



St John Bosco School

Annual Performance

Report 2022

Our context

St John Bosco School is a Catholic Primary School, for children in Reception to Year 6, established by the Salesian Sisters in 1954. The school is located in the inner Western suburb of Brooklyn Park in Adelaide, within 4 kilometres of the CBD.

Our school community embraces many different cultural backgrounds and faith traditions that adds to the richness of our school. At St John Bosco School, we serve the Lord with Joy in our education of the whole child. We nurture our children to be knowledgeable, inquisitive and innovative lifelong learners, who are globally minded and are making a positive difference in our world.

The school features large play areas, play equipment and a wide range of extra-curricular activities including, garden club, music tuition, choir and sporting activities.

St John Bosco School believes that relationships are at the heart of quality teaching and learning. We value each child with dignity and respect and celebrate their own identity and uniqueness.

As a community we are committed to explicit teaching of core skills leading to inquiry learning, children are engaged in curriculum activities that are relevant and purposeful.

Teachers and support staff are devoted professionals, who work to ensure children are engaged in learning activities that will enable them to develop the skills and dispositions to be ongoing active citizens of the world.

Information technologies are important learning tools in all classrooms. All rooms have large display screens and the children readily have access to laptops and iPads.

St John Bosco School caters for children with a wide range of learning needs. Strong partnerships between staff, families and Allied Health Professionals assists towards successful learning outcomes for all children. We have a proud tradition of building community through the development of positive relationships.

Teachers are focused on the child as a learner, where curriculum, pedagogy, assessment and reporting are all aligned to The Australian Curriculum to facilitate positive learning outcomes for all.



Vision, Mission and Values

Our Vision

Our vision comes from Psalm 100:2 in the Old Testament: Serve the Lord with Joy!

The greatest lesson that Saint John Bosco instilled in his students was to serve the Lord, at all times and everywhere in joy! In keeping with the spirit of Saint John Bosco and Saint Maria Mazzarello, we Serve the Lord with joy in our education and celebration of the whole child.

Our Mission

We are committed to the development of a Catholic school which:

- teaches and embodies the stories of Jesus, embracing the Gospel values in everyday life
- proclaims our Salesian tradition of service
- values and nurtures the dignity and uniqueness of each individual
- embeds social justice, inclusivity and equity
- values and nurtures our partnership with the Parish and community

Our Values

Belonging, Service, Loving-Kindness and Excellence



School Improvement

St John Bosco School has a constant lens on continuous improvement. In 2022 we outlined the following areas to enhance, develop or improve upon:

- Development of plans for new School Hall, Stage 1 of St John Bosco School's Master Plan
- Updated and developed a contemporary version of School Prospectus
- Enhanced our presence on social media, launching the St John Bosco School's Instagram account
- Introduction of Science as a specialist subject
- Improved our Little Bosco Transition Program to six months for our incoming Reception children
- Increased St John Bosco School's exposure in western suburbs by advertising year round on four bus stops
- Upskilled Year 3-6 teachers and introduced a phonology and morphology pedagogy
- Enhanced our Digital Technologies resources



School Data

Children's Attendance

As a school we monitor the attendance of children daily. The importance of regular attendance is discussed with families at enrolment. For regular or lengthy periods of absence, or ongoing lateness issues contact is made with the family for a discussion. At St John Bosco School we take a proactive approach to support high levels of attendance at school. In 2022, our overall student attendance rate was 89.2%.

Year Level	Attendance Rate
Reception	88.4%
Year 1	89.3%
Year 2	92.4%
Year 3	90.0%
Year 4	85.5%
Year 5	89.5%

2022 Enrolments as at Census

We have 3 students who identify as Aboriginal or Torres Strait Islander. 40.4% of our students identify as EALD learners. 18% of our learners were identified with a disability in the collection of data for the Nationally Consistent Collection of Data (NCCD).

Year Level	Total
Reception	41
Year 1	33
Year 2	30
Year 3	21
Year 4	27
Year 5	32
Year 6	19
Total	203



Staff Qualifications

In 2022, St John Bosco School had the following breakdown of staff qualifications. All staff are encouraged and supported to undertake relevant professional learning.

Masters 13%
Bachelor 56%
Diploma 31%

Workforce composition

Including Indigenous composition

In 2022 the St John Bosco workforce was as follows:

Teaching Staff	16
Non-Teaching Staff	10
Leadership	2
Female	26
Male	3
Aboriginal or Torres Strait Islander	0

Student NAPLAN results

NAPLAN results 2022	% Students who achieved above NMS	
	Year 3	Year 5
Reading	95.2	100
Writing	100	93.3
Spelling	100	96.6
Grammar and Punctuation	100	86.6
Numeracy	90.4	86.6

NAPLAN results 2022	% of Students who achieved Band 3 and above for Year 3 and Band 5 and above for Year 5	
	Year 3	Year 5
Reading	95.2	100
Writing	100	93.3
Spelling	100	96.6
Grammar and Punctuation	100	86.6
Numeracy	90.4	86.6



Student, Parent & Staff Satisfaction

Parent Satisfaction

Throughout 2022, communication channels included our SchoolStream app, Seesaw, Facebook, Instagram, regular newsletters, formal and informal communications, emails and face to face meetings. Parents were kept informed of the activities and developments at school and as always, are invited to express concerns and opinions either direct to the Leadership team or through teaching or Administration staff. We encourage parents, staff and students to share feedback throughout the daily life of the school. Parents had the opportunity to take part in the Living Learning Leading (LLL) Parent Survey. Some of the data collected, appears below.

	No answer	LOWEST 1-2	3-4	HIGHEST 5-6
1. The education at the school encourages my child/ren to develop their faith and spirituality.	0	0	37.4%	62.96%
2. School Liturgies and Masses are made relevant and meaningful to my child/ren.	14.81%	0	44.45%	40.74%
3. At school, my child/ren are encouraged to be aware of and act on environmental issues.	0	0	29.63%	70.37%
4. The teachers understand my child/ren's needs	0	7.8%	18.51%	73.69%
5. The teachers are skilled at meeting my child/ren's needs.	3.0%	4.4%	18.52%	74.08%
6. The teachers communicate with my child/ren respectfully.	0	3.7%	22.22%	74.08%
7. The teachers engage my child/ren in planning and directing their learning.	0	7.41%	22.22%	70.37%
8. The teachers believe my child/ren are will succeed.	7.41%	7.41%	18.51%	66.67%
9. In general, at school, my child/ren are expected to take responsibility for their learning.	0	0	37.04%	62.96%
10. In general, at school, my child/ren develop effective ways to learn.	0	3.7%	33.33%	62.97%
11. In general, at school, my child/ren learn skills that will prepare them for the future.	0	3.7%	33.33%	62.97%
12. The staff are welcoming to my family.	0	0	29.62%	70.38%
13. My family's culture and background are respected.	0	3.7%	18.52%	74.07%
14. Communication between the school and my family is sufficient.	0	7.0%	37.03%	55.97%
15. Families are invited to be involved in decision making at school.	0	11.11%	25.92%	59.27%
16. The adults at the school create an environment that helps my child to feel safe.	0	0	18.51%	81.49%
17. The policies and practices of the school support positive behaviours.	0	0	22.22%	77.78%
18. The school's facilities and grounds are well maintained.	0	0	18.52%	81.48%

Staff Satisfaction

Staff are invited to meet and discuss any concerns on a regular basis with the Leadership team, within their Learning Community, and on an ad-hoc basis as needed. As well as being involved in the Strategic Planning processes for St John Bosco School, the staff have had the opportunity to take part in the Living Learning Leading (LLL) Teacher Survey. Some of the data collected, appears below.

The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.

	No answer	LOWEST 1-2	3-4	HIGHEST 5-6
1. Staff reflect collectively on what Catholic education entails.	0	13.32%	33.34%	53.34%
2. Catholic rituals, symbols and liturgies are an important part of the school's identity.	0	0	32.33%	67.67%
3. Staff model Gospel values through actions and words.	0	0	20%	80%
4. The school supports the dignity of each person through words and actions.	0	0	13.33%	86.67%
5. There is a shared vision for learning.	0	0	26.66%	73.34%
6. Teachers collaborate in planning, reviewing and assessing the curriculum.	0	0	13.33%	86.67%
7. Data is used/shared to provide in-depth analysis of teaching practices.	0	0	6.67%	93.33%
8. There is a whole school approach to curriculum delivery and to the principles and practices of assessment.	6.67%	0	26.67%	66.67%
9. I effectively adapt the curriculum to meet the needs of my students.	0	0	7.69%	92.31%
10. I am highly confident in my pedagogical knowledge and skills.	0	0	7.69%	92.31%
11. Students make decisions about their learning.	0	0	20%	80%
12. Student voice and agency is embedded into the improvement cycle as an integral element.	13.33%	0	13.33%	73.34%
13. Students reflect on their learning.	0	0	38.46%	61.54%
14. The school has a strong partnership with families.	0	0	0	100%
15. There are structures in place to ensure that families are collaborated with in developing the strategic direction of the school.	13.33%	0	13.33%	73.34%
16. There is a welcoming culture.	0	0	0	100%
17. There is a culture of inclusion.	0	0	0	100%

Student Satisfaction

Throughout 2022 opportunities for Student feedback and monitoring of satisfaction and wellbeing included the Classroom Pulse Check and the Living Learning Leading (LLL) Student Survey. Some of the data collected, appears below.

	No answer	LOWEST 1-2	3-4	HIGHEST 5-6
1. At school, prayer, Mass and liturgies are made meaningful to me.	0	7.55%	16.98%	83.02%
2. In Religious Education lessons, I learn about Jesus, the Church and religion in interesting ways.	0	0	1.89%	98.11%
3. My teachers give me extra help if I need it.	0	0	13.2%	86.8%
4. My teachers make the learning interesting.	0	0	15.09%	84.91%
5. My teachers support me to improve my schoolwork.	0	0	9.43%	90.57%
6. My teachers believe I can succeed.	0	0	3.78%	96.22%
7. I have a choice about what I learn in class.	0	0	32.08%	67.92%
8. I can work with teachers to make changes that help me to learn better.	0	1.88%	16.98%	81.14%
9. I take responsibility for my learning.	0	0	5.66%	94.34%
10. I keep trying even when the work is challenging.	0	0	13.2%	86.8%
11. I feel welcome at this school.	0	1.9%	7.54%	90.56%
12. I feel that I belong when I am at school.	0	0	9.43%	90.57%
13. I feel safe when I am at school.	0	1.9%	7.54%	92.45%
14. The classrooms are welcoming places to learn.	0	0	1.89%	98.11%

Financial Information

School income

Fees	\$367,988.00
Other income	\$84,232.00
Commonwealth Grant	\$2,359,017.00
State Grant	\$704,101.00
Total	\$3,515,338.00

Expenditure

Curriculum remuneration	\$2,043,135.00
Assets include low value pool	\$102,929.00
Maintenance & utilities	\$372,097.00
Support remuneration	\$252,848.00
Other tuition expenses	\$178,262.00
Total	\$2,949,271.00

