a) Contextual information about the school, including the characteristics of the student body:

Immaculate Heart College is an independent, co-educational school (primary) that teaches the Catholic Faith. It is set in Maryville Downs, Lower Chittering and it commenced in 2012 with classes from Kindergarten to Year 3. Enrolments began at 24 (K-3) and increased to 39 by the end of that year.

In 2013, the College catered for students from Kindergarten to Year 4. By the end of the year there were 57 students enrolled. This included one ‘full-fee paying’ overseas student and one Indigenous student.

In 2014, the College catered for Kindergarten to Year 5. By the end of the year, there were 77 students enrolled. This included one ‘full-fee paying’ overseas student.

In 2014, the College also offered a Playgroup for 0 to 5 year olds, off campus at the Lower Chittering Hall. There were 11 children enrolled on a regular basis throughout the year. Registered with Playgroup WA, the IHC Playgroup was set up following the mandated procedures and protocol, including insurance, as per Playgroup WA requirements. The IHC Playgroup commenced on Tuesday 4 February from 9.15am to 11.15am and was offered every Tuesday of each school term thereafter.

Future enrolments through to 2019 are on file (electronic and hard copy). The College will offer Year 6 in 2015, making it a fully-fledged primary school by 2015. The IHC Playgroup will continue to be offered, feeding students through to the College.

In 2014, the curriculum comprised the Early Years Learning Framework (EYLF) for Kindergarten, the Australian Curriculum (AC) for Pre-primary to Year 5 for English, Mathematics, Science, History, and Geography, and the Curriculum Framework (CF) for all other Learning Areas; The Arts, Languages Education (Modern Greek), Health and Physical Education, and Technology and Enterprise. By the end of the year, the Kindergarten teacher was also experimenting with the new Australian Curriculum for Kindergarten for her Teaching/Learning Programmes.
The key curriculum resources used for the Religious Education and Virtues Programme were *To Know, Worship and Love* and *The Bible* and *Christ Our Light and Life*. The *Paideia Omogenon* curriculum was used for the teaching/learning of Modern Greek in conjunction with the *Curriculum Framework*.

The College has the following three aims for its students:

• Academic Success
• Social Development
• Spiritual Growth

These three aims are achieved through the College’s efforts to foster:

• A culture of learning
• Respect for one’s self, others, and the environment
• Knowledge, understanding and love of the Faith

Characteristics of the College include the following:

• An acceptance of all backgrounds and faiths, as long as parents and students are prepared to support the College’s Catholic ethos
• A strong Pastoral Care ethos based on the Virtues Programme; one virtue per month, starting with the virtue of Respect
• Strong links with family and community, such as the *IHC Choir* performing at the annual *Taste of Chittering Markets* on Sunday 24 August (second year that the *IHC Choir* has been invited to perform publicly in this forum)
• Professional Partnerships (*Better Schools: National Plan for School Improvement, Quality Improvement Plan*)
• Caring for the whole child
• Low student-teacher ratio
• A weekly Tutorial System for students who need extra academic assistance
• A weekly volunteer Education Assistant-Special Needs for Students with Disability
• Piano lessons, upon request
• A Student Leadership Programme – First official roles of Faction Captains and Vice Captains were offered in 2013 with the additional roles of a Sports Captain and a Languages Leader offered in 2014
• Relatively new facilities – Multipurpose Hall (classrooms, canteen, chapel, gymnasium, male and female toilets, and a UAT in the Multipurpose Hall, known as Area 2, and also in Area 1 – Demountable Teaching Block)
• An electronic data-collection system called EasySchool, first used at IHC in 2013
• Participation in The Premier’s Summer Reading Challenge, December 2013 to 31 January 2014
• New College website, launched in February of 2014
• Open Mornings spaced throughout the year
• Registered school for Bullying. No Way!
• Registered school for the National Day of Action against Bullying and Violence, since March 2013
• Registered school for SunSmart; IHC Policy incorporating SunSmart mandates
• Registered Asthma-friendly School; IHC Policy incorporating Asthma-friendly School mandates
• Registered as a Crunch&Sip School; IHC Policy incorporating Crunch&Sip School mandates; that is, all staff and students to bring in fruit and/or vegetables and water to crunch and sip during the day in class
• Participation in the inaugural Great Aussie Crunch event on 16 September when every member of the staff and all students bit into a crunchy fruit or vegetable at the same time (10.00am) across the country to promote healthy eating and living habits
• Philanthropic and charity events each term; Caritas Australia in Term 1 (Collection of money from staff, students and parents during the month of March when the virtue of ‘Secret Sacrifice’ is practiced by everyone), Heart Foundation WA in Term 2 (the College’s first student-initiated fundraiser called ‘Helping Hearts’ that yielded over $800 in funds raised for the Heart Foundation WA), Day for Daniel in Term 3 (with related ‘stranger danger’ activities and gold-coin donation to raise funds), and St Vincent de Paul in Term 4 (Christmas Hamper for families in need)
• Entry in the Kids Who Give WA Programme of the Governor of Western Australia and success for the second consecutive year in the category of whole-school participation in the Fundraiser for the Heart Foundation WA (the school’s first student-initiated fundraiser called ‘Helping Hearts’)
- An **IHC Parents and Friends (P&F) Association**, operating since the school’s inception in 2012; highly proactive in raising funds and supporting the College in all its endeavours
- **School Banking** through the Commonwealth Bank, introduced in 2013
- **Scholastic Book Fair** and **Scholastic Book Club**
- Celebration of **Book Week** in August with related week-long activities
- On-line Teaching/Learning Programmes; **Reading Eggs**, **Mathletics**, **Language Perfect** (Modern Greek), **Education Perfect** (English, Mathematics, Science, and Humanities), and **Skoolbo**
- Promotion of and participation in the annual **Write4fun** Competition
- Promotion of and participation in a variety of other competitions, such as the online **Language Perfect** and **Education Perfect** annual competitions, yielding results at state, national and international levels for our students
- School Nurse
- School Psychologist
- School Dental Health Service
- Public Transport Authority (PTA) Bus
- Nature-based Play initiatives, inclusive of plans for two Nature-based Play areas in the school (Area 1 and Area 2)
- A parent-constructed Nature-based space in Area 2
- A religiously-themed vegetable garden (**The Garden of Eden**) in Area 2
- An Animal Enclosure in Area 1
- ‘Licence to Use Animals for Scientific Purposes (Teaching and Learning)’, established in 2013 and continued in 2014
- ‘Animal Ethics Coordinator’, established in 2013 and continued in 2014
- An Environmental and Sustainability Programme whereby all students from Kindergarten to Year 5 attend to **The Garden of Eden** and the Animal Enclosure once a week, according to the roster (Wellington boots and gardening gloves are now part of the IHC Booklist requirements)
- A School Canteen (**Kangaroo View Café**), approved by the **WA School Canteen Association (WASCA)** and operated by volunteers every Friday
- A 5-year Languages Education Plan (**Languages Education Plan 2013-2018 Immaculate Heart College**), enhancing the Languages Education Programme for Modern Greek at the school, including cultural studies as well as language studies
• Celebration of Greek National Day (25 March) and ‘OXI Day’ (28 October) with a dedicated school Assembly for Greek National Day and attendance at the Wreath-laying Ceremony in Kings Park for ‘OXI Day’
• Introduction of free Greek Classes for Adults once per week
• Introduction of traditional Greek Dance for students from Pre-primary to Year 5 and performance of traditional Greek dances at special Parent Assemblies and other Greek-themed Assemblies, such as Greek National Day
• Participation in the Channel 7 Christmas Pageant as part of the Diaspora Greek Dance Group
• Celebration of the National Day of the Philippines in an effort to promote the different cultural backgrounds of students at the school and as part of the role of the ‘Languages Leader’
• Commemoration of ANZAC Day with a specially-dedicated ANZAC Day Assembly
• Commemoration of Remembrance Day with a specially-dedicated Remembrance Day Assembly
• Incursions (approximately 1 per term) and Excursions (1-2 per class annually), inclusive of three religiously-themed incursions during the course of the year, one theatre performance related to Agriculture, and a St John’s Ambulance First Aid Focus Incursion, amongst others
• Extensive Professional Learning for the College’s teaching and non-teaching staff, and with a continuing view to develop Literacy and Numeracy Specialists in the school
• Lockdown and Evacuation Drills held once a term
• Second year of preparation of Year 3 and up students during Terms 3 and 4 for the sacraments of First Reconciliation and First Holy Communion; Programme run by the Religious Sisters and College Priest
• Annual Athletics Carnival held at the school on 19 September
• Inaugural Cross-country event, held a few weeks before the Athletics Carnival (22 August)
• Nationally Consistent Collection of Data (NCCD), outlining the ‘Level of Adjustment’ applied by each teacher for students with disability (SWD) in their respective classrooms, applied in Term 4, 2013; IHC was one of the pilot schools to upload data in Term 3 of 2014
• Inaugural IHC Markets & Swap Meet event, held for the first time on Saturday 8 November and again on Saturday 13 December; thereafter, to
be held every second Saturday of the month; selling produce from *The Garden of Eden* whilst also providing an avenue for the school to be promoted, the *IHC P&F Association* to raise funds through various stalls, and to be a general outreach vehicle to the wider community
• In-term Swimming Lessons held in the second last week of Term 4 for all Pre-primary to Year 5 students at Ellenbrook Swimming School, Ellenbrook
• Annual entry in the *Shire of Chittering’s School Citizenship Awards* with successful results in 2012, 2013, and 2014
• Annual Christmas Evening event, held at the end of Week 8, Term 4

Key focus areas of the College are:
• **ACADEMIC EXCELLENCE**
  a) Shared Moral Purpose
  b) Balanced and Integrated Curriculum
  c) Data-based Evidence – Inquiry – Action

• **CATHOLIC FAITH**
  a) Formal Religious Education Lessons Daily
  b) Virtues Programme
  c) Integrating Catholicism into the Curriculum

Academic Excellence is achieved through:
• **Shared Moral Purpose**
  a) Whole-school planning for improved literacy and numeracy standards
  b) Shared educational, social and spiritual values
  c) Shared goals and vision for this school

• **Balanced and Integrated Curriculum**
  a) Timetable – Over 50% of the weekly timetable is allocated to Literacy and Numeracy (English & Mathematics)
  b) Morning blocks of Literacy & Numeracy time
  c) Timetable – All other Learning Areas meet suggested time allocations
  d) Cross-curricula teaching and learning
• **Data-based Evidence – Inquiry – Action**
  
a) On-going collection of evidence of student achievement through formal and informal assessment and testing, written and oral work, Homework, and observation; also inclusive of external testing (i.e., *PIPS, NAPLAN*)
b) Continued questioning of the data
c) Acting on the data for improved results

There is a whole-school focus on improved standards in Literacy and Numeracy through the following means:

• Whole-school planning for Literacy and Numeracy

**Focus areas for Literacy:** Oral Language; Metalanguage; Ownership of Learning (i.e., students setting own goals)

**Focus areas for Numeracy:** Teaching concepts sequentially; Metalanguage; Being aware of ‘Hot Spots’

• Professional Learning for Staff members to engage in related concepts, and also for the purpose of cultivating Literacy and Numeracy Specialists in the school

• Professional Learning for the Principal in conjunction with chosen staff members so as to be aware of educational trends and to be informed re; Literacy and Numeracy developments, both at school level and beyond

• Embellishment of Literacy and Numeracy teaching/learning resources at the school

• Establishment of the College Library through the continued purchase and donation of books, both fiction and non-fiction

• Continued involvement with the *Scholastic Book Fair* during *Book Week* and subsequent *Scholastic Book Club* for all students

• Student involvement in the annual *Write4fun* Competition

• Student involvement in various other writing competitions

• Student involvement in *The Premier’s Summer Reading Challenge*, December 2013 to 31 January 2014

The Catholic Faith is taught formally by the Religious Sisters and the College Priest, and informally by all Staff in the following ways:

- **Formal Religious Education Lessons Daily**
  
a) 4 x 30 minute lessons per week and 1 x 25 minute Whole-school Mass on Wednesdays
b) 1 x 20 minute period per week for Hymns

c) Resources: *To Know, Worship and Love; The Bible; Christ Our Light and Life*; Other resources

- **Virtues Programme**
  a) Virtues Programme – One virtue per month linked to a Saint, presenting as a role model for students
  b) IHC Behavioural Management Plan draws on the Virtues Programme for Restorative Practice
  c) Virtues permeate everyday activity at the College
  d) IHC Factions are named after the Virtues of Fortitude, Justice, Prudence, and Temperance

- **Integration into the Curriculum**
  a) The teaching of the Catholic Faith also takes place informally and incidentally throughout the school day
  b) The Faith is brought into all other Learning Areas such as Art, Technology & Enterprise, Mathematics, etc.
  c) The Chapel is an integral part of the daily lives of the staff and students at IHC
  d) Once a week there is a whole-school Mass in the Multipurpose Hall to cater for the growing numbers of students at the school
  e) Daily there is Mass for the Staff of the school
  f) Once a fortnight there is Catechesis for the Staff of the school

The College’s Tutorial System is designed to:
- Cater to the academic, social and spiritual needs of the students
- Cater to teacher and parental input regarding areas of specific need for individual students
- Be offered one-on-one (tutor-student), as far as is practicable
- Take place on a weekly basis
- Foster improved skills in Literacy and Numeracy

**Infrastructure:**
In 2014, the school comprised demountable buildings in ‘Area 1’. These included an Administration Block, a Teaching Block, a large Shed, an Ablution Block, a Universal Access Toilet (UAT), and two Accommodation
Units behind corrugated fencing to separate them from the areas used by students.

In ‘Area 2’ there was the relatively new Multipurpose Hall. Within the Hall there were two classrooms, a small chapel, a canteen, male and female toilets, a UAT, and the central area (gymnasium) used for indoor sports and games, and Assemblies, as well as other gatherings.

Both Area 1 and Area 2 comprised a fenced-in grassed area each for play purposes. The Kindergarten, Pre-primary, and Year 2/3 classes were housed in the Teaching Block of Area 1. The Year 1 and Year 4/5 classes were housed in the classrooms of the Multipurpose Hall. The relatively small numbers of the Year 1 class necessitated it being housed in the smaller classroom of the Multipurpose Hall whilst the larger student numbers of the Year 2/3 class dictated that they be housed in the demountable classroom of Area 1. However, during Recess and Lunch time, the students from Pre-primary to Year 5 were gathered in Area 2 for eating and play so as to mingle with students of their own age.

Area 1 comprised substantive play areas for the children, including a shaded, paved courtyard for basketball, bike-riding, hop-scotch, etc., as well as a fenced-in grassed area with a manufactured play setting on soft-fall (sand), and another smaller grassed area with a wooden cubby house on soft-fall (sand) for the Kindergarten and Pre-primary students. These play areas were adjacent to the Animal Enclosure which was upgraded further in 2014 by the IHC P&F Association by way of new animal shelters.

The grassed play area of Area 2 was enhanced by the parents of the school through the addition of nature-based play items, such as benches, tyres, garden beds, etc., in 2013. As such, it continued to provide nature-based play opportunities in 2014 to all year levels. This initiative was a direct result of the AISWA UK Study Tour of Forest Schools in 2012, attended by the Principal. The ideas and inspiration from that Tour led to the construction of a more natural setting for the students.

Another initiative to emerge from the Tour was The Garden of Eden, a natural setting where vegetables and fruit trees were planted and cared for by
the more senior students (Year 3 and Year 4 students) in 2013. The nurturing of this religiously-themed nature space continued in 2014 with the newly-established *Environmental and Sustainability Programme*, involving all students from Kindergarten to Year 5. *The Garden of Eden* also houses chickens whose eggs are sold to the College community, the funds of which are used to purchase more feed for the chickens.

The College acquired its first primary-school sized oval in July of 2014; named, *Pitsikas Oval*, the grass was offered to the College at very low cost by the Co-directors of *Greenacres Turf Farm*, brothers Adrian and Peter Pitsikas. An official Blessing and Commissioning Ceremony for *Pitsikas Oval* was held at 2.00pm on Friday 25 July, 2014. Various VIP guests were present, including the extended Pitsikas family; Ms Lisa Bradley, AISWA CGA Executive Officer; members of AISWA, and the President of the Shire of Chittering, amongst other guests. Parents were also present, as were all staff and students. The Choir performed various hymns and two songs in Greek.

The College’s car park was modified in 2014 to accommodate the growing number of vehicles due to growth in student numbers. A blue metal base and windrows helped to channel the traffic in one direction, assisting flow of traffic and providing a much safer car park environment for all concerned.

A new access road to the school was created in the second half of 2014. This too provided easier access to the school and a better flow of traffic.

The PTA Bus Service continued to cater for students from Gingin, Bindoon and surrounding areas nearer to the school. The small IHC School Bus was used for other purposes, such as small group excursions.

The College’s Building Project, Stage 1 of the permanent primary school building, was finally approved by the AISWA CGA on 11 August 2014 after a project redefinition was submitted by the school. This was made possible by the emergence of a benefactor who supported the project. The Capital Grant of $579,000 was offered to the school by the Department of Education Services with the difference of $221,000 being the benefactor’s contribution. The total cost of the new design of Stage 1 was $800,000.
The College’s new architect was able to streamline the building design to reduce costs whilst conserving maximum classroom size and all necessary facilities for a functional and very attractive building. The College pursued the mandated five steps as per the AISWA CGA requirements; these being as follows: Final drawings and project specifications, call tenders, provide AISWA CGA with the results of tender, sign contract with the builder and send a copy of the signed copy contract to AISWA CGA. The final step is the payment of grant funds which can only take place after the signed contract has been provided to the AISWA CGA. The sand pad for the new building was laid on 29 November, 2014.

**Characteristics of the student body:**
In 2014, the student body comprised of children of the Catholic Faith but also non-Catholic Christians and non-Christians. All families enrolling at the school are expected to support the Catholic ethos of the College as well as their own child’s faith journey.

The catchment areas for 2014 were mainly from Chittering, Lower Chittering, Muchea, Bullsbrook, Ellenbrook, Bindoon and Gingin, amongst other localities.

In 2014 there were also more children with special needs at the school than in previous years, presenting specific learning difficulties and, consequently, challenges to the school. One particular example was a newly-enrolled Year 1 child with severe Autism Spectrum Disorder traits. His behaviour and learning challenges were such that the school had to employ an Education Assistant-Special Needs part time to assist the classroom teacher. Furthermore, the Class Teacher was required to undertake specific training to deal with the new demands placed on her by the student. However, the outcome of these efforts made by the school, and the Class Teacher’s high levels of competence in dealing with the autistic traits of this particular student, resulted in a very successful year for the student and with his parents being very happy with their child’s progress.

Parents of students with Special Needs were also encouraged to seek medical confirmation of their children’s disability and to provide the school with the relevant documentation so that Inclusive Education (IE) Funding could be
b) Teacher standards and qualifications:
All teaching and support teaching staff (Education Assistants and Tutor) of 2014 possessed appropriate teaching qualifications. The classroom teachers also possessed current Teacher Registration Board (TRBWA) membership and Working with Children Checks (WWCC). All other staff members and non-teaching staff possessed current WWCCs and Police Clearances, where applicable. Furthermore, the teaching and support staff of IHC was encouraged, and provided with the opportunity to attend Professional Learning (PL) sessions in their respective fields of interest and expertise, but also in other areas that would benefit the school as a whole.

In 2014, select classroom teachers continued to undertake PL in whole-school Literacy and Numeracy planning, amongst numerous other PLs throughout the year. These PL opportunities manifested themselves immediately in and out of the classroom, making a notable difference to the standards of teaching and learning, and to the outcomes achieved by the students.

The two graduate teachers at the school also attended the Graduate to Proficient PL spread over four days during the course of the year. The school invested in Relief Teaching throughout the year to accommodate attendance by staff at such PL opportunities.

All teaching and non-teaching staff, full-time and part-time, underwent Performance Management during the year and a formal appraisal process at the end of the year. This involved a self-appraisal process and an appraisal from the Principal. The teaching staff members were asked to self-appraise using the Australian Institute for Teaching and School Leadership (AITSL) National Professional Standards for Teachers tool. The self-reflection documents were then used in a Performance Management Meeting with the Principal involving professional dialogue about meeting the standards and setting goals for the following year.
c) **Workforce composition, including indigenous composition:**
In 2014, the composition of the workforce at Immaculate Heart College comprised mostly members of the Catholic Faith, inclusive of nearly all members of the full-time Teaching Staff, Tutor/Piano Teacher, Religious Sisters, Caretaker, Volunteer Tutor, and College Priest. Other faith backgrounds represented included Greek Orthodox (Principal and Languages Education Teacher) and other Christian denominations such as Anglican, or non-specific denominations (listed as ‘Christian’ only).

There were no Indigenous background members in the workforce at IHC in 2014.

The ratio of male/female staff members was one third (7) male staff members and just under two thirds (13) female staff members, inclusive of part-time and casual employees, and volunteer workers. The male staff members included the following positions:

- 1 College Priest
- 2 Full-time Primary School Teachers (Year 2/3 & Year 4/5 Teachers)
- 1 Part-time Teacher (Languages Education Teacher)
- 1 Part-time Groundsperson/Cleaner
- 1 Information Technology (IT) Specialist (Casual Employee)
- 1 Volunteer Caretaker

**d) Student attendance at school, including:**

i) **The rates of attendance for each year level and for the whole school; and**

ii) **A description of how non-attendance is managed by the school.**

Overall, student attendance in 2014 was very good. There were a few cases of unsatisfactory attendance, particularly for one student in Year One who has continued to suffer from ‘separation anxiety’ and other family issues since Kindergarten.

The Grants Auditing Programme, conducted on Thursday 18 September, presented a ‘clean bill of health’ for the school where the maintenance of student attendance records was concerned. However, it was noted by the auditor that the student concerned was absent on a regular basis and that this could eventually impact on her progress. On-going follow up with regard to
this issue continued with the family concerned and improvement was noted overall.

In 2014 there were 192 contact days for students in Pre-primary to Year 5. The days per term were as follows:

Term 1 = 49 days
Term 2 = 49 days
Term 3 = 49 days
Term 4 = 45 days

Kindergarten students attended school three days per week (Tuesdays, Wednesdays and Thursdays; 0.6 Full-time Equivalent).

The rates of attendance for each year level were as follows:

- Kindergarten 90.28%  
- Pre-primary 88.39%  
- Year 1 92.23%  
- Year 2 92.82%  
- Year 3 93.28%  
- Year 4 92.88%  
- Year 5 94.05%

The rates of attendance for the whole school were as follows:

- School Year (Part-time; Kindergarten) 90.28%
- School Year (Full-time; Pre-primary-Year 5) 91.87%
- School Year (Total) 91.64%

At Immaculate Heart College, non-attendance is managed in the following ways:

- All students are encouraged to attend school every day unless they are sick or unable to attend due to other, unforeseen circumstances.
- If after three consecutive days a child has not returned to school, a phone call will be made or an email will be sent by the Class Teacher to the parents, requesting the reason for the child’s absence.
- In all cases, parents are requested to inform the school *in advance* of any planned/known absence so that the school and Teaching Staff can
be informed. This may include a phone call in the morning (most common practice) from the parent to indicate why the child will not be at the school on the given day/s.

- Following an absence, parents are asked to provide the reason in writing to the Class Teacher. The note is then kept on file with the Class Roll.
- If a child is regularly absent, the Principal will speak to the parent/s to inform them of the detrimental effects of such extended absence from school and to agree on a plan of action to improve on the situation.
- The Principal will continue to impress on parents that going on holidays during school terms is not preferable and can be detrimental to the academic progress.
- In 2014, the College continued to use the electronic data-collection system known as EasySchool. The Principal continued to receive PL on the use of the system and its related updates throughout the year. The Principal records all absenteeism on EasySchool, as well as all enrolment details and other data.
- The Class Teachers continue to use the traditional Class Roll alongside EasySchool for the recording of absenteeism.

e) Senior Secondary Outcomes, including percentage of Year 12 students: (i) undertaking vocational training or training in a trade; and (ii) attaining a Year 12 certificate or equivalent vocational education and training qualification – NOT APPLICABLE

f) Student outcomes in standardised national testing:
The National Assessment Program-Literacy and Numeracy (NAPLAN) assessments were implemented in the College’s year of inception for Year 3 students being the highest year level cohort at the College in 2012. The NAPLAN was offered to Year 3 students in 2013 and to Year 3 and Year 5 students in 2014.

Following the release of data, a report on the performance of the student cohort (dated 7 September 2014) was prepared by the Principal. The Report included a ‘Progress Report of Student ‘A’ from 2012 to 2014’, demonstrating significant progress made by the student over the three years
The student concerned is a Language Background Other than English (LBOTE) student.

The Ping Jia Tool was used for analysis of the school’s NAPLAN data and consideration was given to the areas requiring further attention in the Year 3 and Year 5 cohort of 2014. Immediate remediation was applied to these students in various forms, inclusive of the services of a paid Tutor and also a volunteer Tutor (both part-time), to ensure that the areas of concern were addressed immediately.

The Performance Indicators in Primary Schools (PIPS) was used in 2014 for Pre-primary students for the second consecutive year at the school. It was administered by the Class Teacher, one-on-one with each Pre-primary student, in February and then again in October. The first set of results were used by the Class Teacher to assess student needs, whilst the second set of results were used by the Class Teacher to assess the progress made by the students during the course of the year. An analytical report was generated by the Class Teacher at the end of the year with the intention of being used to continue to support students with educational needs and to better prepare the subsequent cohort of Pre-primary students for their PIPS testing in 2015.

g) Parent, student and teacher satisfaction with the school:
A formal survey of parent, student and teacher satisfaction was not conducted in 2014. Investigations were made, however, of a professional package for such surveys to be used in 2015.

h) Post-school destinations – NOT APPLICABLE

i) School income, broken down by funding source:
A separate report on the school’s income, broken down by the various funding sources has been prepared by the College Bursar.

Dr Angela Evangelinou-Yiannakis
Principal
11 April 2015