



SCHOOL CYCLIC REVIEW REPORT

School Cyclic Review focuses on the effectiveness of a school's engagement with self-review, the impact of self-review on school improvement and the future directions for the improvement of student outcomes that the school has identified.

School Name	St John Bosco College, Piara Waters
Principal of College	Kevin Sheehy
Leadership Team	Sara Tonkin (Dean Pre-K – Year 2) Chrystal Leavers (Dean Years 3-6) Justin Cordingley (Dean Years 7-9) Tommy Ting (Dean of Business) Patricia Daniels (Dean of Finance) Maggie Burton (College Development Co-ordinator)
Parish Priest	Fr Mark Baumgarten
Advisory Council Chair	Erin Parry
SCR Panel Visit Date	2 & 3 November 2020

School Cyclic Review Panel	Name
Panel Chair	Tony Curry
School Improvement Advisor	John Aldous
Panel Members	Velma Erskine Paula Duggan

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1. SCHOOL IMPROVEMENT CONTEXT

The school's current context and associated challenges.

St John Bosco College is a co-educational, Pre-Kindergarten to Year 12 College catering for approximately 567 students. The College opened in 2015 and currently caters for students up to Year 7. The College motto is 'Joy in Learning'.

The Socio-Economic Status (SES) of St John Bosco College is 105 and it has an Index of Community Socio-Educational Advantage (ICSEA) of 1068. In 2019, the College had 24% of students in the top quartile and 9% in the bottom quartile as indicated by the ICSEA data. Between 2019 and 2020, enrolment numbers from Kindergarten to Year Seven increased by 95 students from 472 to 567 (+20.13%). In 2019, student enrolments included 1% Indigenous students and 27% from a language background other than English. The College has 45 families with a Health Care Card and 20 families with a Pensioner Concession Card.

The College's main catchment area (based on enrolments for Pre-Primary to Year Six in 2020) is Piara Waters with 35.9% of student enrolments, followed by Harrisdale with 15.8% and Hilbert with 7.5%. The College's main catchment area for Year Seven students is Piara Waters with 17.9% of student enrolments, followed by Canning Vale with 11.9%, and Southern River and Harrisdale with 8.3% of student enrolments each. The closest schools to St John Bosco College are Aspiri Primary School (1.9km), Carey Baptist College, Forrestdale (1.9km), Harrisdale SHS and Forrestdale Primary School (2.0km). St John Bosco College is located within the Armadale Parish.

The 2016 data estimates the population in the catchment area of St John Bosco College to be 116,545 people and this is forecast to increase to 178,115 in 2031. The main catchment area has a below average proportion of Catholics (19.1%), an above average proportion of the population that identify as Aboriginal (1.9%), and an average proportion of the population that speak a language other than English at home (30.5%) compared to the averages for Perth.

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2. 'LOOKING BACK' ON THE IMPROVEMENT JOURNEY

The School Cyclic Review (SCR) Panel's views regarding improvements in outcomes and provision that have taken place over the past three years with substantiated evidence.

Catholic Identity

Very positive and encouraging feedback from all data sources was received around the Catholic Identity and the Evangelisation of St John Bosco College. The SCR Panel experienced a common thread that there is a strong community feel and positive relationships established which reflect that the Gospel Values are being lived out each day by the students. Students and staff are active and contributing witnesses to their faith as made evident through the values which are embedded into the Bosco way of life through the Fruits of the Holy Spirit Awards.

There is a strong sense of Catholic culture and strong pastoral care permeates throughout the college; this was acknowledged by all data sources. Parents identified the Leadership Team and all staff as belonging to a friendly, nurturing and welcoming community which is inclusive and supportive of all family cultures in the college. Staff are very relational, interactional and know every child by name.

The college continues to build a positive relationship with the Parish Priest despite the contextual challenge being the physical separation of the Church from the college. All data sources acknowledged the value and commitment which Fr Joseph (the previous Parish Priest) provided to not only St John Bosco College but to all three neighbouring Catholic schools. Fr Mark (his successor) is working at establishing connections within the parish and is keen to become more involved in the life of the college. Staff made mention of the efforts that Fr Mark has made to be present within the college not only with celebrating Masses and visiting classrooms but with engaging informally with the students during recess and lunchtime, being present at sporting events and recently attending the Year Six school camp.

Education

A common theme consistently communicated at the college is the strength of relationships between students, teachers and families. Students feel included, and teachers know them and how they learn. Teachers have a strong focus on inclusive practices with a high degree of collaboration in planning and team teaching. Students and staff are encouraged to exemplify the college motto "Joy in Learning".

The layout and structure of learning environments supports the development of learning skills in digital technology. Learning spaces are called learning studios and they create a vibrant, stimulating learning environment where a range of instructional practices are utilised. Small group learning, rotational activities, the emphasis on inquiry learning and practical learning experiences cater for a variety of learning styles.

There is a positive learning environment with a strong pastoral focus which supports student wellbeing while increasing student participation and engagement. The learning environment supports individual student preparedness to take risks with learning. Students are well supported by teachers and have strong relationships with all teaching staff.

Multiple methods of instruction are evident in class activities and the College is refraining from using textbooks. An online resource 'Education Perfect' is used to support independent learning for the Year Seven cohort. Timely and regular feedback is provided by teachers to students and parents in an informal manner. This was reinforced by a response from students and observed during brief class visits.

There is a strong cohort of specialist teachers providing Music, musical theatre and performance for the future. Teaching staff who have recently been appointed have backgrounds in Digital Technology, Materials, STEAM, Dance and Science which are also specialist areas for next year.

The college is well resourced in the area of classroom support with education assistant time allocated to every primary class. However, there is also capacity to upskill support staff to achieve more sustainable responsiveness towards student needs – social, emotional, behavioural, academic. Student behaviour and wellbeing is a high priority for the college and the responsiveness is clearly aligned with the culture of the college based on the Bosco tradition and the Fruits of the Holy Spirit.

The Vision for Learning statement is currently being documented and highlights the focus on literacy and numeracy development across the college. The college has identified a need to provide opportunities for building on the existing professional capacity of teachers in explicit teaching practices and to create a scope and sequence in numeracy.

Staff proficiency in selected AITSL standards was communicated from a range of sources. Standard 1: *Know your students and how they learn* is apparent in the communication, relationships and the informal methods of feedback that inform student achievement and goal-setting.

Collaborative planning is encouraged and 'open-door' learning spaces create transparency in instructional methods. There is lots of opportunity for staff to engage with each other, with parents and the College community through informal means of communication. Overwhelmingly, students and parents consider St John Bosco College a safe learning environment.

Transition processes are successful and there is extensive communication with new parents, as well as transition activities to support students in learning about their new college. There is a comprehensive handover each year between class teachers to share information about learning, pastoral care and academic growth.

Community

Since the College began, there has been a very strong focus on how open leadership members are to parents, staff and students. All data sources commented on numerous occasions about how well the college's Leadership Team does this. The skills of the principal demonstrate this (and model for others) in his everyday dealings with the students and their

families where he not only knows the name of every child (and their parents) but is genuinely interested in their lives. Similarly, his knowledge of the staff.

The nomenclature of 'community hubs' and 'studios' is creative and significant. The common timetable for the students is an excellent idea and enables the College, in its formative years, to use its staff widely across all year levels. The Year Seven horizontal organisation (with Community Hubs) is working well with the College's first cohort. The teachers know each of the students well and interact regularly with most of them across the College day. The *Friends of John Bosco* is an effective mechanism to involve parents in the college; this group of parents are very good ambassadors for the college and appreciate the commitment of the Leadership Team to attend meetings and that of the staff to support College functions.

For several reasons, the Bosco Saints Netball Club is an excellent initiative involving students, parents and with staff support. There is a genuine commitment to involve parents in the College. A wonderful example of this is the *Fathering Project*.

The pastoral care of the students is outstanding and although there were some behavioural issues mentioned (but not witnessed by the SCR Panel), the teaching staff are supported by a strong (and large) group of Education Assistants. Communication between the College and home is extensive and frequent. Communication between the College's leadership and the staff is 'open door', frequent, personal, and professional (i.e. weekly memo).

The College's *Out of Hours School Care* (OHSC) service is highly valued and has assisted the large growth in enrolments.

All the SCR data sources (parents, children, and staff) spoke highly of the joy of learning at St John Bosco College and the friendliness of the students and the safety they feel throughout the College day. The buddy classes in the primary College were particularly noted, although COVID-19 has resulted in this being less frequent than in previous years.

The period of COVID-19 was handled very well with there being great communication from the College and frequent SMS and/or telephone contact with families to check in with how they were going. As a genuine 'thank you', the *Friends of John Bosco* group organised generous parcels of food and other groceries for the staff to access during the height of the pandemic in WA.

Stewardship

At this early stage of the college's development, there are great facilities with a very contemporary design of learning spaces that meet the needs of the college's identified teaching and learning philosophy. Staff described the teaching and learning spaces as innovative. Typical of developing schools, ongoing building programs are a fact of life at St John Bosco College. A Learning Centre with six new classrooms (secondary) is currently under construction and approval has been given for a K-12 Library Resource Centre and extension to the College Administration for 2021. Parents spoke very positively of the benefits of having lovely new facilities.

The college's new Strategic Plan is nearing finalisation. An external consultant (Carlyn Dyer) was used to assist with this process and the College Advisory Council confirmed their involvement in the development of the plan.

The college's financial circumstances are sound with the Financial Overview provided by the CEOWA Resources Team showing most key performance indicators are Satisfactory, a few are in the Acceptable category and none are listed in the Unsatisfactory category. It is evident that several sustainability projects have been introduced at the college in recent years.

In terms of the performance management of staff, the Deans of the college meet with teachers to talk about their goals (based on AITSL standards). The studio design enables ready observation of teachers without having to artificially set up the observation of lessons. Non-teaching staff have formal conversations with Leadership Team members to gain feedback and Brendan Spillane has worked with all staff to develop their understanding with regard to the value of professional conversations.

The ratio of education assistants to classes is a positive, although some challenges exist with student behaviours, particularly with some Special Needs children.

Parents and students spoke very positively of teachers who they described as helping their children grow. Students are comfortable with going to any staff member for counsel/assistance.

Staff feel very pastorally cared for – Leadership Team members know their staff and staff wellbeing is a focus.

The relative isolation of the college presents many security challenges and resources have had to be devoted to CCTV, static guards etc.

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3. 'LOOKING FORWARD' – THE FUTURE DIRECTIONS

The SCR Panel outlines its views, endorsing and/or challenging the College's strategic directions. This aspect of the report should be completed with reference made to CECWA's Strategic Directions.

The SCR Panel endorses the *Looking Forward* strategies identified by the staff of St John Bosco College and adds the following ideas for consideration.

Catholic Identity

- As the College continues to grow, opportunities exist to further foster the College's Catholic Identity and the relationship with the Parish Priest in a proactive and productive way while building on the foundation already established.
- An area the college may consider is providing opportunities to implement more class liturgies and Masses which in turn will allow staff to further develop their own faith formation and knowledge. Class liturgies will further provide the college with opportunities to strengthen the relationship with families.
- Consideration could be given to provide a process where staff have an opportunity to further their own faith formation.
- Opportunities may arise where Fr Mark could be invited to staff social events, morning teas, and birthday celebrations for him to be able to form and build informal relationships with all staff.
- The college is encouraged to gradually develop a retreat program with some involvement from Fr Mark. The Leadership Team may wish to give consideration as they continue to transition into secondary years whether they continue with Fruits of the Holy Spirit Awards or implement a different way to acknowledge how the older students are living College values appropriate to their age group.
- As the college continues to grow, consideration could be given to expand the Leadership Team with the possible appointment of a Dean of Religious Education and Faith Formation along with a coordinator to oversee the work of Christian Service throughout the college. This will provide the Leadership Team with the scope of furthering the various senior and middle leadership roles.

Education

- Consideration could be given to building teacher capacity in the area of NCCD and to increase understanding and practice of making reasonable adjustments.
- Clarify the purpose and function of Individual Education Plans, types of environmental and instructional adjustments as distinguished from curriculum adjustments; further develop teacher responsibility for personalised planning for diverse learners.
- Restructure the use of weekly PLCs to enhance teaching and learning processes across the college.
- Establish accessible methods of student and parent access to summative assessment through SEQTA.

- While the college has successfully established a culture of innovative approaches to learning through collaboration and team teaching, it is important to maintain this feature of the learning environment.
- Consider visiting other Year Six feeder schools to increase knowledge of incoming students to prepare the learning and teaching focus for the new cohort.
- Review the use of PLCs as a forum for professional growth, building teacher capacity within the five teacher practices (ongoing PD for further understanding of specific behaviours, assists with managing students with learning difficulties).
- Clarify the roles and responsibilities of the Student Learning Support Coordinator/additional special needs support as the college grows.
- Identify responsibility of staff in compiling Personalised Learning Plans (Aboriginal Education Team).
- Consider the possibility of having an Aboriginal Education Cultural Awareness Symposium PD session for staff.
- Access EAL/D support, progress maps, curriculum support through EAL/D consultant, Marisa Schiavi.
- Enrichment program – consider a future focus on GaTE particularly with the introduction of a new nearby government school with a GaTE priority where students can come cross boundaries to enrol.

Community

- Although the common timetable across primary and secondary has been very suitable in the College's foundation years, the growing numbers of secondary students (> 300 by the beginning of 2022) will necessitate some re-thinking of this. The College traffic is already an issue and the growing College may well need to have 'staggered' start and different finishing times for ECE, Year 1 – 6, and Year 7 – 12 students.
- With the increasing numbers of secondary students may come the need to rethink the organisation of same. For example, many schools use Year Seven as a transition year (between primary and secondary) by having a core group of teachers taking their 'community hub' group for a couple of learning areas e.g. Religious Education and English. There are good reasons for this not happening at the moment (e.g. House groups which may not match the teaching, learning and behavioural nature of the group) but the value of the Community Hub teacher in Year Seven will wane if the children are not familiar with that person i.e. particularly new Year Seven students.
- The College's Code of Conduct has been implemented but this is now the right time to implement (with CEOWA assistance and student input) a Student Code of Conduct, particularly since the College has already identified the college's requirement to ensure a more consistent approach to behaviour management. This is a requirement under Standard 10.7 of the Registration Standards for non-government schools. Note that student codes of conduct, 'rights and responsibilities' and behaviour management strategies need not be the same for all year cohorts.
- Similarly, with the growing student numbers come a greater number of new parents so a Parent Code of Conduct should also be considered moving forward.
- While it has been acknowledged that communication between the College and homes is frequent, data sources throughout the SCR spoke about the need for some streamlining of the communication types used. For example, SeeSaw is suitable for

Years K – 3 families while SEQTA could be used for Year 4 – 12 families. Parents are seeking more consistency in this regard.

- A consideration for the College could be to look at its *Out of Hours School Care* (OHSC) services and consider reviewing it to include a license incorporating pre-Kindergarten students (with Centrelink access).
- The SCR Panel believe that as the college's enrolments grow, some thought will need to be given about how to maintain the K–12 collaboration which is so highly thought of. One of the strategies to consider might be the gradual creation and nomenclature of K–12 roles such as Director of Curriculum, Director of Arts, Director of PE, and Director of Mission.

Stewardship

- In terms of the Strategic Plan, consider making content in the draft plan more St John Bosco College specific i.e. not generic. Success Indicators in the draft could be more detailed and measurable and the College Advisory Council would like to be privy to the final draft.
- Consider the possibility of utilising regular/formal student feedback to reinforce feedback to teachers; the SIA can suggest tools used by other schools.
- Record keeping of goal setting/feedback/observations etc may need to be formalised to meet audit requirements in keeping with the Australian Teacher Performance & Development Framework.
- As the college grows, a more formalised process may be needed to ensure staff feedback and performance management are not overlooked or become overwhelming. There needs to be some long-term consideration for someone with responsibilities in this regard.
- The College is likely transitioning to full funding levels under the Funding Allocation Model in line with parent capacity to pay, so future funding may eventually be enhanced. However, is there a need to employ someone with specialist Students with Special Needs training at some time into the future?
- The attendance at and participation in CEWA leadership programs could be explored.
- Investigate an opportune time to employ the college's own College psychologist.
- Access roads to and from the college have been an issue for some time now but may be resolved to some extent when development to the west of the college is complete. However, parental concerns remain about the safety of children in the Kiss and Drop Zone.
- The ongoing review of the CDP will be an integral part of the college's future focus, as will new initiatives in the areas of sustainability.