IMPROVEMENT PLAN
2016

St Joseph’s School
Port Lincoln

In all things love
MISSION AND VISION

St Joseph’s School is a Catholic co-educational day and boarding school in the tradition of St Mary of the Cross MacKillop and St Joseph, where faith, hope and love are hallmarks of learning and pastoral care. St Joseph’s School provides quality learning programs for students from Reception to Year 12, welcoming families from all faith backgrounds and cultures. St Joseph’s School endeavours to be a community that engages learners in a safe, ordered and caring environment, inviting students and families into a deeper understanding and relationship with God and the Church.

Vision Statement

St Joseph’s School is a holistic, nurturing Catholic school living the Josephite tradition of justice, compassion and hospitality, igniting a love of learning.

Students are challenged to excel and become confident, respectful contributors to global society.

Values

The School’s motto – In all things love, reflects the values and teachings at the heart of the Gospel.

Our vision is lived out through the core values of faith, hope, love for self and others, and respect for property and the environment.

CONTEXT

Port Lincoln has a population of approximately 15,000. Its demographic is mixed. The economy is based on farming and fishing, with Port Lincoln being home to Australia’s largest commercial fishing fleet, but the school demographic draws from varied employment backgrounds and a broad socio-economic strata. St Joseph’s offers a Catholic Christian education to families throughout the Eyre Peninsula. St Joseph’s School was established in 1874 by the Sisters of St Joseph and is conducted in the spirit of St Mary of the Cross MacKillop. St Joseph’s School is one of 13 Catholic schools in the Diocese of Port Pirie, and is situated in the city of Port Lincoln. The school has approximately 720 students across Reception to Year 12.

Our boarding facilities enable families in the more remote parts of Eyre Peninsula and beyond, to access a quality Secondary education while still being close enough for students to participate in their local communities. The boarding facility has a capacity of 40 plus boarders and is co-educational.
BENCHMARK DATA

SCHOOL PROFILE DATA

Enrolments over recent years have fluctuated in the low 700s. The 2016 enrolment stands at 719, and a challenge for St Joseph’s School is to maintain and grow enrolments in a competitive environment. Enrolment reflects an approximate split of 60% in primary (R-7) and 40% secondary (8-12). There are 58 teaching staff, some of whom are part time. The full-time equivalent staffing at the school is approximately 50. Less than 1% of the student cohort is indigenous. Approximately 1% of students are funded for a learning disability, although many more are supported for learning difficulties that do not attract additional funding, such as dyslexia. Approximately 10% of our families access School Card, and a range of other fee remissions are granted to support families in need.

GOVERNANCE

A Board, comprising the local Parish Priest as its President and a parent as the Chairperson, governs St Joseph’s School. Other parents, staff and parish representatives all form the Board. One of the goals of this Strategic Plan is to form and sustain sub committees for Finance, Strategic Planning and Community Relations, to support the work of the Board and contribute to the growth of the school. The school is run by the Principal, appointed by the Bishop of Port Pirie and the Director of Catholic Education in the Port Pirie Diocese.

SCHOOL PERCEPTION DATA

Perception data is largely collected through surveys and parent and student forums. Additional staff and community data was collected in mid 2015 to determine what the school was looking for in a new Principal, and following the appointment of Dr Sandra Hewson in Term 4 meetings were held with all members of staff, students and parents to assist in the shaping of the new Strategic Plan. Data indicates that, in general, the community is happy with St Joseph’s School. It is consistently described as a happy, friendly, caring and safe learning environment where students are encouraged and supported to do their best. The community acknowledges improvements and additions to the teaching and learning facilities, particularly with the opening of the Sr Joan Barry Junior Primary Outdoor Learning Space and the St Joseph the Worker Trades Skills Centre in 2015.

STUDENT ACHIEVEMENT DATA

Indicators of student achievement include Early Years Assessment, NAPLAN and SACE, but these scores form only part of the assessment of learning data that is collected by teachers and used to inform learning programs.
The following NAPLAN and SACE data are included as benchmark data in order to measure and evaluate goals and achievements in the Strategic Plan.

### School Mean Score and Standard Deviation Year 3 – 2015

<table>
<thead>
<tr>
<th>Aspect</th>
<th>All Students Mean</th>
<th>All Students Standard</th>
<th>Male Students Mean</th>
<th>Male Students Standard</th>
<th>Female Students Mean</th>
<th>Female Students Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>411.2</td>
<td>87.3</td>
<td>379.7</td>
<td>81.3</td>
<td>435.9</td>
<td>85.8</td>
</tr>
<tr>
<td>Writing</td>
<td>384.8</td>
<td>60.3</td>
<td>350.4</td>
<td>68.3</td>
<td>410.5</td>
<td>38.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>370.9</td>
<td>78.3</td>
<td>332.0</td>
<td>63.6</td>
<td>400.1</td>
<td>76.5</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>411.9</td>
<td>87.9</td>
<td>366.0</td>
<td>80.9</td>
<td>446.3</td>
<td>77.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>383.6</td>
<td>64.3</td>
<td>384.4</td>
<td>64.3</td>
<td>383.1</td>
<td>66.1</td>
</tr>
</tbody>
</table>

### School Mean Score and Standard Deviation Year 5 – 2015

<table>
<thead>
<tr>
<th>Aspect</th>
<th>All Students Mean</th>
<th>All Students Standard</th>
<th>Male Students Mean</th>
<th>Male Students Standard</th>
<th>Female Students Mean</th>
<th>Female Students Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>491.9</td>
<td>68.1</td>
<td>482.4</td>
<td>60.4</td>
<td>503.1</td>
<td>75.9</td>
</tr>
<tr>
<td>Writing</td>
<td>469.4</td>
<td>53.7</td>
<td>449.8</td>
<td>50.3</td>
<td>491.4</td>
<td>54.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>492.4</td>
<td>61.8</td>
<td>482.6</td>
<td>58.7</td>
<td>503.5</td>
<td>64.5</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>494.5</td>
<td>59.6</td>
<td>482.1</td>
<td>68.5</td>
<td>508.5</td>
<td>45.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>488.9</td>
<td>52.1</td>
<td>483.5</td>
<td>45.3</td>
<td>495.3</td>
<td>59.3</td>
</tr>
</tbody>
</table>

### School Mean Score and Standard Deviation Year 7 – 2015

<table>
<thead>
<tr>
<th>Aspect</th>
<th>All Students Mean</th>
<th>All Students Standard</th>
<th>Male Students Mean</th>
<th>Male Students Standard</th>
<th>Female Students Mean</th>
<th>Female Students Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>543.3</td>
<td>56.3</td>
<td>559.5</td>
<td>56.5</td>
<td>537.0</td>
<td>55.7</td>
</tr>
<tr>
<td>Writing</td>
<td>515.5</td>
<td>54.5</td>
<td>502.6</td>
<td>35.9</td>
<td>523.4</td>
<td>62.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>538.0</td>
<td>60.6</td>
<td>546.0</td>
<td>36.8</td>
<td>533.5</td>
<td>70.6</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>543.1</td>
<td>70.4</td>
<td>552.2</td>
<td>43.3</td>
<td>538.0</td>
<td>82.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>539.4</td>
<td>52.6</td>
<td>533.2</td>
<td>56.0</td>
<td>532.0</td>
<td>49.9</td>
</tr>
</tbody>
</table>

### School Mean Score and Standard Deviation Year 9 – 2015

<table>
<thead>
<tr>
<th>Aspect</th>
<th>All Students Mean</th>
<th>All Students Standard</th>
<th>Male Students Mean</th>
<th>Male Students Standard</th>
<th>Female Students Mean</th>
<th>Female Students Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>583.0</td>
<td>54.8</td>
<td>561.2</td>
<td>58.1</td>
<td>601.3</td>
<td>44.9</td>
</tr>
<tr>
<td>Writing</td>
<td>535.8</td>
<td>75.1</td>
<td>520.0</td>
<td>64.2</td>
<td>582.2</td>
<td>72.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>383.9</td>
<td>62.1</td>
<td>363.5</td>
<td>59.2</td>
<td>397.2</td>
<td>62.0</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>578.1</td>
<td>63.0</td>
<td>573.1</td>
<td>61.1</td>
<td>582.2</td>
<td>65.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>594.7</td>
<td>57.2</td>
<td>594.5</td>
<td>60.8</td>
<td>594.9</td>
<td>54.6</td>
</tr>
</tbody>
</table>

**Analysis of Year 12 Results - Data extracted from Schools Data for 2015**

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A GRADE RESULTS – SACE STAGE 2</strong></td>
<td>28.2%</td>
<td>28.2%</td>
</tr>
<tr>
<td><strong>A AND B GRADE RESULTS STAGE 2</strong></td>
<td>78%</td>
<td>78%</td>
</tr>
</tbody>
</table>

**GRADE DISTRIBUTION 2015**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Joseph’s School</td>
<td>28.2%</td>
<td>48.8%</td>
<td>22.6%</td>
<td>0.4%</td>
<td>0%</td>
</tr>
</tbody>
</table>
DOMAIN 1: CATHOLIC IDENTITY

This domain addresses the effectiveness of our Catholic school in expressing and witnessing our Catholic identity by bringing faith, life and culture together into a coherent synthesis. At the heart of the Catholic faith and our vision and mission as a Catholic School in the tradition of St Mary of the Cross MacKillop and St Joseph, is the experience of God who is love. This underpins teaching, learning and pastoral care at St Joseph’s School and is reflected in a commitment to strong partnership with the parish community, high quality Religious Education and fostering of social justice and ecological sustainability.

**SPECIFIC ACTIONS**

- Provide opportunities for Staff to participate in a before school Parish Mass, and introduction of monthly Youth Mass in the Parish
- Actively encourage student participation in Christian Youth Group in alignment with the Parish
- Implementation of a faith formation professional development program for staff e.g. teaching Mass, the Liturgical Calendar
- Extend opportunities for community service for students – e.g. Vinnies shop, Fred’s Van
- Outreach opportunities to support facilities for people with special needs e.g. Matthew Flinders (music, companionship) and Cara Camp
- Engage in Christian Meditation Inquiry Project through CESA

DOMAIN 2: FOCUSED VISION AND GOALS

This domain addresses the effectiveness of our Catholic school in establishing a shared vision of Catholic education that focuses on an educational environment that resonates with students and their families both culturally and deeply. St Joseph’s School is committed to gathering community feedback to inform strategic development. We seek to be futures oriented and responsive to the changing needs of the community and provision of schooling over time. A strategic plan that is in alignment with system priorities and government initiatives will inform the development of an annual School Improvement Plan and processes to evaluate achievement of annual goals.

**SPECIFIC ACTIONS**

- Provide opportunities for students, parents and students to ‘re-imagine’ the school through Parent Information Evenings and Forums
- Initiate a regular ‘Conversation Hour with the Principal’ to provide informal feedback and discussion opportunities for parents
- Create and develop sub-committees of the School Board
- Develop a structured and sequenced approach to gathering community satisfaction data to inform the Strategic Plan and Annual School Improvement Plans
DOMAIN 3: STRONG LEADERSHIP

This domain addresses the effectiveness of our Catholic school in leading purposefully for sustained, high quality, student-centred school performance and a culture of practice of continuous improvement. St Joseph’s School is committed to building leadership for learning and wellbeing. Effective leadership influences people to accomplish the mission, inspiring commitment to improvement and innovation.

SPECIFIC ACTIONS

- Engagement of three leaders holding Positions of Responsibility (POR) in the QELI ‘Strengthening a Team of Leaders’ Program
- Create a working group to review POR models and recommend appropriate leadership structures for implementation in 2017
- Foster a team approach to building Student Leadership capacity and opportunities for leadership to be demonstrated
- Develop a shared understanding and practice of distributed leadership through the POR Leadership Group
- Develop a culture of evidence-based practice, using data to inform and evaluate improvement
- Implement a process for annual action plans and performance review
- Support professional learning opportunities to build leadership capacity and good practice to build confidence and skill of all teachers in handling complex issues e.g. behaviour management in the classroom, MindMatters

DOMAIN 4: HIGH EXPECTATIONS OF ALL

This domain addresses our Catholic school’s deep belief that every student is capable of successful learning and that all staff and families have a shared responsibility for the learning and success of all students within a culture of continuous improvement. St Joseph’s School is committed to a culture of high expectations, believing that everyone has the capacity to embrace opportunities for growth and development. Students and staff are supported in the maintenance of high standards and the pursuit of personal excellence.

SPECIFIC ACTIONS

- Ongoing development of Student Review meetings
- Regular features of learning achievements in newsletters and assemblies
- Development of processes to create and evaluate student IEPs and the Nationally Consistent Collection of Data for Students with Disabilities (NCCD) on students requiring and receiving additional support for learning and/or wellbeing
- Develop a range of flexible learning pathways for students, in partnership with TAFE, Registered Training Organisations (RTOs) and local schools
DOMAIN 5: HIGH QUALITY TEACHING AND LEARNING

This domain addresses the effectiveness of our Catholic school in providing high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum and educational practices. St Joseph’s School is committed to high quality teaching and learning through inquiry and evidence-based practice. The curriculum is developed to be both developmentally appropriate and challenging and teachers design and evaluate learning intentions and outcomes based on research, achievement data and feedback.

SPECIFIC ACTIONS

- Appoint a Director of Teaching and Learning (for 2016) to work with teachers on curriculum review and development
- POR meetings and Staff meetings on AITSL Standards, action plans, smart goals and evidence of performance growth
- Development of the Year 9 ApPLe Program (Applied Personalised Learning), Genius Hour (primary) and consolidation of Rite Journey Program in Year 9
- Creation of Indigenous Education Key Teacher role
- Working group to explore middle school philosophies and practices to support structures being developed for 2017
- Levelled Literacy Intervention (LLI) and Beat Dyslexia implemented for student support
- Develop a sequenced, clear curriculum and pathway through the St Joseph the Worker Trades Skills Centre

DOMAIN 6: EFFECTIVE USE OF DATA

This domain addresses the effectiveness of our Catholic school in gathering and interpreting data to identify strengths, challenges, trends, and patterns to assist in improving student outcomes and overall school performance. Whilst recognising the uniqueness of our school and community context, St Joseph’s School is committed to analysing local data and feedback, and comparative state and benchmarking national data to inform continuous improvement.

SPECIFIC ACTIONS

- SACE Workshops run by the SACE Coordinator to share understanding regarding improvement strategies
- NAPLAN presentations to staff (Literacy and Numeracy Key Teachers); PAT testing data shared and analysed with staff (Director of Teaching and Learning)
- NCCD data gathered and used to inform appropriate intervention for students with specific learning needs
**DOMAIN 7: ORDERLY AND SAFE LEARNING ENVIRONMENTS**

This domain addresses the effectiveness of our Catholic school in creating a safe, respectful, tolerant and inclusive learning environment that is centred on the values of love, compassion, justice, reconciliation and hope, thus supporting and encouraging successful learning for all students. St Joseph’s School is committed to wellbeing for learning, knowing that when students feel safe, included and supported, the conditions for learning are enhanced.

**SPECIFIC ACTIONS**

- Collect and share MindMatters survey data to inform discussion and planning to address any practice of bullying and support wellbeing
- Formation of a POR Working Group to devise leadership structure for future to support wellbeing for learning
- Formation of a Community Relations Committee
- Review and revise Behaviour Management and Personal Responsibility Policy and communicate this clearly to the community

**DOMAIN 8: STRONG HOME, SCHOOL, COMMUNITY ENGAGEMENT**

This domain addresses the effectiveness of our Catholic school in engaging with our families, parish and community in its mission to be a dynamic faith community. St Joseph’s School is committed to developing and maintaining a strong partnership with families by fostering a culture of welcome, inclusion and shared responsibility for student wellbeing and learning.

**SPECIFIC ACTIONS**

- Develop and distribute email and written communication guidelines
- Professional learning in the effective use of SEQTA for engaging and communicating with students and families
- Formation of the Community Relations Committee; development of a Positive Partnership Practices: Code of Conduct for Families in conjunction with the Federation of Catholic School Parent Communities
- Build relationships with other schools to enhance educational provision for students in relation to subject choices and Vocational Education and Training options
DOMAIN 9: EFFECTIVE ADMINISTRATION AND RESOURCING

This domain addresses the effectiveness of our Catholic school to administer the school’s human and physical resources, finances and infrastructure equitably to maximise student outcomes. St Joseph’s School is committed to effective stewardship of resources, and to identifying areas for development to meet the needs of the school community.

SPECIFIC ACTIONS

- Annual benchmarking survey of financial and resource indicators used to inform planning
- Complete Boarding House, with increase in number of single rooms and staff apartment
- Refurbish the GP room to improve facilities and create a flexible, multi-purpose learning space
ST JOSEPH’S SCHOOL

IMPROVEMENT PLAN
2016

PRINCIPAL’S ENDORSEMENT

BOARD CHAIR ENDORSEMENT

DATED 12.4.16