Principal’s foreword

Introduction

St John Bosco Catholic School, situated in Collinsville in the central-eastern part of Queensland, was established in 1936 by the Sisters of Mercy. The mission, then and today, was to be a faith presence in an educational facility for the people of Collinsville, Scottville and surrounding district.

The school achieves its mission by providing for every student an education that allows them to face today’s and tomorrow’s challenges with hope and confidence. The core values of the school are the respect for the uniqueness and talents of each student; the respect for the right of students to learn; and the respect for the common
good of the school community. We believe that learning for the challenge and joy of knowing, achieving and creating allows the flexibility for students to be lifelong learners.

We provide a secure and safe environment and well-resourced classrooms, particularly in the Information Communication Technology field. A unique feature of this school is the importance placed on the provision of quality education for the whole person and the vital importance of a student's social and emotional learning towards maximum achievement levels being attained.

**School Renewal, Strategic Planning and Annual School Improvement**

The Characteristics of Effective Catholic Schools is the guiding document of the TCEO schools linking the processes of planning, implementation and review for the purpose of enhancing the quality and effectiveness of Catholic Schools. Through the Characteristics of Effective Catholic Schools each school can monitor its effectiveness, focus on strategies for improvement and fulfil its accountability responsibilities to various entities.
Mission and Purpose

- Continue to research and develop new ways to implement and further enhance the Mercy Charism and Year of Grace initiatives within the school context.

Climate Conducive to Learning

- To implement next steps for a TCEO Mental Health and Wellbeing Framework.
- Building right relationships within the school community.
- Expert Teaching Teams.
- To continue to implement agreed elements of the Australian Curriculum.
- To develop practices which focus attention, planning and action on effective school improvement.
- Each primary school student in our system to experience Catholic environmental education at Gumburu.
- Continue to improve assistance and support to Students with Disabilities.
- Continue to improve programs and support for students with low levels of literacy and numeracy.
- To continue to implement agreed elements of the Australian Curriculum.

Emphasis on Learning

- To educate staff and students to affect a change in their learning outcomes.
- To develop practices which focus attention, planning and action of effective school improvement.
- Marketing of school for the purpose of increased enrolments.
School Profile

System: Catholic Education (Diocese of Townsville)
Coeducational or single sex: Coeducational
Year levels offered: Prep – Year 6

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>32</td>
<td>40</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Junior Campus:

<table>
<thead>
<tr>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>72</td>
<td>32</td>
<td>40</td>
<td>32</td>
<td>72</td>
<td>32</td>
<td>72</td>
<td>72</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

- Phonics approach to spelling and reading based on the Sound Waves Program
- HPE Specialist Teacher
- Extensive and comprehensive Learning Enrichment program (Multi Literacy, Minilit, Literacy Levelled Intervention, Life Skills and Gifted and Talented Programs)
- Smart Classrooms – 1:1 computer to student ratio
- Multi-age Classrooms that are student focussed and inquiry based learning

Extra curricula activities

- STEAM club
- Hosting community events
- Social evenings
- Sporting activities
- Outdoor education
- Technology
- Cultural education
- NAIDOC week celebrations
- Community Outreach program
- Garden Club

How Information and Communication Technologies are used to assist learning

At St John Bosco, Information and Communication Technologies are used in all classrooms to assist learning. From Prep to Year 6, our students are confident and capable IT users. Each classroom has a range of computers for student use in small groups or as individual tasks. Our computer lab has 23 computers which are used regularly by classes. Children in grades Prep to Year 3 have access to a laptop, iPad or desktop computer. Our Year 4 to 6 students have their own Chromebooks to use as part of their learning on a daily basis. The school also has a total of 15 iPads which are distributed amongst the three class cohorts.

Social climate

School climate is personable and friendly whereby we build relationships with students, staff, parents and the community. We are a family oriented community that cares for the health and well-being of each and every person. Our students look after each other and ensure that our school is a welcoming, friendly place that accepts everyone. We reach out to the larger community by delivering Meals on Wheels, helping out at the St Vincent de Paul store, visiting the elderly residents at the Collinsville Hospital and visiting the local Kindergarten.
Parent, student and teacher satisfaction with the school

The parent and teacher satisfaction results are gathered using voluntary participation in a radii survey.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents satisfied with their child/ren’s progress at this school</td>
<td>83.3%</td>
</tr>
<tr>
<td>Percentage of Year 5 – Year 6 students satisfied with their learning at this school</td>
<td>92.9%</td>
</tr>
<tr>
<td>Percentage of teachers satisfied that this school provides educational programs that enable students to learn</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of teachers satisfied with the educational progress of students at this school</td>
<td>100%</td>
</tr>
</tbody>
</table>

Involving parents in their child's education

- Parents and Friends Forum monthly meetings.
- Parents attend morning prayer, weekly parades, school liturgies, children's mass and school masses.
- Regular parent/teacher meetings, reporting and social gatherings.
- Yearly survey identifying needs.
- Parents supporting the learning of the students by being actively engaged in reading group rotations, art classes and culminating activity events.
- Parent helpers assisting in Tuckshop on a weekly rotational basis.
- Parents, family and friends attending ‘cuppa club’ after our weekly assemblies.
- Parents, family and friends attending information sessions surrounding topics such as; cyber bullying, multi-literacy and how to prepare your child for Prep.
Reducing the school’s environmental footprint

Use of an environmental audit and attention to its recommendations is included in the renewal cycle which is part of the life of TCEO schools. St John Bosco Catholic School is a Reef Guardian School. We aim to implement projects that are environmentally friendly and help to protect our Reef. We have a number of water tanks at our school which are used in our toilet system. We also have a number of projects each year which our school are involved in to help reduce our ecological footprint. Our community garden is our most recent addition to our school which promotes sustainability.

School Finances

For school income broken down by funding source: please refer to My School – School Finances
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>6</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>5.3</td>
<td>4.1</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Number of Teachers and School leaders</th>
<th>Percentage of teachers and school leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was $7,649.

The major professional development initiatives for 2018 are as follows:

- Leading with Integrity for Excellence (LWIE)
- Google Certification Bootcamp
- APRE Conference
- Curriculum Network Meeting - TERM 2
- Front End Assessment
- Circle Time Training
- Network of Indigenous Education Support Workers (NIEW Day)
- Reflective Practice Day
- TCEO Staff Compliance PD 2018

The involvement of the teaching staff in professional development activities during 2018 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2018.

Proportion of staff retained from the previous school year

From the end of the previous school year, 66.7% of staff was retained by the school for the entire 2018 school year.
Key student outcomes

Attendance

Student attendance - 2018

The average attendance rate for the whole school as a percentage in 2018 was 92.9%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>90.5%</td>
<td>94.4%</td>
<td>91.6%</td>
<td>91.0%</td>
<td>95.4%</td>
<td>92.4%</td>
<td>94.8%</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

The school contacts the parents/guardians of each unexplained absence on the morning that the student is absent. A phone call, parent meeting is made or arranged with the parent/guardians of those students who are regularly absent from school.
Achievement – Years 3 and 5.
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5.
NAPLAN results are also available from My School website.

Year 3

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Average Score for School</th>
<th>Average Score for Australia</th>
<th>Percentage of Students at or above the national benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>402.4</td>
<td>433.8</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>397.3</td>
<td>407.2</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>440</td>
<td>417.8</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>410.1</td>
<td>431.7</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>378</td>
<td>407.7</td>
<td>100%</td>
</tr>
</tbody>
</table>

Year 5

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Average Score for School</th>
<th>Average Score for Australia</th>
<th>Percentage of Students at or above the national benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>514.6</td>
<td>509</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>437.6</td>
<td>464.6</td>
<td>83%</td>
</tr>
<tr>
<td>Spelling</td>
<td>477.4</td>
<td>502.5</td>
<td>67%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>474.9</td>
<td>503.6</td>
<td>83%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>470.3</td>
<td>494.2</td>
<td>100%</td>
</tr>
</tbody>
</table>