

Immaculate Heart of Mary Catholic School

Annual School Community Report 2021



TABLE OF CONTENTS

INTRODUCTION	3
SCHOOL PROFILE AND HISTORY	4
VISION STATEMENT	5
MISSION STATEMENT	5
SCHOOL LEADERSHIP TEAM 2021	6
CATHOLIC LIFE AND MISSION	7
LEARNING COMMUNITY	9
REPORTING	11
CAMPS AND EXCURSIONS	12
STUDENT LEARNING AND ACHIEVEMENT	14
LEARNING ENVIRONMENT	15
FINANCIAL INDICATORS	16

INTRODUCTION

The purpose of this Annual School Community Report is to provide the community with an overview of the work and operation of Immaculate Heart of Mary Catholic School. It is not an all-inclusive report but a generalised summary of a number of internal reports and documents that all Systemic schools are required to provide to the Tasmanian Catholic Education Office, the Federal Government and other regulatory authorities.

Some of the information herein is taken from several other reports and documents such as the Immaculate Heart of Mary Catholic School Improvement Plan, the My Schools website and the Financial Reports.

Every school year is full of new, exciting opportunities and successes as well as challenges that arise in the day to day running of a school community.

In 2021, Tasmania was in the fortunate position of being relatively unaffected by COVID and the implications of this global pandemic.

We trust that the following Report provides the reader with a good understanding of the work and achievements of Immaculate Heart of Mary Catholic School for 2021.

School Name	Immaculate Heart of Mary Catholic School
School Type	Kindergarten – Year 6
Suburb / City	Lenah Valley - Hobart
State	Tasmania
Address	10 McCann Crescent
Email	ihms@catholic.tas.edu.au
Website	https://ihms.tas.edu.au/

SCHOOL PROFILE AND HISTORY

Immaculate Heart of Mary Catholic School is a co-educational, single stream Catholic primary school established by the Sisters of St. Joseph in 1961. Our mission is to provide, in a Catholic education environment, a lived experience of the gospel value of all-embracing love.

Celebrating 60 years as a learning community, 2021 was a significant year in the life of the school.

As a Josephite school, Immaculate Heart of Mary, has a strong focus on outreach to the disadvantaged. This is evident in the large humanitarian enrolment within the school community. The school also has an extensive learning support program, which provides individualised and small group learning opportunities for all children, including those who have English as another language.

The core values and mission of the school include a strong emphasis on promoting the value of each child in the school as well as a very recognisable culture of caring and supporting all students and families. The school aims to provide an educational foundation for each child to reach his or her full development as a person, intellectually, spiritually, physically, morally and emotionally.

School Sector	Non-government
School Type	Primary
Year Range	Prep – Grade 6
Enrolments Girls	106
Enrolment Boys	103
Full Time Equivalent	209
Indigenous Students	7.5%
English as a Second Language Dialect	14%
Location	City
Teaching Staff	18
Full Time Equivalent Staff	13.28
<u>Non Teaching Staff</u>	18
Full Time Equivalent <u>Non Teaching Staff</u>	4.29

VISION STATEMENT

We are a community of people loved unconditionally by God, through Christ, who impels us to deepen our relationships with all people. In the Josephite tradition, we embrace lifelong learning that leads towards a future where hope, respect, compassion and justice can flourish.

MISSION STATEMENT

As a community we are called:

To Connect

We strive to:

Build positive and collaborative partnerships (relationships) with the students, families, parish, and the wider community.

Recognise that parents are the primary educators and support them within this role.

Foster an appreciation between students and both the natural and prayerful environment.

To Educate

We strive to:

Provide authentic teaching and learning experiences that empower our students to become lifelong learners.

Develop a community of students who think critically, discern wisely and value the search for truth.

Give witness to the Gospel values, recognising Christ as teacher and friend.

Create a culture and curriculum that inspires and enables our students to respond to the challenges of life and social justice.

To Respect

We strive to:

Value and accept diversity within our community.

Be a welcoming school community.

Engage with and support the marginalised within our community and the wider society.

Treat all people in our school community fairly and justly.

To Celebrate

We strive to:

Appreciate the unique nature of our community and *celebrate* its diversity.

Provide meaningful opportunities for faith filled prayer, reflection and worship.

Acclaim our Catholic heritage using images of our founders.

To Nurture

We strive to:

Develop the importance of Faith and having a relationship with God.

Provide opportunities to encourage the gifts and talents of all members of our school community.

Foster and encourage creativity in our students.

SCHOOL LEADERSHIP TEAM 2021

Principal	Mr Nicholas McGann
Acting Deputy Principal	Mr Jackson Cracknell
Religious Education Co-ordinator	Mrs Therese Kelly
Early Years Coordinator	Miss Shae Longey
Digital Technologies Coordinator	Miss Katie Pugsley

Immaculate Heart of Mary Catholic School Board members, under the leadership of Board Chair, Mr Trent Henderson, acted as advisers to the School Leadership Team.

CATHOLIC LIFE AND MISSION

In 2021 Immaculate Heart of Mary Catholic School continued to live out the Vision and Mission Statements. The school's catholic identity is expressed in various ways: through class and whole school prayer, liturgical celebrations, religious symbols, the Religious Education Program, community service and the manifestation of Gospel values in the day-to-day happenings and interactions of the school community.

Religious Education centred on the Archdiocese Religious Education Curriculum "Good News for Living". We aim to provide substantial learning experiences for the students in programs for the Liturgical Calendar of the Church, incorporating Lent, Easter, Advent and Christmas.

Our mission at Immaculate Heart of Mary Catholic School is to follow Jesus, our Teacher, by providing a welcoming and supportive environment where we strive to live the Gospel values of love, forgiveness, justice, compassion and peace. The promotion of these Gospel values is evident in our modelling to our students, by word and example, to become fulfilled and responsible members of society. The partnership between parents and staff working together is an essential part of the development of relationships within our school community. We aim to develop within our community an attitude of respect and acceptance where all members are valued. As an educational community, we aim to challenge students to express their opinions and communicate effectively and creatively, so that they may become resourceful and effective problem-solvers with a commitment to life-long learning. We are committed to providing the best possible educational opportunities for our part on Spirituality.

The Values and Virtues Program was again a significant component of our Religious Education curriculum. This program is integral to building relationships within our community based on the values of the Gospel. These include hope, love, forgiveness and hospitality. These values are explicitly discussed and taught using scripture, song and real-life experiences. Students are encouraged to 'make it real' in their daily lives.

We continue to maintain the charism and spirituality of our Founding Order – the Josephite Sisters. During the year, we supported outreach programs such as CARITAS, and other 'causes' for which the school has an affinity including numerous student-led initiatives. As a Catholic school it is important for us to celebrate as a Christ-centred community. We gathered throughout the year to celebrate prayer in class groups and as a whole school.

We support the Parish Sacramental programs of Reconciliation, First Eucharist and Confirmation, which are significant celebrations in the Parish each year. Parents are vital participants in the programs and we encourage them to support their children through preparation and celebration of the Sacraments

As an important part of the school/family/parish partnership, we strive to foster co-operation, support and communication. We encourage students and their families to attend Parish Masses, Holy Days and significant Feast Days. Special liturgies are held to celebrate important events such as Holy Week, ANZAC Day, Remembrance Day, Advent, the Commissioning Mass at the beginning of the year and the Thanksgiving Masses at the end of the year. Throughout 2021, the Parish Parent School partnership was enhanced with the development of pathways between school and parish to support sacramental candidates and their families.

Our Grade 6 Student Leaders and Junior Joeys were proactive in enabling our school to serve the pastoral mission of the Church. Our students were wonderful ambassadors for our school, often called upon to represent Immaculate Heart of Mary Catholic School in the greater Catholic and Tasmanian community. Through our fundraising and actions, substantial funds were provided for Project Compassion and the Archbishops Samaritan Fund.

Immaculate Heart of Mary Catholic School celebrated its 60th Anniversary on Wednesday 1st December. A tremendous occasion, celebration of our past, present, and future.



LEARNING COMMUNITY

The fundamental purpose of the school is to ensure high levels of learning for all students. Professional Learning in 2021 included implementation of a Professional Learning Community (PLC) model underpinned by the "Inquiry Model" to improve outcomes in Literacy and Numeracy.

As a Professional Learning Community (PLC) our staff are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students we serve. Our Team-Teaching approach operates under the assumption that the key to improved learning for students is teaching that causes learning;

"If we create a culture where every teacher believes they need to improve, not just because they are not good enough, but because they can be even better, there is no limit to what we can achieve" (Dylan Wiliam).

This focus on learning translates into four critical questions that drive the daily learning platform of the school:

- 1) What do we want students to learn?
- 2) How will we know if they have learned?
- 3) What will we do if they don't learn?
- 4) What will we do if they already know it?

Assessment Practices at Immaculate Heart of Mary Catholic School are based upon:

Principles of Assessment:

- Inform teaching and improve learning
- Underpinned by equity
- Aligned with curriculum, pedagogy, and reporting
- Deep knowledge of core concepts
- Evidence about expected learning
- A range of assessment activities
- Sufficient and suitable
- Consistent and responsive to context

Good Teaching:

- Establishes where students are in their learning;
- Identifies the learning destination;
- Carefully plans the route;
- Begins the learning journey;
- Makes regular checks on progress along the way;
- Makes adjustments;
- Makes accurate evidence-based judgements about student levels of achievement.

Formative Assessments Include:

- Analysis of and response to data during the learning cycle
- Explicit Learning Intentions
- Peer and Self-Assessment
- Feedback

Summative Assessments Include:

- Standardised Testing
- Evidence during the teaching and learning cycle
- Internal/External Moderation
- A-E Student Rating per subject area based on evidence during the teaching and learning cycle

Assessment tools at Immaculate Heart of Mary Catholic School include:

- Quality Assessment Task Design
- Ongoing assessment embedded with UbD learning pathways
- Internal and external moderation:
 - Prep - Grade 6
- Australian Curriculum Achievement Standards
- General Capability Learning Continuums
- Learning Progressions for Literacy and Numeracy
- Kinder Checklist
- Early Numeracy Interviews
 - Reading Running Records: Prep - the attainment of Level 30
 - Progressive Mathematics Test (PAT Maths): Prep - Grade 6
 - Progressive Reading Test (Reading): Prep- Grade 6
 - Progressive Comprehension Test
 - Progressive Vocabulary Test
 - Naplan Testing
 - Teacher reflections / evaluations / anecdotal evidence
 - Prep - Grade 6 Data Tracking (ongoing)
- Tiered Intervention Programs:
 - Pre-Lit
 - Multi-Lit
 - Guided Reading Intervention
 - EMI – interventions
 - Repeated Reading
 - Speech Program

The school also provides many 'specialised lessons' to support the learning platform. This includes Physical Education, Music, LOTE, Digital Technologies, Library and Drama.

REPORTING

Formal reporting to parents occurs three times a year as mandated by government regulations. This includes a parent / teacher conference in Term 1 and Term 2 and the distribution of Mid-Year and End of Year Reports. Staff also meet with parents and guardians at the beginning of the year to share learning, discuss pedagogy and routines as well as answer questions.

Our reporting process system wide is in a system-wide format based on the Australian Curriculum. Staff at Immaculate Heart of Mary School currently use outcomes and achievement standards to set performance indicators in our reports. The development of assessment and reporting has been a focus in our school improvement process and annual goals as we continue to enhance our skills and processes in assessment and reporting. Throughout 2021, significant learning and planning was completed to transition to a continuous online feedback platform to support learning and engagement in 2022.

CAMPS AND EXCURSIONS

After the restrictions of 2020, the return of Grade 3 – Grade 6 camps was a highlight for 2021. These experiences are pivotal in providing opportunities for students to connect and explore beyond the classroom. Excursions for all classes again made learning experiences rich and real.

SET-UP FOR SUCCESS - NURTURING HEARTS



STUDENT LEARNING AND ACHIEVEMENT

Student background

School ICSEA value: 1015

Distribution of Students

Bottom quarter Middle quarters Top quarter

NAPLAN Results for 2021

Grade 3	IHMS Score	Similar School Score
Reading	459	438
Writing	445	422
Spelling	462	424
Grammar & Punctuation	441	427
Numeracy	420	401

Grade 5	IHMS Score	Similar School Score
Reading	499	501
Persuasive Writing	481	474
Spelling	517	501
Grammar & Punctuation	470	487
Numeracy	478	483

LEARNING ENVIRONMENT

As part of our 2021 School Improvement agenda, many outdoor learning spaces were enhanced and rejuvenated to provide our learners with greater capacity to engage, connect and explore. Extensive re-landscaping of the kindergarten playground and garden on McCann Crescent, improved both the aesthetics and functionality of space.

