



ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision and Mission

The Kingdom of God proclaimed and lived by Jesus is experienced in our community as we: * build and sustain a learning community grounded in Jesus' vision of love, liberation and justice. * develop a Christian spirituality through an integrated religious education program. * engage in an active Christianity using sign, symbol and action. Working in partnership, our relationships: *promote a sense of belonging in our school community. *nurture an environment in which all feel accepted, valued and supported. *develop positive, open and honest communication. Our curriculum is designed to be inclusive, holistic, contemporary and individual in order to: * support and nurture each child to develop the skills to be a life long learner. * offer a creative program which is broad and balanced. * focus on outcomes for life and living.

Values

Immaculate Heart Catholic Primary School is a community grounded in the principle of respect. Our Core Values are: Respect for self. Respect for others. Respect for the environment.

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Strong Catholic identity

By the end of 2019 the Relationship and Sexuality plan will be developed and implemented from Prep to Year 6 to enable the teaching of the key learning areas of Health and Physical Education and History and Social Science using a Catholic Perspective

1. Explore the Achievement Standards of the RE Curriculum and assessment of Religion to ensure the learning cycle reflects differentiation and creates opportunity for students to achieve above the expected level.
2. Enhance Catholic Identity of Immaculate Heart through effective leadership, promoting our school values and working collaboratively with staff to ensure the needs of every student are being met.

3. Grow the faith of our staff and students by developing teacher capacity to teach the beliefs, values and traditions of the Catholic Church.

Excellent learning and teaching

By the end of Semester 1, 95% of our Prep students will meet the BCE target benchmarks in Concepts About Print and 80% will meet the BCE target benchmarks for Sound Letter Knowledge. By the end of 2019, 70% of our Prep students, 75% of our Year 1 students and 85% of our Year 2 students will meet the expected BCE targets for PM. By the end of 2019, 80% of our Year 3 and Year 4 students, 70% of our Year 5 students and 85% of our Year 6 students will meet the expected BCE targets for Writing.

1. Build confidence across teaching staff in the use of the High Yield Strategies and the 4C's model and to inform planning which targets students needs.

2. Implement a pre-Prep program to assist with student reading readiness before entering Prep.

3. An increased staff awareness of appropriate resources which will assist student progression in literacy.

Building a sustainable future

By the end of 2019, in accordance with the BCE attendance expectation the IHS student attendance data will exceed 90%.

By the end of 2019 Immaculate Heart Primary School will continue to grow towards a two-stream school with 2 Prep classes for 2020.

By the end of 2019 the staff of IHS will have an increased capacity to engage with core digital literacy skills through the Digital Skills initiative.

1. Develop an enrolment strategy to increase Prep enrolments in 2019.

The School developed a strategy which identified a number of local Childcare centres and form strategic partnerships. This local connection resulted in a number of the local centres using the IHS facilities which created awareness of the school.

2. Create a Master Building plan and an updated Educational brief to support the upgrade of Learning Spaces and Technology.

The staff engaged in a Professional Development day where we began the process of developing an Educational Brief for the school. The development of this brief will continue into 2019. Discussions are ongoing with the Parish and BCE regarding the planned development of the site.

3. Develop a Staff Goal setting procedure which closely aligns with the strategic directions of the school.

A process was started however this will still need to be a significant area of development for Immaculate Heart Primary School.

Future outlook

As part of our Strategic Plan (2018-20), the explicit improvement agenda for 2019 will be:

- By the end of 2019 the Relationship and Sexuality plan will be developed and implemented from Prep to Year 6 to enable the teaching of the key learning areas of Health and Physical Education and History and Social Science using a Catholic Perspective
- Immaculate Heart Primary School will be a community where all staff and students are encouraged to have the opportunity to engage in regular spiritual formation so that they engage with each other as authentic witnesses to the Christian story.
- By the end of Semester 1, 95% of our Prep students will meet the BCE target benchmarks in Concepts About Print and 80% will meet the BCE target benchmarks for Sound Letter Knowledge. By the end of 2019, 70% of our Prep students, 75% of our Year 1 students and 85% of our Year 2 students will meet the expected BCE targets for PM. By the end of 2019, 80% of our Year 3 and Year 4 students, 70% of our Year 5 students and 85% of our Year 6 students will meet the expected BCE targets for Writing.
- By the end of 2019 the staff of IHS will have an increased capacity to engage with core digital literacy skills through the Digital Skills initiative.
- By the end of 2019 Immaculate Heart Primary School will continue to grow towards a two stream school with 2 Prep classes for 2020.
- By the end of 2019, in accordance with the BCE attendance expectation the IHS student attendance, data will exceed 90%.

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 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	187	89	98	12

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

Our students range in age from four to thirteen, 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 delivery

Approach to curriculum delivery

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:

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

Immaculate Heart school takes seriously its responsibility to implement the required curriculum comprehensively. 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.

Co-curricular activities

- Choral Music Festival
- Music Program
- STEM – Lego Club

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.

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. We have a whole school pro-active approach to bullying and teach the Beating Bully Bulldozer Program.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	100.0 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	90.5 %
Religious Education at this school is comprehensive and engaging	97.7 %
I see school staff practising the values and beliefs of the school	97.7 %
This school looks for ways to improve	92.9 %
The school is well managed	97.7 %
This school is a safe place for my child	97.6 %
This school helps students respect the needs of others	92.7 %
Teachers and staff are caring and supportive	92.9 %
Teachers at this school expect my child to do their best	97.8 %
Teachers and staff relate to students as individuals	95.3 %
The teachers help my child to be responsible for their own learning	93.5 %
My child is motivated to learn at this school	91.5 %
I can talk to my child's teachers about my concerns	91.5 %
This school offers me opportunities to get involved in my child's education	91.3 %
I am happy with my decision to send my child to this school	90.5 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2018
At my school, I can express my beliefs	96.6 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	97.8 %
Religious Education at my school is interesting and engaging	94.6 %
I see school staff practising the values and beliefs of my school	96.7 %
My school looks for ways to improve	100.0 %
Students at my school are encouraged to voice their concerns or complaints	97.8 %
Teachers treat students fairly at my school	97.8 %
Teachers recognise my efforts at school	97.0 %
I feel safe at school	97.8 %
My school helps me to respect the needs of others	98.9 %
I am happy to be at my school	97.8 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	100.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	95.8 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of this school	95.8 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	100.0 %
This school has a culture of striving for excellence	100.0 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work at this school	100.0 %

[#] '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 2018 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 Liturgy
- Communication through newsletter, website, parent meetings and the Parent Portal
- Student Support Team meetings

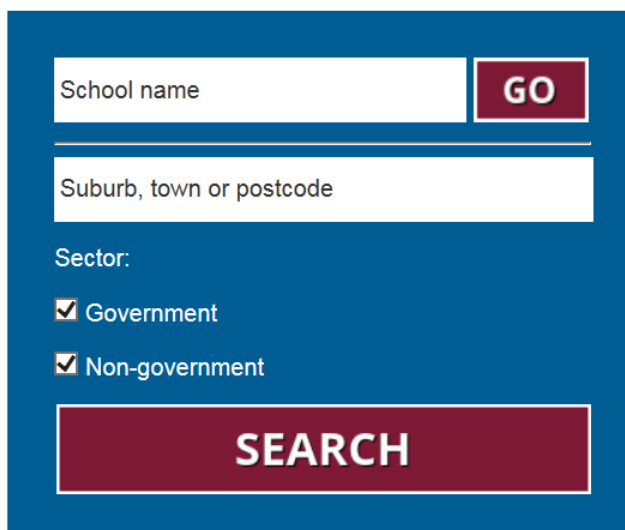
School funding

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* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	16	12
Full-time Equivalents	13.6	7.0

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	11
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were **\$73,220.25**.

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,
- Primary Leaders and Principal Cluster Conferences,
- First Aid – including anaphylaxis and epilepsy training.

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.0 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	90.6 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	90.0 %	93.4 %	93.4 %	89.0 %	90.2 %	90.4 %	87.8 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 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.

DW = Data withheld to ensure confidentiality.

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

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	393.5	433.8	492.6	509.0
Writing	368.9	407.2	457.4	464.6
Spelling	364.8	417.8	499.2	502.5
Grammar & Punctuation	401.7	431.7	491.4	503.6
Numeracy	352.2	407.7	474.0	494.2