



Infant Jesus School

A LEADiNG Learning School

Infant Jesus School Annual Compliance Data 2022

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 School Improvement 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.

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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 experiences 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.

2022

School facts

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

School staff

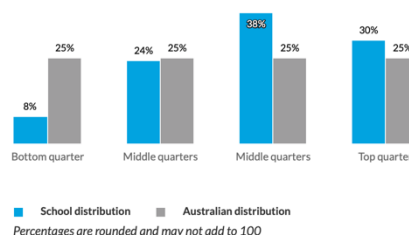
Teaching staff	26
Full-time equivalent teaching staff	22.8
Non-teaching staff	14
Full-time equivalent non-teaching staff	11.7

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1082
Average ICSEA value	1000
School ICSEA percentile	80

Distribution of Socio-Educational Advantage (SEA)

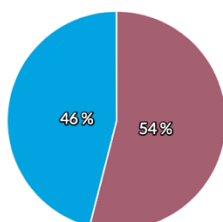




Students

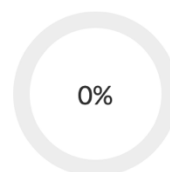
Total enrolments: 435

Boys 201
Girls 234



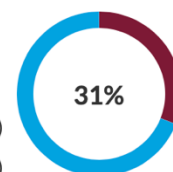
Full-time equivalent enrolments: 435.0

Indigenous students



Language background other than English

Yes (31%)
No (69%)
Not stated (0%)



2. Teacher standards and qualifications Infant Jesus School 2021

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

1	Bachelor of Arts in Education
2	Bachelor of Education (early Childhood & Care)
9	Bachelor of Education
4	Master of Education
1	Diploma of Teaching
1	Bachelor of Physical & Health Education
2	Graduate Diploma in Education
1	Diploma of Education
4	Bachelor of Education (Primary)
1	Bachelor of Arts Early Childhood Education
1	Grad Diploma in Primary Education
1	Master of Teaching

3. Workforce Composition

28	Teaching Staff
19	Non-Teaching Staff
5	Males
42	Females
0	Indigenous Staff



4. Student attendance at school

Level	PP	1	2	3	4	5	6
	88.45%	89.93%	90.16%	90.80%	90.12%	90.08	89.81

Average student attendance in 2022 is 89.90%

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.

Attendance Procedure

The following attendance procedure is also listed on the school website.

Parents/guardians must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction. Parents/guardians must provide an explanation for any absence their child has and work in partnership with the school to support attendance.

The Parent/guardian of the student is required to:

- Ensure the child attends school at all times when the school is open for instruction, unless complying with an arrangement under section 24.
- Provide an explanation for any absence their child has within three days.

To ensure the safety of children parents are asked to notify the school by 9.00am if a child will be absent on a particular day. The Department of Education has confirmed that while a phone message is not a substitute for a signed note when reporting absences, an email meeting the following criteria is accepted;

- The name of the student,
- The class/roll group of the student,
- The reason for the absence, and
- The full name of the parent/guardian at the end of the message (the 'from' email address is not sufficient as it does not necessarily have the full name of the person sending it).

These details must be included in the email as it is a legal document. Parents must provide the teacher with a written explanation as to the cause of a child's absence or a doctor's certificate.



For extended periods of absences (e.g. holiday) a written note needs to be provided to the principal and class teacher notifying them of the reason for the extended absence ahead of time. Upon receiving this communication, the principal will respond with a written response.

If a child's attendance falls below 95% without a valid reason, parents will be notified by the classroom teacher. If a child's attendance falls below 90%, a letter will be sent by the principal requesting details about the child's lack of attendance, and organise support in increasing attendance. This support may include, meeting with teacher, child and parents, or consultation with outside support.



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
2016	425.7	461.2
2017	431.3	427.3
2018	433.8	448.4
2019	432.2	443.1
2021	438	466
2022	439	451

Year 3 Writing

	Australian Mean	School Mean
2016	420.5	454.3
2017	413.6	435.5
2018	407.2	457.0
2019	422.5	448.0
2021	425	455
2022	423	445

Year 3 Spelling

	Australian Mean	School Mean
2016	420.1	467.3
2017	416.2	435.2
2018	417.8	457.3
2019	418.9	447.1
2021	421	437
2022	418	446

Year 3 Grammar and Punctuation

	Australian Mean	School Mean
2016	463.3	479
2017	439.3	450.7
2018	431.7	454.2
2019	440.0	443.0
2021	433	438
2022	433	434

Year 3 Numeracy

	Australian Mean	School Mean
2016	402.2	436.6
2017	409.4	413.2
2018	407.7	418.7
2019	408.1	407.7
2021	403	408
2022	400	402



YEAR FIVE NAPLAN RESULTS

Year 5 Reading

	Australian Mean	School Mean
2016	501.7	533.0
2017	505.6	525.1
2018	509.0	511.3
2019	506.1	516.1
2021	511	521
2022	510	516

Year 5 Writing

	Australian Mean	School Mean
2016	475.4	503.7
2017	472.5	506.2
2018	464.6	500.2
2019	474.1	502.6
2021	480	512
2022	485	500

Year 5 Spelling

	Australian Mean	School Mean
2016	429.9	530.5
2017	500.9	543.7
2018	502.5	525.6
2019	500.7	526.9
2021	504	525
2022	505	520

Year 5 Grammar and Punctuation

	Australian Mean	School Mean
2016	505.0	554.3
2017	499.3	526.5
2018	503.6	520.5
2019	499.1	508.0
2021	503	499
2022	499	499

Year 5 Numeracy

	Australian Mean	School Mean
2016	492.9	513.6
2017	493.8	514.6
2018	494.2	505.1
2019	495.9	502.3
2021	495	503
2022	489	485



6. Parent, Student and Teacher Satisfaction

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.

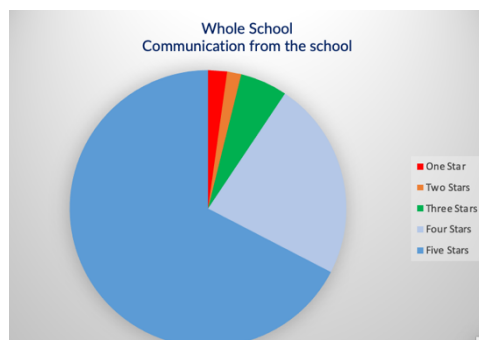
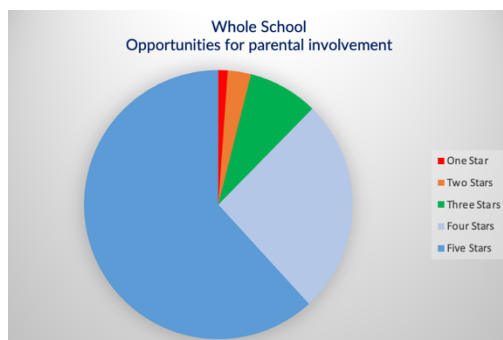
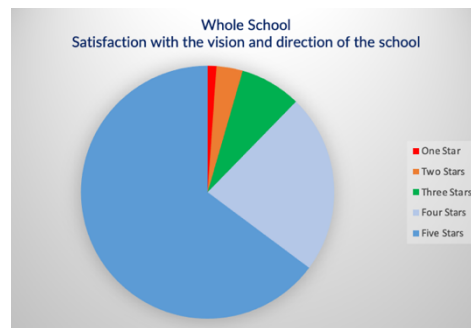
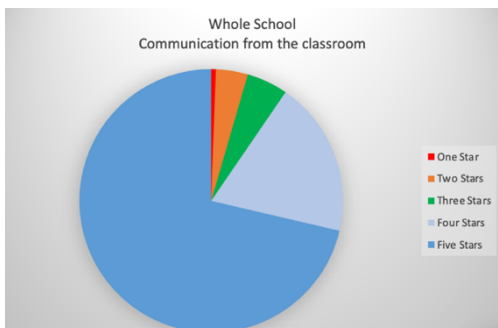
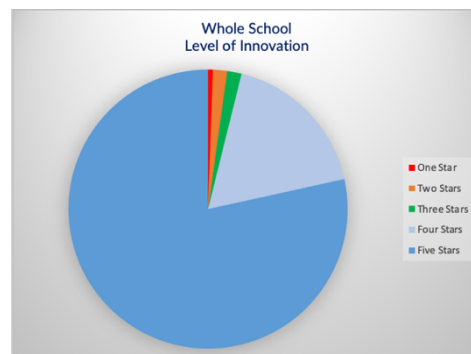
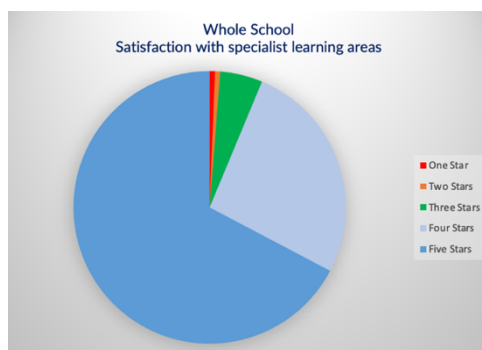
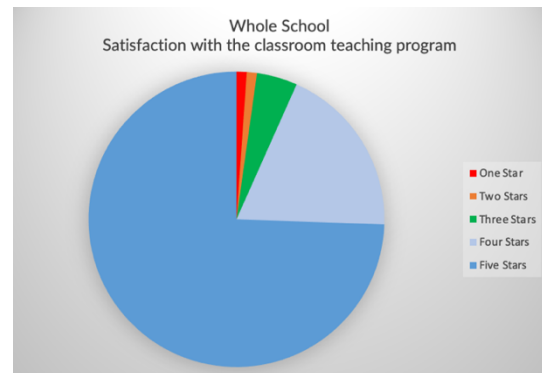
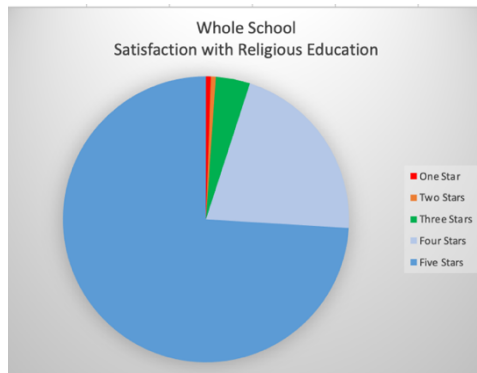
Parent Satisfaction

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 Term Three 2022 the school also collected some information from parents relating to different areas of the school. We had a very positive response rate from our parents.

Below are the focus areas that were highlighted during this survey and the ratings (in a rating from 1 star – 5 star rating – with 5 being the highest rating).

- Satisfaction with Religious Education
- Quality of Teaching at Infant Jesus School
- Level of Innovation at Infant Jesus School
- Satisfaction with the Classroom Teaching Program
- Satisfaction with Specialist Learning Areas
- Opportunities for Parental Involvement
- Communication from the Classroom
- Communication from the School
- Satisfaction with the Vision and direction of the school



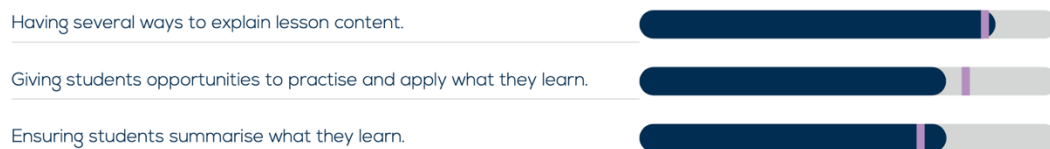
Student Satisfaction

The Educator Impact process was once again implemented for all teachers across the school in 2022. Within the Educator Impact process feedback is collected from students across various year levels.

A focus for many staff this year was having a focus on Driving Surface and Deep Learning and Providing Feedback for students. The feedback from our students is as follows - (the responses to the questions for the competency are shown below as bar charts). The blue bar represents the weighted average of responses to these questions in the 360-degree feedback phase. The pink line represents the average of responses to these questions in the focus phase of the program.



Driving Surface and Deep Learning.



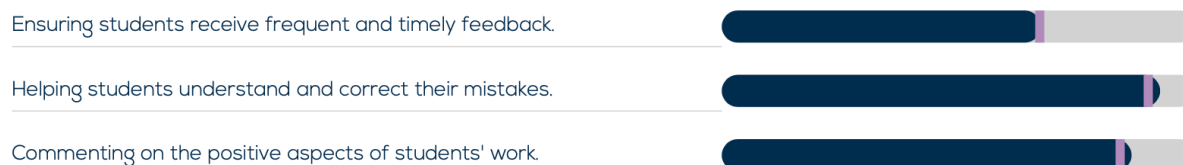
Perception Gap Analysis

The gap between how we see ourselves and how others see us is called the perception gap. It is the perceived gap between intent and impact. By comparing self-assessment responses to the distribution of responses from Students, we are able to identify where these are most and least aligned. Below we provide a table summarising how the alignment between self-assessment responses and Students has changed for the competency.

It is important to note that the context in which the feedback was collected will affect alignment. The results will not only be influenced by the development of the teacher(s) but also by the Students surveyed.

	Previous	Now	Change
Having several ways to explain lesson content.	0.76	0.81	0.05
Giving students opportunities to practise and apply what they learn.	0.71	0.85	0.14
Ensuring students summarise what they learn.	0.71	0.76	0.05
	0.73	0.78	0.06

Providing Feedback



	Previous	Now	Change
Ensuring students receive frequent and timely feedback.	0.80	0.84	0.04
Helping students understand and correct their mistakes.	0.74	0.77	0.03
Commenting on the positive aspects of students' work.	0.80	0.80	0.00
	0.78	0.79	0.02



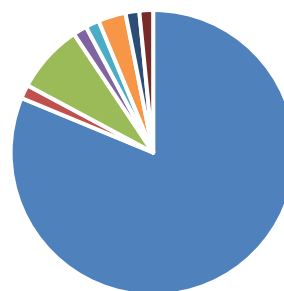
7. School Income

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

8. Post School Destinations

Chisholm Catholic College	52
Carine Senior High School	1
Mercedes Catholic College	5
Mount Lawley Senior High School	1
Servite College	1
Trinity Catholic College	2
Mary MacKillop – Busselton	1
Morley Senior High School	1

2022 Post Primary School Destinations



- Chisholm Catholic College
- Mercedes Catholic College
- Servite College
- Mary MacKillop – Busselton
- Carine Senior High School
- Mount Lawley Senior High School
- Trinity Catholic College
- Morley Senior High School

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 2022 Infant Jesus School report.

https://issuu.com/ijs1954/docs/principals_report_final_pdf

