

Immaculate Heart of Mary Catholic School

Annual School Community Report 2025



“Our Place”

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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.

Founding and Early Years

The school was established in 1961 by the Sisters of St Joseph, beginning with just 19 students. Sister Veronica Dillon served as the first principal, and her dedication is commemorated through the 'Dillon Building,' a classroom block completed in 2011.

Initially, the school catered to younger children, with students transferring to Sacred Heart College in Grade 3. As the school expanded, it began offering education up to Grade 6, with the first cohort of Grade 6 students graduating in 1988. The construction of a church adjacent to the school during this period further solidified its role as a central hub for the local Catholic community.

Changes in Governance

In 2005, the school transitioned from being governed by the Tasmanian Catholic Education Office to being managed directly by the Sisters of St Joseph and Sacred Heart College, becoming known as Sacred Heart, Lenah Valley. This period saw the decommissioning of the Immaculate Heart of Mary Church, which was repurposed as the school chapel. In 2012, governance returned to the Tasmanian Catholic Education Office, and the school reclaimed its original name, Immaculate Heart of Mary Catholic School.

Present Day

Today, the school offers education from Kindergarten to Grade 6, serving approximately 230 students. It maintains a strong affiliation with Sacred Heart College, providing a pathway for students transitioning to secondary education. The school emphasises a nurturing environment that fosters resilience, resourcefulness, and a sense of community among its students and families.



2025 SCHOOL PROFILE

2025

School facts

School sector	Non-government
School type	Primary
Year range	Prep-6
Location	Inner Regional

School staff

Teaching staff	19
Full-time equivalent teaching staff	13.9
Non-teaching staff	18
Full-time equivalent non-teaching staff	10.7

School links

School website

[Immaculate Heart of Mary Catholic School](#)

Sector, system or association website

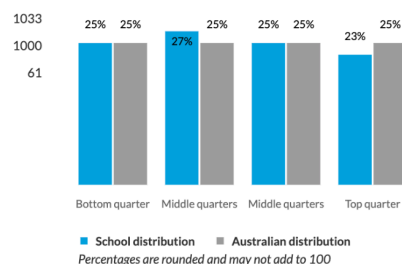
[Catholic Education Tasmania](#)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

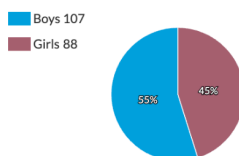
School ICSEA value	1033
Average ICSEA value	1000
School ICSEA percentile	61

Distribution of Socio-Educational Advantage (SEA)



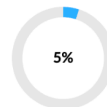
Students

Total enrolments: 195



Full-time equivalent enrolments: 195.0

Indigenous students



Language background other than English



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

- 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

- 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

- 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

- 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

- 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.

STRATEGIC PRIORITIES 2025

In 2025, Immaculate Heart of Mary School journeyed through a year of discernment, renewal, and resilience. As we aligned our work with the key drivers of School Effectiveness, our focus remained firmly on strengthening student learning achievement, nurturing a vibrant Catholic identity, and ensuring every learner is known, challenged, and supported.

This was also a year marked by significant disruption as our building project reshaped the daily rhythm of school life. The noise, relocations, temporary spaces, and constant adjustments asked much of our community. Yet through it all, our staff, students, and families demonstrated extraordinary patience, adaptability, and trust in our leadership.



Their perseverance ensured that learning continued with purpose and that our sense of community remained strong, even in the midst of challenge. Alongside this operational complexity, the school undertook a comprehensive School Effectiveness discernment process, strengthening alignment with Catholic Education Tasmania's system priorities and informing the development of our 2026–2028 Strategic School Effectiveness Plan.

This plan establishes clear goals across three domains:

Spiritual Growth

Strengthening teacher formation; enhancing the quality of Religious Education; and increasing opportunities for students to engage in Catholic life meaningfully.

Learning

Improving student outcomes by lifting literacy and numeracy proficiency through evidence-informed teaching, the Science of Learning, Insight practices, and whole-school System Sprints.

Wellbeing – Advancing student safety, connectedness, and positive behaviour through consistent PBS implementation and the responsive use of wellbeing and behaviour data.

Together, these priorities reflect our commitment to continuous improvement and to ensuring that Immaculate Heart of Mary School remains a place where every child can flourish academically, spiritually, and socially.

School Effectiveness Priorities 2025

Immaculate Heart of Mary Catholic School continued its strong commitment to ensuring high levels of learning and wellbeing for every student. Guided by our School Effectiveness priorities, we focused on three key areas: Numeracy, Religious Education, and Wellbeing. Across the year, staff worked collaboratively to strengthen practice, refine systems, and build capacity to support all learners.

1. Numeracy – Strengthening Achievement for Every Learner

Our whole-school numeracy strategy centred on ensuring all students achieved expected growth in mathematics. A dedicated Numeracy Leader (0.5 FTE) was appointed to lead implementation, coaching, and data-informed practice.

Key actions included:

- Introducing Number Bonds as a targeted intervention from Grades 1–6.
- Strengthening assessment and daily review practices through Prime Maths and



support from our Insight Coach.

- Full implementation of Rocket Maths to build fluency.
- Moderation processes and Learning Conversations with families, including annotated samples of student learning.
- Participation in a Universal Early Numeracy Screener pilot.

Expected outcomes include clearer intervention pathways, increased staff capability, and improved student achievement. Evidence of progress will be monitored through PAT data, Prime Maths assessments, and Number Bonds tracking.

2. Religious Education – Deepening Engagement in Faith and Learning

Our focus in Religious Education was to increase student engagement and strengthen teacher formation. Staff committed to consistent, explicit teaching of RE and to welcoming coaching and feedback.

Key actions included:

- Embedding ILRE coaching across all classes.
- Participation in CET Spirituality Day and planning for an IHMS Spirituality Day in 2026.
- Reviewing staff RE Accreditation and supporting individual pathways to completion.
- Ensuring RE teaching time remained protected and explicitly timetabled.
- Providing opportunities for students to participate in Josephite Centre workshops and for staff to attend Josephite Colloquium experiences in Sydney and Hobart.
- Continuing strong partnership with the Cathedral Parish Sacramental Program.

Expected outcomes include improved School Effectiveness Survey results and an increase in accredited RE teachers from eight to ten.

3. Wellbeing – Ensuring Safety and Support for All

Our 2025 Wellbeing Action Plan aimed to increase the physical and psychological safety of students and staff by reducing violent escalations for identified students.

Key actions included:

- System-wide wellbeing and behaviour training for all staff.
- Deep data analysis and case management for each Tier 3 student.
- Reviewing learning programs and daily structures to better support engagement.
- Establishing care teams with a dedicated team manager and regular communication cycles.
- Strengthening staff capability through targeted TA professional learning and



weekly support meetings.

- Continuing implementation of the staff wellbeing strategy.

Expected outcomes include increased feelings of safety, improved staff confidence in managing complex behaviours, and strengthened regulation skills for identified students. Progress will be monitored through chronicle data and student wellbeing measures.

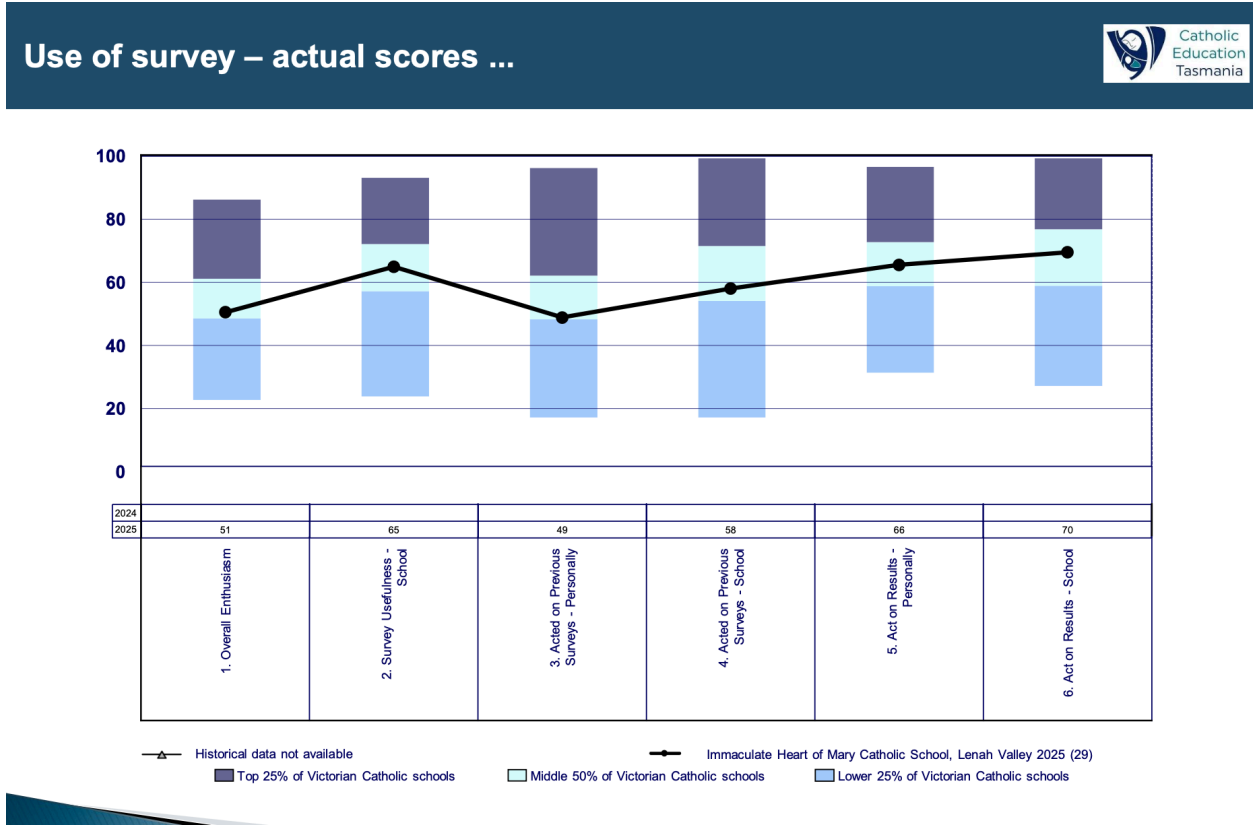
Looking Ahead

The work undertaken in 2025 has laid strong foundations for the next phase of our School Effectiveness journey. Through a shared commitment to high expectations, collaboration, and faith in action, our community continues to grow as a place where every child is known, valued, and supported to flourish.



PARENT, STUDENT & TEACHER SATISFACTION - 2025 School Effectiveness Survey Summary

In 2025, Immaculate Heart of Mary Catholic School continued to strengthen its culture of learning, wellbeing and community partnership through comprehensive School Effectiveness Surveys completed by staff, students and parents. The results show a school characterised by strong relationships, committed staff, and high levels of parent confidence, alongside clear opportunities for continued growth.



Staff reported positive organisational and teaching climates, with particularly strong results in Supportive Leadership (81) and Teamwork (80), reflecting a collaborative and well-aligned professional culture.

Parents expressed high confidence in the school's direction, with strong scores across Community Engagement (78–83) and Staff Engagement (82–85), affirming trust in teaching quality and communication.

Students in Years 3–4 reported high levels of Teacher Relationships (86–87) and strong engagement in learning, while students in Years 5–6 highlighted positive teacher support and motivation.

Across all groups, the data reinforces the school's commitment to nurturing student



wellbeing, fostering strong partnerships with families, and maintaining a safe, respectful and faith-filled learning environment. These insights will continue to guide school improvement planning and ensure every learner is known, valued and supported to flourish.

TEACHER QUALIFICATIONS

Doctorate:	0%
Masters:	22%
Graduate Diploma:	0.05%
Graduate Certificate:	22%
Bachelor of Honours:	0%
Bachelor of Education Degree:	55.95%
Associate Degree:	0%
Advanced Diploma:	0%

STAFF COMPOSITION

Principal Class (Headcount):	2.0
Teaching Staff (Headcount):	19
Teaching Staff (FTE):	13.19FTE
Non-Teaching Staff (Headcount):	18
Non-Teaching Staff (FTE):	9.89 FTE
Indigenous Teaching Staff (Headcount):	1.0

STUDENT ATTENDANCE

Student Attendance Rates By Year Level	
Kindergarten	92%
Prep	93%
Grade 1	91%
Grade 2	86%
Grade 3	91%



Grade 4	86%
Grade 5	89%
Grade 6	88%
Overall Average Attendance	89.5%

MANAGEMENT OF NON-ATTENDANCE

Short Term Absences

- The parent/carer and independent students must inform the school of any absence and the reason for this absence by 9.30am each day. This notification may be made via:
 - Compass
 - phone on (03) 6228 3335
 - email at ihms@catholic.tas.edu.au
- If a student arrives late to school, they must report to the office to sign in before proceeding to class.
- If a student is absent and no notification has been received by 10.00am the parent will receive a text message or phone call from the school notifying them of the unexplained absence and requesting that a reason be provided.
- If a student is absent for medical reasons for a period of five (5) days or longer, then they will be required to provide a medical certificate if requested by the Principal.

Long Term Absences

- Where a parent/carer or independent student is requesting to be absent from the school to participate in non-school activities and events for a period of five (5) days or more, the parent/guardian must seek permission from the Principal by email or in writing. The Principal will consider the request at their discretion and notify the parent/carer.
- Under the Education Act 2016, if school-based intervention strategies regarding the student's non-attendance are not successful, the school will follow the requirements of the Education Act 2016 (Tas) and CET protocols and procedures.

Concerning Patterns of Absence

- Unexplained, unauthorised, or concerning patterns of absence will initially be



followed up by the classroom teacher. Additionally, families will receive a letter notifying them that their child has accrued a certain number of absences from school.

- If these patterns of absence persist, the Principal/Deputy Principal will arrange to meet with the family to discuss attendance expectations and arrange any required support to enable the student to catch up and to participate fully in their education.
- Under the Education Act 2016 (Tas), once all school-based intervention strategies regarding the student's non-attendance have been exhausted, the school will follow the requirements of the Education Act 2016 (Tas) via the process outlined by Catholic Education Tasmania (CET).

NAPLAN RESULTS

A NAPLAN student report provides a snapshot of a child's current achievements in literacy and numeracy. While NAPLAN offers valuable insights, it is just one facet of our comprehensive assessment and reporting framework. By integrating NAPLAN results with other assessment methods, we tailor our approach to meet the specific learning needs of each student. Additionally, these outcomes guide us in setting school-wide goals aimed at enhancing overall learning outcomes.

[My School: Immaculate Heart of Mary Catholic School](#)

FINANCIAL INDICATORS 2025

