



ANNUAL

PERFORMANCE INFORMATION

2025



St John Bosco College
170 Monticello Parkway
Piara Waters WA 6112
(08) 9234 9600



www.stjohnbosco.wa.edu.au

2025 marked a significant milestone in the story of St John Bosco College.

In its eleventh year of operation, the College grew from a bold vision in the developing suburb of Piara Waters to a flourishing Catholic Pre-Kindergarten to Year 12 learning community of more than 1,300 students.

This year also saw the graduation of our first Year 12 cohort, a moment that symbolised the coming of age of the College and affirmed its readiness to take its place among the leading Catholic schools of Western Australia.



Since opening in 2015, St John Bosco College has been warmly embraced by families seeking a contemporary Catholic education grounded in faith, strong relationships and high expectations for every student.

Alongside our Pre-Kindergarten to Year 12 programs, the College continues to support families through its AFaFE (Aboriginal Families as First Educators) playgroup and OSHC (Outside School Hours Care) service.

The physical growth of the College has reflected the growth of our community. Our innovative learning environments continue to support collaboration, creativity and contemporary educational practice.

In addition to our established facilities, work on the new Upper Learning Centre was completed during 2025 and welcomed students at the commencement of the 2026 academic year.

This development represents another important step in ensuring our facilities meet the needs of future generations of Bosco students.



Our outstanding campus includes:

- an Early Learning Centre,
- Junior Primary and Upper Primary studios,
- Science Learning Centre,
- Arts and Technology Learning Centre,
- Middle Learning Centre,
- Secondary Learning Centre,
- College Sport and Recreation Centre,
- College Library,
- Assembly space,
- Extensive playing fields and recreation areas,
- Administration facilities and College Cafeteria.



The College motto, “Joy in Learning” continues to inspire all that we do.

Guided by the example of our patron, St John Bosco, we seek to create a vibrant Catholic community where every young person is known, valued and encouraged to flourish.

We remain committed to educating the whole person, nurturing faith, character, resilience and compassion alongside academic excellence.

At the heart of our College is a belief that every child is created in the image and likeness of God and possesses unique gifts and talents.

Through strong partnerships with families, staff, parish and the wider community, we strive to provide an environment in which students can grow into confident, capable and caring young people who contribute positively to society.

As the founding Principal concluded eleven years of leadership, 2025 stands as both a celebration of how far the College has come and a hopeful beginning for the future.

The foundations have been laid, the vision realised, and St John Bosco College now enters a new chapter of confidence, opportunity and continued growth.



STAFF

STAFF QUALIFICATIONS

Bachelor’s Degree:

- Early Childhood Education
 - Primary Education
 - Secondary Education
 - Arts
 - Creative Arts
 - Arts Languages
 - Creative Industries
 - Science
 - Environmental Biology
- Environmental Science
 - Behaviour Science
 - Science Honours
 - Exercise & Sports Science
 - Sport & Rehab Science
 - Library
 - Business Accounting
 - Business
 - Business Administration
- Psychology
 - Counselling
 - Social Work
 - Marketing & Advertising
 - Communications
 - Health and Physical Education
 - Preventative Health
 - Exercise & Sports Science
 - Design and Technology
- Technology
 - Economics
 - Theology
 - Philosophy
 - Economics
 - Engineering
 - Law
 - Pharmacy

Master’s Degree:

- Education,
 - Religious Education
 - Science
 - Art and Philosophy
 - Arts
- Strategic Marketing
 - Education Leadership and Management
 - Education
 - Teaching
 - Human Resource Management
- Clinical Exercise Physiology
 - Philosophy
 - Cyber Security
 - Business Administration
- Mathematics
 - Information Systems
 - Languages
 - Applied Linguistics

PHD:

- Philosophy
 - Freshwater Ecology
- STEM

Post Graduate Diploma:

- Primary & Secondary Education
 - CPA
 - Christian Communication and Development
- Sexology
 - Mental Health & Wellbeing

Graduate Certificate:

- Education
 - Secondary
 - Early Childhood & Care
 - Literature and Writing and Science
 - Career Development Practive
- Catholic Leadership
 - Leadership & Management
 - Instructional Leadership
 - Interior Design
 - Geospatial Information Science and Education

Diploma:

- Education
 - Management
 - Office Administration
 - Language and Education
- Community Services
 - Mental Health and Children’s Services
 - Social Welfare
 - Early Childhood Education and Care
- Dental Nursing
 - Nursing
 - Superannuation and Management
 - Beauty Therapy and Fashion
- Interior Decoration
 - Human Services
 - Counselling
 - Library

Cert I:

- Leadership

Certificate II:

- Education Assistant
 - Retail
 - Community Services and Work Preparation
- Information Technology
 - Outdoor Recreation
 - Horticulture
- Business Studies
 - Secretarial Studies
- Hairdressing
 - Hospitality

Certificate III:

- Sport Development
 - Laboratory Skills
 - Community Services
 - Human Resources
 - Cabinet and Furniture Making
- Education Assistant
 - Education Support
 - Early Childhood Education and Care
 - Children’s Services
 - Special Needs Education Assistant
- Aged Care
 - Clothing Production
 - Tourism
 - Printing and Graphic Arts
 - Information Technology
- Business
 - Fitness
 - Management
 - Hospitality

Certificate IV:

- Special Needs Education Assistant
 - Human Services
 - Sport Development
 - Sport Coach
- Employment Services
 - Training and Assessment
 - Christian Ministry and Theology
 - Interior Decoration
- Children’s Services
 - Aboriginal Theatre
 - Laboratory Skills
 - Project Management
- Education Support
 - Fitness
 - IT
 - HR Management

Trade Certificates:

- Automotive
 - Plants and Pest Management
- Carpentry & Joinery
 - Trade and Panel Beating
- Metal Construction

WORKFORCE COMPOSITION

	Female	Male
Teaching	54	22
Education Assistants	25	1
OSHC	4	1
AFaFE	1	0
Administration	12	3
Property and Maintenance	0	3
Technicians	7	0
Counsellor	2	0
Leadership	5	3
Principal	0	1

We had one Indigenous female staff member in 2025.

Student Attendance

YEAR LEVEL	PERCENTAGE PRESENT IN 2025 COLLEGE YEAR
Kindergarten	92.59%
Pre-Primary	96.99%
Year 1	98.73%
Year 2	96.27%
Year 3	93.82%
Year 4	97.06%
Year 5	96.14%
Year 6	96.55%
Year 7	90.98%
Year 8	95.24%
Year 9	97.23%
Year 10	94.52%
Year 11	90.74%
Year 12	87.97%

Average of all classes over the College year: 94.63%



Senior Secondary Outcomes

Results of the 2025 Year 12 Cohort were as follows:

- 80 students eligible for a WACE
- 92.6% students achieved the Western Australian Certificate of Education (WACE)
- 36.2% of students generated an Australian Tertiary Admissions Rank (ATAR)
- Median ATAR of students was 73.8
- 3 ATAR students achieved an ATAR of 90+ (top 10% of the state).
A further 6 students achieved an ATAR of 80-90.
- 2 students achieved a Certificate of Merit
- 51.2% of students completed Certificate Courses in Vocational and Education Training (VET)
 - 21 students completed a Certificate II qualification
 - 33 students completed a Certificate III or IV qualification
 - 10 students completed the Murdoch Uni Ready course
 - 2060 hours of Workplace Learning Hours completed (outside of qualification requirements)

Year 12 Certificate Courses Completed

The tables below provide a summary of the Certificate courses completed by the Year 12 cohort of 2025:

QUALIFICATION	COMPLETIONS
ACM30122: Certificate III in Animal Care Services	4
AUR20720: Certificate II in Automotive Vocational Preparation	2
AVI30419: Certificate III in Aviation (Remote Pilot)	1
52893WA: Certificate II in Building and Construction (Pathway - Trades)	1
BSB30120: Certificate III in Business	16
BSB40120: Certificate IV in Business	2
UEE21920: Certificate II in Electronics	1
52913WA: Certificate II in Engineering Foundations	1
SIT20322: Certificate II in Hospitality	14
CUA30920: Certificate III in Music	1
52895WA: Certificate IV in Preparation for Health and Nursing Studies	4
CPP41419: Certificate IV in Real Estate Practice	1
SIR20216: Certificate II in Retail Services	1
CHC40221: Certificate IV in School Based Education Support	3
CUA41220: Certificate IV in Screen and Media	1
BSB20120: Certificate II in Workplace Skills	1
TOTAL	54



Year 12 Certificate Courses Completed

ENDORSED PROGRAM	ACHIEVEMENT
Community Arts Performance	22-unit equivalents
Music Performance Ensemble	3-unit equivalents
ADWPL	2060 hours
Murdoch FlexiTrack High	100% Pass or higher
Public Debate and Responsible Civic Discourse	2-unit equivalents

QUALIFICATION	COMPLETIONS
FNS40222: Certificate IV in Accounting and Bookkeeping	1
AUR20720: Certificate II in Automotive Vocational Preparation	6
52824WA: Certificate II in Building and Construction (Pathway - Trades)	1
BSB40120: Certificate IV in Business	1
UEE20520: Certificate II in Computer Assembly and Repair	1
ICT30120: Certificate III in Information Technology	1
MSL30122: Certificate III in Laboratory Skills	1
CUA31020: Certificate III in Screen and Media	1
BSB20120: Certificate II in Workplace Skills	19
TOTAL	32



Post-School Destinations

42 students from the 2025 cohort applied to study at university in 2026, of whom 95.2% were offered a place at the following universities:

- **21** students at **Curtin University**
- **2** students at **Edith Cowan University**
- **13** students at **Murdoch University**
- **5** students at **The University of Western Australia**
- **1** student at **The University of Notre Dame**

Other students secured places at TAFE, with private training organisations or have joined the workforce (including apprenticeships).

Some examples of destinations of TAFE/Workplace Learning students:

- Australian Defence Force – Air Force
- Certificate II in Animal Care traineeship
- Certificate III in Commercial Cookery finalise chef apprenticeship
- Certificate III in Early Childhood Education at South Metro TAFE
- Certificate III in Community Services
- Diploma of Screen and Media (Film and Television) at North Metro TAFE.
- Real estate agency
- St John of God
- Apprenticeship – Cabinetmaking with A&A Kitchens
- Apprenticeship – Heavy Diesel Mechanic with Goldstar Transport
- Apprenticeship – Boilermaker at Fremantle Steel
- Bachelor of Nursing
- Accepted and deferred a place in a Bachelor of Commerce
- Bachelor of Commerce

NAPLAN Results

Our Year 3, Year 5, Year 7 and Year 9 students completed NAPLAN Online in March 2025.

YEAR 3	ALL AUSTRALIAN SCHOOLS MEAN	ST JOHN BOSCO COLLEGE
Reading	402	408
Writing	414	404
Spelling	405	395
Grammar and Punctuation	408	411
Numeracy	405	404

YEAR 5	ALL AUSTRALIAN SCHOOLS MEAN	ST JOHN BOSCO COLLEGE
Reading	492	493
Writing	480	497
Spelling	487	504
Grammar and Punctuation	497	495
Numeracy	492	494

Above average compared to schools nationwide

NAPLAN Results

Our Year 3, Year 5, Year 7 and Year 9 students completed NAPLAN Online in March 2025.

YEAR 7	ALL AUSTRALIAN SCHOOLS MEAN	ST JOHN BOSCO COLLEGE
Reading	538	534
Writing	538	549
Spelling	542	552
Grammar and Punctuation	539	535
Numeracy	545	541

YEAR 9	ALL AUSTRALIAN SCHOOLS MEAN	ST JOHN BOSCO COLLEGE
Reading	568	582
Writing	575	594
Spelling	569	578
Grammar and Punctuation	559	570
Numeracy	573	585

Above average compared to schools nationwide



Parent, Student & Staff Satisfaction

In 2025, St John Bosco College continued to benefit from strong partnerships with families and the wider community.

The College maintained regular consultation with the Advisory Council and Friends of St John Bosco, ensuring that the parent voice remained an important part of College life.

Parent engagement continued to be a significant strength, with families actively supporting College events, initiatives and opportunities that strengthen our sense of community.

Feedback from students was highly positive, particularly from our inaugural Year 12 cohort who completed a survey at the conclusion of their schooling.

Students consistently highlighted the quality of relationships with teachers, noting that they felt supported, respected and comfortable seeking guidance when needed.

Strong satisfaction was also evident in career counselling and pathway planning, reflecting the College's commitment to preparing students for life beyond school. A strong sense of belonging emerged as a key theme in student feedback.

Many students spoke positively about the friendships they had formed, the inclusive nature of the College and the supportive community that has accompanied them throughout their educational journey.

Staff satisfaction also remained high, reflecting the collaborative culture that exists across the College. Staff value the opportunity to work within a supportive environment where innovation, teamwork and student wellbeing are prioritised, and where all members of the community contribute to a shared vision for learning.

While St John Bosco College continues to grow and develop, it is the strength of the relationships between staff, students and families that remains its defining characteristic.

The year was a fitting celebration of a community where “JOY IN LEARNING” is experienced daily and where every person is valued, supported and encouraged to flourish.



College Income

The College income for the previous year (2024) is available in the Finance Section on the myschool website at:

<https://www.myschool.edu.au/school/50700/finances/2024>

Report on progress towards the Goals of our 2025 College Improvement Plan

Catholic Identity

Improvement Goal	Success Indicators	Evidence	Achieved
Emphasise Salesian spirituality and the stories of St John Bosco and House patrons to foster a personal relationship with Jesus	Staff will have knowledge of the Charter for Salesian Schools in Australia and explore ways to embed it within their role at the College. All buildings and walkways will have Salesian names and signage.	Staff have gained knowledge of the Salesian Charter, especially through the School of Life - Working from the Heart text and will continue to explore ways to embed it within their role at the College. Further investigation and discussion required to align buildings and walkways in a Salesian context	Partially achieved
To explore opportunities for all Bosco community members to serve others and give witness to the Salesian values by following the charism of Don Bosco through the Valdocco Christian Service.	Liturgically celebrate House Feast Days. Staff and students are able to speak about their specfic house patron and their connection to St John Bosco.	College has celebrated House Feast Days to enable students and staff to speak about their respective patron and connection to Don Bosco.	Achieved
Raise awareness of the House Patrons, with a focus on the Gospel values and how they are celebrated and integrated into College life.	Create a developmental Christian Service Learning Plan from Kindergarten to Year 12. Build relationships with local organisations and commuity charity groups.	College has developed the Valdocco Service Learning Program and is continuing to look at ways to build relationships and community groups, such as the St Vincent de Paul Society and ShopFront.	Achieved

Report on progress towards the Goals of our 2025 College Improvement Plan

Education

Improvement Goal	Success Indicators	Evidence	Achieved
Investigate the appointment of an EAL/D coordinator to support students with English as a Second Language.	Position in place for 2026.	College investigated the requirement and applied within the budget.	Not achieved
Build accountability steps for staff around the plan, teach, assess, reflect teaching and learning cycle.	Staff demonstrate a common and consistent understanding of SCSA requirements for Teaching, Learning and Assessing.	College completed its 2nd year SCSA review offering, approving the course outlines and assessment outlines. This language and structure were checked in the lower years of secondary as well.	Achieved



A strong data-informed culture underpinned teaching and learning decisions, with a thorough investigation of NAPLAN and College-based data undertaken to identify patterns, trends and areas for targeted improvement across Primary.

This analysis supported the identification of key strengths as well as priority focus areas to inform whole-school planning and consistency of practice.

Findings from data reviews were shared and discussed collaboratively to support collective responsibility for student outcomes. In line with these priorities, program templates were reviewed and updated to align with the new SCSA curriculum updates in Western Australia.

This work ensured curriculum planning is contemporary, coherent and clearly aligned to mandated requirements, while supporting high-quality teaching and learning experiences for all students across Pre-Primary to Year 6.

Report on progress towards the Goals of our 2025 College Improvement Plan

Education

Improvement Goal	Success Indicators	Evidence	Achieved
Improve the standard of Literacy and Numeracy across the College.	Analysis of College data (PAT, NAPLAN, reporting) shows individual growth over a period of 2-4 years College NAPLAN scores are above national average	Staff analysed the College first lot of WACE data to see where the teaching and learning gaps were.	Partially achieved



Throughout the year, Primary Staff prioritised the consolidation of Literacy and Numeracy programs and initiatives introduced over the past two years, with a clear focus on consistency, impact and sustainability.

Key programs such as Sounds Write and Talk for Writing continued to be embedded across Pre-Primary to Year 6, ensuring a shared language, aligned pedagogy and clear progression of skills.

Professional learning and collaborative planning supported staff to refine their practice and strengthen the implementation of these approaches. In Numeracy, there was a sustained emphasis on best practice teaching, including explicit instruction, rich mathematical tasks and targeted differentiation.

The ongoing collection and analysis of College-based data across all year levels enabled teachers to monitor student growth, respond to learning needs and refine instructional practices throughout the year.

Report on progress towards the Goals of our 2025 College Improvement Plan

Community

Improvement Goal	Success Indicators	Evidence	Achieved
Develop consistent behaviour management approaches across the PK-12	An improvement in pro-social/inclusive behaviour. Positive Relationships between staff and students visible Improvement in student wellbeing	A strong focus on wellbeing and connection shaped the College's Community Pillar over the year, supported by continued professional learning in the Berry Street Education Model (BSEM).	Ongoing

Teaching and support staff completed Day 2 and Day 3 training, further strengthening their capacity to implement trauma informed practice consistently across the College.

Staff placed a deliberate emphasis on building and maintaining strong, positive relationships, ensuring respectful and supportive connections between students, staff and peers were at the centre of daily practice. Staff in Kindergarten to Year 6 also strengthened consistent approaches to self regulation and readiness to learn through the implementation of Ready to Learn scale.

These scales, supported by structured and responsive brain breaks, were used by staff to help students recognise emotional states and apply appropriate regulation strategies throughout the day. Circle architecture was embedded through morning welcome circles and trialled within teaching and learning contexts to enhance engagement, connection and student voice.

Targeted professional learning in restorative practice supported a shared understanding of approaches from Kindergarten to Year 6, with staff trialling group conferences to support fair, timely and empowering resolution of issues. In addition, Primary staff collaborated to develop a draft Behaviour Management Procedure, reinforcing a consistent, values based approach to behaviour support across the College.

Report on progress towards the Goals of our 2025 College Improvement Plan

Community (cont.)

In Secondary, middle leaders explored explicit teaching of expected behaviours with a CEWA Behaviour Consultant. Following feedback from parents and staff, Secondary Suspension Guidelines were revised in preparation for rollout in 2026.

Behaviour data was analysed to inform the planning of the Oratory pastoral care program and relevant guest speakers. Alternative models for Y7 time-tabling were explored to facilitate class contact for every student with the Head of Year.

The College joined CEWA’s pilot program for Rites of Passage to address student challenges and subsequently mitigate student behaviour, especially in Year 9. Y11 Peer Mentors were recruited and trained to support Y7 students throughout their transition to high school.

Our staff undertook two days of professional learning on the Berry Street Educational model with a follow up session with CEWA Wellbeing Consultants on how we can embed Berry Street strategies in the structure of the College day to enhance student wellbeing.

Improvement Goal	Success Indicators	Evidence	Achieved
Establish and promote a Parent Code of Conduct and parental expectations		College published documents around the area of the right to disconnect	Not achieved

Report on progress towards the Goals of our 2025 College Improvement Plan

Stewardship

Improvement Goal	Success Indicators	Evidence	Achieved
Review and implement the College Bushfire Plan	Staff can enact the required plan Development of the WHS Committee - improvement in response time to enact various plans.	Key staff attended the DFES Bushfire workshop and liaised with CEWA to revise the bushfire plan for 2025. Officers from Armadale Fire Station attended the College to assess the suitability of buildings for shelter in the case of a bush fire, given our increased numbers. Move to Safer Building drill for the entire College was subsequently carried out.	Achieved
Develop a staff Professional Growth / appraisal process aligned with College priorities	Clear processes that can be run year to year. Staff feel that they have a voice in their development.	Secondary implemented a cycle of enquiry program that works across the year, rather than a summative end-of-year meeting. The program involves self-reflection and goal setting with regular catchups throughout the year.	Partially complete

Report on progress towards the Goals of our 2025 College Improvement Plan

Stewardship (cont.)

Improvement Goal	Success Indicators	Evidence	Achieved
Develop detailed Role descriptions for all positions in the College.	Will have clarity of roles. Wider staff in the College could identify who the correct staff member to see is. Documents ready should a role become open - focus on role and KPIs not individual personalities.	Role Descriptions were reviewed for secondary teacher, EA and middle leadership positions. These documents are now used as part of the recruitment process.	Partially complete
Capital Development Plan	Completion of building programme for Stage 7 & 8.	The College received Low Interest Loan Assistance for Stage 7 to build a Cafeteria for student and staff catering. The cafeteria opened in 2025. The College received Low Interest Loan and Capital Funding Assistance for Stage 8 to build six classroom studios, ensuring adequate learning spaces for the senior secondary years and for holding WACE Examinations.	



ST JOHN BOSCO
COLLEGE



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