

**Immaculate Heart School,
LEICHHARDT**

Annual Report 2019

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



Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

Strong Catholic identity

Through Twilights, staff meetings and short cycle planning educator's pedagogy has been enhanced to teach the Religious Curriculum across their specific levels. Teachers are planning Religious Curriculum lessons using deep and surface knowledge. Relationship and Sexuality Education has been planned and implemented through the Health Curriculum and is developing in the area of HASS. In 2020, we hope to include the Catholic Perspective across further KLA's including English

Excellent learning and teaching

At the end of 2019, CAP data is at 85.4% which is down from 2017 by 10.8% however this year's result shows a higher number of students recorded with CAP in Term 1 than previous years.

SLK – Letter Knowledge almost made target of 80% with a result of 79.2%. Sound knowledge is at 66.7% which is 10% greater than this point in time in 2018. This incremental increase would indicate that we will be a lot closer to our SMART Goal target of 80% Prep students meeting BCE target for SLK. A greater understanding of the monitoring tools and the benefits of collecting data to inform teaching and improve learning from day one of schooling suggests a positive change in teacher mindset.

Prep PM Benchmark data shows 12/48 students (91.7%) reading at a +1 Level. This is an outstanding result in comparison to 2017 as only 2/26 students were recorded at this level.

Prep PM Benchmark students at BCE Target is 54.4% which is 15.8% below our SMART goal target however, this year displays the best growth over all four terms of the school year in the past 3 years.

A continued focus on the development and capacity building of ongoing monitoring collection and deeper analysis of data to enhance student success is proposed for 2020 and should see the continuation of the upward trend of prep students reaching target.

Year 1 students achieving at the BCE Target of 14 or above is 58.6%. This is 17.4% below our SMART Goal of 75% for 2019. This class has presented several behavioural challenges which impacted on the data collection in the first half of the year. With targeted support from PLL and EO, Companion Teacher the growth of our graduate teacher, Amy, allowed an opportunity for her to grow a deeper understanding and make connections to the use of ongoing data collection to direct next steps in teaching and learning. She has excelled in her responsiveness to data and her short cycles of planning.

82.1% of Year 2 students achieved BCE Target (Levels 22-26). Most of the growth was achieved in Term 3 and Term 4. This result is almost at the 85% SMART goal target for 2019.

The Writing Analysis Data in Year Levels 3-6 has shown a phenomenal increase across the school when comparing data over the past two years.

Year 3 have exceeded their 2019 SMART Goal of 80% in achieving 88.9%.

56.6% of Year 4 students have achieved this year's goal of 80%. There is an ongoing targeted focus with this cohort of learners. EO and PLL support will be scheduled along with opportunities for the teachers of 2020 to scaffold the WAT.

61.1% of Year 5 students have achieved this year's goal of 70%. There is an ongoing targeted focus with the cohort of learners. EO and PLL Support will be scheduled along with opportunities for the teachers of 2020 to scaffold the WAT.

Year 6 have exceeded this years SMART Goal of 85% with over 95%% of the students achieving BCE Target 20-24 in the Writing Analysis Tool. The Year 6 teacher, Libby, greatly values the tool and uses it more than the once a term requirement from BCE. The tool and the data are used in an ongoing and regular way to identify student learning goals.

Building a sustainable future

Attendance: This goal is won't be achieved in 2019. Current data indicates 65% of students are at school for 90% of the time. Challenges this year include a change of Leadership teams, students with significant illness and gradual return to school programs.

It is worth noting the focus on attendance initiatives in T4 has resulted in the highest T4 attendance in 3 years. This is a significant achievement for our community.

2020 annual planning will see a dedicated focus on attendance initiatives with a goal to improve awareness, student and parent buy in and a structured process to analyse and 'drill down' on attendance issues.

Continued efforts are being made to increase the enrolments for Prep 2020. With a change of principal in Term Two this goal did lose momentum, however this is in action again with multiple visits to local kindergartens, day cares and early childhood centres. These visits have seen enrolments on the rise. This will need to remain a focus to gain an outcome of 2 Prep classes next year. Advertising and other promotional means are and will continue to be actioned and currently we have 46 students and two confirmed Prep classes for 2020.

Over Term 1, 2, 3 and 4, all staff at Immaculate Heart were given opportunity to engage and build capacity with core digital literacy skills. Regular staff meetings to continue upskilling and building capacity are scheduled during Semester 2 with a intentional focus on ICT capabilities for both students and staff.

Goal	Progress
<ul style="list-style-type: none"> 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. 	Achieved
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	Achieved
By the end of 2019, in accordance with the BCE attendance expectation the IHS student attendance data will exceed 90%.	Not Achieved
By the end of 2019 Immaculate Heart Primary School will continue to grow towards a two stream school with 2 Prep classes for 2020.	Achieved
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.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in

As part of our Strategic Plan (2018-20), the explicit improvement agenda for 2020 will be:

- By the end of 2020 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, the following percentage of Prep students will meet the BCE targeted benchmarks for CAP and SLK: - Concepts About Print 95% - SLK 80%
- By the end of 2019, the following percentage of students will meet the BCE PM benchmarks: o Prep - 70%, Year 1 - 75%, Year 2 - 75%
- By the end of 2019, the following percentage of students will meet the BCE targeted benchmarks for writing: o Year 3&4 - 85%, Year 5 - 70%, Year 6 - 75%
- PB4L philosophies and understandings are developed and implemented throughout the school community
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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 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	213	105	108	12

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

Characteristics of the student body

Our students range in age from four to twelve, 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:

- 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.

Co-curricular activities

- Choral Music Festival
- Music Program

How information and communication technologies are used to assist learning

The field of ICT 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%
My child is making good progress at this school	86.0%
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%
My child's learning needs are being met at this school	80.9%
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 well managed	83.3%
My concerns are taken seriously by the school	87.5%
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

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical 'Laudato Si' Care for our Common Home.

Environmental footprint indicators	
Years	Electricity kWh
2019	70210

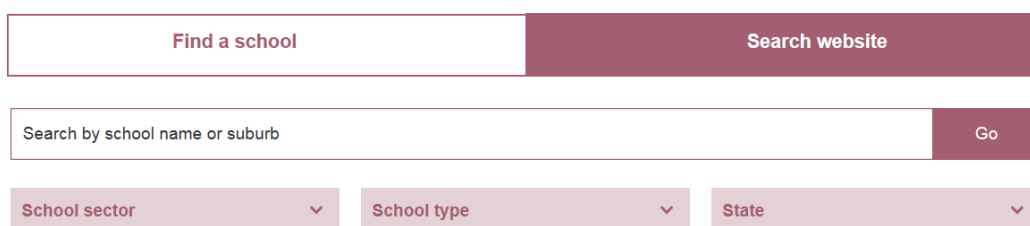
School funding

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.

How to access our 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.



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	17	14
Full-time Equivalent	14.8	7.4

Qualifications 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	12
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 2019 were \$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,
- First Aid – including anaphylaxis and epilepsy training.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.3%

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 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	88.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	86.3%

Average attendance rate per year level			
Prep attendance rate	89.2%	Year 4 attendance rate	85.6%
Year 1 attendance rate	88.8%	Year 5 attendance rate	88.3%
Year 2 attendance rate	85.5%	Year 6 attendance rate	90.5%
Year 3 attendance rate	91.2%		

*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

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	415.6	432.3	492.2	506.0
Writing	418.0	423.1	447.3	473.9
Spelling	432.6	418.7	491.0	500.7
Grammar and punctuation	431.8	439.8	478.3	499.1
Numeracy	403.4	408.1	476.5	495.8