

St John Bosco's School Niddrie

2022 Annual Report to the School Community



Registered School Number: 1534

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission.....4

School Overview.....8

Principal’s Report9

Catholic Identity and Mission.....11

Learning and Teaching.....12

Student Wellbeing14

Child Safe Standards.....17

Leadership20

Community Engagement24

Future Directions26

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Minimum Standards Attestation

I, peter monaghan, attest that St John Bosco's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

02/06/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

VISION

St John Bosco's is a community where a living Catholic faith underpins all we do. Every person is nurtured, valued, and respected as an individual. Learning is meaningful and creative, empowering all to be active participants in the contemporary world.

MISSION

In order to achieve our vision we will:

- provide experiences to worship through prayer, sacrament and liturgy
- raise awareness, build compassion and actively support and engage in current social justice issues
- reflect gospel values in all relationships
- develop and enhance the spiritual and theological understanding of our community
- provide an environment in which all feel welcome, safe, respected and valued
- acknowledge and celebrate the individual emotionally, intellectually, physically and socially
- build self efficacy
- foster positive relationships through a restorative approach
- provide opportunities and build capacity to be leaders
- encourage every person to have a voice
- develop learning and teaching from data
- use a range of approaches to meet learning needs
- provide an environment that encourages shared responsibility for learning outcomes
- provide opportunities for students to show their learning in a creative manner
- support the development of critical thinking
- uphold the democratic principles of our Nation and develop knowledge, skills and dispositions which promote responsible and active citizens

ACTION

To live the Vision and Mission of the school , as Leaders we will:

*Think Clearly: is about the decisions we make and the actions that follow. The quality of our thinking will determine the quality of our delivery.

- keep up to date with current pedagogical practices and knowledge
- analyse school data to identify growth and trends
- have a big picture that is precise and clear to the point (Hattie's Model)

*Engage Others: is a critical element of a leader's role within Catholic schools. It is important to listen deeply, to staff, parents, students, the church and the community and build positive relationships that help create the best school possible.

- engage in effective dialogue where respect and empathy for the individual is paramount
- build and nurture professional relationships internally and externally, in order to help achieve school outcomes effectively
- effectively negotiate with others to achieve desired outcomes

*Lead and Inspire: is about influencing and assisting our people to have a clear and coherent purpose and direction, to understand what matters most and how we can collectively be inspired to surface our potential by growing and developing our professional capacity.

- convey and inspire a clear purpose and direction linked to the mission of the school and the values of the church
- inspire and strengthen the capacity of others to perform at their highest level
- create a culture of ongoing professional growth and thoughtful reflection by intellectually challenging, emotionally and spiritually supporting staff

*Deliver Outcomes: is about providing a living example of how great results and outcomes can be delivered in a way that enables us to live out the faith and work collaboratively and creatively to co-create successful outcomes for all.

- remain centred, positive and true to the Gospel value and Church social teaching.
- work collaboratively, offering support and involving others in the exchange of information and perspectives related to school direction in order to improve whole-school development in a unified and integrated way.
- meet commitments and deliver on promises.

STATEMENTS

To live the Vision and Mission of the school as Teachers we will...

- live the Vision and Mission of the School.
- use current student data as the starting point for planning Learning and Teaching.
- understand and utilise student additional reports and information.
- write, implement and evaluate student PLPs. Communicate and facilitate LSSs assistance with implementation.
- use learning intention and success criteria (differentiated, co-created, challenging).
- collaboratively identify and set student goals that challenges learning.
- In dialogue, reflect and evaluate your effectiveness as teacher. (EVIDENCE: What do we want our students to learn? How do we know each student has learnt it? How do we respond when students do not learn it? Where to next?)
- monitor, track and enter data as required.
- provide ongoing, timely and meaningful feedback with students and staff and parents on progress around goals.
- adhere to SJB Staff Charter.
- adhere to the Planning Protocol.
- identify and set teacher professional learning goal
- use a range of best teaching practices

- designed and implemented comprehensive learning programs in an ongoing manner.
- challenge and extend own abilities
- develop a dialogical learning environment
- create positive relationships with your students and other staff members To live the Vision and Mission of the school,

To live the Vision and Mission of the school , as Principal I will:

as Learning Support Staff we will: Work in partnership with teachers to support and implement the following: Leading Teaching and Learning

- Create a positive christ-centred culture that supports and challenges, enabling effective teaching. Developing self and others

Learning and Teaching Tier 1 Least support General support to a group of students while the teacher is engaged in focused teaching

- Work collaboratively, with and through others to

Assist students to complete tasks designed by the teacher build a professional learning community that is

Provision of personalised support eg. mobility, communication etc focused on continuous improvement of teaching and

Preparation of support materials learning.

- Support all staff to achieve high standards and develop their leadership capacity by managing

Tier 2 General support, Tier 3 Most support Lead small group instruction designed by the teacher Adapt lessons for individual student, under the guidance of a teacher performance through the use of professional learning

Under the direction of a teacher work with the student to support the implementation and feedback. of particular learning goals as identified in Personalised Learning Plan (PLP) Leading to improvement, innovation, and change.

- Work with staff to produce and implement clear, evidence-based improvement plans for the school community.

Data Collection Collect data for analysis by the teacher –anecdotal notes on the performance of tasks, work habits, behavior, running records, PSG team as required etc. provided by the teacher. Review session data and observations with teacher/school-based leadership

- Manage innovation and change to ensure the vision and strategic plan is put into action across the school

Communication and its goals and intentions are communicated Leading the management of the school.

- Ensure that the school's resources and staff are efficiently organized and managed to provide an

Tier 1 Communicate with the teacher on student's performance of a task, work habits, behavior etc. Tier 2 & Tier 3 Provide general formative feedback to student on performance during the teacher's effective and safe learning environment.

session

- Seek to build a successful school through effective

Liaise regularly with teachers to discuss specific strategies to be implemented by LLS collaboration with the school board, parents and friends, school and parish community, and external organizations. Engaging and working within the community.

as identified in the PLP Provide feedback to teacher about performance related to learning goals in PLP Communicate with teachers, parents and school-based leadership team about student goals as identified in PLP through the PSG meeting

- Create positive relationships with students, staff,

Skills – Professional Learning parents and parish communities.

Skills, knowledge and traits as identified by the teacher required for:

- Create an ethos of respect by supporting spiritual, moral, social and physical health and well-being

· assisting the student to complete tasks designed by the teacher

· personalised instruction, identified in the PLP

· personalized/group implementation of intervention programs eg. LLI Access relevant professional learning School Overview

School Overview

St John Bosco's Primary School was established in 1955 by Fr Little, the uncle of the late Sir Archbishop Little. The Sisters of Charity opened St John Bosco's Catholic Primary School in 1955. Parishioners built the school buildings prior to the opening. The first lay principal was Linda Salpietro, appointed in 1974.

The school is located in Niddrie, a small suburb 10 km from the city, west of Essendon, bordered by Aberfeldie, Airport West, and East Keilor. The current enrolment of 432 has increased by 11% from 412 since the last review in 2011.

The buildings comprise an L-shaped main building holding ten classrooms, a library, an administration area, staff facilities, and storerooms. Two outside buildings house seven other classrooms. Outside and play areas are ample and well-equipped, having been refurbished with a school pride grant and school funds to lay artificial multi-sport surfaces. The school has access to the parish hall and meeting room for Performing Arts; maintaining a well-stocked sports equipment room and areas allocated for storage of Literacy and Maths equipment.

St John Bosco's has a straight class organization. Staffing has grown to cater for the increased enrolments and has developed a balanced range of teacher experience all of whom are four-year trained. The following staff members have further qualifications:

- Religious Education Leader - Master of Leadership in Faith Setting
- Prep-Year 2 Literacy Leader - Master of Education
- Student Well-being Leader - Master of Education (Student Well-being)
- Principal - Graduate Diploma in Student Welfare
- 30% of staff have a further Graduate qualification in Education (SIR Data Personnel)

Niddrie has an unusually high Catholic population at 50.8%, which is 24.1 % above the average for the state (Bureau of Statistics 2011). The school Catholic Prep enrolment population is 100% except in 2013 when it was 95.7% (SIR Data Community- EMA and Enrolment). There are 5.4% of students who are LBOTE (SIR Data Community - Profile). As 2017 draws to an end I sit and ponder the year that was.

There has been a slight decrease in EMA access by families to 09% after a previous rise. This has been attributed to decreased availability due to economic demographic changes (SIR Data Community - EMA and Enrolment). This is well below CEO 25% targets and all schools at 20%, but only marginally below 'like schools' at 12.5%. Fee payment has risen to a very high rate of 98.8%, and the school attempts to assist families in need wherever necessary.

Parent participation and support in the school is a strength, with consistently good parent classroom help and attendance at school sporting, cultural and social events. The trained helpers dropped slightly to 68 actively assisting and 49 home helpers. Niddrie is a mixed-class area, having undergone population regeneration, characterized by an increasing white-collar or business demographic with high income. There is still a high proportion of low-income earners (SIR Data Community: Niddrie Income), and a large aging population (SIR Data Community: Niddrie age structure). Extensive community infrastructure and facilities exist for the population including a public library, leisure centers, sporting clubs and facilities with proximity to extensive service and shopping areas. school has an active School Board, Parents and Friends Committee and Classroom Helper program.

Principal's Report

Once again, we have had a year marked by the vestiges of COVID-19 and the need to stop the spread. This year brought about many cancellations early on in the year with assemblies, school celebrations and get-togethers all affected.

Testing for COVID-19 became a part of our daily routines and classes were often operating with many students away. However, the long shutdowns were a thing of the past and at school, schooling returned to the delight of many. However, for the first term, whole school assemblies and Masses were cancelled.

Once again our Prep-6 buddy night was postponed due to COVID-19 safety policies. Our grade 4 children celebrated their first Reconciliation in week 5, while our 5s and 6s journeyed down to Phillip Island for our senior camp. We were lucky with the weather and the children had a well-deserved break from the stresses of continuous cancellations.

Prior to the end of term, we ventured to Aireys Inlet with our grade 4 children for their overnight camp. We celebrated Harmony week, a wonderful week of reflection on what joins us all together. School photos came and went and prior to ending the term, the grade 4s had their parent /children Eucharist information night.

Our term finished with a highly successful Athletics day at Aberfeldie Park. The weather was perfect and many families came and helped us to celebrate being a close-knit community again.

Term 2 started with the whole staff undertaking first aid training to update our First Aid qualifications. We started this term with the final part of our Easter paraliturgy by celebrating the Resurrection.

Before the end of the week, we had a wonderful social day when we had our Colour Fun Run. This event was enjoyed by all and raised a lot of money for our new playground equipment.

We held our rescheduled parent-helper meetings for our prep parents in week 2, and opened up our classrooms to parents for the first time in 2 years. Our children competed in the District Athletics, with a number of children winning their events and moving on to the Regional championships.

Mother's Day was celebrated with a day out at Moonee Valley. The day was well attended and a huge success. The week ended with our grade 4 children celebrating their first Communion.

Our Social Justice team gathered together to listen to a talk on the many ways St Vincent De Paul's works in our community. We celebrated Science week as a school by having a family Science night, which was so well attended that we needed to have 2 sessions. Once again the teachers showed up in large numbers to support our school children and Tran Bernard, our wonderful Science teacher.

For the first time at SJB, Naplan was administered by an online platform to students in grades 3 and 5. Grade 4s visited the Polly Woodside and our grade 6s ventured to the State Parliament. As we prepared for our school reports, the grade 6 boys and girls participated in soccer round-robins. A successful term two had come and gone.

We bounced into term 3 with our parent-teacher interviews and discussed the wonderful achievements of our children.

The parents and friends had a Bogan Bingo night, which was a huge success. Many jokes were made and beaming smiles prevailed.

The 5/6 children and parents attended school to participate in the Wonder of Living program, which focused on opening up dialogue in regard to health and human relations. Our grade 6 children began preparations for Confirmation and in the same week, our grade 3s ventured into the city for their overnight camp.

Italian day was celebrated together with such culinary delights as pizza and gelati. The third term ended with the grade 6s being welcomed as adults into the church via the Sacrament of Confirmation.

As we entered our final term, the reality of another year coming to an end dawned upon us. Prep transitions started within the first week, and the grade 3 families got together for the family Reconciliation information sessions. Our grade 4s visited the zoo and some of our senior children joined other schools to compete in the Regional Athletics.

Our 2023 preps visited for the second time and our grade 3s received their first Reconciliation. Our grade prep families gathered in the church to celebrate the Eucharist as a class for their last time as preppies.

The staff joined together to attend to their faith development as we shared church teaching insights with Father Elio Capra. We shared a meal with our parent helpers and bid farewell to leaving, retiring, holidaying and pregnant teachers who will not be with us for the 2023 year.

As we started to wind down, our children participated in their extensive swimming program culminating in our swimming fun day at Queen's Park pool.

We celebrated as a Catholic community with a school Carols night, followed by our end-of-the-year Mass which was well attended.

Our year ended with our wonderful grade 6s graduating, and leaving us to shed a tear at the thought of their departure.

As always, we have a number of staff members moving on for various reasons. We bid farewell to Adriana Sbaraglia and Michelle Stivala who, after having a year off on leave, have decided to take on emergency teaching. Nicole Zahra leaves us to move closer to home, whilst Julia Gribble and Katie Rawet are taking a year off to travel. Bec Stephensen, Valentina Cuppari, Jacinta Beltrame and Abbey Rae are taking time off for the birth of their children. Mary Ogier and Tracy Brennan are retiring to enjoy their growing families, and Allison Comerford is retiring from an ongoing position to free herself up to travel and enjoy celebrating almost anything.

We thank all of the above for the threads they have left on St John Bosco's patchwork quilt and we wish them all the best on their future endeavours.

In finishing, thank you to our wonderful 6s especially the School Captains, Dante Corica, Clea Lo Giusto, Jacob Teague and Georgia Richardson. Thank you to our wonderful staff and Parish support in Father Nhan, Father Thomas and Faye Colaço. Thank you to our hard-working Parents and Friends Committee led by Lauren Moor, Kylie Zougras, Melissa Scarpaci, Belinda Walsh, Janet Mastropasqua, Pamela Mercer and Jaylene Coppola.

Finally, thank you to Sandra Fazio and the Bosco Buzz children for their wonderful efforts in putting this magazine together and Michael Bridges for his printing.

Wishing you all a Happy and Holy Christmas and a joyous New Year.

Peter

Catholic Identity and Mission

Goals & Intended Outcomes

Goals & Intended Outcomes

To enrich our Catholic identity and further strengthen the Catholic culture of the school community within a contemporary world that is characterized by change by diversity and pluralism.

It is intended:

- Members of the school community will improve their knowledge and understanding of scripture, church teachings and the Catholic tradition.
- The actions of community members will be even more consistent with the beliefs and values that underpin Catholic culture.

That student are engaged in a meaningful education in faith to improve student engagement/learning/outcomes/involvement.

Achievements

Achievements

While 2020 was a challenge for obvious reasons we found that the need to include parents within the children's online home learning provided us with many opportunities to reinstate the parents as prime faith leaders in the children's life. This was illustrated by the way each day started with a prayer that was shared with the parents and in many cases, the parents actively contributed to the reflection.

The home learning provided us with an opportunity to engage parents in dialogue with their children as to what their faith means to them and in the case of children undertaking sacraments for the first time an opportunity to reflect upon this need.

Our Sacramental programs were much richer as the day was about the Sacrament not the party and only parents were included. The consensus of staff and parents alike was the celebrations were intimate and Christ centred

VALUE ADDED

John Bosco's found that while the school was effectively cut away from the church community families faith connections improved by them being present for prayer sessions with children twice a day and their willingness to visit online services. As well our one and only family Mass for the second half of the year was extremely well attended. Families also reported an appreciation of the intimacy of the Sacrament celebrations due to only parents and siblings being present at these celebrations and the Sacrament rather than the party being the main focus of the day.

Learning and Teaching

Goals & Intended Outcomes

Develop a data plan for the school which is known and owned by all.

Imbed consistent data analysis practices monitoring children's ongoing growth.

Review differentiation practices improving engagement.

Use data to inform the effectiveness of teaching strategies and teaching performance.

Review student Voice and Agency so that a common approach can be implemented across the school.

Achievements

In the beginning of the year the teachers sat down and discussed the data collection at SJB and the reasons for each assessment. This was necessary as the previous year covered required us to review what data we were going to collect in order to meet our assessment requirements. We then asked ourselves were these practices meeting the needs of the children and if not were their better ways of retrieving data found for learning. The process was to take a year to work through our current cycle.

While this was not completed we have changed the frequency of these assessments and introduced Pat maths to support our current MAI assessments.

Leadership continued to work with other schools in the Northern collective with the Agile leadership program. While this was drastically changed to an online support program it provided leadership with the tools to adapt and evolve when it came to our learning and teaching goals.

Our learning and teaching became an IT focus and how best to deliver a program online while catering for the various needs of the community.

This evolved on a daily/weekly basis due to changing demands and the further days lost from mainstream learning and teaching.

STUDENT LEARNING OUTCOMES

St John Bosco's data dropped away from 2019 to 21 in almost all areas except for maths.

Possible reasons for these outcomes are the number of children within the group with social/emotional and behavioral concerns as well as a 10% of our cohort who were performing at or above state average in grade 3 either not sitting the test due to anxiety or being absent on the days of testing.

We have an extremely high percentage of these children on ILPs in this cohort.

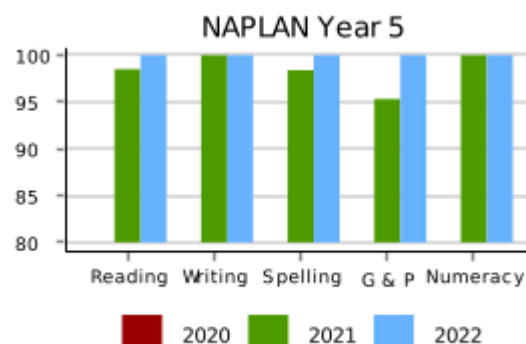
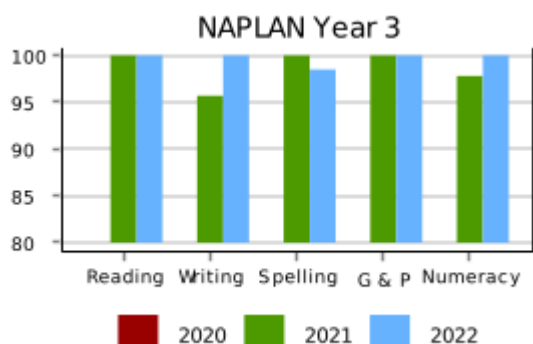
That being said it may also be a reflection on our change in strategy for the second year of covered to be one of improving our children's social-emotional and mental well-being rather than a heavy focus on the academics.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	97.8	-	100.0	2.2
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	98.5	-1.5
YR 03 Writing	-	95.7	-	100.0	4.3
YR 05 Grammar & Punctuation	-	95.3	-	100.0	4.7
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	98.5	-	100.0	1.5
YR 05 Spelling	-	98.4	-	100.0	1.6
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Student Wellbeing

Goals & Intended Outcomes

Collaboratively review and revise the behaviour management policies and protocols so that all are involved, informed and have a consistent approach.

Provide training for all staff in the execution of the adopted behaviour management policy.

Increase opportunities for student agency in their learning in order to enhance their academic and wellbeing outcomes.

Achievements

Achievements

We began the year with two days working with Glenn Pearsall on our behaviour management review. Glenn had all staff work through various scenarios to see how uniform were our understandings of the current policies. We then discussed. Different strategies for dealing with specific behaviours. While this improved our common understanding the fact that we spent a large portion of the year in lockdown and the different behaviours that we were witnessing were challenging.

Opportunities for student agencies were improved due to the dynamic nature of the Pandemic. We were forced to be more aware of the children's agency and the need to motivate our children to work in this difficult environment.

VALUE ADDED

While our attendances would appear to be going backwards I think this is systematic of the post lockdown era. A number of our parents will leave their child at home with the first sign of a sniffle or the sign of a sniffle by the peers. This is to be expected.

STUDENT SATISFACTION

2022 Domain Level Snapshot - Student 1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n=)	MACS average	2021	2022	Male	Female	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
OVERALL	Overall school positive endorsement %	28 287	64%	-	66%	62%	70%	77%	63%	60%	-	-	-	-	-	-
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.		78%	-	81%	81%	81%	88%	77%	78%	- **	- **	- **	- **	- **	- **
2. School engagement	How attentive and invested students are in school.		53%	-	51%	45%	60%	61%	50%	45%	- **	- **	- **	- **	- **	- **
3. School climate	Perceptions of the social and learning climate of the school.		61%	-	60%	51%	72%	74%	58%	52%	- **	- **	- **	- **	- **	- **
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.		73%	-	76%	72%	82%	86%	77%	69%	- **	- **	- **	- **	- **	- **
5. School belonging	How much students feel they are valued members of the community.		71%	-	71%	69%	74%	85%	72%	59%	- **	- **	- **	- **	- **	- **
6. Learning disposition	Students' mindset about themselves as learners.		73%	-	77%	75%	79%	85%	72%	75%	- **	- **	- **	- **	- **	- **
7. Student safety	Perceptions of student physical and psychological safety while at school.		58%	-	59%	56%	63%	67%	59%	54%	- **	- **	- **	- **	- **	- **
8. Enabling safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.		57%	-	54%	49%	62%	64%	56%	46%	- **	- **	- **	- **	- **	- **
9. Student voice	The extent to which opportunities to have										- **	- **	- **	- **	- **	- **

Slide 1 - Snapshot Tables - 1 of 6

STUDENT ATTENDANCE

Year	Year P %	Year 1 %	Year 2 %	Year 3 %	Year 4 %	Year 5 %	Year 6 %	All Years %
2019	N/A	93.5	94.7	94.3	93.1	92.7	91.8	93.4
2020	N/A	95.1	96	95.9	95.8	93.6	94.2	95.1
2021	N/A	95.8	96.1	96.7	96.3	94.9	95.3	95.9
2022	N/A	89.1	89.9	89.2	90.4	88.5	86.7	89

1 - 4 of 4 items

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.1%
Y02	89.9%
Y03	89.2%
Y04	90.4%
Y05	88.5%
Y06	86.7%
Overall average attendance	89.0%

Child Safe Standards

Goals & Intended Outcomes

Child Safe Standards

St John Bosco has developed a comprehensive suite of policy & procedural documents to support the ongoing management of child safety. These have all been developed with a Child Safety Focus and include, but are not limited to:

- A Child Safety Policy
- A School Professional & School Community Code of Conduct
- Visitor & Volunteer Procedure
- Working with Children Check Procedure
- Excursion & Camp Planner
- Contractor Management Procedure
- Photography & Videoing Procedure
- Training and awareness-raising strategies
- All St John Bosco staff members have been included in the development and implementation of all aspects of the school's Child Safety Strategy.
- To further enhance staff involvement & participation in the school's Child Safety initiatives a comprehensive training session was conducted at the commencement of 2017. This session was facilitated by an external consultant and focused on:
 - Child Safety Standards Legislative Requirements
 - Developing a culture of zero tolerance for child abuse across all aspects of the school's activities
 - School expectations for the implementation and ongoing management of Child Safety Standards
 - Roles and responsibilities for the implementation and ongoing management of Child Safety Standards
 - Risk Management Strategies
 - Responding to and reporting disclosures and suspected events of child abuse.
- St Thomas, the Apostle staff have also demonstrated a commitment to participating in ongoing Child Safety training initiatives.

Consultation with the community

St John Bosco has actively engaged the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate the requirements of Child Safety Standards, the school's Code of Conduct, and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

A review of all Child Safety Standard documents will take place later this year in consultation with the school board to ensure that they remain relevant.

New Human Resources practices

St John Bosco has adopted Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work, but foster continual improvement in child safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors, and Volunteers.

The embedding of policies and commitments into everyday practice

Training of teachers, non-teaching staff, and volunteers

Implementation of 'PROTECT, Identifying and Responding to All Forms of Abuse in Victorian Schools

Student participation and empowerment strategies

Strategies addressing the principle of inclusion

Child safety Team/Committee structures

St John Bosco maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

Achievements

- The embedding of policies and commitments into every day practice
- Professional learning of teachers, non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Strategies addressing the principle of inclusion
- Child Safety Team/Committee structures
- Engagement of Families and communities in promoting child safety
- Human Resources practices (recruitment, supervision, performance review)

- Child safety - Risk Management practices

Leadership

Goals & Intended Outcomes

These goals and intended outcomes are taken from the previous review recommendations.

That staff is unified in their approaches.

Perceptions of student safety improve.

That leadership practices ensure collaboration among all

That leadership capacity is built

RE Survey

Implement the Performance and Development Framework

Engage in CEM Agile Leadership PL

Expected Behaviour Chart

Response to Behaviour Chart

Use PDF audit tool annually- SJB SIF RUBRIC

Use an action research model to make informed decisions as a leadership team - focus on student agency

Maintain focus on SIP priorities and map out when/where embed throughout the year (Student Agency meetings/planning, AAP goals highlighted to staff at start of PL meeting)

Utilise CEM support for the implementation of SIP.-

Invite to a leadership meeting - the start of the year to assist with setting targets (targets not completed due to COVID)

Embed current successful approaches - engage with Glen Pearsall to revise/refine the current approach (tracking, repeated behaviours, reminder of cooperative classroom strategies) (interrupted by lock-downs)

CContinue to build leadership capacity through coaching-Pauline Zapulla

Achievements

The leadership were successful in working with Pauline Zappula to look at the coaching of leadership in order to be available to mentor staff. We are into our second year of working with Pauline.

Behavior management and tracking tools lead us to the formation and implementation of our expected behavior management tool.

Student agency was explored initially and then staff worked on how we could plan for online learning focuses that provided for improved student agency.

OVERALL	Overall school positive endorsement %	67%	78%	76%	87%	75%	77%	74%
1. Student safety	Perceptions of student physical and psychological safety while at school.	70%	73%	72%	82%	71%	73%	70%
2. School climate	Perceptions of the overall social and learning climate of the school.	74%	81%	81%	89%	81%	86%	73%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	79%	93%	93%	96%	92%	93%	92%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	54%	71%	60%	80%	58%	59%	64%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	39%	44%	37%	64%	34%	39%	33%
6. School leadership	Perceptions of the school leadership's effectiveness.	57%	77%	72%	93%	69%	70%	74%
7. Staff safety	Perceptions of staff safety in the school.	63%	75%	72%	79%	71%	68%	78%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	64%	82%	79%	96%	78%	84%	72%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	60%	58%	60%	88%	55%	59%	64%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	65%	67%	72%	80%	70%	72%	74%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning	71%	83%	81%	-	81%	82%	77%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	65%	88%	81%	-	79%	84%	65%
13. Collective efficacy	Teachers' percept	100%	89%	93%	85%			

Notable leadership achievements compared to Macs' averages were Staff leadership at 15 points above, instructional leadership at 6 points, school leadership at 17 points, and psychological safety at 15 points.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Behavior management Whole school.
- Mandatory reporting-whole school.
- Child safety -whole school.
- Smart spelling
- Inquiry cluster
- Learner agency
- Art Conference
- Coaching for leadership.Mentoring support.
- What it means to be Catholic in 2021.
- Maqlit

Teaching Staff (FTE)	31.7
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	19.2
Indigenous Teaching Staff (Headcount)	0

Number of teachers who participated in PL in 2022	24
Average expenditure per teacher for PL	\$833

TEACHER SATISFACTION

OVERALL	Overall school positive endorsement %	67%	78%	76%	87%	75%	77%	74%
1. Student safety	Perceptions of student physical and psychological safety while at school	70%	73%	72%	82%	71%	73%	70%
2. School climate	Perceptions of the overall social and learning climate of the school	74%	81%	81%	89%	81%	80%	73%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team	79%	93%	93%	96%	92%	93%	92%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school	54%	71%	60%	80%	58%	59%	64%
5. Feedback	Perceptions of the amount and quality of feedback staff receive	39%	44%	37%	64%	34%	39%	33%
6. School leadership	Perceptions of the school leadership's effectiveness	57%	77%	72%	93%	69%	70%	74%
7. Staff safety	Perceptions of staff safety in the school	63%	75%	72%	79%	71%	68%	78%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school	64%	82%	79%	90%	78%	84%	72%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities	60%	56%	60%	88%	55%	59%	64%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy	65%	67%	72%	80%	70%	72%	74%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning	71%	83%	81%	-	81%	82%	77%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively	65%	88%	81%	-	79%	84%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction	77%	92%	91%	100%	89%	93%	85%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life	74%	88%	91%	91%	91%	93%	86%

Within the above table St John Bosco's appeared comfortably ahead of Macs school averages in the following domains.

Staff Leadership relationships	79-93
School leaders effectiveness	57-72
Psychological safety	64-79
Collaboration in teams	71-81
Collective efficacy	77-91
Catholic Identity	74-91
Support for teams	65-81
Collaboration around Improvement	65-72
School Climate	74-81

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	74.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.3%
Graduate	24.1%
Graduate Certificate	3.4%
Bachelor Degree	72.4%
Advanced Diploma	17.2%
No Qualifications Listed	10.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	43.0
Teaching Staff (FTE)	31.7
Non-Teaching Staff (Headcount)	30.0
Non-Teaching Staff (FTE)	19.2
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

To continue to provide opportunities for ongoing dialogue between school and parents.

To provide opportunities for school /parish /families to meet on a regular basis including celebration of the Eucharist.

Achievements

The following are responses from parents regarding their understanding of community engagement at SJBs and some reflections pertaining to such.

We definitely still feel part of the school community because of all your and the leader's and teachers efforts. Thanks again for your support and make sure that you are being kind to yourself. That is important too.

So all I can add is that we all doing our best, you are doing your best as a school community, we cannot be hard on ourselves or burden ourselves with parental guilt that we are not educating our children as best we can. It is hard I will not deny this and there are days when I feel bad I have been in meetings all day and the children are making attempts to undertake some school work independently and that mother's guilt kicks in. This is not isolated, and I am also not sure how we reduce that burden on parents without compromising our children's education.

So this is not feedback in any negative space but a reflection that we need to be kinder to ourselves and our own expectations. And I can only speak for myself when this has not been easy and am only now recently saying No to things I cannot undertake both in the workplace and with the children's educational tasks required of them when it becomes all too much. Because after all this, our children will still need a strong well school community and parents well enough and present to afford them this life. Not a bunch of parents collapsed from exhaustion to say the least.

it is also difficult to help them navigate through many slides for each subject area each day without missing important information needed to complete the tasks. I feel this can most definitely be assisted through more face-to-face time which involves the actual teaching of content before the children go and complete tasks.

I also feel that the requirement to submit 2 tasks each week is not enough to clearly reflect a child's learning and progression.

It is difficult to keep track of what is coming through as the year 4's information comes through Seesaw, the year 3s through Google drive.

I know we are all doing the best we can but some more contact with the school on a more regular basis would certainly be helpful. Even just some more time for kids to connect with each other would be fantastic for their social/emotional development.

One more note, I did ask for some extension maths activities for O last week and am yet to receive any. Perhaps this is another area to look at how children can be further extended e.g incorporating challenge questions on slide

PARENT SATISFACTION

E1183 St John Bosco's School Primary

2022 Overall and Domain Level Snapshot - Family

1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n=)	MACS average	2021	2022	Male	Female	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
OVERALL	Overall school positive endorsement %	7 381	59	69%	73%	54	37	11	14	11	15	11	14	15	-	-	-	-	-	-
1. Family engagement	The degree to which families are partners with their child's school.	46%	53%	53%	51%	57%	73%	66%	62%	51%	39%	44%	42%	-	-	-	-	-	-	
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	66%	55%	70%	71%	70%	77%	57%	63%	77%	66%	80%	71%	-	-	-	-	-	-	
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	76%	76%	80%	77%	85%	91%	90%	90%	83%	80%	65%	68%	-	-	-	-	-	-	
4. School climate	Families' perceptions of the social and learning climate of the school.	85%	85%	89%	87%	91%	94%	91%	88%	89%	89%	88%	82%	-	-	-	-	-	-	
5. Student safety	Perceptions of student physical and psychological safety while at school.	72%	72%	70%	69%	72%	75%	78%	74%	68%	68%	66%	67%	-	-	-	-	-	-	
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	72%	77%	77%	75%	81%	88%	79%	85%	70%	78%	76%	69%	-	-	-	-	-	-	
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	64%	70%	70%	70%	70%	62%	71%	77%	68%	76%	71%	69%	-	-	-	-	-	-	

St John Bosco's scored above Macs averages in the following Domains.

Family Engagement 46-53

Barriers to Engagement 66-70

School fit 76-80

School Climate 85-89

Communication 72-77

Catholic Identity 64-70

E1183 St John Bosco's School Primary

2022 Family Detailed Results

Family Engagement Domain

	MACS Average	2021	2022	Negative	2	3	4	Positive
1.1 In the past year, how often have you communicated with teachers at your child's school?	50%	67%	63%	1%	7%	29%	34%	29%
1.2 How involved have you been with a parent group(s) at your child's school?	34%	33%	41%	13%	21%	24%	31%	10%
1.3 In the past year, how often have you positively discussed your child's school with other parents from the school?	41%	46%	50%	2%	19%	28%	24%	26%
1.4 How well do teachers at the school support you to engage with your child's learning?	66%	78%	73%	1%	7%	19%	40%	33%
1.5 Based on your experience with the school, how likely are you to recommend the school to prospective families?	82%	86%	88%	0%	2%	10%	25%	63%
1.6 In the past year, how often have you contributed to a learning experience, event or initiative at your child's school?	24%	37%	32%	9%	28%	31%	21%	11%
1.7 In the past year, how often have you participated in conversations with your child's school about their learning or wellbeing?	30%	35%	36%	2%	20%	42%	21%	15%
1.8 How often do teachers seek your expertise and knowledge of your child and their learning?	38%	47%	43%	8%	18%	31%	28%	16%

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Future Directions

Goals & Intended Outcomes

- That the connectedness of parents to their children's learning will be optimized.
- That students learning be strengthened through interaction with the local and school community

Achievements

- St John Bosco's community worked together to organise and implement a school fete. This was held in November and was very successful
- St John Bosco's achievements in School Community can be linked to a number of key initiatives.
- In 2018 any parent presentation was presented @ 9.00am, 2.30pm and 7.00pm to provide opportunities for as many parent as possible to attend.
- Curriculum meetings were also presented for various class levels individually to be more specific to parents needs.
- All meetings held for Parent Helpers programs continue to be well attended and all lower classes well attended with parents volunteering for help. Our new numeracy co-ordinator continued the program of parent helpers to work with the children whose math's concepts needed assistance. This program was specifically put in place to reinforce concepts taught in class and was by no means intended to take the place teacher directed intervention.
- Teachers were also asked to investigate ways that this parent participation could be enhanced by offering parents of senior children an opportunity to work within the senior classes.
- Parent information sessions were held throughout the year in personalised learning, adult faith, Numeracy, Tuning into Kids, Positive Growth Mindsets, Learning Pit and reading. These sessions were held in the evening and a similar session was held within school hours. This enabled us to meet the majority of the target audience. Also available to those who could not attend were notes from these sessions.
- Children in the Grade 6 classes continued to attend Arcadia to provide children with an opportunity to work with the elderly at a local aged care facility.
- Once again our school choir was given the opportunity to sing at the opening of the Salvation Army Christmas appeal at Kmart in Airport West. The choir also sang at the Christmas luncheon for the elderly parishioners and Keilor RSL.
- Local professionals were utilised to work with our senior children on their Passion Projects. Children went to bakeries, photographers and beauticians