



Immaculate Heart School, LEICHHARDT

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Situated within the Archdiocese of Brisbane, Immaculate Heart Catholic Primary School is founded on Christ and looks to Mary, the mother of Jesus and her 'Immaculate Heart' as an example and inspiration. Mary's heart is immaculate, perfect in all virtue, and she is closer to her Son's heart more than anyone else. Through our devotion to the 'Immaculate Heart' of Mary, we aspire to unite our community to God through Mary's heart as she intercedes for us with her Son in all our needs.

At Immaculate Heart Catholic Primary School, we recognise Mary's example and support each other through joys and sorrows. We strive for perfection but realise none of us are perfect. Just as Mary demonstrated a compassionate love for her family, we model this example through compassion and love for our school community. The culmination of this journey will see us foster a love of Mary, realising that true devotion to the Immaculate Heart, always leads us to Jesus. By saying "yes" to God's plan for her, Mary brought Jesus to the world. As modern Christians, we too are called to bring Jesus to the world.

Our Motto, 'Learning with Heart'

In realising our devotion to the 'Immaculate Heart', we are committed to putting the 'Heart' into all learning experiences where the teachings of Jesus are lived in everything we do. As we journey together, we strive to be God's heart here on Earth by nurturing compassionate students in a Christ-centred environment with courage, passion and creativity to take action in their community. We promote excellence in teaching and learning and strive to put our heart into everything we do, encouraging our community to be the best they can be, thereby, empowering our learners to reach their full potential both now and into the future.

Guided by the Heart of Mary, we come to know Jesus. Through His example and together in community, we 'Learn with Heart' when we:

- Live our Faith
- Shine our Light
- Act with Grace.

School progress towards its goals in 2021

Catholic identity goal

Nurture and develop the Catholic Identity of Immaculate Heart by delivering a sustainable integrated approach to growing our connection to The Immaculate Heart of Mary.

Strategies:

- Create planned and purposeful links to our school beliefs and charism
- Collaborative development of the School Vision & Mission Statement
- Staff formation around 'The Immaculate Heart of Mary'.

Success measures:

- Renewed Vision / Mission Statements
- Visible links to charism in school prayer and liturgy
- Iconography visible and reflective of charism.

BCE priority: enrolments goal

Develop an effective enrolment strategy that includes marketing and the development of a sustainable system and school response to ensure accepted enrolments for the following year maintain a regular connection to and engagement with the school and in doing so, support a successful transition into formal schooling.

Strategies:

- Establish Little Hearts Program
- School leaders to assist with activities
- School staff to facilitate reading / literacy sessions
- P&F to assist with resourcing
- 'Little Hearts' hats to all participants.

Success measures:

- Community building
- Pre-prep children develop a sense of comfort and familiarity in their future school setting
- Anecdotal data and information have been collected on particular students prior to day 1 2022
- Reduction in transition challenges, behaviour/emotions.

Learning and teaching goal

Reading / Writing connection: Apply knowledge of the reading writing connection and the Context text model of language to develop engaging and effective connections with students' comprehension and composition.

Use the Australian curriculum English, General Capability Literacy, and student data to organise content (in all learning areas) into well sequenced learning and teaching opportunities that connect comprehension and composition.

Strategies:

- Literacy EO Professional Learning PD at Staff Meeting Term 1
- Intentional discussion during planning sessions
- Staff focus sessions —"How have you responded to reading in your classroom?"
- Collaborative writing marking
- Sharing mentor/exemplar texts.

Success measures:

- Varied formative assessment opportunities that allow students to respond to reading in various ways (writing to read composing to comprehend)
- Increased student progress and achievement in cohesion and sentence structure (reading to write)

- Extend teacher capacity and confidence in the metacognition of teaching the 8 Aspects of Literacy (reading & writing)
- Evidence in teacher dialogue and planning documents.

BCE priority: student performance: assessment capable learners goal

- Developing teacher and student understanding of 'Assessment Capable Learners', focusing specifically on Years 3 and 5 in Semester 1, and Years 2 and 4 in Semester 2
- Engage in analysis of school, cohort, class and individual data to provide more targeted focus for each student or group of students.

Strategies:

- Provide Professional Development for teachers to enhance understanding of NAPLAN Online
- PLL to support teachers to implement PAT M and PAT R tests with classes
- PLL to collaborate and provide support for teachers to understand and apply deep analysis of PAT data
- Explicitly respond to data in planning cycles. Use the resources on SPIRE to support targeted teaching areas
- Respond to observations made during the practice tests by embedding ACL focus areas into planning
- Discuss PAT results with students to involve them in the learning process
- Provide weekly opportunities for students to develop digital skills.

Success measures:

- A developed understanding of 'Assessment Capable Learners'
- Data analysis is evident through effective pedagogy and responsive learning and teaching cycles
- Increased confidence in participating with online assessment/testing (students and teachers)
- Improved digital assessment skills (students and teachers)
- Students recognise what they are learning
- SPIRE resources are being utilised to embed ACL focus areas.

Future outlook

Catholic identity goal:

Participate in the dialogue schools project to gain a better understanding of how our Catholic Identity is expressed and what can be done to strengthen it in the future.

Strategies:

The three questions framing the dialogue schools project are:

- How is Catholic Identity lived and shaped in the school (current reality)?
- How would the school like to see its Catholic Identity expressed (preferred future)?
- What potential is present in the school to realise its preferred Catholic Identity?

Success measures:

- Our school is defined through the charisms and beliefs unique to our school
- Strong connections to our school's Catholic Identity
- Future planning is data driven through whole community responses.

Learning and teaching goal

The implementation of a high impact English block of teaching that will ensure all students accelerate in their learning (2022 EIA):

- High Impact Guided reading strategies
- Reading writing connection
- Data informed decisions for planning and resource selection.

Strategies:

- Signature Practices at Immaculate Heart
- Honing teacher skills with the implementation of Effective and Expected Practices (doing what we say we do). To be developed and refined as the 'next lift' following the Vision for Teaching and Learning
- Specific expectations for the delivery of English and Maths blocks (Every class, every student, every day)
- Student learning goals related to specific data response
- Specific expectations for the delivery of English and Maths blocks (Every class, every student, every day)
- Learning Walks and Talks to be timetabled and with specific focus. Feedback will be provided via face-to-face conversation and related to the specific intent of the LWT.

Success measures:

- Classroom activities match weekly planned timetables
- Learning intentions, success criteria and feedback (Instructional loop) visible and referenced in lessons
- Students can articulate and understand learning intentions and success criteria
- Differentiation of tasks – in planning and in classroom
- Teacher movement in the classroom, engaging with students
- All staff being utilised to capacity in the classroom
- Reduced variance in teaching blocks (English/Maths) across each year level.

Learning and teaching goal

Vision for teaching and learning.

Strategies:

- To be formulated into a non-negotiable 'Vision for Teaching and Learning'
- Timeline Term 1 & 2 2022
- Actions to support the development:
 - PDP Days in January
 - Role of the teacher
 - Mind frames
 - Alice Springs declaration
 - E&E, Model of Pedagogy, High Yield and other BCE expectations.

Success measures:

- Develop shared beliefs, understandings and values of "What is quality Teaching at Immaculate Heart"
- By the end of Semester 1 2022, we will have documented out Vision for T&L.

Our school at a glance

School profile

Immaculate Heart School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 221	103	118	23

Student counts are based on the Census (August) enrolment collection.

Our students range in age from four to twelve, in classes from Prep to Year 6. The students at the school come from a wide range of social, economic and academic backgrounds. The range of abilities, strengths and gifts that our students bring to our community is valued and valuable. Our children engage with the opportunities on offer to them and many of them excel in areas of the curriculum and all of them experience success. There is a high degree of care shown by all of the older students for the younger ones and we operate as a tight community family. We engage the children in a program that has educational rigour, and we have high expectations for our students. We endeavour to make the environment in which the students learn and play an attractive and happy place to be. We teach the children to be resilient and to be able to talk about any concerns or problems that they have in an open and honest manner. In this way we teach about how to be a valuable member of a community and how to resolve common childhood issues when they arise. We provide a flexible learning environment where learning styles of the children are catered for, and which has an emphasis on inclusion. Learning experiences are provided that have relevance and application for the student's current lives and which look forward to the future. Students are given appropriately levelled feedback to advance their learning. Learning intentions and success criteria are made visible and explicit.

Curriculum implementation

Curriculum overview

The Australian Curriculum sets consistent standards for what all young Australians should learn as they progress through schooling. It prepares Australia's next generation for the future and lays the building blocks for generations to come. It focuses on learning area content and achievement standards that describe what students will learn and teachers will teach. It also gives attention to seven general capabilities that are important for life and work in the 21st century.

Immaculate Heart follows the Australian Curriculum in all subject areas. These learning areas are:

- Religious Education,
- English,
- Mathematics,
- Science,
- Humanities and Social Sciences (History and Geography),
- The Arts,
- Technologies, and
- Health and Physical Education.

Immaculate Heart Catholic Primary school takes seriously its responsibility to comprehensively implement the required curriculum. It prioritises & values:

- Pedagogy,
- Promoting experience rich, inquiry-based teaching and learning,
- Differentiating learning experiences for all students, according to the needs in our classrooms,

- Continuous monitoring of children's progress to inform planning,
- Guidance by well researched and practical pedagogical approaches,
- Supporting teachers to provide an exciting and relevant curriculum through staff professional development, networking and collaborative planning time.

Extra-curricular activities

- Interschool sport in Years 4 to 6
- Swimming lessons
- Involvement in local sporting opportunities and visit by local sporting groups
- Involvement in local district and regional sporting carnivals.

How information and communication technologies are used to assist learning

The field of ICLT is growing at an exponential rate. It seems that on a monthly and sometimes weekly basis, new technologies are presented to us. Our students face a vastly different world from that which we knew. Schools have the responsibility of ensuring that students are well equipped to operate in a rapidly changing learning environment.

Student learning is greatly enhanced through the use of technology within our school. It is our aim to further the integration of information technology across the curriculum through ongoing staff professional learning and the development of students' skills. Learning experiences are enhanced through student and staff access to digital cameras and video cameras, data projectors, laptops, scanners and colour printers as well as desktop publishing programs and other software programs that support learning in the classroom. Every classroom has an interactive digital projector. These tools are used extensively to enrich the learning opportunities presented to our students. Teachers and students in the Early Years have daily access to iPads and digital technologies in the classroom. Middle- and Upper-Years teachers and students have access to laptops and are continually upskilling the integration of digital connections to their learning. All of these devices are used to enhance and incorporate the Australian Curriculum in the teaching and learning of Literacy and Numeracy and cater to the diverse needs of our learners.

In 2021, we began our first rollout of 1:1 laptops for our Year 4 students. From 2022, all students from Years 3 to 6 will have 1:1 laptop provisions.

Social climate

Overview

Our school is an important part of the Immaculate Heart of Mary Parish within the Ipswich Catholic Community and also the Leichhardt/One Mile and wider community. As a Catholic school we ground ourselves and our mission, vision, policy and practice on the following beliefs: the person and mission of Jesus is our motivation and example; the dignity of every person must be upheld; authentic education is lifelong and life-giving; we educate the whole person - spiritually, academically, socially, physically and emotionally; every child has the potential to be an effective learner; successful education is reliant on strong partnerships between children, parents and school staff. We have strong teams working for spiritual direction and more generalised student support.

The students at Immaculate Heart Catholic Primary School come from a wide range of social, economic and academic backgrounds. The range of abilities, strengths and gifts that our students bring to our community is rich and valuable. There is a high degree of care shown by all of the older students for the younger ones and we operate as a supportive community.

At Immaculate Heart Catholic Primary School, we have high expectations and hopes for the future of our students. This means that we believe and value: a safe caring environment, purposeful learning, connected community and contemporary resourcing. (Immaculate Heart Catholic Primary School Vision for Teaching and Learning).

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- Respect Self
- Respect Others
- Respect Safety

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long. Teachers have been provided with extensive PD around productive response to unproductive behaviours. These strategies have a teaching focus with an emphasis on maintaining student dignity and positive relationships.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Bullying and Cyberbullying

All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, is addressed at Immaculate Heart Catholic Primary School. Any behaviour that results in harm or is likely to result in harm to a student must be reported to the Assistant Principal (RE) and/or Principal and be responded to in line with BCE Student Protection processes.

Immaculate Heart Catholic Primary School takes the issue of bullying and cyber safety very seriously. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community. Through our PB4L system we establish a climate of respectful relationships where bullying or harassing behaviours are not tolerated and cannot flourish. Anti-bullying messages are incorporated into the curriculum area each year, including supportive by-stander behaviour and training, and all incidents recorded in the Engage Support System.

Immaculate Heart Primary School has developed clear procedural steps for responding to bullying/harassment incidents to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviours – through intervention, calm discussions with all involved which state clearly that the behaviour must cease, teaching and modelling of productive behaviours, restorative practices, personnel resourcing and mediation
- React to the incident in a reasonable, proportionate and consistent manner
- Protect the student who has experienced the behaviour and provide appropriate support through referral to the guidance counsellors, in-class support, buddy systems and personnel resourcing on duty
- Ensure there is a positive outcome by following up after the incident and that relationships are restored for all

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	100.0%
Teachers at this school have high expectations for my child	79.4%
Staff at this school care about my child	97.2%
I can talk to my child's teachers about my concerns	97.2%
Teachers at this school encourage me to take an active role in my child's education	97.2%
My child feels safe at this school	94.4%
The facilities at this school support my child's educational needs	86.1%
This school looks for ways to improve	97.1%
I am happy my child is at this school	94.1%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	86.8%
I enjoy learning at my school	91.4%
Teachers expect me to work to the best of my ability in all my learning	94.3%
Feedback from my teacher helps me learn	95.7%
Teachers at my school treat me fairly	94.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	81.4%
I feel safe at school	85.7%
I am happy to be at my school	90.0%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	95.2%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	85.7%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	95.2%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Family and community engagement

A range of indicative data is collated to inform school policy, procedures and practices. Parents, staff and students are consulted on many issues and play an important role in providing the school principal with feedback. The Parents and Friends Association provide feedback that is used to help set school goals and to maintain and construct the School Renewal Plan. Meeting agendas and feedback from these groups also provide invaluable information about parent satisfaction. The Brisbane Catholic Education Staff Survey conducted in 2020 reflected that as a community we are well informed, have transparent decision-making processes and that our high expectations and goal setting are clear and aspirational. Our Parents and Friends group is extremely supportive and focussed on our child centred goal setting.

Parents play an integral role at Immaculate Heart School through:

- An active Parents and Friends Association
- Parent involvement in classroom activities
- Social events - discos, morning teas, orientation days
- Sport coaching and umpiring
- Attendance and participation in assemblies and liturgies
- Communication through newsletter, website, parent meetings and the parent portal
- Student Support Team meetings.

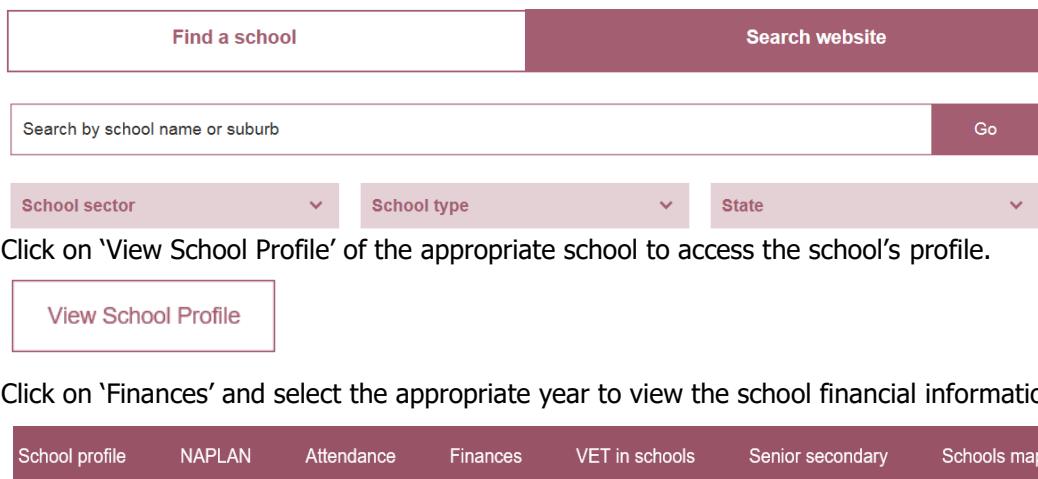
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

View School Profile

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

3. Click on 'View School Profile' of the appropriate school to access the school's profile.
4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	18	15
Full-time Equivalents	15.4	9.1

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Graduate diploma etc.**	1
Bachelor degree	13
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2020 was \$34,908.

The major professional development initiatives are as follows:

- Increase staff capacity in the effective and expected practices,
- Short term planning cycles for differentiated learning,
- Staff formation in spirituality, both personal and professional,
- Relationship and Sexuality Education training,
- Review and Response student meetings,
- Consistency of Teacher Judgement day,
- PB4L training in philosophy and practice,
- Primary Leaders and Principal Cluster Conferences, and
- First Aid – including anaphylaxis and epilepsy training.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.4% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	92.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.6%

Average attendance rate per year level			
Prep attendance rate	93.9%	Year 4 attendance rate	91.8%
Year 1 attendance rate	91.3%	Year 5 attendance rate	92.6%
Year 2 attendance rate	93.6%	Year 6 attendance rate	91.6%
Year 3 attendance rate	92.1%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Class rolls are marked electronically on the school's Student Administration System (eMinerva) twice per day (8.40am and 2pm). An administration team member oversees the management and timely marking of class rolls. Late arrivals are scanned into eMinerva in the front office and a slip is printed to be given to the class teacher. This slip is requested upon the child's late arrival to the classroom, so the class teacher knows that the student has been signed in through the office. Early departing students also scanned into the system as they are signed out of the office by their parent/guardian (expected school protocol). Text messages are sent to parents/guardians of students with unexplained absence after 8.35am.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



A screenshot of a search bar interface. It includes a text input field for 'Search by school name or suburb', dropdown menus for 'School sector', 'School type', and 'State', and a magnifying glass icon for the search button.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A screenshot of a button labeled 'View School Profile' with a red border.

4. Click on 'NAPLAN' to access the school NAPLAN information.



A screenshot of a menu bar with tabs for 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' tab is highlighted with a red border.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.