



Infant Jesus School

A LEADing Learning School

Infant Jesus School Annual Compliance Data 2020

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementations of the School's Annual Action Plan.

The Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Western Australia.

Further information about the school or this report may be obtained by contacting the school.

School Contact Details:

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1. Contextual Information

Infant Jesus School is a co-educational Catholic primary school catering for children from Pre-Kindergarten (Three-Year-Old) to Year Six. Our school is a place where every individual is welcomed, cherished, respected and valued. Our Catholic ethos, and strong link to our parish, ensures that a Christ-centred approach is at the heart of all we do.

Our Aspiration

Our aspiration is to provide a world-class Catholic school where there are opportunities for all students, staff and parents to flourish. At Infant Jesus School, we are working together as a community that is entirely focused on meeting the contemporary needs of our students, parents, staff and school community in these rapidly changing times. Our aspiration challenges us as a school to empower leaders, teachers and staff members to rise to the challenges of the 21st Century whilst creating the very best educational environment for our students.

A LEADing Learning School

At Infant Jesus School, we believe in the development of the whole child and that our children must be equipped for the future. We understand that the children of today do not live in the world of yesterday and as such believe in an innovative, curiosity driven education based upon traditional and new pedagogy and understanding. Today's world promises new educational opportunities where educators can engage directly with student experience and different learning styles to ensure that new technologies empower all children. Infant Jesus School is recognised as an Apple Distinguished School.

Contemporary learning embraces the skills necessary for our children to be able to live in a digital world. Tomorrow's citizens need to have the ability to solve problems, think creatively and analytically, collaborate, and communicate. They need to have an ethical understanding of the world and be accountable for themselves. Our children are innovative. Innovation is working to create and solve new problems or facing unforeseen challenges head on. Innovation is embracing change and being reluctant to submit to difficulty. Children of today need to learn the skills, knowledge and mental strategies in order to be successful for tomorrow's world.

Our home/school relationships are based upon ongoing communication, openness and trust. Parents, as first educators of their children, are supported in understanding their role in nurturing their child to achieve their full potential. As a school, we are working together to meet the contemporary needs of our students, parents, staff and school community to #ExpectGreatThings.

2020

School facts

School sector	Non-government
School type	Primary
Year range	PP-6
Location	Major Cities

School staff

Teaching staff	26
Full-time equivalent teaching staff	21.9
Non-teaching staff	15
Full-time equivalent non-teaching staff	10.9

School links

School website

[Infant Jesus School](#)

Sector, system or association website

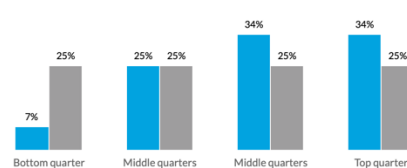
[Catholic Education Western Australia](#)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1083
Average ICSEA value	1000
School ICSEA percentile	81

Distribution of Socio-Educational Advantage (SEA)

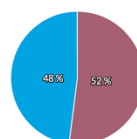


Percentages are rounded and may not add to 100

Students

Total enrolments: 427

- Boys 205
- Girls 222



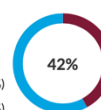
Full-time equivalent enrolments: 427.0

Indigenous students



Language background other than English

- Yes (42%)
- No (58%)
- Not stated (0%)



2. Teacher standards and qualifications Infant Jesus School 2020

The following table shows the highest qualifications of all the teachers in the school.

3	Bachelor of Arts in Education
3	Bachelor of Education in Early Childhood
17	Bachelor of Education
4	Master of Education
5	Diploma of Teaching
1	Bachelor of Physical & Health Education
2	Graduate Diploma in Education
1	Diploma of Early Childhood Education
1	Diploma of Education
2	Bachelor of Primary Education
1	Bachelor of Philosophy of Education

3. Workforce Composition

28	Teaching Staff
16	Non-Teaching Staff
4	Males
40	Females
0	Indigenous Staff

4. Student attendance at school

Level	PP	1	2	3	4	5	6
	94.02%	94.27%	94.95%	94.86%	94.31%	95.7%	95.65%

Average student attendance in 2020 is 94.82%.

When a child is unable to attend, parents email or contact the Administration Office in the morning to notify the school. If a phone call has been made, parents must provide a written note on the child's return to school. The school sends an SMS message to parents if there is an unexplained absence. This attendance data is recorded in SEQTA and records kept on file for the required time.

Please note - This attendance data does not include Three-Year-Old Kindergarten or Kindergarten attendance.

Attendance and Non-attendance procedures

- It is the parent's responsibility to notify the school prior to the commencement of the school day if their child will be absent from school.
- Classroom teachers are required to mark morning and afternoon rolls on SEQTA.
- Once all class morning rolls have been marked, administrative staff send out an absentee SMS to relevant parents/guardians and adjust the child's attendance status accordingly when parents phone the school (e.g. change status from absent to "unresolved" absence), usually by about 9:30am.
- Parents of students who arrive or depart outside normal school hours, sign students in or out electronically on the iPad at reception.
- If the student is absent from school and an acceptable written explanation has been provided by the parent, teachers are to adjust the child's attendance status on the SEQTA roll and no further action is required.

5. NAPLAN Information

Due to the COVID-19 pandemic, NAPLAN Assessments were not administered in 2020, and therefore no data is presented for 2020.

YEAR THREE NAPLAN RESULTS

Year 3 Reading

	Australian Mean	School Mean
2014	418.6	446.9
2015	425.8	497.4
2016	425.7	461.2
2017	431.3	427.3
2018	433.8	448.4
2019	432.2	443.1

Year 3 Writing

	Australian Mean	School Mean
2014	402.1	426.5
2015	416.3	454.2
2016	420.5	454.3
2017	413.6	435.5
2018	407.2	457.0
2019	422.5	448.0

Year 3 Spelling

	Australian Mean	School Mean
2014	411.9	442.0
2015	409.2	471.1
2016	420.1	467.3
2017	416.2	435.2
2018	417.8	457.3
2019	418.9	447.1

Year 3 Grammar and Punctuation

	Australian Mean	School Mean
2014	426.2	512.2
2015	432.7	482.8
2016	463.3	479
2017	439.3	450.7
2018	431.7	454.2
2019	440.0	443.0

Year 3 Numeracy

	Australian Mean	School Mean
2014	401.8	451.9
2015	397.8	430.8
2016	402.2	436.6
2017	409.4	413.2
2018	407.7	418.7
2019	408.1	407.7

YEAR FIVE NAPLAN RESULTS

Year 5 Reading

	Australian Mean	School Mean
2014	500.7	521.2
2015	498.2	524.7
2016	501.7	533.0
2017	505.6	525.1
2018	509.0	511.3
2019	506.1	516.1

Year 5 Writing

	Australian Mean	School Mean
2014	468.2	497.1
2015	478.1	501.1
2016	475.4	503.7
2017	472.5	506.2
2018	464.6	500.2
2019	474.1	502.6

Year 5 Spelling

	Australian Mean	School Mean
2014	497.7	525.2
2015	496.1	522.7
2016	429.9	530.5
2017	500.9	543.7
2018	502.5	525.6
2019	500.7	526.9

Year 5 Grammar and Punctuation

	Australian Mean	School Mean
2014	504.1	555.1
2015	503.8	532.6
2016	505.0	554.3
2017	499.3	526.5
2018	503.6	520.5
2019	499.1	508.0

Year 5 Numeracy

	Australian Mean	School Mean
2014	487.2	507.8
2015	492.3	506.3
2016	492.9	513.6
2017	493.8	514.6
2018	494.2	505.1
2019	495.9	502.3

6. Parent, Student and Teacher Satisfaction

Parent Satisfaction

Based on anecdotal discussions with the Principal, feedback at Parents and Friends and School Advisory Council parents expressed a high level of satisfaction with the school and the learning programs implemented. The waiting lists for places in all year levels also indicates that the school is highly recommended, and applications need to be made for a place at the school (an application does not guarantee a place.)

Through a survey, distributed in May in 2020, the school also collected some information from parents relating to different areas of the school during the COVID-19 pandemic. We had a very positive response rate from our parents.

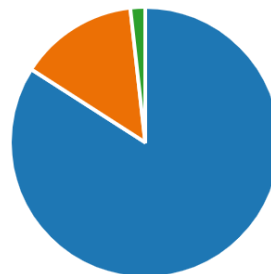
Below are the questions and responses;

- How many weeks of remote learning did your child/children participate in?
- How satisfied were you with the leadership and management of the school throughout the COVID-19 pandemic?
- Whilst working remotely, did the Classroom/Support Teachers keep you informed? (Seesaw, Phone call, Email etc.)
- How satisfied were you with the level of feedback and communication given to students (and parents) via online marked work through Seesaw?
- How prepared was your child/children with using technology as a tool to assist them with their learning?
- How do you feel that the school performed in continuing the educational program at school or at home?

Whilst working remotely, did the Classroom/Support Teachers keep you informed? (Seesaw, Phone call, Email etc.)

[More Details](#)

Very informed	95
Informed	16
Somewhat informed	2
No communication	0



How satisfied were you with the level of feedback and communication given to students (and parents) via online marked work through Seesaw?

[More Details](#)

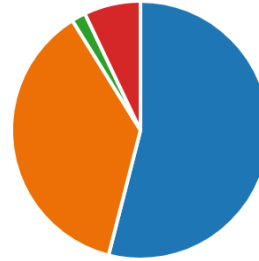
Extremely satisfied	75
Satisfied	30
Neither satisfied nor dissatisfied	7
Dissatisfied	0
Very dissatisfied	1



How prepared was your child/children with using technology as a tool to assist them with their learning?

[More Details](#)

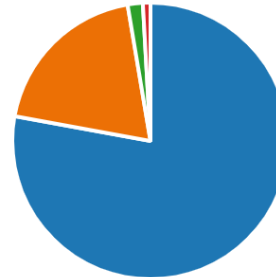
Very prepared	61
Prepared	42
Unprepared	2
N/A (Early Childhood)	8



How satisfied were you with the leadership and management of the school throughout the COVID-19 pandemic?

[More Details](#)

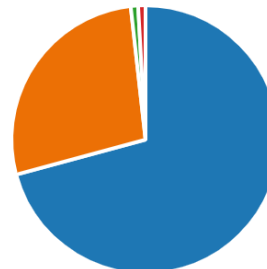
Extremely satisfied	88
Satisfied	22
Neither satisfied or dissatisfied	2
Dissatisfied	1
Very dissatisfied	0



How do you feel that the school performed in continuing the educational program at school or at home?

[More Details](#)

Extremely satisfied	80
Satisfied	31
Dissatisfied	1
Very dissatisfied	1



Student Satisfaction

The Educator Impact process was implemented for all teachers across the school in 2020.

Within the Educator Impact process feedback is collected from students across various year levels. The overall feedback received from the students indicated positive responses (98%) in relation to the learning program being implemented at Infant Jesus School. According to student feedback, the strongest competency that our Infant Jesus School staff implement in their classrooms is Developing Relationships.

Using data from the school and, in particular, our Year Six Students we are aware that:

97%	Of students felt that teachers ensured that students know what they are meant to learn
95%	Of students felt that teachers had high expectations of students
83%	Of students felt that teachers knew the levels of ability of students
94%	Of students felt that teachers ensured that students need to work hard to succeed
91%	Of students felt that teachers had several ways to explain a lesson
83%	Of students felt that teachers gave students opportunities to practise and apply what they learn
92%	Of students felt that teachers help students understand and correct their mistakes
87%	Of students felt that teachers commented on the positive aspects of students work
94%	Of students felt that teachers helped students understand how lesson content is useful to them
85%	Of students felt that teachers related lesson content to real-life examples
98%	Of students felt that teachers speak clearly and coherently
93%	Of students felt that teachers encouraged student participation
93%	Of students felt that teachers cared about student well being
93%	Of students felt that teachers supported students to achieve their potential
95%	Of students felt that teachers created a safe learning environment
74%	Of students felt that teachers maintained a positive classroom

Staff Satisfaction

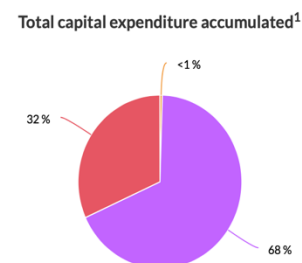
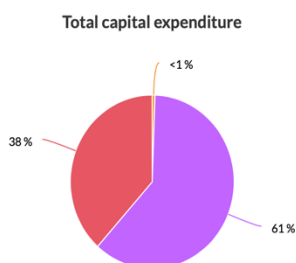
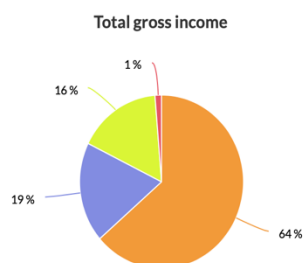
Teacher satisfaction at the school is high. This is evidenced with the feedback received from all staff through surveys, anecdotal responses at cluster meetings, term and end of year reviews, and individual staff interviews with the Principal.

It was noted that during the pandemic staff preferred to be at school in preference to working at home. Staff felt that working in the same place not only enhanced collaboration, but also assisted in increased staff satisfaction. The length of time teachers have been at the school is evidence of staff satisfaction. Several of our teachers were also students at the school. Three teachers have been at the school for longer than twenty years and four teachers have been at the school for at least fifteen years. This is further supported with the aspect that there is generally very little movement of staff from one year to the next.

7. School Income

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	3,419,624	7,916
State / territory government recurring funding	1,003,367	2,323
Fees, charges and parent contributions	882,366	2,043
Other private sources	69,111	160
Total gross income	5,374,468	12,441
Less deductions	334,578	774
Total net recurrent income	5,039,890	11,666

Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	1,806	3,437
State / territory government capital expenditure	0	0
New school loans	0	0
Income allocated to current capital projects	201,544	493,845
Other	126,604	231,488
Total capital expenditure	329,954	728,770



(excluding income from government capital grants)

Percentages are rounded and may not add up to 100%

¹ Accumulated capital expenditure is the sum of three consecutive years.

Please refer to the MySchool website for more detailed information. www.myschool.edu.au

8. Post School Destinations

Chisholm College	49	83%
Churchlands Senior High School	1	1.69%
Duncraig Senior High School	1	1.69%
Mercedes College	1	1.69%
Holy Cross College	1	1.69%
Morley High School	1	1.69%
Perth Modern	1	1.69%
Servite College	1	1.69%
Trinity College	2	5%
Ursula Frayne College	1	1.69%
	59	

9. Annual School Improvement
(Report on progress towards the school's Annual School Improvement Goals for the past year)

Please refer to the Infant Jesus School website for more detailed information and read the comprehensive 2020 school report.

<https://www.infantjesus.wa.edu.au/annual-school-report/>

