particularly around student learning- delivered through the Seesaw app. Additionally, our social media presence was enhanced via our school Facebook page.

### **Strategic Planning & Capital Development**

During 2019, we worked diligently in consultation with the community, to bring together a Strategic Plan for the next 3 years, and part of this plan is the development of a site **Master Plan** for building improvements. (The Plan was presented to those gathered at the 2018 AGM and was positively received.) During 2019, we continued to engage with Architects Walter Brooke in the development and refinement of stage one of the building project and achieve the required approvals at system level. We were fortunate to receive a \$300000 capital development grant to contribute to the stage one development of learning spaces, Administration facilities and new resource centre. As we head into 2020, we are confident of meeting our timeline of a 2021 opening of facilities.

Another major piece of work during 2019 was the development of a concept plan for a new Nature Play space on the Eastern Boundary of the school. We engaged with Nature Play SA, who consulted with all stakeholders-staff, children and families-in the development of a plan, and we then engaged Semple Landscape Architects to develop the concept to tender. The Parents & Friends worked purposefully during 2019 to raise funds to contribute to the overall cost of this development, and at the end of the year we were delighted to be informed that we had been awarded a community grant of \$20000. We are very much looking forward to this project being realised in the first part of the 2020 school year.

I wish to thank the staff and School Board for their support, guidance and discernment in 2019. I especially would like to again acknowledge Jon Fox as Chairperson of the St Joseph's School Board. Jon's wisdom, experience and positive outlook on our school community are wonderful assets and Jon's personal support of me in my role as Principal has been greatly appreciated. Jon is ably supported by a board which has a diversity of strengths, and all board members make valued contributions to the governance of our school community.

I would like to offer a sincere thanks to Deputy Principal Mr Jamie Deverson. Jamie continues to bring enthusiasm, and a deep capacity for promoting contemporary teaching and learning practices to his role, and he has made a significant and positive impact. During the latter half of 2019, Jamie once again took the reins as APRIM as well. I also acknowledge and thank Mrs Christine Farrugia on her very positive and productive work – both as APRIM and as a contemporary curriculum leader. Christine has brought real energy and drive to her role and has been instrumental in bringing about positive change, and we look forward to her return to the role after her maternity leave, during 2020. My extended 'Learning Improvement team (LIT)' of Jamie, Christine, Emma Begg and Anne Whitters provide excellent support for our school improvement agenda. Our hard working, committed, capable and professional staff make enormous contributions to the health, success and happiness of the school community and they are to be congratulated for everything they do.

I also sincerely thank our hard working and committed Parents & Friends who are wonderful ambassadors for our school community in so many ways. Particular thanks go to Mrs Makella Holden in her role as P&F chair. Our community events during 2019 were all highlights of what makes this community so special, and Makella and a hard-working band of parents have made an invaluable contribution to the school. There were many great events, including the Quiz Night, school Disco, Fathers and Mother’s Day breakfasts and the various ‘mums’ and ‘dads’ evenings throughout the year, as well as our regular picnics at the beginning and end of year.

Finally, I wish to express my deepest thanks to the children of this wonderful community. They are bright, happy, capable young citizens of our world who continue to see our school as a place of optimism, excitement and challenge. They are a credit to themselves and their families!

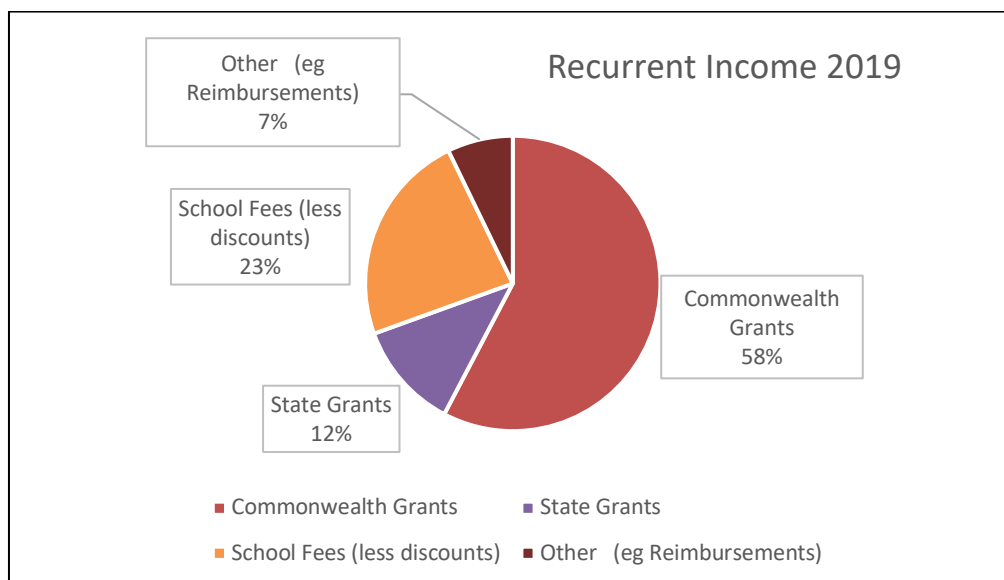
### Student/Parent satisfaction

Data about student and parent satisfaction was sought through a variety of formal and informal mechanisms, including straw polls, surveys and exit interviews. Results of this survey reflected a high degree of satisfaction overall, as well as identifying areas for future growth and attention. One significant aspect of our engagement with families during 2019, was to introduce a Vacation care program. Surveys were implemented to both ascertain interest, as well as to gauge the initial success of the program. Feedback has been strongly positive and we are looking forward to being able to continue to offer this service into the 2020 school year.

### School Finance statement

#### St Joseph’s School Income 2019

Commonwealth grants	\$1,905,226
State grants	\$ 389,243
Fee income (less discounts)	\$770,679
Other (eg reimbursements)	\$237,401
<b>TOTAL</b>	<b>\$ 3,302,549</b>





### School commentary on some aspects of Annual Improvement Plan Progress.

CIF DOMAIN	Descriptor	Strategies	Commentary
<b>High quality teaching and learning</b>  <b>Effective use of Data</b>	Year 1-Visible learning	Series of workshops – whole staff, and key personnel. SCA surveys- baseline data	Learning intentions & success criteria embedded. School implementation plan developed. GROWERS dispositions
	New reporting system- Accelerus	Staff PD Time built into staff meeting PD sessions	Reporting mechanism embedded
	All staff – Apple certified teachers		All teachers certified
	Implemented shared agreements around teaching Literacy & Numeracy Teachers to use data continuously, collaboratively and effectively to improve teaching for learning.	Whole school Spelling focus-PLD.	Alignment in the teaching of Literacy-particularly spelling-across school
	Data management	Continued implementation of PAT M & PAT R for Year 2-6	PAT testing regime well established. Opportunities for reflections on data built into PD time.
<b>Focussed vision &amp; goals</b>	Development of thriving people, Capable Learners and Leaders for a world God desires	Implementation of the Living, Learning, Leading framework.	LLL framework evident in school practices
<b>Catholic Identity</b>	ECSI survey implementation. Ongoing engagement with system leaders over the course of the year	Cluster leaders presented to system regarding schools-parish partnership	Report provided good platform for further engagement beyond 2019.
	School-parish partnership	ELM meetings revised to be better suited to the needs of schools and parish	Ongoing collaboration between school and PPC evident.
<b>Strong leadership</b>	School Improvement	Learning Improvement Team (LIT) worked well	Productive school leadership team

		Living, learning, Leading Framework implementation	functioning effectively and driving school improvement agenda.
<b>Partnerships and relationships</b>	<p>Cluster IT project – Apple ‘Take a bite’ showcase.</p> <p>Well-being Week Implemented.</p> <p>Marketing officer appointed.</p>	<p>Staff worked purposefully to develop presentations about class based initiatives.</p> <p>Staff used first 2 weeks of the year to focus on student wellbeing, relationships etc.</p> <p>New communication platform-SZAPP- implemented. School branding and marketing more strategic.</p>	<p>Successful showcase – teachers from across Adelaide visited.</p> <p>Children very settled, class Norms established and embedded early.</p> <p>Much clearer understanding and presentation of our value proposition.</p>