



# 2025 AGM

# 2024 Annual Report

**Immaculate Heart of Mary School**

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## OUR VISION

**Building an inspiring learning community where every child will flourish, today and in the future.**

## OUR MISSION

**Using our hands, hearts and minds to make the world a better place.**

# CHAIRPERSON'S REPORT

In 2024, we welcomed a new leadership team to our community. Our students, parents and teachers were able to focus on our pillar of Inclusivity through a full calendar of events and practical learning including camps, excursions, celebration days, Sports Day, End of Year concert, Year 6 Graduation and liturgies. The students participated in the highly anticipated AUSLAN program and it was fantastic to see opportunities for students to share their skill development signing at school assemblies and masses.

In the religious domain, we had a number of students participate in the sacramental program which forms an integral link between our community and the local parish. Heart Spirituality is integral to the vision and mission of IHM and provides opportunities for us to connect with our own spirituality and our call to be better people.

Academically, IHM performed well as was demonstrated through our strong NAPLAN results detailed later in the report. New resources were purchased through funds raised in 2024 including decodable readers and the Bond Blocks Intervention Program. Across the school, IHM continued its focus on wellbeing and through several programs and strategies encouraging students to be inclusive, build resilience and develop positive mindsets. Our Breakfast Club program implemented by our Parents and Friends committee is a great way to become involved and contribute to the health and wellbeing of our school students and community.

The second half of the year saw the commencement of the next phase of our building project with updates to the lower primary classrooms, new toilet block and drink fountain adjacent to the school hall as well updates to the specialist teaching spaces for STEM, Wellbeing room and kitchen area. Thank you to the whole school community for your flexibility while these exciting developments were taking place.

I encourage parents and caregivers especially new families to the school, to consider taking advantage of the many opportunities to be involved in the school community. Your knowledge, skills and experiences are highly valued and your constructive criticism is welcomed to enable the school to grow and develop as we work towards the IHM mission – 'Striving to be God's Heart here on Earth.' There are numerous ways to engage with the IHM community and groups such as the Parents and Friends Committee which is a fantastic way to do this. The committee has been instrumental in many areas this year and have been responsible for fundraising that has assisted in the better resourcing of our school.

This year our community farewelled Kelsey Thompson and Astrid-Marie Powell and I extend my sincere thanks for their service to IHM and wish them well as they take their next steps in their respective career journeys. I also extend a warm welcome to new teaching and administration staff joining IHM in 2025: Tanya Papayianis, Trish Jauncey, Maree Mayer, Sheridan Morgan and Rebecca Patini.

In closing, I would like to acknowledge the support from the IHM community in my second year on the School Board and as Chairperson. On behalf of the Board, I would like to thank all the staff at IHM for the time, care and support you provide to each student in our community.

**Michelle Wilson**

**IHM SCHOOL BOARD CHAIRPERSON**

# REPORT FROM PARISH PRIEST

It is wonderful to be part of the positive growth and impact at Immaculate Heart of Mary School! The growth truly highlights the dedication of the school community in nurturing both faith and learning.

The integration of Catholic values into education and the strong involvement of parents, students, and parishioners is inspiring. It's clear that Sacred Heart Parish has created an environment where both spiritual and academic growth are prioritized. The active participation in spiritual activities especially Eucharist enables the children to experience presence of Jesus amidst the community gathered at school. The encouragement received from the parents to the students who prepared for the Sacraments was commendable. School and the Parish bond must be strengthened visibly by participating in the Sunday Masses and other get together activities of the parish especially by the parents, staff and students who have received the Sacraments.

I strongly believe the students will continue to flourish in such a supportive and faith-filled atmosphere. Keep up the amazing work!

With Prayers and Blessings,

**Fr. Santhosh Nazareth. CSC**  
**PARISH PRIEST**

## IHM YEAR OF INCLUSIVITY



# PRINCIPAL'S REPORT

2024 was my first year as Principal at Immaculate Heart of Mary School and it has been a privilege to lead such a strong, vibrant community. As Jhovana Fenu also commenced her role as APRIM we were warmly welcomed by staff, students, parents and the parish. IHM is a caring Catholic community with many new families selecting the school based on our Catholic ethos and values, reputation within the local community and our size, where all children and staff have the opportunity to get to know each other.

## **The highlights of 2024 have included:**

- The school's rich tradition of working in partnership and creating a strong community and family atmosphere
- Excellence in teaching and learning, with outstanding NAPLAN results and key performance measures
- An inclusive and heart focused school where every child is known and cared for
- Strong financial stewardship of the Stage 2A building project with 4 refurbished learning spaces and 3 specialist spaces delivered

We have an outstanding staff team who work together to build a culture of high-quality teaching, learning, welcome and belonging. I extend my thanks to the staff as they often go above and beyond the call of duty in their care for students and families. It is their commitment, collaboration and partnership with families that strongly defines our community of learning, faith and wellbeing.

The School Board are significant partners in the strategic decision making and direction setting of our school and I sincerely thank all members for their time and voluntary work for our community. It has been a pleasure to work with the Board towards the implementation of strategies within our school plan and the achievement of milestones. I sincerely thank our Chairperson, Michelle Wilson, Finance Representative Jeremy Whitehead and each of the Board members for their continued support to deliver the best outcomes for our children.

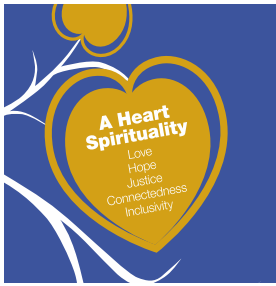
Our P & F have driven positive community involvement and collaboration which has ensured we can provide major school events, weekly breakfast club and fundraising to support school initiatives. The P & F keeps our community strong and connected and we thank them for their service and for all volunteers who have assisted in the 2024 school year. Particular thanks to Erika Fuller and Judith Sheridan who have chaired the committee in 2024.

The school year finished strongly with our outstanding NAPLAN results, the strongest results of any Catholic school in SA in Year 5, the Stage 2A building project almost at completion, a positive trajectory of enrolments with the largest mid-year cohort of Reception students enrolled over the last 3 years.

My annual report highlights the key successes and achievements throughout the 2024 school year aligned to our 5 key elements of the strategic plan.

**Julie Hancock**  
**PRINCIPAL**

## GOAL 1: Catholic Identity and Heart Spirituality



- Staff retreat day led by Sister Jenny Seal
- MITIOG (Made in the Image of God) curriculum training for all teachers
- Working in partnership with local parish school sacramental program
- Ecological sustainability - Green Hearts, WOW awards
- Promotion of Catholic social teaching through celebration days/fundraising

## GOAL 2: High Quality Teaching and Learning

- Implementation of Playberry Laser as whole school approach
- Case management of student progress by analysing student learning data
- Use of CESA performance standards for moderating assessment
- Introduction of AGAT and GATEWAYS for enrichment and extension



## GOAL 3: Promote Student Agency, Wellbeing and Inclusion



- Positive Behaviour Intervention and Support - Professional learning for staff
- Increased student leadership opportunities through House teams and Heart Clubs at lunch
- Tiered Intervention supports for diverse learners
- Partners In Practice project with Motivate Kids Occupational Therapy
- NCCD Disability Standards training for staff
- Positive Pulse check in data and LLL survey data from students.

## GOAL 4: Parent and Community Engagement

- P & F Participation and Fundraising including the weekly Breakfast Club, Shrove Tuesday, lunch days, Easter Raffle, lamington drive
- Science of Reading Workshops for families
- Community events; Assemblies, masses, Sports day, Concert, Book-a-Chat, Student Centred Conferences, Mini Olympics
- School Board analysing data and feedback to inform strategic directions.

## GOAL 5: Administration and Resource Management

- Completion of Stage 2A - 4 classrooms, 3 specialist space, new amenities block
- New furniture and equipment for refurbished classes
- Successful grant application for Lift project in 2025
- Increased staffing for diverse learning.

# PRINCIPAL'S REPORT continued

## Enrolments

Schools in South Australia are subject to an official census of enrolment on two occasions throughout the year, in February for the State Government and in August for the Federal Government. Data provided on each occasion determines funding levels to non-government schools such as IHM. Data for each year level as recorded in the 2024 August Census is given below:

Year Level	Enrolments 2024	Enrolments 2023
Reception	31	37
Year 1	32	27
Year 2	26	19
Year 3	16	20
Year 4	19	21
Year 5	21	21
Year 6	23	16
<b>TOTAL</b>	<b>168</b>	<b>161</b>
Full Time Equivalent	167.2	160.6
<b>Male</b>	<b>88</b>	<b>85</b>
<b>Female</b>	<b>80</b>	<b>76</b>
<b>Indigenous Enrolments</b>	<b>2.4%</b>	<b>1.9%</b>
<b>LOTE Enrolments</b>	<b>24%</b>	<b>24%</b>
<b>Students with Disabilities</b>	<b>27.6%</b>	<b>22.8%</b>

## Student Attendance

Immaculate Heart of Mary School provides a number of channels in which student absence can be notified. Parents and caregivers are encouraged to contact the school in the event that their child will not be at school (via School Stream, Seesaw, email or phone). Any student who is late to class or is leaving early is expected to 'sign in or out' at the front office.

When the student is absent without explanation, contact is made with the parent/caregiver seeking clarification for the absence. All explained absences are categorised and the specific details are recorded for each student on the school's attendance database. Repeated absenteeism without explanation is followed up by class teachers. Long term absences are managed by the Wellbeing Officer and Leadership who both communicate with the family in order to support their child's attendance.

An Attendance Improvement Plan is documented, and support is provided to the student who is experiencing difficulties attending school. Formal, written contact with the parent/caregivers for a student with long term absences is also undertaken by the Principal. Contact is then made with the Department of Education to support resolving long term absenteeism. The larger the percentage, the smaller the number of days that students are absent from school. In 2024, the average student attendance rate was 91%.

Term	1			2			3			4			Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Reception	92.9%	88.2%	91.3%	91.8%	90.7%	91.5%	89.7%	94.4%	91.4%	92.2%	90.5%	91.6%	91.4%
Year 1	93.8%	93.1%	93.4%	84.7%	91.1%	88.8%	85.4%	92.9%	90.4%	89.9%	95.3%	93.5%	91.5%
Year 2	90.0%	94.1%	92.5%	81.0%	89.6%	86.3%	91.6%	90.4%	90.8%	91.6%	92.9%	92.4%	90.5%
Year 3	92.3%	93.0%	92.7%	88.3%	89.4%	89.0%	89.7%	88.0%	88.5%	94.5%	94.2%	94.2%	91.1%
Year 4	96.8%	94.2%	95.3%	88.8%	88.2%	88.5%	94.8%	92.8%	93.6%	89.5%	89.9%	89.8%	91.9%
Year 5	94.0%	90.1%	92.6%	90.2%	91.6%	90.7%	87.0%	86.8%	86.9%	88.5%	85.6%	87.4%	89.4%
Year 6	92.9%	93.3%	93.0%	93.1%	90.9%	92.4%	91.2%	89.4%	90.7%	88.9%	87.4%	88.5%	91.2%
<b>Total</b>	<b>93.2%</b>	<b>92.8%</b>	<b>93.0%</b>	<b>88.7%</b>	<b>90.1%</b>	<b>89.4%</b>	<b>89.7%</b>	<b>91.1%</b>	<b>90.4%</b>	<b>90.4%</b>	<b>91.8%</b>	<b>91.1%</b>	<b>91.0%</b>

Year Level	Attendance 2024 (%)	Attendance 2023 (%)	Attendance 2022 (%)
<b>TOTAL</b>	<b>91%</b>	<b>91.2%</b>	<b>88.4%</b>



# PRINCIPAL'S REPORT continued

## Teacher Standards and Qualifications

All teachers are required to hold the necessary qualifications for Teacher Registration in South Australia which includes a National Police Check and a record of at least 100 hours of Professional Learning in each five year period. In addition to the formal qualifications held by teaching staff, all staff are required to complete training in:

- Responding to Abuse and Neglect and First Aid
- Hold a valid Working With Children Check (WWCC)
- First Aid Training
- SALT compliancy training (WHS)
- NCCD Disability Standards training pertaining to their role.

IHM has provided substantial support by means of funding and time to staff in order to assist them with accessing Professional Learning. This allows staff to meet their individual needs for growth and development and build capacity to ensure that our students have access to high quality teaching and learning.

### The most significant areas of professional learning accessed throughout 2024 have been:

1. Playberry Laser Training
2. Positive Behaviour Interventions & Support
3. LEAP Level Training (for teaching students of EALD background).
4. Staff Retreat- Catholic identity and mission

Staff have also participated in professional learning to align with their personal learning goals.

## Workforce Composition

Staff numbers in accordance with 2024 August Census.

	2024		2023	
	No of Staff	FTE	No of Staff	FTE
Teaching	14	10.7	12	9.3
Non-Teaching	10	7.7	11	6.7
<b>Total</b>	<b>24</b>	<b>18.4</b>	<b>23</b>	<b>16</b>

## Teacher Qualifications

	Number of Teachers 2024
Masters Degree	4
Bachelor Degree	13
Graduate Certificate in RE	6
Graduate Diploma in Education	1
Diploma in Teaching	3

# PRINCIPAL'S REPORT continued

## 2024 Class Teachers

Year R/1 M	-	Ms Sophie Mihelios
Year R/1 T	-	Ms Kelsey Thompson
Year 1/2 K	-	Ms Kyra Karagiannidis
Year 2/3 HW	-	Ms Catherine Hulley and Mrs Suzie Wallace
Year 3/4 P	-	Ms Antonia Papazaharoudakis
Year 4/5 F	-	Mr Alex Ferrier
Year 5/6 L	-	Mr Isaac Landolfi

## 2024 Staff

### Leadership Team:

Principal	-	Mrs Julie Hancock
Assistant Principal: Religious Identity & Mission (APRIM)	-	Mrs Jhovana Fenu
Leader of Learning & Data Coordinator	-	Mrs Sonia Bianco
Leader of Learning	-	Ms Catherine Hulley

### Specialist Teachers:

Music, Choir, Ukulele	-	Mrs Kristine Rebeiro
Physical Education / Visual Arts	-	Ms Astrid-Marie Powell
Auslan	-	Ms Mary Mellon
Inclusive Education Coordinator	-	Mrs Jhovana Fenu
EAL Coordinator	-	Ms Catherine Hulley
Student Wellbeing Officer	-	Mrs Suzie Wallace

### Parish Priest:

- Fr Santhosh CSC

### Education Support Officer Team:

#### Administration:

Office Manager	-	Mrs Julie Hansen
Finance Manager	-	Mrs Kristina Neumann
Resource Centre	-	Mrs Carmel Johnston
WHS	-	Mrs Doris Patini

### Classroom / Student Support:

- Mrs Carmel Johnston  
- Mrs Angela Vagionas  
- Mrs Rachel Belperio  
- Mrs Doris Patini  
- Miss Nicoletta Mihelios  
- Mr Tom Pearce  
- Mr Joseph Bianco

# PRINCIPAL'S REPORT continued

## Faith and Identity

The religious affiliation of the IHM community in 2024 is identified below:

Religion	Total
Anglican	3
Buddhism	5
Catholic	25
Churches of Christ	7
Eastern Orthodox	9
Hinduism	1
Islam	2
Lutheran	6
No Religion	53
Not Stated	52
Oriental Orthodox	2
Sikhism	2
Uniting Church	1
<b>Total</b>	<b>168</b>

## Culture and Language

Language	Students
Arabic	3
Cantonese	1
Cebuano	1
Chinese	1
English	122
French creole	1
Greek	1
Hindi	2
Malay	2
Polish	1
Portuguese	2
Russian	1
Serbian	7
Spanish	7
Swahili	1
Tagalog (Philippines)	3
Tamil	1
Thai	1
Turkish	3
Vietnamese	7

# CATHOLIC IDENTITY & HEART SPIRITUALITY

*“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you” Ephesians 4:32*

## Welcome Father Santhosh

This year we welcomed Father Santhosh to our school community. Father Santhosh has been our celebrant for all our school masses, including our Staff Commissioning Mass. He also supported the sacramental program and was the celebrant at the ceremony alongside Archbishop Patrick O’Regan. The ceremony was held at our parish, Sacred Heart Catholic Church, Hindmarsh.

We thank Father Santhosh for his ministry and for helping us understand the Gospel message of our faith.



## Our Heart Spirituality

Our focus pillar for the 2024 school year was the pillar of *‘Inclusivity’*. We lived this pillar through the scripture message of being kind and compassionate to one another and forgiving each other. Teachers explicitly taught and connected the scripture message through the Crossways Religious Education Curriculum, classroom masses, liturgies and prayer.

## Liturgy and Prayer

All students participated in school liturgies and classroom prayer. Significant liturgical celebrations included Ash Wednesday, Holy Week, All Saints Day, Mary our Mother, Pentecost, Year 6 Graduation Mass and Catholic Education Week. Our Year 6 Reflection Day was shared in prayer at the St Francis Xavier’s Cathedral.

For our Staff Formation Day, we had the honour of having Sr Jenny Seal lead our day. Sister Jenny is a Sister of the congregation of the Daughters of Our Lady of the Sacred Heart. We were embraced in God’s presence as we learnt more about our school charism and our heart spirituality. Sr Jenny Seal continues to be an active member of our school community.



# CATHOLIC IDENTITY & HEART SPIRITUALITY continued

## Sacramental Program

Three schools worked together to facilitate the sacramental program, St Joseph's School Hindmarsh, St Michaels College and Immaculate Heart of Mary. All candidates alongside their families participated in the sacramental workshops led by the school APRIM's and Kathy Horan. Kathy is an experienced teacher and leader, having had several leadership roles within Catholic Education South Australia. She is also the author of the sacramental preparation resource books.

## Catholic Social Teaching

Our Heart Spirituality is central to living our Catholic Social Teaching. Sandra Bahlij - St Vinnies Representative worked closely with our school leaders in helping us understand the impact of our missionary towards others. We also take this opportunity to sincerely thank Miriam Davison and Rhiannon Mercurio in supporting our Green Hearts Sustainability Gardening Program. Their dedication to our school was recognised by Catholic Education South Australia and published in The Southern Cross Catholic magazine.

## Jhovana Fenu

APRIM



# SCHOOL PERFORMANCE REPORT

IHM takes great pride in delivering high-quality, personalised learning experiences that cater to the individual needs of our students. A critical aspect of this commitment is the systematic collection and interpretation of multiple data sources, which enables strategic planning for student development and growth.

One of the key data sources utilised is the National Assessment Program – Literacy and Numeracy (NAPLAN), which provides valuable comparative data for Year 3 and Year 5 students across the key domains of Literacy (Writing, Reading, Spelling, Grammar, and Punctuation) and Numeracy. When used alongside other assessment tools, NAPLAN results inform whole-school improvement strategies, helping to differentiate and personalise the curriculum to enhance student learning outcomes.

It is important to acknowledge that cohort size can impact statistical representation. With less than 20 participants in both the Year 3 and Year 5 cohorts, statistical distortions may occur, potentially influencing whole-school data trends. Despite this, IHM remains committed to leveraging NAPLAN insights, particularly through the detailed analysis of test questions, to inform instructional planning and drive school-wide growth.

## Key Changes to Naplan Since 2023

In 2023, the NAPLAN assessment process underwent significant changes, reshaping both the timing and structure of the test. Now, two years later, these adjustments continue to influence how schools, including IHM, interpret and utilise NAPLAN data to drive student growth and curriculum planning.

## Proficiency Levels

NAPLAN results now show how students have performed in each of the assessments areas against four new proficiency levels.

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs Additional Support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. The proficiency standards were set by expert panels of subject area specialist teachers. The panels classified NAPLAN questions into proficiency levels based on their judgement of what students in each level could achieve and the knowledge and skills that students would have been expected to have been taught in previous years.

Students are expected to participate in NAPLAN; however, parents/guardians have the option to withdraw their students on philosophical or religious grounds. Students absent on the day are given the opportunity to complete the missed test at a 'catch-up session'.

The following ***School Performance Report*** presents specific data that we are required to report according to Australian Government compliance regulations under the Australian Education Act.

# SCHOOL PERFORMANCE REPORT continued

## NAPLAN YEAR 3

### YEAR 3

#### School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	434.7	462.2	-	Str	Str
Writing	-	438.7	428.2	-	Str	Str
Spelling	-	430.5	387.8	-	Str	Str
Grammar and Punctuation	-	424.3	439.7	-	Str	Str
Numeracy	-	433	463.4	-	Str	Str

NOTE: Proficiency Level: Exceeding (Exc), Strong (Str), Developing (Dev), and Needs additional support (Nas).

YEAR 3

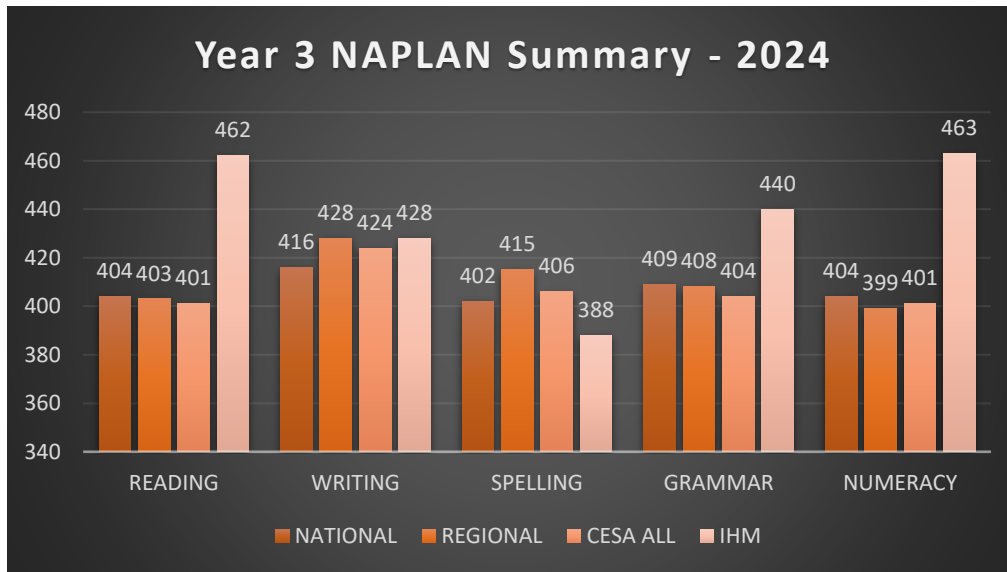
Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	13	0	0	5	72%
Writing	14	0	0	4	78%
Spelling	13	0	0	5	72%
Grammar and Punctuation	13	0	0	5	72%
Numeracy	13	0	0	5	72%

YEAR 03	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Exceeding	5	n/a	1	n/a	n/a
Strong	7	11	7	10	4
Developing	1	3	5	2	9
Needs Additional Support	n/a	n/a	n/a	1	n/a
Absent	0	0	0	0	0
Withdrawn	5	4	5	5	5
Exempt	0	0	0	0	0
Total	18	18	18	18	18

# SCHOOL PERFORMANCE REPORT continued

NAPLAN - Year 3 Proficiency Results *Please refer to graph below*



IHM has demonstrated outstanding academic performance in Reading, Grammar, and Numeracy, significantly exceeding national, regional, and CESA All benchmarks. These results reflect the strength of IHM's curriculum delivery, particularly in literacy and numeracy, with students excelling in comprehension, grammar rules, and problem-solving skills.

## Reading

IHM outperformed all benchmarks in Reading, leading by over 50 points compared to national, regional, and CESA All averages. This indicates a strong literacy program with students demonstrating excellent comprehension and decoding skills.

## Writing

IHM performed on par with the regional average and slightly above the CESA All and National averages, showcasing strong and consistent writing outcomes. Continued focus on writing structure, creativity, and technical aspects can further elevate student performance in this domain.

## Spelling

Spelling remains an area for targeted improvement. Recognising this, IHM proactively introduced the Heggerty Phonemic Awareness and Playberry Laser programs in 2023 - structured, research-based interventions designed to strengthen spelling development and phonemic awareness. These initiatives focus on explicit instruction and multisensory learning techniques to enhance student outcomes. IHM continues to monitor progress and refine strategies to improve spelling proficiency.

## Grammar

IHM students excelled in Grammar, scoring over 30 points higher than the national, regional, and CESA All benchmarks. This reinforces strong literacy proficiency, with students demonstrating a clear understanding of grammar rules and structures.

## Numeracy

Like Reading and Grammar, IHM students excelled in Numeracy, outperforming the national average by 59 points and the regional average by 64 points. This reflects a strong foundation in mathematical concepts and problem-solving skills.



# SCHOOL PERFORMANCE REPORT continued

## NAPLAN YEAR 5

### YEAR 5

#### School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	500.3	533.6	-	Str	Str
Writing	-	512.3	550.1	-	Str	Str
Spelling	-	501.4	541.3	-	Str	Str
Grammar and Punctuation	-	493.9	505.8	-	Str	Str
Numeracy	-	483.4	500.9	-	Str	Str

**NOTE:** Proficiency Level: Exceeding (Exc), Strong (Str), Developing (Dev), and Needs additional support (Nas).

YEAR 5

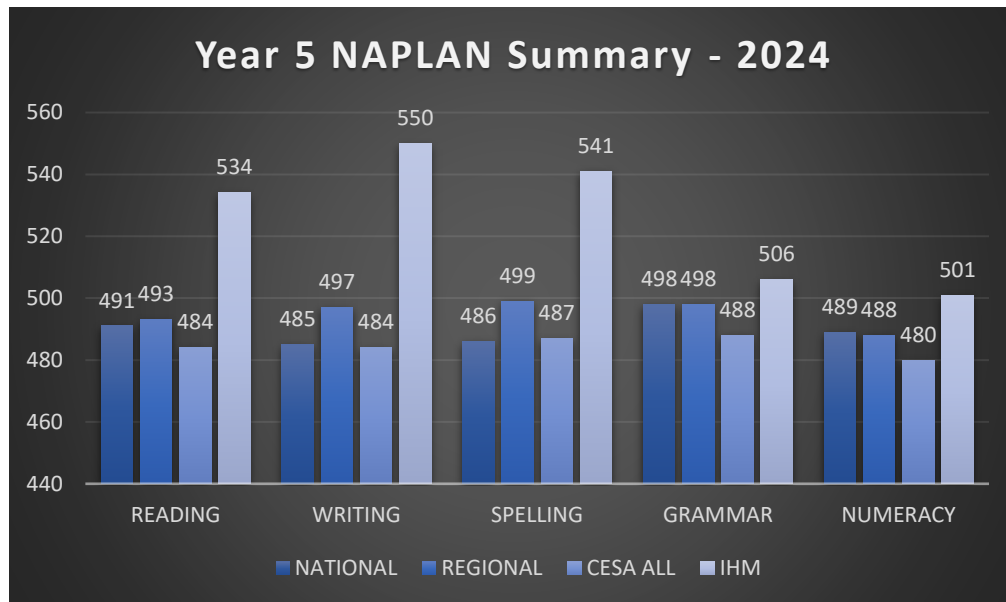
#### Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	20	0	0	2	91%
Writing	20	0	0	2	91%
Spelling	20	0	0	2	91%
Grammar and Punctuation	20	0	0	2	91%
Numeracy	20	0	0	2	91%

YEAR 05	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Exceeding	5	8	6	3	1
Strong	14	10	13	12	17
Developing	1	2	1	5	2
Needs Additional Support	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Absent	0	0	0	0	0
Withdrawn	2	2	2	2	2
Exempt	0	0	0	0	0
<b>Total</b>	22	22	22	22	22

# SCHOOL PERFORMANCE REPORT continued

**NAPLAN - Year 5 Proficiency Results** *Please refer to graph below*



IHM has demonstrated exceptional academic performance in Reading, Writing, Spelling, Grammar, and Numeracy, significantly exceeding national, regional, and CESA All benchmarks. These results highlight the effectiveness of IHM's curriculum delivery, particularly in literacy and numeracy, reinforcing strong comprehension, writing, and problem-solving skills.

## Reading

IHM students significantly outperformed all benchmarks in Reading, demonstrating strong comprehension and critical thinking skills. This result highlights the effectiveness of IHM's literacy instruction and students' ability to analyse and interpret texts at a high level.

## Writing

IHM students excelled in Writing, scoring well above all benchmarks. This suggests a high level of writing proficiency, including structure, creativity, and technical skills. The ability to articulate ideas with clarity and depth further reinforces the school's commitment to fostering strong written communication skills.

## Spelling

Despite Spelling being a focus for improvement in Year 3, Year 5 students performed exceptionally well, surpassing all benchmarks by a significant margin. This strong result suggests that targeted instructional strategies and a focus on phonics, word recognition, and spelling patterns have contributed to improved outcomes.

## Grammar

IHM students performed above all benchmarks in Grammar, demonstrating strong literacy skills and mastery of grammar structures. This indicates a solid grasp of language conventions, sentence structure, and punctuation, which are critical for effective communication and academic success.

## Numeracy

IHM students excelled in Numeracy, scoring above all benchmarks, highlighting their strong problem-solving abilities and mathematical proficiency. Their ability to apply mathematical concepts in various contexts underscores the effectiveness of IHM's numeracy programs and instructional strategies.

# SCHOOL PERFORMANCE REPORT continued

## Student Wellbeing Data

Classroom Pulse Check-ins have been designed to give students an opportunity to provide information about how they are feeling about their school. The classroom pulse check in report provides CEO and schools with valuable feedback captured each term in relation to wellbeing. The information gathered gives the school valuable feedback to help the school improve.

2024 Pulse Check-in Data by Term			
Term 1	Term 2	Term 3	Term 4
88.1%	92%	90.1%	92%

## Question Summary

2024 Term 4

Term  
Latest Term

Response Value	Not very often		Sometimes		Most of the time		Total	
	Count	%	Count	%	Count	%	Count	%
<b>RE-Year3</b>	<b>9</b>	<b>1.5%</b>	<b>43</b>	<b>7.3%</b>	<b>540</b>	<b>91.2%</b>	<b>592</b>	<b>100.0%</b>
1. My teacher cares for me	1	1.4%	1	1.4%	72	97.3%	74	100.0%
2. I enjoy school	2	2.7%	13	17.6%	59	79.7%	74	100.0%
3. I have friends at school			4	5.4%	70	94.6%	74	100.0%
4. My teacher helps me when I have problems	1	1.4%	4	5.4%	69	93.2%	74	100.0%
5. I am learning at school	1	1.4%	3	4.1%	70	94.6%	74	100.0%
6. I can have a say in my learning	3	4.1%	8	10.8%	63	85.1%	74	100.0%
7. I feel safe at school			6	8.1%	68	91.9%	74	100.0%
8. I feel I belong in this school	1	1.4%	4	5.4%	69	93.2%	74	100.0%
<b>Year4-12</b>	<b>3</b>	<b>0.7%</b>	<b>25</b>	<b>6.1%</b>	<b>380</b>	<b>93.1%</b>	<b>408</b>	<b>100.0%</b>
1. I currently feel I matter to my teacher			1	2.0%	50	98.0%	51	100.0%
2. I currently feel that I am thriving at this school			7	13.7%	44	86.3%	51	100.0%
3. Currently, I feel I have positive relationships at this school			5	9.8%	46	90.2%	51	100.0%
4. When asked, my teacher supports me in managing friendship issues	2	3.9%			49	96.1%	51	100.0%
5. I feel that my learning needs are being met			4	7.8%	47	92.2%	51	100.0%
6. I am actively involved in co-constructing my learning			4	7.8%	47	92.2%	51	100.0%
7. I am feeling safe at this school			3	5.9%	48	94.1%	51	100.0%
8. I feel that I belong in this school community	1	2.0%	1	2.0%	49	96.1%	51	100.0%
<b>Total</b>	<b>12</b>	<b>1.2%</b>	<b>68</b>	<b>6.8%</b>	<b>920</b>	<b>92.0%</b>	<b>1,000</b>	<b>100.0%</b>

## Satisfaction Surveys

Our work with the National School Improvement Partnership, conducted through Curtin University, enabled us to conduct surveys to collect feedback about our school culture, practices and climate. These have been used to reflect on practice and inform dimensions of school improvement into the future.

The NSIP surveys were conducted in 2024 to gather parent, staff and student perceptions of the following domains

- Identity
- Learning and Wellbeing
- Resources
- Community

### Results: 14% parent participants (24)

Highest Rating:

- Being a welcoming and inclusive school
- Adults create an environment where my child feels safe

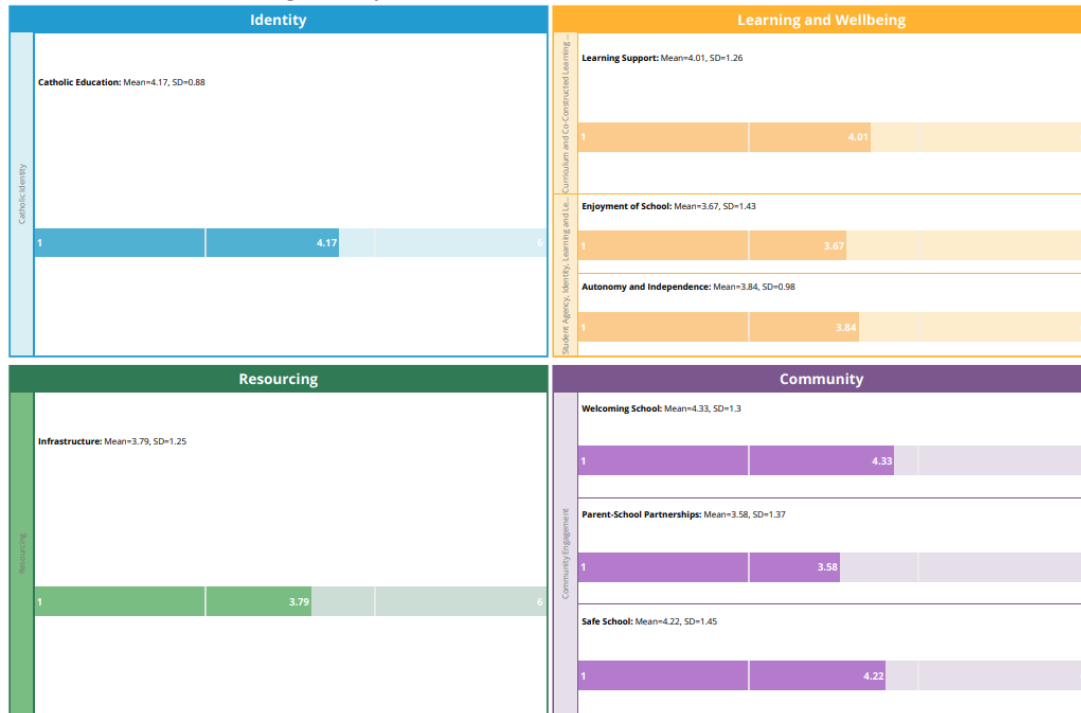
All areas rated above 4 which is considered strong. Areas of focus in 2024 will be:

- Parent school partnership - Families are invited to be involved in decision-making at the school.
- Enjoyment of school

# SCHOOL PERFORMANCE REPORT continued

## Parent Participant Score Card

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



100% Staff participated.

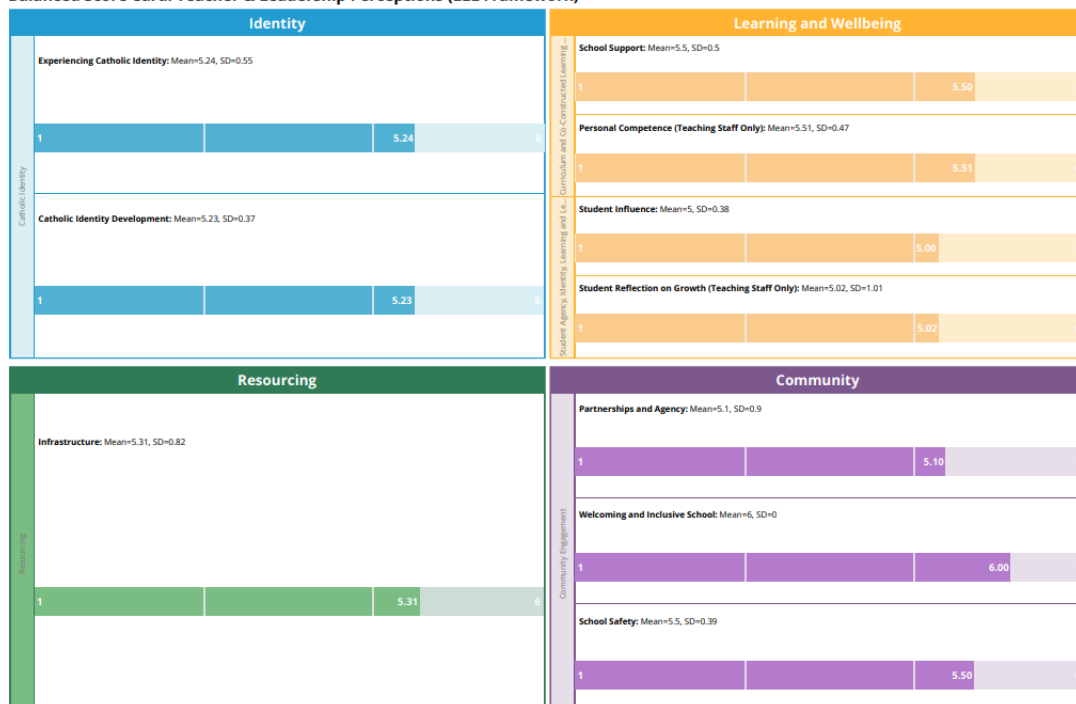
Highest Rating:

- Being a welcoming and inclusive school
- Personal Competence

All areas rated above 4 which is considered strong. Areas of focus in 2025 will be:

- Student influence
- Students reflection on growth

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



# SCHOOL PERFORMANCE REPORT continued

100% students Years 2 - 6 participated.

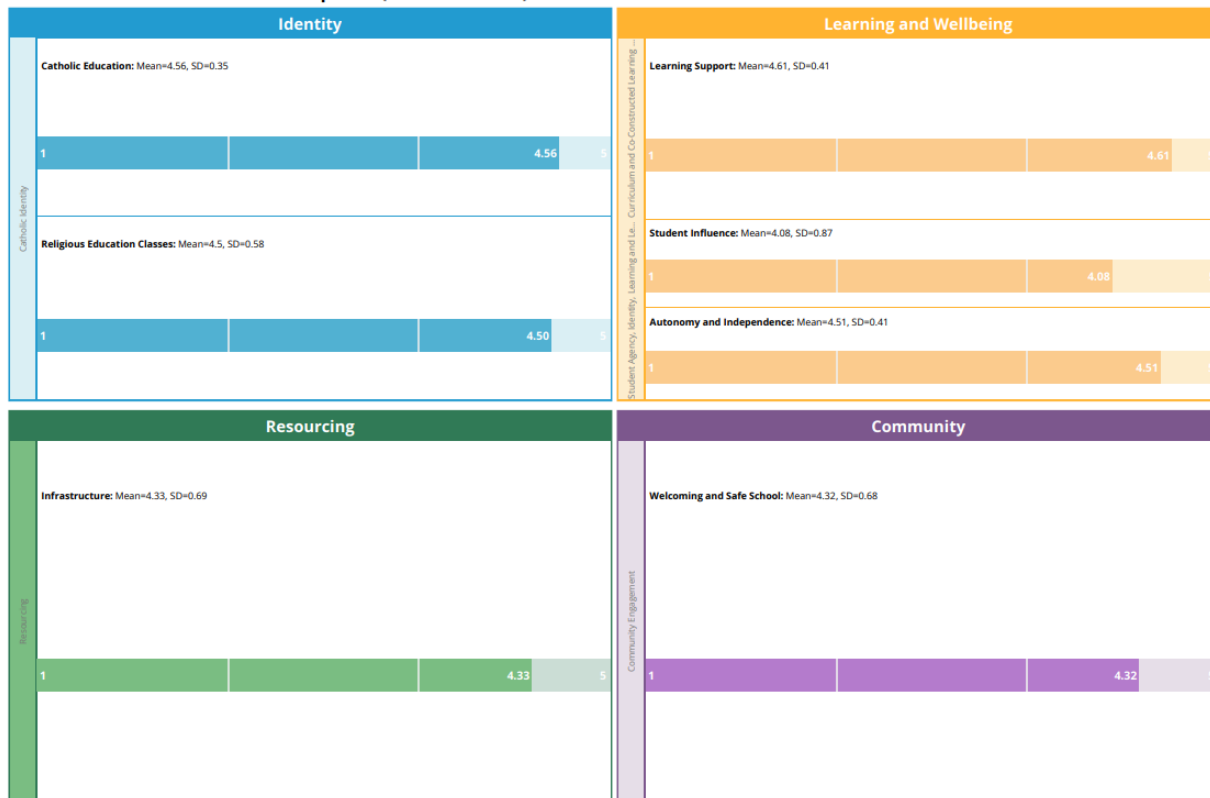
Highest Rating:

- The extent to which students feel that teachers support their learning
- The extent to which students feel they have autonomy and independence

All areas rated above 4 which is considered strong. Areas of focus in 2025 would be:

- I have a choice about what I learn in class
- At school, I enjoy Mass and liturgies.

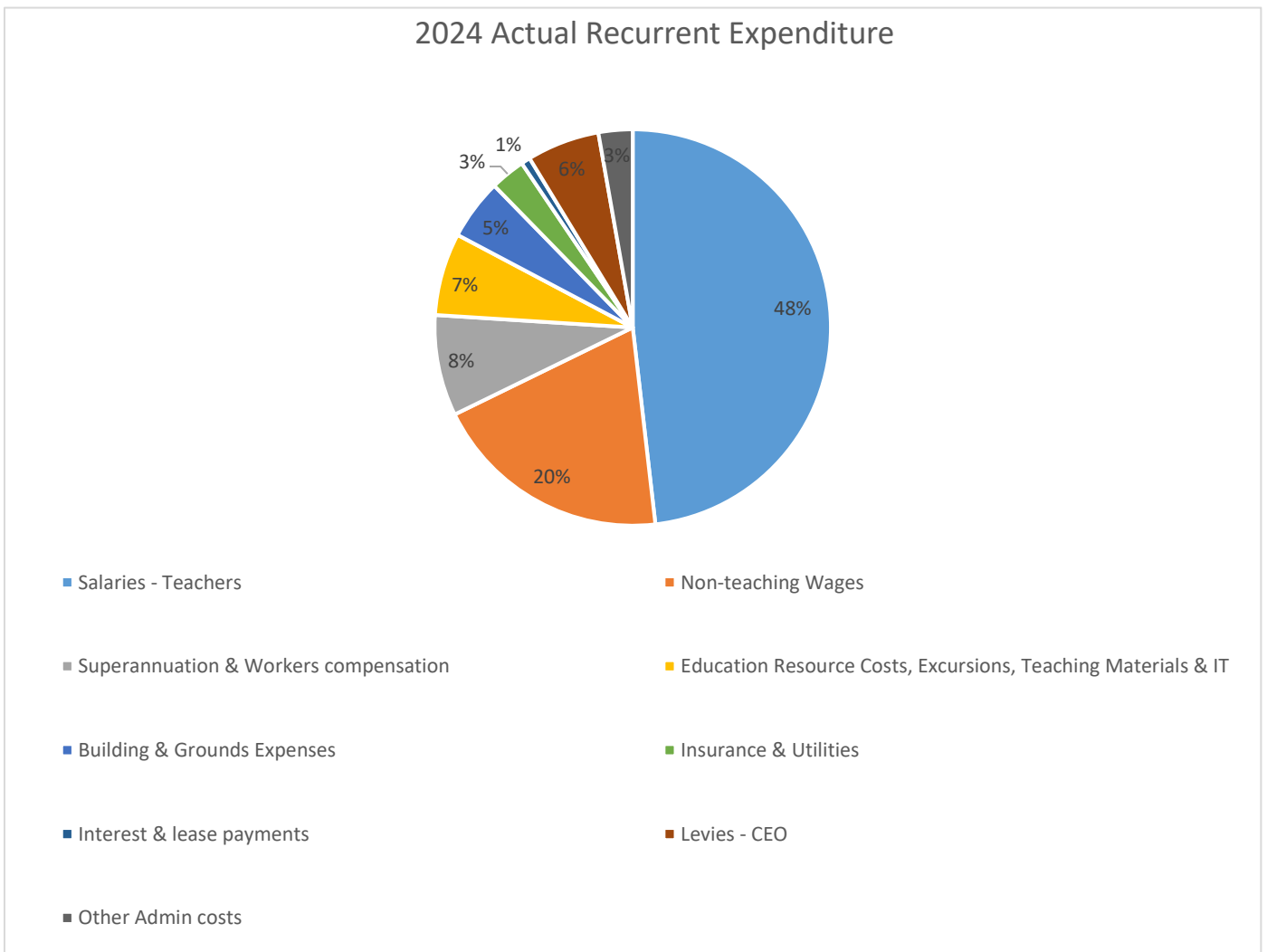
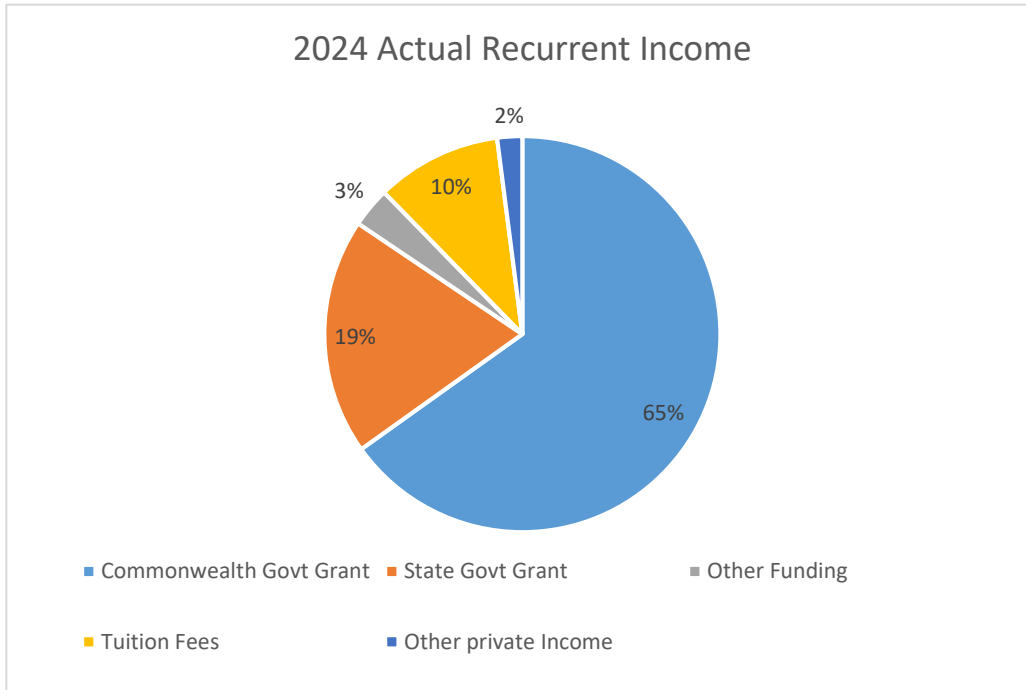
## Balanced Score Card: Student Perceptions (LLL Framework)



# 2024 FINANCIAL SUMMARY

## Income and Expenditure 2024

The information below is an unaudited representation of the Income & Expenditure for 2024



## Income and Expenditure 2024

	2024 Actuals	2023 Actuals	2025 Budget
<u>Income Recurrent</u>			
Tuition Fees	327,384	291,246	369,703
Other private Income	65,274	73,017	17,986
<b>Government Grants</b>			
Commonwealth	2,079,242	2,001,619	2,631,986
	104,077	127,736	52,094
<b>Total Income</b>	<b>3,192,514</b>	<b>3,043,855</b>	<b>3,071,769</b>
<u>Expenditure Recurrent</u>			
<b>Tuition &amp; Related Costs</b>			
<b>Salaries &amp; Allowances</b>			
Salaries - Teachers	1,299,467	1,208,215	1,369,300
Non-teaching Wages	528,552	443,919	504,754
Superannuation & Workers Compensation	222,309	193,100	236,131
<b>Other Expenditure</b>			
Education Resource Costs, Excursions, Teaching Materials & IT	181,632	175,695	189,153
<b>Administration Costs</b>			
Building & Grounds Expenses	133,491	107,460	119,908
Insurance & Utilities	76,882	42,966	91,968
Interest & lease payments	20,081	19,933	65,897
Levies - CEO	159,945	150,397	127,109
Other Admin costs	75,117	59,194	69,447
<b>Total Expenses</b>	<b>2,697,476</b>	<b>2,400,879</b>	<b>2,773,667</b>
<b>Net Income - Trading</b>			
P&F, Playgroup, uniform	5,813	8,244	1,896
<b>Income - Capital</b>			
Commonwealth / State Government Grant	561,711		200,000
Capital Levies	35,668	32,361	36,970
Loan Proceeds			329,372
<b>Expenditure - Capital</b>			
Building Project Costs - Improvements & Fees	846,803		746,872
Other Fixed Equip & Improvements	39,443	169,043	124,950
<b>Cash Reserves</b>			
Opening Cash at Bank	1,182,287	711,551	853,823
Closing Cash at Bank	853,823	1,182,287	639,725

# REPORT FROM CAMP AUSTRALIA (OSHC)

## Introduction

30 <sup>th</sup> Year for celebration – Camp Australia	In September 2024 We invited school staff and celebrated the Camp Australia birthday celebration with children, we made fruits cake and decorated the OSHC.
Garden Project	We spent the holidays watering the veggies and other plants in the school garden, this engaged the children in understanding nature.
Diwali Celebration	We celebrated Diwali, celebration from a different culture, made some delicious burfi (Indian sweets for children and children also made paper lamps called divas).
Learning different languages	Uncle Tamaru visited us in Term 3 and as per his instructions, we taught some Kaurna languages to the children. Children also learned to say hello and thank you in Japanese and in Hindi.
Recycling Week	We made computers from extra cardboard and flower making with bottle lids we collected in OSHC.

We have seen a successful year in 2024 at Immaculate Heart of Mary School. There has been an increase in attendance in our Rocketeers program and consistent numbers in Before School and After School Care.

## Our Permanent Educators are:

Before School Care: Nisha Xavier – Service Leader  
 Before School Care: Rekha Rani – Educator  
 After School Care: Mandeep Kaur – Service Leader  
 After School Care: Sarah Halliday – Educator  
 Inclusion Support: Mario Alberto



## Service Overview

- Before School Care: 6:30am – 8:45am
- After School Care: 3:00pm – 6:00pm
- Pupil Free Day: 8:00am – 6:00pm
- Rocketeers (Holidays): 7:00am – 6:00pm
- License Space of 50.

## Highlights of the Year

Christmas Tree Making	Planned Activities	We made 3D Christmas trees, we used card board, tissue paper rolls and used green and red paper for decoration.
Christmas Hama beads	Planned Activities	Students collected the orange and green coloured Hama beads and made different Hama bead creations for Christmas decorations.
Halloween Celebration	Planned Activities	Students made paper skeletons and ghosts with cotton balls and Halloween origami, we used glow in the dark hama beads to make different creations too.
Restaurant Setup	Planned Activities	Children kept clip boards and made a menu for the kitchen and made little food factory for ice cream and played and role-played
Childcare Centre	Spontaneous	Our educator donated baby toys and prams and children with Clare made childcare center they kept food, blankets baby cloths and pretended like a centre, this was a popular activity among all the children.



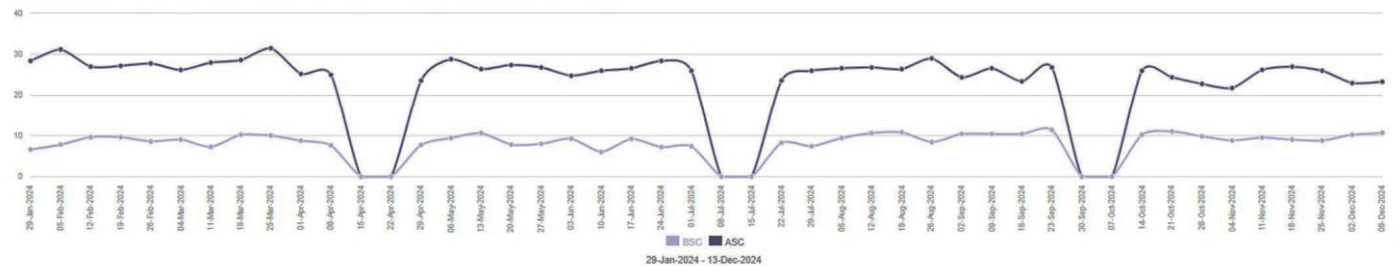
# REPORT FROM CAMP AUSTRALIA (OSHC) continued

## Attendance

- Before School Care Average: 9
- After School Care Average: 27
- Rocketeers Average: 16

### Outside School Hours Attendance

The graph below shows attendance levels at the OSHC program. Large one-off drops in the attendance can be attributed to a public holiday within a normal week.



### Daily Attendance Numbers

The graph below shows daily attendance figures and the day-by-day popularity of the program.

