



Infant Jesus School

A LEADing Learning School

Infant Jesus School Annual Compliance Data 2019

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.

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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

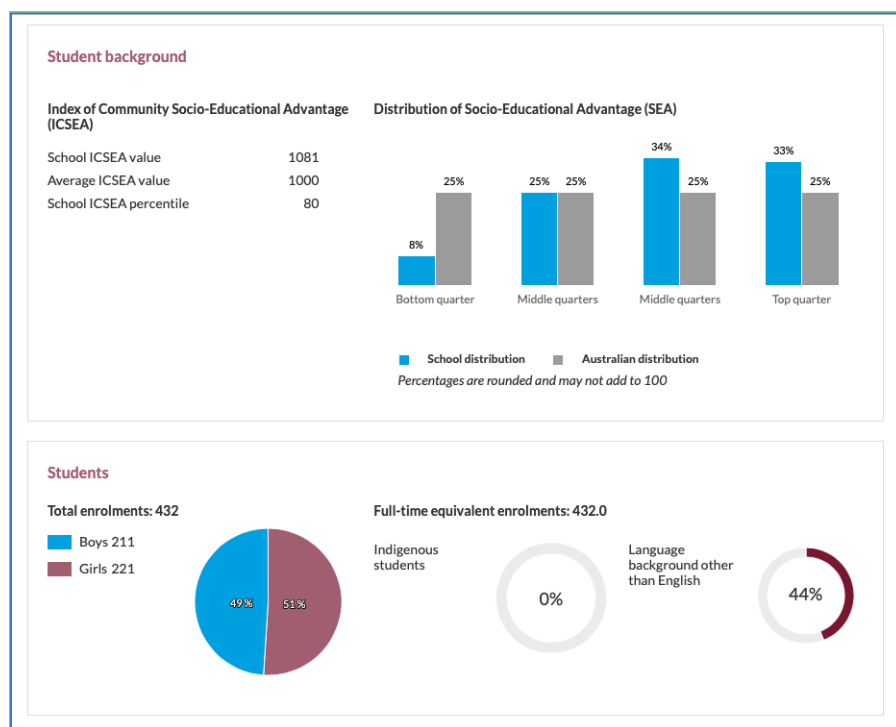
Our aspiration is to provide a world-class Catholic school where there are opportunities for all students, staff and parents to flourish. At Infant Jesus School, we are working together as a community that is entirely focused on meeting the contemporary needs of our students, parents, staff and school 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**.



2. Teacher standards and qualifications Infant Jesus School 2018

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

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
	91.31%	92.99%	93.93%	95.18%	94.71%	95.66%	95.19%

Average student attendance in 2019 is 94.13%.

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

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

STUDENT PROGRESS

Year 3-5 Reading

Year 3-5



Reading



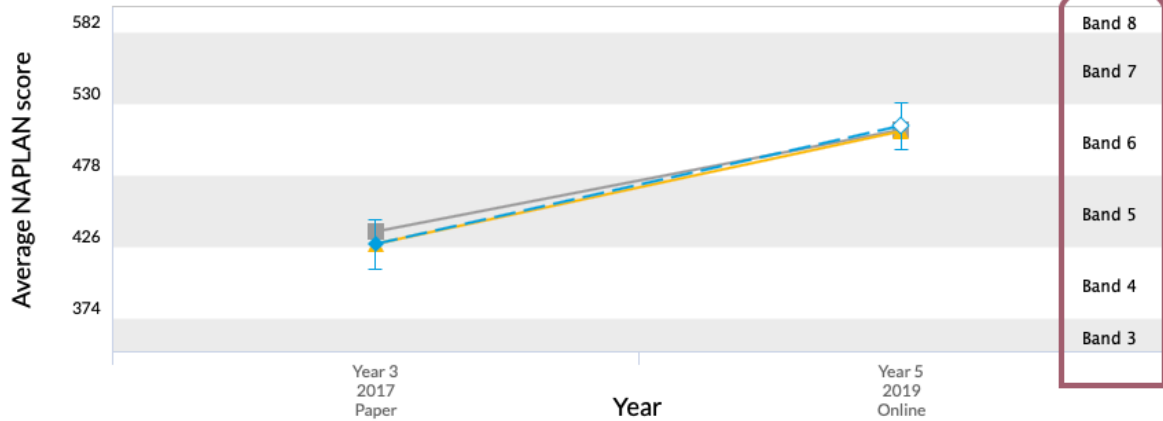
2017-2019



Submit



Year 3-5 Reading 2017-2019



Select categories:



Selected school



Students with the same starting score and similar background (i)



All Australian students

Year 3-5 Writing

Year 3-5



Writing



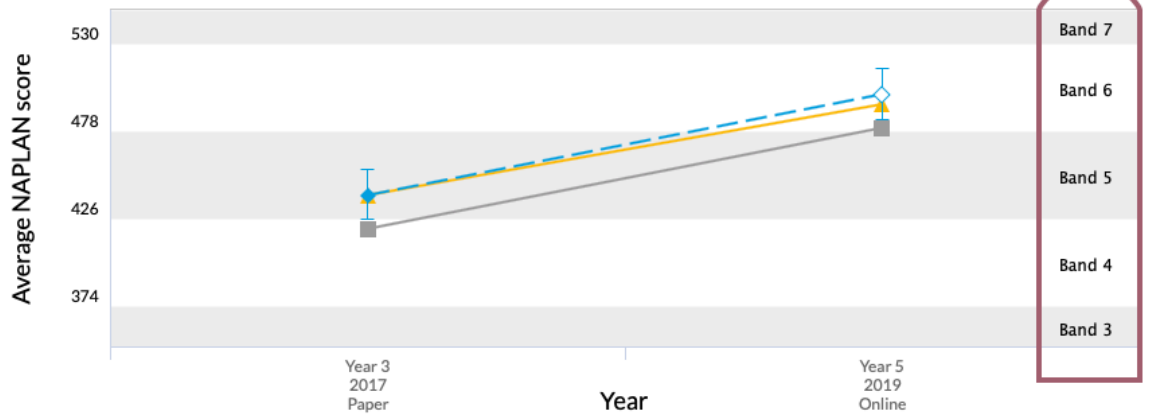
2017-2019



Submit



Year 3-5 Writing 2017-2019



Select categories:



Selected school

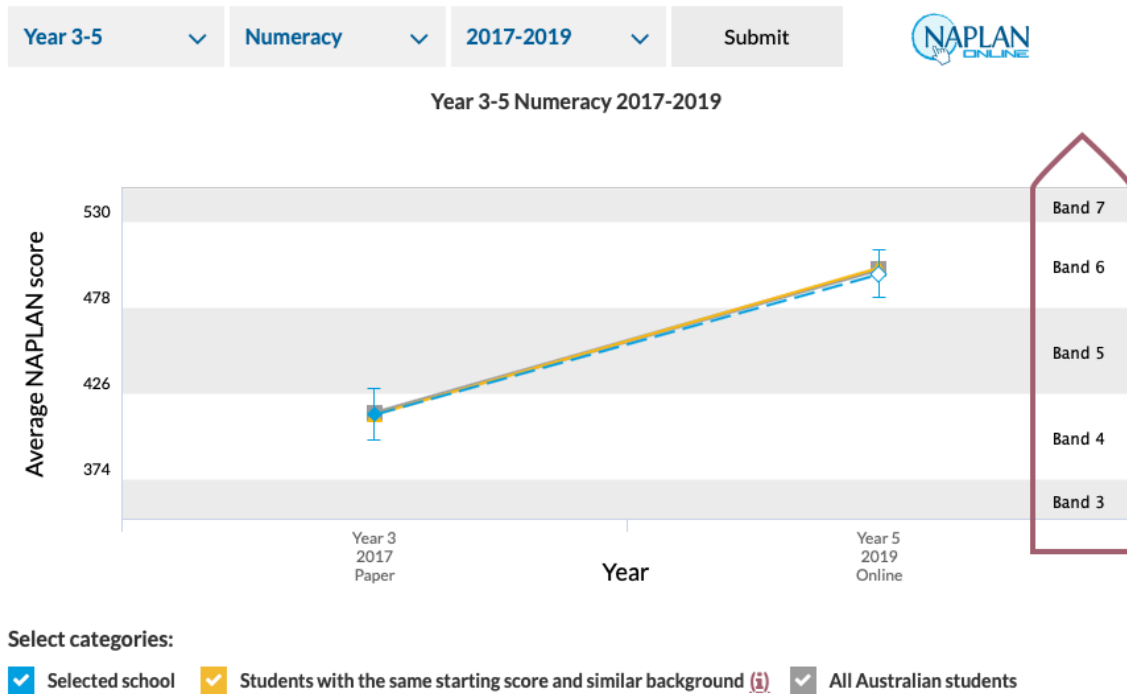


Students with the same starting score and similar background (i)



All Australian students

Year 3-5 Numeracy



6. Parent, student and teacher satisfaction

Communication between the School (teachers and administration), parents and students takes place continually. Surveys are conducted annually for students, parents and staff. The responses indicate that these three cohorts believe that the school meets and exceeds the needs of the students at the school.

Parent Satisfaction

Throughout 2019 parents were surveyed and were asked specifically about their satisfaction in all aspects of the Infant Jesus School community. The following data, from over 300 respondents, shows immense satisfaction in the school and the work that we are doing in all facets of the curriculum – educational programs, the use of technology, parental involvement, reporting to parents and the vision and direction of the school. The following data shows the percentage rating of very good to outstanding in each of the areas surveyed.

	Survey Indicator
96%	Satisfaction with the Religious Education and Sacramental programs
95%	Satisfaction with classroom teaching program
86%	Satisfaction with specialist learning area - Music
94%	Satisfaction with specialist learning area - Sport
96%	Satisfaction with specialist learning area - Technologies
96%	Satisfaction with specialist learning area - Science
95%	Satisfaction with specialist learning area - Health
94%	Satisfaction with office personnel
86%	Satisfaction with use of technology to enhance learning
91%	Opportunities for parental involvement
89%	Satisfaction with the vision and direction of the school
89%	I feel informed about what is happening in the school
93%	I feel informed about my child's progress
95%	Overall satisfaction with the school

At enrolment interviews, it's often mentioned that the school has been recommended by parents of both past and present students. It is also noted that current parents of our Three-Year-Old Program re-enrolling for our Kindergarten placement, and other respective intake years, often cite the reason for choosing our school for their child's education is due to the satisfaction that parents have expressed with our school.

Student Satisfaction

Educator Impact is a program that the school has utilised over the past three years to assist teachers, leaders, and support staff in our school develop their skills and improve their effectiveness as educators.

Of the feedback collected across the school (Pre-Primary – Year Six) our students rated the teaching staff strongest competency as developing relationships with children.

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, and ongoing reflections of the teaching the children are receiving.

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.

Teacher satisfaction at the school is high. This is evidenced with the length of time teachers have been at the school. Several of our teachers were also students at the school. Three teachers have been at the school for longer than 20 years and four teachers have been at the school for at least 15 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

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

8. Post school destinations

Chisholm College	80%
Churchlands 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 2019 school report.

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

