IMMACULATE HEART COLLEGE

Through Mary to Jesus: “The Way, the Truth and the Life”
John 14:6

ANNUAL REPORT
2015
ANNUAL REPORT 2015

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 students from 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.

In 2015, the College catered for students from Kindergarten to Year 6. This feat signalled the College’s maturation to a fully-fledged primary school (K-6). By the end of the year, there were 86 students enrolled. Also, the one ‘full-fee overseas paying’ student had become a permanent resident.

In 2015, the IHC Playgroup continued to operate each Tuesday from 9.15am to 11.15am at the Lower Chittering Hall. There were 9 children enrolled on a regular basis throughout the year. This brought the total of students at IHC to 95.

Future enrolments through to 2019 are on file (electronic and hard copy). Despite the fact that the College has not yet secured its desired secondary school status, growing a year level annually from Year 7 to Year 12, it is bound to exceed 100 students in 2016 and to continue to grow.
In 2015, the curriculum comprised the *Early Years Learning Framework (EYLF)* for Kindergarten, the *WA Curriculum* (based on the *Australian Curriculum*) for Pre-primary to Year 6 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.

In 2016, the *WA Curriculum* will be used for all learning areas from Pre-primary to Year 6 with the exception of Modern Greek and Religious Education. The *Australian Curriculum* will be used for Modern Greek as the *WA Curriculum* has not been applied to Modern Greek as yet. The *Paideia Omogenon* curriculum was also used for the teaching/learning of Modern Greek in 2015, and this will be the case again in 2016.

The key curriculum resources used for the Religious Education and Virtues Programmes at IHC in 2015 were *To Know, Worship and Love* and *The Bible* and *Christ Our Light and Life*. These resources will be used again in 2016 for the Religious Education and Virtues Programmes of the College.

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, but are not limited to the following key items, listed alphabetically:

**Australian Early Development Census (AEDC)**

- The College undertook the *AEDC* again this year, having first participated in 2012
- An *AEDC Report*, specific to the College, was sent to the school in December
Charities/Philanthropic Activities

- Philanthropic and charity events throughout the year included; 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 3 (the College’s annual student-initiated fundraiser called ‘Helping Hearts’, yielding $500 in total funds raised), Day for Daniel in Term 3 (with related ‘stranger danger’ activities and gold-coin donation for the privilege of wearing ‘free dress’ to school with a red-coloured item of clothing, yielding $117 in total funds raised), and St Vincent de Paul in Term 4 (Christmas Hampers from each class in the school for families in need)

College Ethos, Curriculum & Intervention Strategies

- A strong Catholic and Pastoral Care ethos based on the Virtues Programme; one virtue per month, starting with the virtue of Respect
- An acceptance of all backgrounds and faiths, as long as parents and students are prepared to support the College’s Catholic ethos
- Caring for the whole child
- Low student-teacher ratio
- Small group (Wave 2) and individual (Wave 3) intervention strategies for students who need extra academic and/or behavioural/social aid, with the assistance of tutors (two qualified teachers volunteered their regular weekly service at IHC in 2015)
- An Education Assistant-Special Needs (0.6FTE) for Students with Disability
- Piano lessons, upon request, with the College’s peripatetic Piano Tutor
- Regular Open Mornings spaced throughout the year
- Celebration of Book Week in August with related week-long activities
- Licence to Use Animals for Scientific Purposes (Teaching and Learning), established in 2013 and continued in 2014 and 2015
- ‘Animal Ethics Coordinator’, established in 2013 and continued in 2014 and 2015
- An Environmental and Sustainability Programme whereby all students from Kindergarten to Year 6 attend to The Garden of Eden and the Animal Enclosure once a week, according to the weekly roster (Wellington boots and gardening gloves are now part of the IHC Booklist requirements)
• 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

**Community Links**

• Strong links with family and community, such as the *IHC Choir* performing at the annual *Taste of Chittering Markets* on Sunday 23 August (third consecutive year that the *IHC Choir* has been invited to perform publicly in this forum, with the honour of opening the event each year); also, the *IHC Markets and Swap Meet* event that takes place every second Saturday of every month is a great way to bring the local community to the school grounds, creating new and tangible links with members of the local and even wider community

• Annual entry in the *Shire of Chittering’s School Citizenship Awards* with successful results in 2012, 2013, 2014; submitted nomination of student for 2015

• Annual *IHC Christmas Evening* event, held at the end of Week 8, Term 4 (Friday 4 December)

**Competitions**

• Promotion of and participation in the annual *Write4fun* Competition, with winning entries published in the annual *Write4fun* publication

• 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

• Participation in *The West Australian’s ‘Gen Zed’ Writing Competition*, with a winner in Year 4, announced on Tuesday 27 October

**Compliance**

• All Compliance requirements were met throughout the year on or before deadline

**Excursions and Incursions**

• Excursions (one to two excursions per class annually) and Incursions (approximately one per term), inclusive of three religiously-themed incursions during the course of the year, one musical performance
(Kaboom Percussion Show Incursion), and the annual ShockProof and St John’s Ambulance First Aid Focus Incursion, amongst others

Inaugural Year 6 Class

• The College’s inaugural Leavers’ Jackets were ready for wearing by the students at the start of Term 3
• The Inaugural Year 6 Camp was held at Boshack Outback Camp, from Tuesday 10 November to Friday 13 November, inclusive; attended by the ten Year 6 students of 2015, their teacher and the Principal
• The Inaugural Year 6 Graduation Assembly was held on Friday 4 December, with the issuing of the Year 6 Graduation Folders, inclusive of formal and informal Graduation photos and references from the Class Teacher and the Principal
• Class, Academic, Citizenship, Leadership, and Foundation Student Awards were issued to Year 6 students on Friday 11 December

Infrastructure

• Demountable buildings, known as Area 1 (also known as the Early Learning Centre and Administration); inclusive of a Kindergarten Room, a Pre-primary Room, a Year 1 Room, a UAT/Staff toilet, male and female student toilets, male and female adult toilets (separate and outside the fenced off area for the students); an Administration Building, inclusive of Reception, Sick Bay, Photocopier Room, three work/office spaces and an office for the Principal, a Library, a Staff Room, and a Resources and P&F Store Room; paved courtyard with basketball hoop and bike/scooter-riding circuit; fenced grassed play area with new nature-based play area and other initiatives, such as a Science/Water Wall and Music Wall; two Accommodation Units set outside of the fenced area; a large shed in which to house sports and other play equipment for the Early Learning Centre; an Animal Enclosure (soon to be relocated on the College grounds)
• The Multipurpose Hall facility, known as Area 2; inclusive of 3 classrooms, a Canteen, a Chapel (Hall converted to a ‘Chapel’ each Wednesday morning), a gymnasium for Parent Assemblies, and Faction/Special and other Assemblies, various indoor sports and also wet-weather usage at Recess and Lunch times, male and female toilets, and a UAT/Staff toilet; fenced grassed play area with various nature-based play
items; new nature-based play area (The Bent Knee Tree) with stream in winter months and other natural play equipment

• A fully-sized primary school oval
• Two Nature-based Play areas (Area 1 and Area 2)
• An additional parent-constructed Nature-based space in the fenced grassed area of Area 2
• A religiously-themed vegetable garden (*The Garden of Eden*) in Area 2
• An Animal Enclosure in Area 1 (dismantled during 2015 to be relocated elsewhere on the College grounds in 2016)
• Car Park, with separate Staff Parking area
• New Stage 1 Building, comprising 4 large classrooms, a courtyard, an ablution block with UAT and Staff toilets, and a storeroom; ready for use at the start of 2016

Online Programmes/Services

• New College website ([www.ihc.wa.edu.au](http://www.ihc.wa.edu.au)), launched in February of 2014
• The electronic data-collection system called *EasySchool*, first used at IHC in 2013
• On-line Teaching/Learning Programmes; *Reading Eggs, Spellodrome, Mathletics, Language Perfect* (Modern Greek), *Education Perfect* (English, Mathematics, Science, and Humanities), *Skoolbo*, and *World Book Online*
• Professional online appraisal tool, *Appretio*

Parental Involvement

• 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
• A School Canteen (*Kangaroo View Café*), approved by the *WA School Canteen Association (WASCA)* and operated by volunteers every Friday, inclusive of a volunteer Canteen Manager
• *School Banking* through the Commonwealth Bank, introduced at the College in 2013
• *Scholastic Book Fair* and *Scholastic Book Club*
Physical Education/Sport Programmes

• Fortnightly traditional Greek dance lessons for students from Years 3 to 6, and performance of traditional Greek dances at special Parent Assemblies and other Greek-themed Assemblies, such as Greek National Day
• Visit from three Fremantle Dockers Players on Thursday 19 February to spread the good news re; healthy eating and living choices and to inspire students to play more sport
• Hockey Clinic with coach for Years 3 to 6, held on Friday 26 June and Friday 3 July
• Annual *Cross-country Event*, held on Friday 11 September
• Inaugural *Field Events Day*, held on Friday 18 September
• Annual *IHC Athletics Carnival*, held on Friday 25 September
• New sports equipment purchased with funds received through the College’s *Sporting Schools Australia* membership
• In-term Swimming Lessons held in the last week of Term 4 (7 to 11 December, inclusive) for all Pre-primary to Year 6 students, at Ellenbrook Swimming School, Ellenbrook

Pre-service Teachers

• The College willingly accepts Pre-service Teachers from each of the universities
• In 2015, the College accepted two Pre-service Teachers from Edith Cowan University and one from Murdoch University
• The Principal also performed the duty of Supervisor for two of the three Pre-service Teachers, asked by the respective universities due to the paucity of Supervisors

Professional Learning

• Extensive Professional Learning for the College’s teaching and non-teaching staff, and Principal, with an on-going view to develop Literacy and Numeracy Specialists in the school
• Professional Learning for all Teaching Staff and the Principal on the use of the online professional appraisal tool, *Appretio*
• Professional Learning for all members of the College’s community (Directors, Principal and Staff) in *Mandatory Reporting* (December, 2014) and *Protective Behaviours* (December, 2015)
• Professional Learning in the new focus areas of the College; namely, Science, Technology, Engineering and Mathematics (STEM), Humanities and Social Sciences (HASS) curriculum, Nature-based Play
• Professional Learning throughout the year for all staff in various areas of interest/relevance/importance

Professional Partnerships
• Professional Partnerships; such as, Better Schools: National Plan for School Improvement and Quality Improvement Plan; Independent Primary Schools Heads Association (IPSHA) (membership of Principal); Appretio (online Professional Appraisal Tool)

Religious Education Programme
• Weekly whole-school Mass for all staff and students
• Daily morning Mass for Staff
• Weekly Catechesis Class for Staff
• Inaugural Religious Staff Retreat on Monday 20 July (Student-free Day)
• Special Feast Days celebrated throughout the year; for example, Procession for the Crowning of Mary held on Wednesday 13 May; Feast Day of the College, celebrated with a whole-school Mass on Tuesday 8 December, etc.
• Third consecutive year of preparing students from Year 3 and up during Terms 3 and 4 for the sacraments of First Reconciliation and First Holy Communion (This programme is conducted by the Religious Sisters and College Priest)

Renewal of Registration
• The College underwent a Renewal of Registration on Monday 18 May
• All requirements for the Renewal of Registration were met and any follow-up items were attended to by the expected deadline
• The College was granted Registration through to December 2017

Safety Drills
• Lockdown and Evacuation Drills held once a term
• All of the College’s Policies were updated for the Renewal of Registration Visit on Monday 18 May
School Registered Programmes/Activities

- Registered school for the *National Day of Action against Bullying and Violence*, since March 2013; the College’s *National Day of Action against Bullying and Violence* was held on Friday 20 March
- 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
- Registered school for *Sporting Schools Australia*, receiving grants in Terms 3 and 4 of 2015
- Registered school for the *School Breakfast Programme*, commencing in Term 3 of 2015
- Registered school for *Ride2School Day*, with students riding their bikes/scooters to school on Friday 13 March
- Registered school for *Walk Over October Day*, with students walking to school on Wednesday 21 October
- Registered as a *Waste Wise School* with various waste-wise activities taking place throughout the year and staff attending *Waste Wise PL*, as well as participating in the *Waste Wise Audit* for a potential grant for the school to undertake further waste-wise activities

School Services

- School Nurse
- School Psychologist
- School Dental Health Service
- Public Transport Authority (PTA) Bus
- New 24-seater IHC Bus
- Existing 12-seater IHC Bus also available for use for excursions, etc.

Special/Cultural Assemblies

- Commemoration of the 100<sup>th</sup> Anniversary of *ANZAC Day* with a dedicated Assembly on Friday 24 April
- Commemoration of *Remembrance Day* with a specially-dedicated Assembly on Wednesday 11 November
• Celebration of **Greek National Day** (25 March), **The Battle of Crete** (20 May), and ‘**OXI Day**’ (28 October), with a dedicated school Assembly for Greek National Day and attendance at the three dedicated Wreath-laying Ceremonies in Kings Park

• 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’

**Stage 1 Building Project**

• Official Opening and Blessing Ceremony of the new Stage 1 Building Project (4 General Learning Areas, courtyard, ablution block, UAT, and Storeroom), held on Monday 7 December at 2.00pm in the Multipurpose Hall and also in the courtyard of the new building

• Official ‘hand-over’ of the new building to the Principal on Monday 7 December, at the conclusion of the Opening and Blessing Ceremony

**Student Leadership Programme**

• A Student Leadership Programme – First official roles of Faction Captain and Faction Vice-captain were offered in 2013, with the additional roles of a Sports Captain and a Languages Leader offered in 2014, and Head Boy and Head Girl offered in 2015; thus, 12 separate leadership positions were offered in 2015

• Regular Student Leaders’ Meetings held during the year to discuss various matters, student initiatives and other items of relevance

• The Annual Principal’s Morning Tea for Students Leaders was held on Tuesday 16 June

**Workplace Experience**

• The College willingly accepts students from neighbouring schools for their Workplace Learning Experience needs

• In 2015, the College accepted a Year 11 student from Bullsbrook College and a Year 11 student from Swan Valley Christian School for their respective Workplace Learning Experience needs; it also accepted a Year 8 Home School WA student for her educational experience needs

• All of the above were long-term experiences of 6 weeks or more
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
  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
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

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) 3 x 40 minute lessons per week for Pre-primary to Year 6 students; 1 x 30 minute lesson per week for Kindergarten students; and 1 x 45 minute Whole-school Mass on Wednesdays
  b) 1 x 30 minute period per week for Hymns on Fridays for Pre-primary to Year 6 students; and 1 x 30 minute period per week on Wednesdays for Kindergarten students
  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
  e) Daily there is Mass for the Staff of the school
  f) Once a week 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
• Offered one-on-one (tutor-student), as far as is practicable
• Taking place on a weekly basis
• Fostering improved skills in Literacy and Numeracy

---

**a) Characteristics of the student body:**
In 2015, 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 2015 were mainly from Chittering, Lower Chittering, Muchea, Bullsbrook, Ellenbrook, Bindoon and Gingin, amongst other localities.

In 2015 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 family of five brothers, all suffering from Post-traumatic Stress Disorder, with particular severe outcomes for the child in Year 2. This child’s social and behavioural issues were so pronounced that, even though the school invested a great amount of time and effort into assisting the child in his educational and
social learning journeys, the enrolments in the Year 2 class decreased significantly by the end of the year. His behaviour and, consequently, his learning challenges were such that the school’s Education Assistant-Special Needs was investing the afternoon session of each of her three days at the school in the Year 2 classroom, even though the child did not qualify for Inclusive Education (IE) Funding. Assistance was also sought from the College’s Psychologist, as well as from the family and their Specialists and other support systems.

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 sought. The College was successful in securing IE Funding for five students in the first round of IE Funding applications and four in the second round, after one student with Autism (Year 2) left the school at the end of Term 2.

b) Teacher standards and qualifications:
All full-time and part-time teaching and support teaching staff (Education Assistants, volunteer Tutors, and peripatetic Piano Tutor) of 2015 possessed appropriate teaching qualifications and Working with Children Checks (WWCC). The classroom teachers also possessed current Teacher Registration Board (TRBWA) membership and WWCC’s. All other non-teaching staff members 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 2015, 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 Performance 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 Appraisal Meeting with the Principal. At this meeting, professional dialogue was held with each member of staff regarding his/her meeting of the required Standards and setting goals for the following year. Each member of staff was provided with a Letter of Appraisal from the Principal, inclusive of goals for 2016.

In turn, the Principal underwent a Performance Appraisal Meeting with the Directors of the College. A Letter of Appraisal was provided to the Principal by the Directors.

c) Workforce composition, including indigenous composition:

In 2015, 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, Piano Teacher, Religious Sisters, Caretaker, Volunteer Tutors, and College Priest. Other faith backgrounds 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 2015.

The ratio of male/female staff members was nearly one third (7) male staff members and just over two thirds (18) female staff members, inclusive of part-time and casual employees, and volunteer workers.
The male staff members included the following positions:

- 1 College Priest
- 1 Full-time Classroom Teacher (Year 5/6)
- 1 Part-time Classroom Teacher (Year 2)
- 1 Part-time Teacher (Languages Education Teacher)
- 1 Part-time Groundsperson/Cleaner
- 1 Part-time Bus Driver
- 1 Information Technology (IT) Specialist (Casual Employee)

The female staff members included the following positions:

- 1 Full-time Principal
- 1 Full-time Bursar
- 1 Part-time Administration Assistant
- 2 Full-time Religious Education Workers
- 1 Part-time Education Assistant-Special Needs
- 1 Part-time Kindergarten Teacher
- 1 Full-time Education Assistant
- 1 Full-time Pre-primary Teacher
- 1 Full-time Year 1 Teacher
- 1 Part-time Year 2 Teacher
- 1 Full-time Year 3/4 Teacher
- 2 Part-time Volunteer Tutors
- 2 Part-time Cleaners
- 1 Part-time Peripatetic Piano Tutor
- 1 Full-time 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 2015 was very good. There were a few cases of explained/legitimate low attendance. One such case was a student in Year 2 who has continued to suffer from ‘separation anxiety’ from her mother since Kindergarten. This student eventually left the school in the early stages of Term 3. Other legitimate cases of missed attendance were as follows: a Year 1 student underwent hip surgery and had to stay at home for 6 weeks before
returning to school; a Year 2 student underwent multiple surgeries on her inner thighs over a number of months and had to spend weeks at a time at home before returning to school; a Year 5 student underwent inner thigh surgery and had to spend considerable amount of time at home before returning to school; and a Year 5 student undertook regular guitar lessons off site on a Tuesday afternoon each week throughout the year.

In 2015 there were 190 contact days for students in Pre-primary to Year 6. The days per term were as follows:

Term 1 = 43 days
Term 2 = 53 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 91.48%
Pre-primary 89.53%
Year 1 89.10%
Year 2 91.25%
Year 3 94.34%
Year 4 93.37%
Year 5 90.58%
Year 6 92.29%

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

School Year (Part-time; Kindergarten) 91.48%
School Year (Full-time; Pre-primary-Year 6) 90.89%
School Year (Total) 90.96%

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.
- Students and parents are reminded verbally and in writing that regular attendance at school yields positive academic, social and spiritual results.
- 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 or text message in the morning (most common forms of 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 for no apparent or significant reason, the Principal will speak to the parent/s, highlighting 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.
- The school is not obliged to set work for students whose parents choose to take them on holidays during school terms.
- The school is not obliged to offer tests and/or major assessments to students upon their return from holidays during school terms.
- In 2015, 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 recorded all absenteeism on EasySchool, as well as all enrolment details and other data. This role was handed over to the Administration Assistant in the last few weeks of the academic year. The Administration Assistant received one-on-one training/PL on the use of EasySchool from the College’s EasySchool Administrator. Such PL will be ongoing for the Administration Assistant in 2016.
- 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, this 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 and 2015.

Following the release of data, a report on the performance of the student cohort (dated September 2015) was prepared by the Principal. The Valuate 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 2015. Immediate remediation was applied, where necessary.

The Performance Indicators in Primary Schools (PIPS) online testing for Literacy and Numeracy skills in Pre-primary students was administered in 2015 for the third 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.

g) Parent, student and teacher satisfaction with the school:
Formal surveys of student, parent and staff satisfaction were conducted in 2015. The National School Survey tool was used to create the surveys. The existing ‘bank’ of questions for each category (student, parent, and staff) was used, and then additional questions were added to embellish the surveys, making them specific to the College.
The **IHC Student Satisfaction Survey** was conducted with the Year 5/6 students in class, using hard copies of the survey and under relaxed ‘test’ conditions so that students would answer the questions for themselves, unhindered by their peers.

The **IHC Parent Satisfaction Survey** and the **IHC Staff Satisfaction Survey** were both completed online by parents and staff of the College.

An analytical report was generated by the Directors and the Principal of the College regarding the outcomes of the **IHC Student Satisfaction Survey** whilst two separate online reports were generated by the **National School Survey** tool for the parent and staff satisfaction surveys respectively.

The reports were disseminated to the Directors and Staff of the College for their information and pending action on matters requiring further attention.

**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 Evanglinou-Yiannakis

**Principal**

28 December 2015