



IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"

John 14:6

ANNUAL REPORT 2012

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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 class for Kindergarten to Year 3. Enrolments began at 24 (K-3) and increased to 39 by the end of the year. Future enrolments through to 2017 are on file (electronic and hard copy). The College will grow by a year level each year; therefore, it will be a fully-fledged primary school by 2015.

The curriculum comprises the *Early Years Learning Framework* for Kindergarten, the *Australian Curriculum* for Pre-primary to Year 3 for English, Mathematics, Science, and History (in part), and the *Curriculum Framework* for all other Learning Areas (Society and Environment, The Arts, Languages Education (Modern Greek), Health and Physical Education, and Technology and Enterprise). The key curriculum resource used for the Religious Education and Virtues Program is *To Know, Worship and Love* and *The Bible*. The *Paideia Omogenon* curriculum is 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, the environment
- Knowledge, understanding and love of the Faith

Characteristics of the College include the following:

- Open arm policy of acceptance of all backgrounds and faiths so long as parents and students are prepared to support the College's ethos
- Strong links with family and community

- Professional Partnerships (*Better Schools: National Plan for School Improvement*)
- Caring for the whole child
- Low student-teacher ratio
- One-on-one Tutorial System for every child
- Piano lessons
- New facilities in idyllic rural setting
- Registered school for *Bullying. No Way!*
- Registered school for *SunSmart*
- School Nurse
- School Psychologist
- Dental Health Service

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 Program
 - 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 – 50% weekly timetable allocated to Literacy and Numeracy (English & Mathematics)
 - b) Morning blocks of Lit. & Num. time
 - c) Timetable – All other Learning Areas meet requirements of time
 - 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., 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’

The Catholic Faith is taught formally and informally 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
- d) Religious Education and Virtues Program taught by the Religious Sisters of IHC

- **Virtues Program**

- a) Virtues Program – One virtue per month linked to a Saint, presenting as a role model for students
- b) IHC Behavioural Management Plan draws on the Virtues Program 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 during 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

The College's Tutorial System achieves the following aims:

- Caters to the academic, social and spiritual needs of the students
- Based on teacher and parental input
- Is conducted one-on-one (Tutor-Student)
- Takes place on a fortnightly basis
- Focuses on areas of specific need
- Fosters literacy and numeracy skills
- Tutor liaises closely with teachers and parents

Infrastructure:

In 2012, the school was housed in demountable buildings (Administration Block, Teaching Block, Chapel, Shed, Ablution Block, and Accommodation Units). It also comprised substantive play areas for the children, including a shaded, paved courtyard for basketball, bike-riding, hop-scotch, etc., as well as fenced grassed 'oval' with 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. The new Assembly Hall was under construction as was the new Church (Divine Mercy Church). A substantively-sized car park was available to parents for parking, drop-off and collection of their children. A small bus was purchased for the College for the transfer of students from as far Gingin and Bindoon.

Characteristics of the student body:

The student body comprised of children of the Catholic Faith but also non-Catholic Christians and non-Christians. All faith and non-faith backgrounds are welcomed at the school so long as the parents are prepared to support the school's ethos and their own child's faith journey.

In 2012 there were no children with specific or pronounced special needs although two children joined the school cohort during the year, presenting specific learning difficulties that have been catered for in the following way: With permission and full approval of their parents, and with permission sought from the DES, the students are repeating Pre-primary in 2013 and are making very sound progress.

There were 2 Indigenous-background students at the school in 2012 (Kindergarten and Year 3). The Kindergarten student was not a regular attendee but the Year 3 student was rarely absent. The Year 3 student presented a strong academic profile.

The catchment areas for 2012 were mainly from Lower Chittering, Bullsbrook, Ellenbrook, Bindoon and Gingin, amongst other localities. Two students from as far as Joondalup left at the end of Term One due to the distance of the school from home and the mother's fear of driving long distances with a smaller child in the car and a fourth child on the way.

b) Teacher standards and qualifications:

All teaching and support teaching staff (Education Assistants and Tutor) possess appropriate teaching qualifications. The classroom teachers also possess current WACOT (now Teacher Registration Board) membership and Working with Children Checks (WWCC). All other staff members and non-teaching staff possess current WWCCs. Furthermore, the teaching and support staff is encouraged, and provided with the opportunity to attend professional learning (PL) in their respective fields of interest and expertise, but also in areas that will benefit the school as a whole.

In 2012, the classroom teachers underwent PL in a variety of areas including whole-school literacy and whole-school numeracy planning, Occupational Safety and Health (OSH), anaphylaxis, interactive whiteboard training, and numerous other PL sessions. 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.

Two Religious Sisters joined the school staff at the end of Term Three, receiving a month's induction before entering the classroom in Term Four to

teach the Religious Education and Virtues Program, and to also assume Education Assistant (EA) duties in the Pre-primary classroom. The Sisters have also received induction via visits to other Catholic schools in Perth and through a sojourn in a convent in North Beach. However, despite being qualified educators in their homeland (Philippines), formal teaching qualifications from Australia are yet to be acquired. Assistance for the Religious Sisters with regard to EA duties has been provided by the College's qualified EA and induction into the Western Australian education system and context has been provided by the Principal, Directors, and other members of staff. The induction is an on-going process.

All teachers (full-time and part-time), EAs, and the Religious Sisters underwent performance management during the year and formally at the end of the year. This involved a self-appraisal process and an appraisal from the Principal. The documents were then used in a Performance Management Meeting held with the Principal at the end of the year whereby a two-way discussion was held on each of the areas of professional conduct being examined by the Performance Management tool being used. This tool was not the current National Quality Standards Framework for Teachers; however, it was a modified existing document that covered a number of areas including the following:

- Self-evaluation
- A Mentor, nominated or chosen by the staff member and approved by the Principal
- The Principal

The focus of the appraisal process is on:

- Lesson planning and preparation
- Student assessment methods
- Teaching skills
- Classroom management skills
- Communication skills
- Professional characteristics
- Self-evaluation
- Mentor's comment
- Principal's comment
- Principal's recommendations

The appraisal process will consist of:

- A brief meeting with the Principal to confirm details of the appraisal process
- A meeting with the Mentor to discuss the appraisal requirements
- Completion of the appraisal documents
- A meeting with the Mentor to report on progress
- A review interview (formal) with the Principal

All teachers and EAs were satisfied with the approach taken regarding their Performance Management for 2012 and with the thorough feedback provided by the Mentors and Principal. It is intended that in 2013, the *National Standards for Teachers* document for Performance Management will be used.

The Principal also underwent a Performance Appraisal using the *National Standards for Principals* document. The model used was called, *A Model for Excellence in School Leadership*. It involved a very thorough review of the following areas:

The document is structured around five areas of leadership professional practice:

1. Leading teaching and learning
2. Developing self and others
3. Leading improvement, innovation and change
4. Leading the management of the College
5. Engaging and working with the community

The document was designed to be used in a digital format, allowing the Principal to record actions taken throughout the year. Each area of professional practice is divided into three components:

- Plan and act
- Review
- Respond

This structure allows for the formative development of the digital journal to be used for personal reflection or as a tool for summative appraisal by the Board of Directors of the College.

Successful engagement with the five professional practices requires certain leadership qualities. These qualities are stated as:

- Vision and values
- Knowledge and understanding
- Personal qualities, social and interpersonal skills

The completed document was forwarded to the College's Board of Directors, being the line-managers of the Principal. The Principal received feedback, both written and verbal from the College's Directors on her Performance Management process and work done during the College's inaugural year.

c) Workforce composition, including indigenous composition:

In 2012, the composition of the workforce at Immaculate Heart College comprised mostly members of the Catholic Faith, inclusive of all members of the full-time teaching staff, Tutor/Piano Teacher, Religious Sisters, Bus Driver, Groundsperson/Cleaner, Caretaker 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 2012.

As a primary school, the majority of staff members were female with only the following male staff members:

- 1 College Priest
- 1 Full-time Primary School Teacher (Year 2/3 Teacher)
- 1 Part-time Teacher (Languages Education Teacher)
- 1 College Bus Driver
- 1 Volunteer Information Technology (IT) Specialist

d) Student attendance at school, including:

Overall, student attendance in 2012 was very good. There were a few cases of unsatisfactory attendance in Kindergarten and Pre-primary, inclusive of the indigenous student in Kindergarten. However, the key reason provided by the parent for the regular absence of this particular child was that he was one of 7 children (not the youngest), and it sometimes proved difficult to get him to school on time, if at all.

- 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.**

In 2012 there were 190 contact days for students in Pre-primary to Year 3. The days per term were as follows:

Term 1 = 46 days

Term 2 = 53 days

Term 3 = 49 days

Term 4 = 42 days

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

Pre-primary 56.6% (Pre-primary: Non-compulsory year level in 2012)

Year 1 74.1%

Year 2 80.5%

Year 3 82.6%

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

Pre-primary-Year 3 73.45%

Year 1-Year 3 79.06% (Compulsory year levels in 2012)

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 3 consecutive days a child has not returned to school, a phone call will be made or an email will be sent to the parents asking if the child is well and requesting a reason for his/her absence.
- In all cases, parents are requested to inform the school in advance of any planned absence so that the school and teaching staff can be prepared. 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 of the detrimental effects of such extended absence from school and to agree on a plan of action to improve on the situation.

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 (highest year level cohort at the College in 2012). Following the release of data, a report on the performance of the student cohort was prepared by the Principal, in consultation with the Year 2/3 Teacher, and is attached.

The Appraise Tool was consulted and consideration was given to the areas requiring further attention in the Year 3 cohort of 2012. Immediate remediation was applied for these students in various forms to ensure that the areas of weakness were addressed over time and during the remainder of the year. Furthermore, application was made to AISWA for funding to target the teaching/learning in both literacy and numeracy for these and other students in the school. The result of the application was that the full amount possible was granted to the College for the improvement of literacy and numeracy standards. This money will be available in 2013 and will allow for the purchase of specific resources that, in turn, will assist the students who have been targeted, as well as all other students in the school.

The Even Years Testing (Year 3 NAPLAN for Year 2 students) was implemented in September 2012 for the Year 2 students. The data from this test assisted the Year 2/3 Teacher with his planning and teaching for improved standards in literacy and numeracy. A formal report for the Even Years Testing was not prepared but it is intended that this be the case for 2013 onwards.

The external testing tool Performance Indicators in Primary Schools (PIPS) will be purchased for Pre-primary in 2013.

g) Parent, student and teacher satisfaction with the school:

Three separate surveys were conducted at Immaculate Heart College in the latter half of 2012; one for parents, one for students, and one for teachers. The results of each survey were summarised and can be found in the attached report. It was deemed, however, that the survey for the students was not valid for all year levels as the children in Kindergarten to Year 1, in particular, were too young to answer questions of any particular depth. A different format will be used to survey the children in these year levels in future. The overall results from all three surveys were favourable in terms of satisfaction with the school.

h) Post-school destinations – NOT APPLICABLE

i) School income, broken down by funding source:

Please see the attached report on the school's income, broken down by the various funding sources.

Dr Angela Evangelinou-Yiannakis
Principal

13 May 2013