



# IMMACULATE HEART COLLEGE

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

*John 14:6*

## ANNUAL REPORT 2013

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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 classes for 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 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.

Future enrolments through to 2018 are on file (electronic and hard copy). The College will offer Year 5 in 2014 and Year 6 in 2015; therefore, it will be a fully-fledged primary school by 2015.

In 2013 curriculum comprises the *Early Years Learning Framework* for Kindergarten, the *Australian Curriculum* for Pre-primary to Year 4 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 resources used for the Religious Education and Virtues Program are *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
- Fortnightly one-on-one Tutorial System for students who need extra tuition
- Once-weekly volunteer Special Needs Education Assistant for students with Special Needs
- Piano lessons, upon request
- Student Leadership Program – First official roles of Faction Captains and Vice Captains in 2013
- New facilities – Multipurpose Hall (classrooms, Canteen, gymnasium, male and female toilets, and UAT)
- New electronic data-collection system called *EasySchool*, first used at IHC in 2013
- Open Mornings spaced throughout the year
- Registered school for *Bullying. No Way!*
- Whole-school involvement in the *National Day of Action against Bullying*, March 2013
- Registered school for *SunSmart*
- IHC Policy incorporating *SunSmart* mandates
- Registered *Asthma-friendly* school
- Asthma Foundation Fundraiser (*Bust out in Blue*) held on 3 September 2013
- Entry in the inaugural *Kids Who Give WA* Program of the Governor of Western Australia and success in the category of whole-school participation in the Fundraiser (Champion School)
- *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 Programs; *Reading Eggs*, *Mathletics*, and *Language Perfect* (Modern Greek) which was introduced in 2013
- Promotion of and participation in the annual *Write4fun* Competition

- Promotion of and participation in a variety of other writing competitions
- School Nurse
- School Psychologist
- School Dental Health Service
- Public Transport Authority (PTA) Bus as of Term 2, 2013
- Nature-based Play initiatives, inclusive of plans for 2 Nature-based Play areas in the school, a further parent-initiated and parent-constructed Nature-based space in Area 2, a new vegetable garden (*The Garden of Eden*), and an upgraded Animal Enclosure
- ‘Licence to Use Animals for Scientific Purposes (Teaching and Learning)’, established in 2013
- ‘Animal Ethics Coordinator’, established in 2013
- A new School Canteen (*Kangaroo View Café*), approved by the WA School Canteen Association (WASCA)
- An IHC Policy related to the new School Canteen
- A 5-year Languages Education Plan (*Languages Education Plan 2013-2018 Immaculate Heart College*)
- Incursions (approximately 1 per term) and Excursions (1-2 per class annually)
- Extensive Professional Learning for the College’s teaching and non-teaching staff, and with a view to develop Literacy and Numeracy Specialists in the school
- Lockdown and Evacuation Drills held once a term
- Commemoration of ANZAC Day with a specially-dedicated Assembly (17 May 2013)
- First year of preparation of Year 3 and Year 4 students during Term 3 for the sacraments of First Reconciliation and First Holy Communion; Program run by the Religious Sisters and College Priest
- First public performance of the *IHC Choir* (Pre-primary to Year 4) at the *Taste of Chattering Markets* on Saturday 7 September 2013
- Annual Athletics Carnival held at the school in September
- *Nationally Consistent Collection of Data (NCCD)* and ‘Level of Adjustment’ mandate applied in Term 4, 2013
- In-term Swimming Lessons held in the final 2 weeks of Term 4 at the Iluka Aquatic Centre in Gingin
- New refrigerated Drinking Fountain for Area 2, purchased by the IHC P&F Association

- An extra 25 near-new computers sourced from *The Association of Independent Schools of WA (AISWA)* for use in 2014
- Approval granted for *IHC Playgroup* for 2014; Playgroup to be located at the Lower Chittering Hall and to operate on Tuesday mornings of each term
- Work commenced on the College's new website, to be launched in 2014
- First Christmas Evening event, held at the end of the year, 2013
- Promotion of and participation in *The Premier's Summer Reading Challenge*, December 2013 to 31 January 2014

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 Literacy & Numeracy time
  - c) Timetable – All other Learning Areas meet requirements of time allocation
  - 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*, and *Even Years Testing*)
- 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 and also to cultivate 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 resources at the school
- Establishment of a School Library
- Introduction of *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 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
  - d) Once a week there is a whole-school Mass

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, focusing on areas of specific need
- Be offered one-on-one (Tutor-Student), as far as is practicable
- Take place on a fortnightly basis
- Foster improved overall Literacy and Numeracy skills

### **Infrastructure:**

In 2013, the school comprised demountable buildings (Area 1), inclusive of an Administration Block, Teaching Block, Chapel, Shed, Ablution Block, and Accommodation Units, as well as the new Multipurpose Hall (Area 2). Within the Hall there were three classrooms, a Kitchen/Canteen, Male, Female Toilets, and a Universal Access Toilet, as well as the central area (gymnasium) used for indoor sports and games, and Assemblies and other gatherings. Both Areas 1 and 2 included a fenced-in grassed area each. The Kindergarten and Pre-primary classes were housed in the Teaching Block of Area 1. Year 1, Year 2 and Year 3/4 (the only composite class in 2013) were all housed in the classrooms of the new Multipurpose Hall.

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 '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. These play areas were adjacent to the new Animal Enclosure which was upgraded by way of new animal shelters during the course of the year by the IHC P&F Association.

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. 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 develop 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). *The Garden of Eden* also housed chickens whose eggs were sold to the College community, the funds from which went back into purchasing feed for the chickens.

The College's car park continued to cater well for the growing school population although plans to lay bitumen were thwarted by the obstacles met with regard to the building project (separate report). The growth in student numbers constituted eligibility for Immaculate Heart College to attain a Public Transport Authority (PTA) Bus which came into use at the start of Term Two, 2013. The PTA Bus Service catered for students from as far away as Gingin and Bindoon. The small School Bus was used for other purposes, such as small group excursions.

Extensive efforts went into the College's Building Project, Stage 1 of the permanent primary school building (a separate report exists on this venture). However, despite the extraordinary efforts to secure a guarantor for the College so as to proceed with the Building Project, this did not come to fruition and the Building Project was delayed. The Capital Grant belonging to the school was extended into 2014 in the hope that the school could secure a guarantor in the new year and, consequently, commence the building of Stage 1 of the primary school.

**Characteristics of the student body:**

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.

In 2013 there were a small number of children with special needs, presenting specific learning difficulties. The parents of these children were encouraged to seek medical confirmation of their children's disability so that the school could apply for Inclusive Education funding. Furthermore, with full approval from their parents, and with permission sought from the Department of Education Services, two students repeated Pre-primary in 2013, making very sound progress as a result.

There was one Indigenous-background students at the school in 2013 (Year 4). The student was rarely absent and she presented a strong academic profile.

The catchment areas for 2013 were mainly from Lower Chittering, Bullsbrook, Muchea, Ellenbrook, Bindoon and Gingin, amongst other localities.

**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 Teacher Registration Board (TRBWA) 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) sessions in their respective fields of interest and expertise, but also in other areas that will benefit the school as a whole.

In 2013, the Principal and 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.

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 2013, 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, 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 2013.

The majority of staff members were female with only the following male staff members:

- 1 College Priest
- 1 Full-time Primary School Teacher (Year 3/4 Teacher)
- 1 Part-time Teacher (Languages Education Teacher)
- 1 College Bus Driver
- 1 Volunteer Information Technology (IT) Specialist

**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 2013 was very good. There were a few cases of unsatisfactory attendance, particularly one student in Pre-primary who continued to suffer from ‘separation anxiety’ and other family issues.

In 2013 there were 189 contact days for students in Pre-primary to Year 4. The days per term were as follows:

Term 1 = 52 days

Term 2 = 44 days

Term 3 = 48 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	91.26%
Pre-primary	89.27% (2013: PP - First year of compulsory education)
Year 1	92.77%
Year 2	93.96%
Year 3	94.76%
Year 4	96.29%

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

School Year (Part-time; Kindergarten)	91.26%
School Year (Full-time; Pre-primary-Year 4)	93.20%
School Year (Total)	92.90%

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 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 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.
- In 2013, the College began using the electronic data-collection system known as *EasySchool*. The Principal continued to receive PL on the use of the system throughout the year. The Principal records all absenteeism on *EasySchool*, as well as all enrolment and other data.
- The College was advised to keep using 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, and again in 2013 for Year 3. Following the release of data, a report on the performance of the student cohort was prepared by the Principal (dated 15 November, 2013), in consultation with the Year 3/4 Teacher, and is attached.

The *Ping Jia* Tool was consulted and consideration was given to the areas requiring further attention in the Year 3 cohort of 2013. Immediate remediation was applied for these students in various forms, inclusive of the volunteer services of an Education Assistant-Special Needs, to ensure that the areas of weakness were addressed over time and during the remainder of the year.

The *Even Years Testing* (Year 3 NAPLAN for Year 2 students and Year 5 NAPLAN for Year 4 students) was implemented in September 2013 for the Year 2 and Year 4 students respectively. The data from this test assisted the Year 2 and Year 3/4 teachers with their planning and teaching for improved standards in Literacy and Numeracy. The data will also assist next year's Class Teachers of these particular students by providing valuable information and insight into the students' areas of strength and weakness.

The *Performance Indicators in Primary Schools (PIPS)* was used for the first time at the school in 2013 for Pre-primary students. It was administered by the Class Teacher, one-on-one with each Pre-primary student, in February of 2013 and then again in September of 2013. 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.

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

A formal survey of parent, student and teacher satisfaction was not conducted in 2013. It is intended to seek out a professional package with regard to such surveys for use in 2014.

**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**

25 May 2014