SCHOOL PERFORMANCE REPORT
2024
St Joseph's School, Peterborough

School Features

St Joseph's School is an R-9 co-educational school based in Peterborough, which is in the Mid-North of South Australia. The school community is primarily Anglo-Saxon with a very small percentage of second or third generation farmers and old scholars. 32% of students identify as Indigenous and approximately 48.5% of students were included in the Nationally Consistent Collection of Data (NCCD) with 97% of those students being funded. At the time of the August Census the school had **69 enrolments** (1 of which was a Reception student in the Term 3 intake)**.** We had 5 classes structured as R/1, 2/3, 4/5, 6 & 7/8/9.

Year Level	R	1	2	3	4	5	6	7	8	9	TOTAL
Number of Students	3	2	9	8	9	10	7	9	4	8	69

The school employed 8 teachers making up a total of 7.8 FTE teaching staff. Non-teaching staff consisted of 11 Educational Support Officers totalling 5.6 Non-Indigenous FTE and 1.7 Indigenous FTE.

See **Appendix A** for a copy of our school's Mission, Vision and Values document. This was reviewed and updated in 2021.

Teacher Qualifications

Our staff bring a broad range of expertise and qualifications to our school. All hold appropriate teaching degrees and a number are currently undertaking a Graduate Certificate in Religious Education.

Qualifications	Percentage of Staff
Diploma of Teaching	12.5%
Bachelor of Education	87.5
Graduate Certificate	37.5%

Student Attendance

Overall student attendance in 2023 was 83%.

Year Level	Attendance %
Reception	74.6%
Year 1	69.9%
Year 2	78.6%
Year 3	89%
Year 4	73.6%
Year 5	83.3%
Year 6	79%
Year 7	83.6%
Year 8	73%
Year 9	81.5%
TOTAL	**80%**

Teachers are required to complete a roll call at the beginning of each day and note any absences. Absences are written on the Student Absence Form with a reason for their absence and sent to the Front office by 9.30am each day, which are then entered into SEQTA. Secondary Teachers complete the roll directly into SEQTA. Text messages are sent to parents/caregivers by 10am for students who are absent without reason.

Parents are requested to write a note in the student's diary, text, email or call the school to inform of a student's absence with a reason. Office staff will notify the class teacher. Students are required to sign in at the Front office if they arrive at school any time after 9:00am and this will be entered electronically into SEQTA. If a student is absent for 2 consecutive days without notification or insufficient reasons the teacher/front office staff informs the Principal. If required, the Principal then seeks support from DECD Attendance Officers to monitor the attendance of the student in concern.

NAPLAN Results

Students in years 3, 5, 7 and 9 participate in the NAPLAN Testing.

YEAR 3

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	333.2	360.9	-	Dev	Dev
Writing	-	346.5	402	-	Dev	Str
Spelling	-	346.2	398.1	-	Dev	Str
Grammar and Punctuation	-	321.9	328.2	-	Dev	Dev
Numeracy	-	339.2	352.4	-	Dev	Dev

YEAR 5

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	461.8	422	-	Str	Dev
Writing	-	387.1	399.6	-	Dev	Dev
Spelling	-	398.5	406.9	-	Dev	Dev
Grammar and Punctuation	-	428.7	371.9	-	Dev	Nas
Numeracy	-	420.9	400.5	-	Dev	Dev

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	-	25	-	25
Medium	-	50	-	50
Upper	-	25	-	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.

YEAR 7

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	505.4	434.2	-	Str	Dev
Writing	-	493.2	453.1	-	Dev	Dev
Spelling	-	530.6	499.9	-	Str	Str
Grammar and Punctuation	-	494.1	415.1	-	Dev	Nas
Numeracy	-	481.5	430.8	-	Dev	Nas

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	40	25	40	25
Medium	40	50	60	50
Upper	20	25	0	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.

YEAR 9

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	-	564.1	-	-	Str
Writing	-	-	558.8	-	-	Str
Spelling	-	-	556.2	-	-	Str
Grammar and Punctuation	-	-	529.2	-	-	Dev
Numeracy	-	-	520.1	-	-	Dev

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	14	25	14	25
Medium	43	50	71	50
Upper	43	25	14	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.

Post School Destinations

At the end of 2024, our Year 9 students went to the following schools to continue their secondary schooling:

- 3 students attended St Mark's College (2 students boarding)
- 3 students attended Peterborough High School
- 1 student attended Orroroo Area School
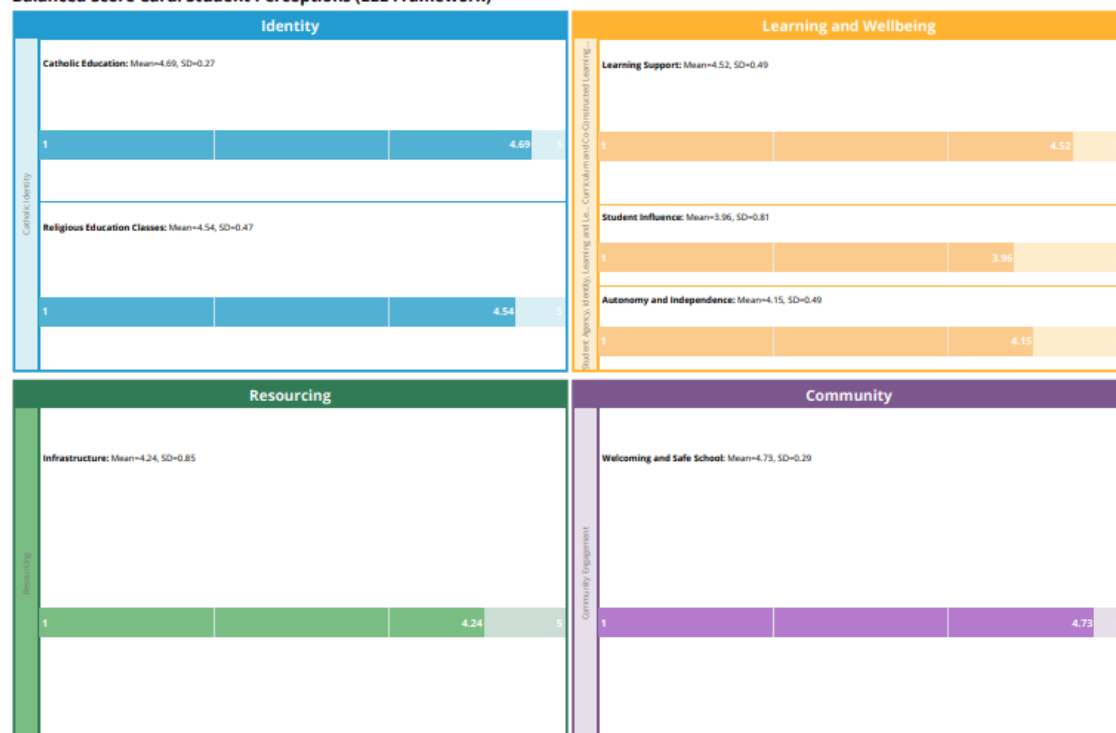- 1 student attended Jamestown Community School

Parent, Teacher & Student Satisfaction

Satisfaction levels of students

2024 saw the fourth year of the Living, Learning, Leading Surveys for Parents, Students and Staff. An overview of the results is included below.
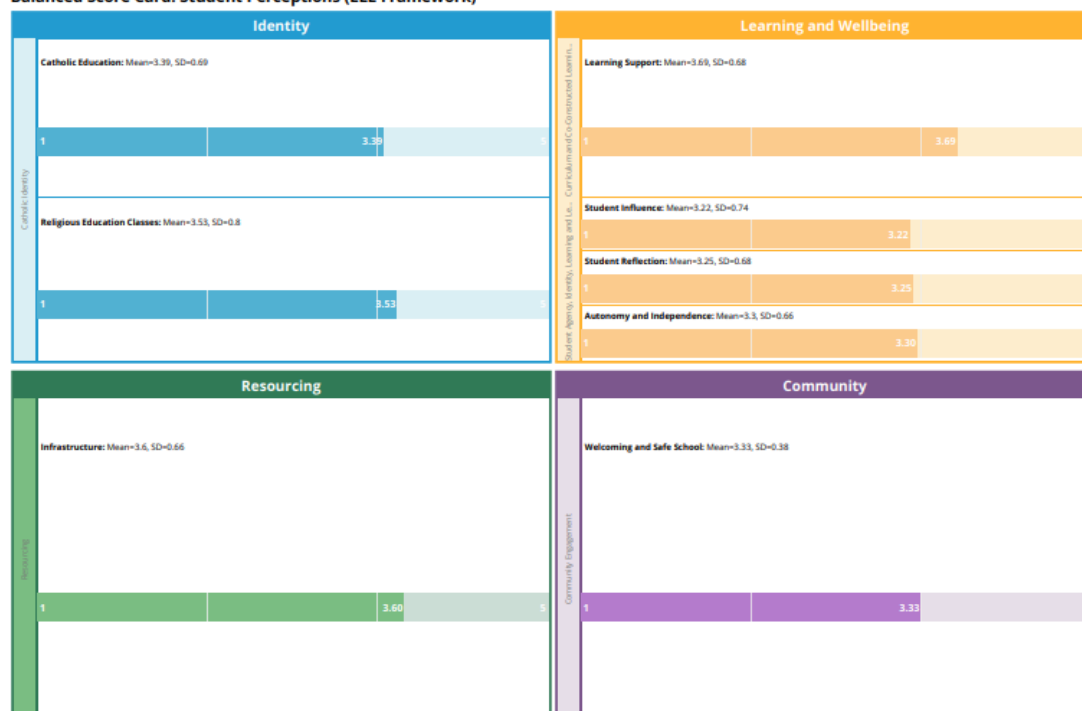
STUDENTS – YEAR 2-4

Balanced Score Card: Student Perceptions (LLL Framework)

Identity	Learning and Wellbeing
Catholic Education: Mean=4.69, SD=0.27 — 4.69	**Learning Support:** Mean=4.52, SD=0.49 — 4.52
Religious Education Classes: Mean=4.54, SD=0.47 — 4.54	**Student Influence:** Mean=3.96, SD=0.81 — 3.96
	Autonomy and Independence: Mean=4.15, SD=0.49 — 4.15

Resourcing	Community
Infrastructure: Mean=4.24, SD=0.85 — 4.24	**Welcoming and Safe School:** Mean=4.73, SD=0.29 — 4.73

NOTE: All students took part in the survey.

STUDENTS – YEAR 7-9

Balanced Score Card: Student Perceptions (LLL Framework)

Identity	Learning and Wellbeing
Catholic Education: Mean=3.39, SD=0.69 — 3.39	**Learning Support:** Mean=3.69, SD=0.68 — 3.69
Religious Education Classes: Mean=3.53, SD=0.8 — 3.53	**Student Influence:** Mean=3.22, SD=0.74 — 3.22
	Student Reflection: Mean=3.25, SD=0.68 — 3.25
	Autonomy and Independence: Mean=3.3, SD=0.66 — 3.30

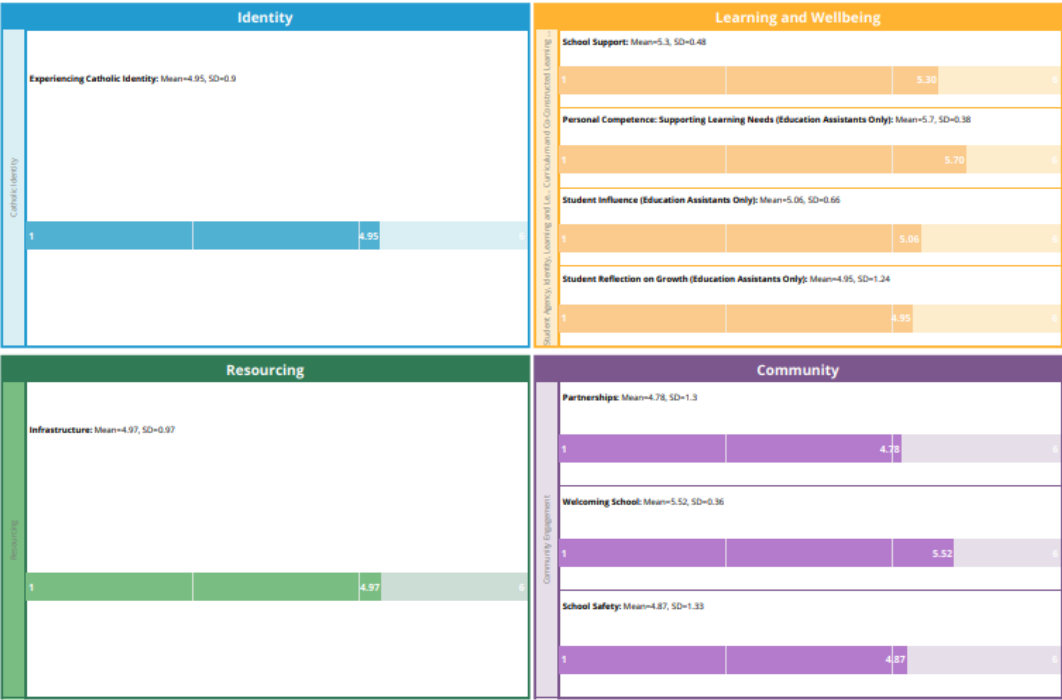| Resourcing	Community
Infrastructure: Mean=3.6, SD=0.66 — 3.60	**Welcoming and Safe School:** Mean=3.33, SD=0.38 — 3.33

NOTE: All students took part in the survey.

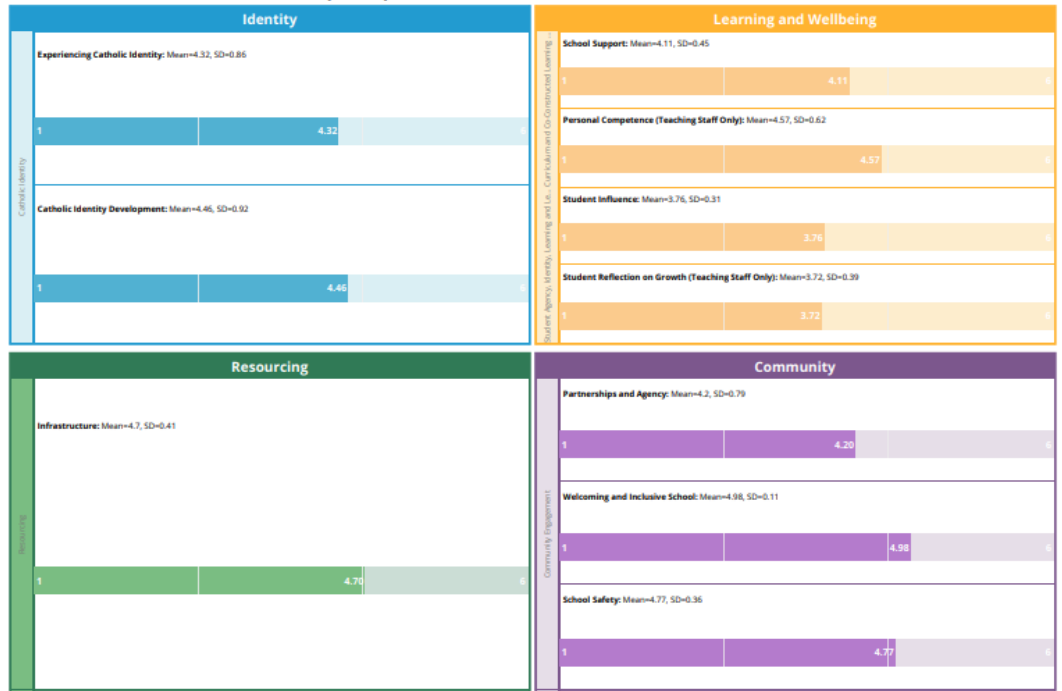**PARENTS –** The minimum number of parent/carer surveys required to generate a report was not met.

EDUCATIONAL SUPPORT OFFICER STAFF

Balanced Score Card: ESO Perceptions (LLL Framework)

Identity

Experiencing Catholic Identity: Mean=4.95, SD=0.9
- 4.95

Learning and Wellbeing

School Support: Mean=5.3, SD=0.48
- 5.30

Personal Competence: Supporting Learning Needs (Education Assistants Only): Mean=5.7, SD=0.38
- 5.70

Student Influence (Education Assistants Only): Mean=5.06, SD=0.66
- 5.06

Student Reflection on Growth (Education Assistants Only): Mean=4.95, SD=1.24
- 4.95

Resourcing

Infrastructure: Mean=4.97, SD=0.97
- 4.97

Community

Partnerships: Mean=4.78, SD=1.3
- 4.78

Welcoming School: Mean=5.52, SD=0.36
- 5.52

School Safety: Mean=4.87, SD=1.33
- 4.87

TEACHERS & LEADERSHIP

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)

Identity

Experiencing Catholic Identity: Mean=4.32, SD=0.86
- 4.32

Catholic Identity Development: Mean=4.46, SD=0.92
- 4.46

Learning and Wellbeing

School Support: Mean=4.11, SD=0.45
- 4.11

Personal Competence (Teaching Staff Only): Mean=4.57, SD=0.62
- 4.57

Student Influence: Mean=3.76, SD=0.31
- 3.76

Student Reflection on Growth (Teaching Staff Only): Mean=3.72, SD=0.39
- 3.72

Resourcing

Infrastructure: Mean=4.7, SD=0.41
- 4.70

Community

Partnerships and Agency: Mean=4.2, SD=0.79
- 4.20

Welcoming and Inclusive School: Mean=4.98, SD=0.11
- 4.98

School Safety: Mean=4.77, SD=0.36
- 4.77

Staff also participate in ongoing performance appraisals where they can share their professional challenges and successes. This is also an important part of their professional development as part of our school.

School Income

Government
- State $496,801
- Federal $1,682,299

Tuition Income $36,669.28

Other
- Interest $8004.32
- Other $27,429.72

School Improvement

Self-assessment process

Our school uses the Living Learning Leading Standard document provided by Catholic Education South Australia to self-assess and improve its performance. We also utilise other documents such as the SACCS Towards 2027 Strategic Plan, Continuous Improvement Framework and Diocesan Strategic Plans. These documents are part of a system-wide strategy to promote a culture and practice of continuous improvement in Catholic schools that has the students at its centre.

The *Living Learning Leading Standard* is organised into four domains which each Catholic school in SA uses to measure ourselves against and aspire to be 'Excelling' in each area:

- Catholic Identity
- Curriculum and co-constructed learning and assessment design
- Student agency, identity, learning and leadership
- Community Engagement

Each domain has a number of elements that describe its scope. Each element has a set of indicators of effectiveness.

2024 - 2026 School Strategic Plan
- Please see Appendix B

2024 Annual School Improvement Plan
- Please see Appendix C

Progress towards achievement of 2024 goals

- Staff engaged in a Reflection Day unpacking the gospel of Mark and looking at the Three World's of the text supporting them to break scripture open with students making it more accessible.
- continue to deepen understanding of Crossways and Assessment using the CESA Performance Standards.
- All students from R-6 engaged in a Structured Synthetic Phonics Program and achieved great success with every student demonstrating growth. We have seen growth in NAPLAN data in the areas of Reading, Writing and Conventions of Language (Spelling component).
- Staff have engaged in Professional Learning to map the Mathematics Curriculum from Reception – Year 9 and are using CESA performance standards to support assessment task design.
- Middle Years Maths Teachers engaged in High Impact Teaching Strategies Professional Learning through Teach Well to support excellence in teaching and learning in Mathematics.

St Joseph's School PETERBOROUGH

Mission, Vision, Values

Reviewed 2021

Mission

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It is our mission at St Joseph's School to embrace and build on St Mary MacKillop's legacy. We will ensure excellence in teaching and learning, enabling all students to be thriving and capable citizens in their community.

w h a t   i s   i m p o r t a n t   t o   u s

Values

Catholic Identity

It is important to us that all members of the school community develop:
- *their faith and relationship with God*
- *critically evaluate how society and culture shapes and influences their personal identity*
- *an understanding of social justice through our Josephite tradition and authentic call to action*

Learning

It is important to us that all educators of our school community:
- *are expert in their field and are highly effective in their knowledge and skill*
- *implement whole school approach to the principles and practices of assessment of and for learning which meet the diverse learning needs of all students.*
- *Engage students in a shared vision for learning and a constant focus for collaboration and dialogue*
- *able to express their creativity*

Student Identity
It is important to us that all students of our school community:
- have voice and choice to influence their own learning and assessment
- Can track and measure their own learning growth and capabilities through opportunities to reflect, self-assess and revise their goals.

Community Engagement

At St Joseph's School we are committed to:
- *recognise and embrace the primary role of parents and families in the identity development and education of their children.*
- *building an inclusive and collaborative community that reflects our Catholic Identity.*
- *nurturing partnerships with parish, families and the wider community*

Resources

At St Joseph's School we are committed to:
- *effective management of resources to ensure they are used wisely and sustainably*
- *ensuring a safe and nurturing environment for everyone*
- *recognising and using the skills of everyone in the school community*

w h a t   w e   w a n t   t o   b e

Vision

St Joseph's is a school that nurtures and challenges every child to be a successful learner and person, in partnership with parents/caregivers, the local parish and the wider community. Each child is respected as an individual, made in the image of God. All students will be supported to lead fulfilling and productive lives guided by the Gospel values.

St Joseph's School PETERBOROUGH

Strategic Plan 2024 – 2026

This Strategic Plan has been developed in conjunction with the SACCS Towards 2027 Strategic Plan, Living Learning Leading Standard and our School Mission Vision Values. Input was provided by staff and the School Board.

Catholic Identity

Goal	Actions	Evidence of Impact
We will develop self awareness, religious understanding and connection to the Catholic community.	• Undertake PL in Liturgy planning • Develop stronger connections with local Parish and Parish priest • Staff formation connected to religious understanding • Whole school PL on teaching RE in the classroom	LLL Surveys ReLAT Measure Student & staff perceptions Greater involvement of Parish & Parish Priest in school events Greater confidence in all teachers to teach RE

Learning

Goal	Actions	Evidence of Impact
We will achieve excellence through high quality curriculum, pedagogical, assessment and reporting practices. Professional development will provide staff the capacity for data analysis to direct whole school and student improvement.	• Embedding Clarity in all aspects of teaching and learning • Data walls used to inform Case Management Meetings to ensure intensive data analysis and individual goal setting • Utilising Performance Standards to ensure high quality assessment tasks and marking rubrics • Undertake PL relevant to needs as evidenced by data	Playberry Laser Literacy Program data PAT M PAT R DIBELS NAPLAN Classroom Pulse General Capabilities Progressions SWST (7-9)

Student Identity

Goal	Actions	Evidence of Impact
We will ensure that student voice is deeply embedded in their learning, self-assessment, and goal setting. Each child's dignity and rights are maintained, and they are supported to develop insights into their own capabilities and potential.	• Embed Clarity practices within teaching and learning. This includes learning intentions, co-constructed success criteria, bump it up walls, assessment waterfall chart (continuous feedback loop) • Student self assessment of Key Capabilities continua • Staff to work with students to identify and explain how & where they are provided opportunities to express their voice & agency.	• Classroom Pulse data, Student LLL Survey data, PBIS data • Student reflection in Semester Reports • Student led conferences • Key Capabilities Continua – regular reflection on growth • Student School Leaders, SRC & Mini Vinnies

Community Engagement

Goal	Actions	Evidence of Impact
We will develop strong partnerships with parish, families and the wider community, in order to create a culture of welcome, inclusion and shared responsibility for student faith development, learning and wellbeing.	• Host Student Learning Expos • Invite families into the school for Open Days • Personal invitations to parents and families to attend events. • Host Parent Information Sessions throughout the year on various topics relevant to community needs & student development. • Students to share their learning & achievements via personalised videos on Seesaw • Invite community members into the school to engage in different	• Newsletter articles, Seesaw posts, photos • Attendance at parent sessions on various topic areas • SEQTA notes about parent communication • Collect data on parent attendance @ events • Analyse social media engagement

Resources

Goal	Actions	Evidence of Impact
We will provide a safe, nurturing and welcoming environment to all.	• Developing our school Master Plan in conjunction with CESA Infrastructure Team and Architects (Stallard Meek Flightpath) • As part of the Master plan process, outlining priorities of stages of development for the coming 3-5 years.	• Up to date and modern technology available • Access to technology for every student • Furniture and infrastructure for all needs – diversity, equity & inclusion • Staff prep area / offices modified to meet needs. • Weatherproof area outdoors.

Annual Improvement Priorities 2024
St Joseph's School - Peterborough

Staff Faith Formation

GOAL: We will work towards staff developing a deeper understanding of the Liturgical process / experience to then engage and involve students in meaningful ways.

ACTIONS:

Staff training in Liturgical celebrations

Staff exploration of Scripture & 3 worlds of the text

Experiement with a variety of ways to present Gospel & reflections

Include students in as many ways as possible (seek and encourage their ideas / thoughts / ways to share)

Connect Gospel stories to Values

Purchase / Develop resources that are easy to understand for teachers & students

Engage with knowledgeable others

EVIDENCE OF IMPACT:

Improved LLL Data in this domain

Student engagement is visible

Student feedback - anecdotal as well as formal

Aboriginal and Torres Strait Islander Education

GOAL: We will complete and establish our school RAP

ACTIONS:

Form a RAP Action Group with Leadership and one or two staff representatives

Complete the RAP and submit for approval

RAP Action Group to regularly review and ensure the RAP is implemented and directives are achieved

EVIDENCE OF IMPACT:

Visible connection to culture within the school community

Parent & Student feedback

Mathematics

GOAL: We will improve Numeracy outcomes for all students R-9 with a specific focus on Whole Number Operations.

ACTIONS:

Improve student outcomes in Number. Our PAT data shows our biggest need is currently whole number operations, with a particular focus needed on worded problems, addition, place value and multiplication.

Further engage with System Coach to continue focus on Numeracy that we began in 2023. Focus is on teaching pedagogy of Mathematics, upskiling teachers and increasing confidence with Australian Curriculum, utilising Numeracy progressions to deeply analyse student progress and have more targeted next steps for individual students.

EVIDENCE OF IMPACT:

Improved PAT Data annually across R-9

Improved NAPLAN achievement

Improved teacher confidence - survey for teachers to analyse their confidence and areas of support required - do this as pre & post collection tool.

School Priority 4:

GOAL: To continue structured Phonics program across R-6 and targeted Tier 3 intervention. To improve student outcomes in Writing for all students R-9.

ACTIONS:

To maintain the highly structured Phonics Program through R-6.

Maintain Playberry Intervention Program for Tier 3 - utilise ESO staff as well as Leader of Learning to implement this.

Utilise NAPLAN Data to analyse immediate needs in Writing across R-9

Use resources - Writing Revolution & The Writing Rope as resources to support improvement.

EVIDENCE OF IMPACT:

Improved NAPLAN Data

Improved student competence and confidence in Writing

Use a pre and post student survey through Forms to collect data about student confidence in writing and their perceptions of writing.