



Infant Jesus School

A LEADIng Learning School

Infant Jesus School Annual Compliance Data 2018

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 the Catholic Education Office of Western Australia.

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

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1.Contextual Information

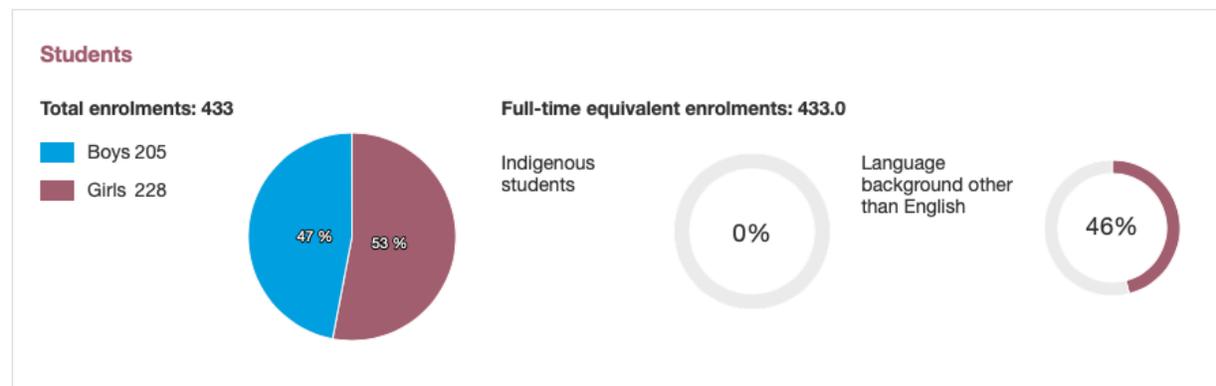
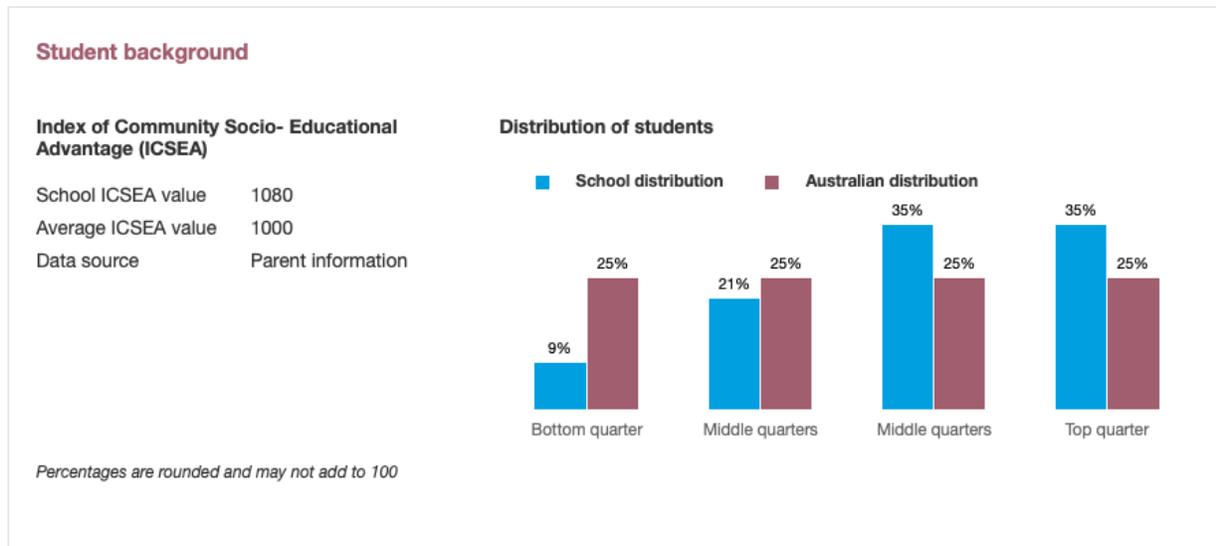
Infant Jesus School is a co-educational Catholic primary school catering for children from Pre-Kindergarten (Three-year-olds) to Year Six. Our school is a place where every individual is welcomed, cherished, respected and valued. Our Catholic ethos ensures that a Christ-centred approach is at the heart of all we do. We live and learn within a community that is caring, loving, compassionate and forgiving. Meaningful relationships form the basis of all our interactions.

We provide our students with an education that will prepare them for life. Our learning community fosters confident, independent and life-long learning with an attitude which promotes achievement of the full potential of all individuals in an environment embedded in our Gospel values. We utilise technology as a tool to aid our learning and develop critical thinkers who are able to access information and communicate effectively, thereby enhancing their potential as life-long learners. Assessment tasks are explicit and meaningful catering for the children's varied learning styles and provide diagnostic information for future planning. Reporting to parents is purposeful, varied and reflects the child's development.

Our staff are dedicated, qualified, innovative professionals who receive ongoing training in current pedagogical practices. They are committed to supporting each child to achieve personal excellence. We provide a nurturing learning environment where students feel happy and safe. Our students respect themselves and others in a manner which shows acceptance towards all cultures, both within the school and in the wider community.

We share a positive relationship and welcome close interactions between the school, parish and local community. We encourage our students to think of others, give service to those in need and foster a spirit of Truth and Justice for all.

We acknowledge parents as the first educators of their children. We have a strong partnership with each family and encourage their involvement. Our home/school relationships are based upon on-going communication, openness and trust. Parents are supported in understanding their role alongside the school and parish and together we support the child to achieve their potential.



2. Teacher standards and qualifications Infant Jesus School 2018

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

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

3. Workforce Composition

28	Teaching Staff
15	Non-Teaching Staff
3	Males
40	Females
0	Indigenous Staff

4. Student attendance at school

Level	PP	1	2	3	4	5	6
	92%	94.9%	94.6%	95.6%	95%	95%	94.9%

Average student attendance in 2018 is 94.6 %.

When a child is unable to attend, parents email or ring 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.

5. NAPLAN Information

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

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

YEAR THREE NAPLAN RESULTS

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

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

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

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

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

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

YEAR FIVE NAPLAN RESULTS

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

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

6. Parent, student and teacher satisfaction

Parent Satisfaction

The National School Improvement Partnerships survey was developed to gather parents, and caregivers' perceptions of the school climate. Parents and caregiver's involvement in schooling can and does play a critical role in students' academic success.

The importance of parent and caregivers' perceptions can really affect the children's achievements in school and through life. We are well aware, and we have communicated to parents throughout the year, that students with involved parents, no matter what their income or background, were more likely to;

- Earn higher grades and tests scores and enrol in higher-level programs,
- Be promoted, pass their classes and earn credits,
- Attend school regularly,
- Have better social skills, show improved behaviour, and adapt well to school, and
- Graduate and go on to post-secondary education.

We are blessed at Infant Jesus School to have so many parents actively engaged in their children's school journey. Our Annual School Improvement goal, in the area of engagement, was to 'continue to enhance parental engagement.' The survey clearly showed that parents are not only pleased with the education that Infant Jesus School provides but, are also satisfied with what the school does for their children.

The school climate survey, and in particular the parent voice, echoed the fantastic work that has been initiated within Infant Jesus School. As a school it is gratifying to see the many reasons why parents choose an education at Infant Jesus School. The Catholic nature of the school and the importance of children learning about their Catholic Faith was seen as a priority for many parents in our school.

Through the National School Improvement Partnerships survey at the end of Term Three 2018 the school also collected some information from parents relating to different areas of the school including:

Teacher Support	85% satisfaction
Satisfaction with Child's progress	87% satisfaction
Student Behaviour	87% satisfaction
Welcoming School	94% satisfaction
Affirming Diversity	86% satisfaction
Communication	90% satisfaction

Student Satisfaction

The National School Improvement Partnerships survey was an effective tool to find some current feedback from students in relation to student satisfaction with the climate of the school. The survey reported that 87% of the children felt that they were connected to their peers. Our children have rated staff and their peers positively across all areas of teacher support, peer connectedness, school connectedness, rule clarity, seeking help, support for learning and expectations, moral identity, resilience, wellbeing and bullying.

Our students also have opportunities to provide feedback within the school via weekly meetings with the Principal in our school based 'Pizza with the Principal' discussions. Our children also provide feedback directly to their teachers through their evaluations of staff through the Educator Impact Teacher Appraisal Process.

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.

The National School Improvement Partnerships survey also highlighted many successes and showed job satisfaction as being high within the school community. Staff commented how that the clear school mission and vision contributed to the high expectations that staff had on themselves, home school relationships and staff collegiality.

The survey also reported on teacher efficacy and job satisfaction and showed our teachers with a 3-10 year experience range to rate both teacher efficacy and job satisfaction as high (the data highlighted that 93% of teachers rated their job satisfaction as high).

7. School Income

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

8. Post school destinations

Chisholm College	80%
Churchland Senior High School	2%
Mercedes College	6%
Morley High School	3%
Mt Lawley High School	3%
Perth College	2%
Servite College	2%
Trinity College	2%

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 2018 school report.

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

