Principal’s Foreword
Introduction

At Immaculate Heart Catholic Primary School we have as the core of our Mission Statement: Kingdom, Partnerships and Learning. We believe that we are all part of God’s family working together for advancement and future opportunities for our children. We promote a sense of belonging in an environment where we all feel accepted, valued and supported. We listen to each other and learn from experience and different perspectives. We look to Jesus as our model of exemplary behaviour and build and sustain a learning community grounded in Jesus’ vision of love, liberation and justice. As our core business as a Catholic School, we teach Religious Education in the classroom and we also teach the children about being religious and participating in prayer and liturgical events. We are a Visible Learning School and our curriculum is designed to be inclusive, holistic, contemporary and supportive of individual needs. We strive to provide children with opportunities across the curriculum that will both encourage and challenge them. We offer a creative program which is broad and balanced and which focuses on outcomes for life and living.
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. The older students take an active interest in their younger school mates with the year six children having a Prep buddy. The buddies sit together for school liturgies and masses and participate in lots of fun and educational activities with them. 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.

Our distinctive curriculum offerings

Our school prioritizes being current with pedagogy and curriculum content including the provision of:
- A structured RE Program that aims to give children religious literacy. The program enables children to learn about the catholic tradition and to use this process to reflect upon their own spiritual growth.
- Specialist teachers in Music; LOTE (Chinese); Library; Information, Communication and Learning Technologies; Health and Physical Education; Learning Support
- A focus on the Arts through DanceFever, Art Workshops and School Choir;
- Upgraded facilities and five year plans for technology advancements (Interactive Digital Whiteboards in every classroom, banks of laptops readily accessible for students, digital cameras and video equipment)
- Blueearth Social Skills Program
- Beating Bully Bulldozer - Anti-Bullying Program
- Bounce Back - Resilience Program
- Visible Learning is a priority
Extra curricula activities

Children at Immaculate Heart School have the opportunity to be involved in:
- Reader's Cup and the Premier's Reading Challenge
- Instrumental Program and School Choir
- Eisteddfod competitions
- Inter school sport competition
- Biannual Educational Tour to Canberra for year 5 and 6 Students
- Academic competitions
- Excursions and Incursions
- Biannual School Fete

How Information and Communication Technologies are used to assist learning

At Immaculate Heart Catholic Primary School we have a continual cycle of flexible five year plans in order to maintain and upgrade our Information and Communication Technologies. We have a computer lab of 26 computers which is utilised for whole class and group lessons both for learning how to use technology and for using computers to complete projects in all areas of the curriculum. We have four banks of laptops used across the school and we are currently building upon this capacity. Every classroom has an interactive digital projector. Every classroom has a digital camera and access to high definition video recorders. The Information and Communication Technologies teacher targets groups through the school to work on focussed projects involving more comprehensive use of learning technologies eg making a DVD for all classes to use in conjunction with our Beating Bully Bulldozer Program, creating learning objects. Our beautiful, Immaculate Heart School Hall has excellent facilities for stage lighting, sound and video projection.

Social climate inclusive of pastoral care and our response to bullying

Our school is an important part of the Immaculate Heart of Mary Parish 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. The community learn every year, in a three year cycle about how to deal effectively with negative behaviours including bullying. We also teach the children skills and strategies to build their resilience through the Bounce Back Program.
Parent, student and teacher satisfaction with the school

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. A School Board is responsible for overseeing parent and community surveys and questionnaires. This data is used to help set school goals, provide feedback and help maintain the School Renewal Plan. Parents and Friends meeting agendas and feedback also provide invaluable information about parent satisfaction. The Brisbane Catholic Education Staff Survey conducted in 2014 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 School Board and Parents and Friends groups are extremely supportive and focussed on our child centred goal setting.

Parent involvement in their child’s education

Parents play an integral role at Immaculate Heart School through:
• An active Parents and Friends Association and School Board
• Parent involvement in classroom activities
• Social events - Fete, discos, morning teas, orientation days
• Sport coaching and umpiring
• Attendance and participation in Assemblies and Liturgy
• Parent Courses offered through the school eg: Triple P Parenting; 1,2,3 Magic!
• Communication through newsletter, website, parent meetings and the parent portal
• Student Support Team meetings.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>21</td>
<td>A small number have identified as indigenous.</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td></td>
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</tbody>
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Qualifications of all teachers

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<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
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</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>6.25</td>
</tr>
<tr>
<td>Masters</td>
<td>25</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>18.75</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>50</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>0</td>
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Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2014 was $37,743.
The major professional development initiatives were as follows:
- Kidsmatter
- Visible Learning
- LIFE - Learning Management System (online)
- Read to Learn
- Self Targeted Professional Learning
- School Targeted Professional Learning
- Professional Engagement with internal and external review
- 7 PDP days

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.
To access our school 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.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 97.96% in 2014.

Proportion of staff retained from the previous school year
From the end of the 2013 school year, 84% of staff were retained by the school for the 2014 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>97 %</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>93 %</td>
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<tr>
<td>Year 2 Attendance Rate</td>
<td>93 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>97 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>93 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>91 %</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>93 %</td>
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</tbody>
</table>
Policy and practice to manage student attendance

Classroom rolls are marked every morning in every classroom. Any explained absenteeism (ie parent phone call or note) is noted in the school administration online system (eMinerva). Any unexplained absence is marked as such in the same system. If a child has been absent for three or more days in a row and the absence is unexplained, a phone call is made to the parent to obtain an explanation for absence. Lengthy unexplained absences are reported to Brisbane Catholic Education. Our Student Attendance Policy was updated in 2013 and is available via the school website.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

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