



2023 AGM

2022 Annual Report

Immaculate Heart of Mary School

info@ihm.catholic.edu.au

08 8115 7600

www.ihm.catholic.edu.au

95 East Street, Brompton SA 5007

IHM Year of Hope



**IHM
2022**

CHAIRPERSON'S REPORT

IHM continued to thrive throughout 2022. As COVID 19 restrictions continued to be lifted, we were once again able to interact on a personal basis. This allowed IHM to do what it does best – that is build a strong sense of community and belonging amongst our students, parents, teachers and other crucial stakeholders.

The students really enjoyed the new facilities as they fully took advantage of the new multi-purpose space, basketball court and modernised classroom spaces. The new façade of the school certainly is eye catching and aesthetically pleasing – all contributing to a growing enrolment. Building works continued on the Torrens Road Overpass (near completion at the time of writing) and I would like to thank parents for their cooperation and understanding as diverted traffic in the area placed extra stress on the morning and afternoon drop off/pick up runs.

In the religious domain, IHM's focus on 'Heart Spirituality' continued to be evidenced through the actions and solidarity of the students and teachers. In fact, the focus on the pillar of 'hope' was quite timely – our call to act justly comes from Jesus and His greatest command, 'To love one another, as I have loved you.' The resourcefulness and creativity of staff to continue essential programs and practices such as the end of year concert, liturgies, sports day, celebration days, Year 6 graduation and most importantly the sacramental program, highlights the commitment of the IHM staff and wider community, including our local parish. Heart Spirituality is essential to the vision and mission of IHM and provides tangible ways we can connect with our own spirituality and our call to be better people.

Academically, IHM performed well as evidenced in our strong NAPLAN results. IHM, across all year levels, continued its strong focus on wellbeing – encouraging students to build positive mindsets and build resilience, so that they are well informed, thoughtful and active young citizens. It is great to hear students talking about and reflecting on their own character strengths.

As parents and carers, I would encourage you to consider being active in the life of the school – especially, and hopefully if COVID restrictions continue to be eased. Your feedback, wisdom, skillset, and even constructive criticism is necessary and valued. This is how we grow and develop our mission and vision – 'Striving to be God's Heart here on Earth.' There are many opportunities for parents to become involved in our community life at IHM and groups such as the Parents and Friends, which continues to grow in numbers and momentum is a great way to do this. They have been invaluable in many areas and have been responsible for fundraising that has assisted in the better resourcing of our school. Please think about ways you might like to become involved and support our community and I would especially encourage new families to our school to consider joining such groups and other activities that promote a strong sense of community. This is extremely important as we will be relying on 'collective wisdom' to find new ways to support our students through building a strong community.

At the end of 2022, I decided to step down from the School Board and my role as Chairperson, a role I have held for seven years. It has been a privilege to serve in this capacity and I thank Pauline and the IHM community for the opportunity. I wish Annette (in her role as Acting Principal) all the best for a terrific year ahead. I would also like to thank Ryan Campbell and Che Murray for their wonderful service to IHM and wish them all the best in their new schools. In 2023 we welcome the following staff; Paula Clark, Lucy Mayne, Astrid-Marie Powell, Carla Landolfi, Isaac Landolfi and Tom Pearce.

And, finally on behalf of the School Board I would like to thank all the staff at IHM for the unconditional love and support you give to each and every student.

Kind regards,

Tim Mullin

IHM SCHOOL BOARD CHAIRPERSON

REPORT FROM PARISH PRIEST

I am very proud to present this report to the school on behalf of our Sacred Heart Parish Community; it highlights the contemporary work being carried out by our dedicated staff and parish community in supporting the faith, learning and wellbeing needs of all our students.

Immaculate Heart of Mary Primary School, Brompton continues to be an excellent example of a Catholic school which provides wonderful support to people who want to offer their children the rich experience of faith learning in their childhood. The children learn what it means to belong to a Christian Community, because each Parish Community is the heartbeat of the Church. They learn what “belonging” both offers and demands.

IHM provides students with exposure to a rich Christian community, and I believe that every person is uniquely loved by God in the body of the Church. To that end, we aim to create an atmosphere where children can grow in richness, fullness, and integrity. We believe that this can be achieved in the knowledge of God’s love for each of us and by an increasing awareness of and response to His presence in our lives. We invite you to embrace the Parish family of IHM and all the values for which it stands.

Fr Lancy D’Silva CSC
PARISH PRIEST



PRINCIPAL'S REPORT

Preface

The year 2022 was once again a very different year for our students, staff and parents. We began the school year with students in Years 2-6 learning remotely from home whilst our R-2 students were onsite. We had restrictions of parents coming into the school early in the year and this brought many changes to the daily drop off and pickup routine. Although we missed daily family involvement in and around the classrooms, children coped exceptionally well, demonstrating resilience and adapting to the new norms swiftly. However, as a community we pulled together with understanding, love and the best interests of our children at the centre. When restrictions eased it was wonderful to welcome families back into our school grounds and classrooms bringing with them their wonderful support and skills to IHM.

This annual report highlights many successes and achievements throughout the 2022 school year, demonstrating our commitment to high-quality learning, wellbeing and a heart spirituality, so that all who are part of our community flourish.

IHM is characterized by a strong community spirit, excellent teaching and learning; it is a place of inclusivity and collaboration, a place where the dignity of every person is honoured and respected.

We have an outstanding staff team who work together to build a culture of welcome, belonging, inspiration and excellence. I commend the staff at IHM because they often go above and beyond the call of duty. It is their commitment, unity and partnership with families that strongly defines our community of learning, faith and wellbeing.

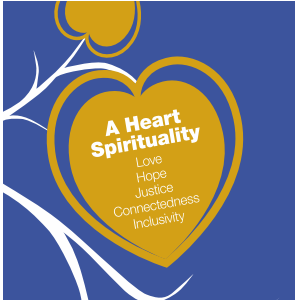
In the following pages, I provide a summary report of the key developments made throughout 2022 in the following areas which are central to our vision and mission:

- Catholic Identity and Heart Spirituality
- High Quality Teaching and Learning
- Wellbeing and Personal Responsibility
- Parent and Community Engagement
- Administration and Resource Management.



PRINCIPAL'S REPORT continued

Catholic Identity and Heart Spirituality



Our Pillar of 'Hope' was inspired by the words of Pope Francis "Hope Opens New Horizons".

With the challenges we have faced as a community but also globally, it was a fitting message to help inspire us into reflection and action on how we could bring hope into our everyday actions and help those in and beyond our community. This was strongly visible in all events, activities and routines throughout 2022.

The highlights included:

- Our student Representative Council, House Captains and Leaders driving school community support of many social causes and charities included Ukraine Appeal, Hutt Street Centre, Caritas Australia, Adelaide Day Centre for Homeless Persons and St Vincent De Paul.
- Sacramental Program – We had five students who received the Sacrament of Reconciliation, Confirmation and Communion celebrated with Archbishop Patrick O'Regan.
- 1/2H Letters of Hope written to Hutt Street Centre brightening the days of many who visit there.
- Year 6 Reflection Day to Adelaide Central Markets, Adelaide Catholic Cathedral and Japanese Gardens.
- Shrove Tuesday and Ash Wednesday Liturgy.
- Disability Awareness Day – Whole school incursion, students had the chance to learn and experience what it might feel like to manage everyday tasks with a disability.
- End of Year Whole School Mass and Year 6 Graduation.
- Liturgies and Assemblies - Welcoming Father Lancy and families into our school community to be part of special celebrations of our faith.



PRINCIPAL'S REPORT continued

High Quality Teaching and Learning



Our dedicated staff are continually using current research to inform best practice in teaching and learning. We have high expectations and adopt a wide variety of innovative teaching practices to support and challenge every child.

All teachers promoted a love of learning and the important dispositions of independence, resilience and risk taking along with the capabilities of literacy, numeracy, critical thinking and problem solving.

Our dedicated staff are constantly learning so that we use contemporary, inclusive and the most engaging and meaningful approaches to learning. Having worked in many schools, I know that our educational approach is of the highest calibre and am very proud of what we do at IHM. We have high expectations and adopt a wide variety of innovative teaching practices to help support and challenge every child.

In 2022 our staff had a particular focus on the work of Lyn Sharratt, focusing on the 14 parameters for building powerful and collaborative learning cultures in schools. Lyn's research is not new to IHM with many of the parameters being implemented at IHM over the last few years with our outstanding educators. We are continually finding ways to help teachers and students improve outcomes and challenge themselves and continue to develop resilience and excellence.

Our staff continued their work from the past two years focusing on *Developing a Culture of Thinking*. The notion of 'Cultures of Thinking' was developed by Harvard researcher, Ron Ritchard and involves a whole school approach to supporting the development of higher order thinking skills and problem solving in students. This culture promotes qualities that drive learning (e.g. curiosity and questioning); facilitate innovation such as creativity (e.g. problem solving and risk taking), collaborative skills (e.g. empathy, good listening), and the ability to deal with complexity (e.g. analysing). Teachers have been working with students using a variety of Making Thinking Visible Routines and it has been wonderful to see such high student engagement using these routines.

Teachers planned and worked alongside one another implementing and learning new approaches and using data to inform teaching. This built capacity in our teachers and consistency across all year levels with improved outcomes for our students.

Some highlights of the learning program in 2022 included:

- Working closely with Allied Health Professionals as a wraparound approach for our inclusive education students.
- Gaining grants from the Australian Sporting Schools which included specialised coaching in Tennis, Hockey and the Tri-Skills Program.
- Introduction of the Online Program Times Table Rockstars for Years 3-6.
- Implementation of some of the CESA Capabilities - Self-Aware, Collaborative, Socially Adept.
- Sporting events held over the year, including our Swimming program for Years R-5 and Aquatics program for Year 6, Interschool Athletics, Netball and Touch Football Carnivals, and our Sports Day.
- The Senior Choir performing in the Catholic Schools Music Festival.
- Dance program in Terms 3 and 4, culminating in the End of Year Concert.
- The Year 2 School Sleepover, Year 3 Zoo Snooze, Year 4 Monarto camp and Year 5/6 camp to Woodhouse.
- Various excursions and incursion for all classes.

PRINCIPAL'S REPORT continued

Wellbeing and Personal Responsibility



In 2022 our focus was on resilience, gratitude and emotional regulation. Teachers used specific high impact strategies to engage in both extending their motivation for success and helping them to reflect on their learning process and future goals. These strategies included the use of Learning intentions, Success criteria (e.g. rubrics), Feedback, Bump It up Walls, and Growth Mindset processes. This was evident in talking to students who were able to use language that demonstrated Growth Mindsets, and through the collegial sharing of examples of practice among teachers. Achievements are always acknowledged and celebrated.

As part of our Wellbeing program we partnered with *Motivate Kids Occupational Therapy* to introduce the Zones of Regulation throughout the whole school. The Zones of Regulation is internationally renowned in helping children to manage difficult emotions, known as 'self-regulation'. We implemented the Zones of Regulation as we wanted to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings it can support them at tackling learning challenges and build better resilience so they do not give up so easily when faced with difficulty.

The results from the CESA Surveys (Classroom Pulse and Living, Learning, Leading) gave us data about each student which verified nearly every students' positive attitude and connection to friends and staff at school. The data has continued to improve showing students have a very positive outlook about attending IHM and the connections they have made.

Some highlights of 2022 in wellbeing included:

- Staff participated in Zones of Regulation Training with Motivate Kids.
- Introducing Specs of Gold to students and celebrating student gratitude during assembly.
- A consistent approach across the school using Mind Up and Connected Communities.
- Many students participating in the Peaceful Kids program.
- Celebrating the National Day of Action against Bullying and Violence.
- Special class activities for Reconciliation Week and working with Tjimari and Iteka from Kumarninthi to learn about more Aboriginal Artefacts and Cultural Dances.
- SA Police Band – Sharing messages of keeping themselves and others safe.
- Updating policies including: Anti-Bullying and Anti-Harassment, Behaviour and Personal Responsibility, Grievance and Resolution.

PRINCIPAL'S REPORT continued

Parent and Community Engagement

Our vibrant community spirit was evident in 2022 through meaningful partnerships between the school families, Parish and broader community despite not being able to have parents onsite in Term 1.

Opportunities for parent engagement are intentionally planned in the school year in order to promote positive partnerships in our children's learning and active involvement in the life of the school. Positive involvement, connection and collaboration between community members has happened in numerous ways resulting in a strong and vibrant community, which benefits everyone.

As a staff we use technology platforms to communicate with families and continue to build the parent and school partnership. I am sincerely grateful for the support of the parents, grandparents and volunteers in our school community. Even though we had a slow start in 2022, when we were able to welcome families and volunteers back in, the friendliness, time and energy you put into the children in our school is greatly appreciated.

Contribution of the School Board

The School Board are significant partners in the strategic decision making and direction setting of our school and I sincerely thank all members for their time to meet and voluntary work for our community. It has been a pleasure to work with the Board towards the implementation of strategies within our school plan and the achievement of milestones.

I sincerely thank our Chairperson, Tim Mullin, Finance Representative, Jeremy Whitehead and each of the Board members for their continued support and dedication to the best outcomes for our children. A big thank you also to Tim Mullin for his many years of contribution and service to the School Board especially in his role as Chairperson.

Some of the highlights in the community domain included:

- Continuing to involve parents in the educational journey through Book-a-Chats (via phone), student centred conferences and the use of technology platforms to stay in touch.
- SRCs organizing various events and improvements to the school including the highly successful pyjama day, co-designing the new IHM Playground, making suggestions for upgrading student toilets and raising funds for Caritas.
- PTP Alliance Railway Safety Information Sessions.
- Shrove Tuesday, pizza lunch and sausages sizzle events organised by the P & F.
- All classes involvement in Clean up Australia Day.
- Book Fair and Book Week parade around the neighbourhood.
- R/1 M students winning the Mayoral Make-a-Book Literacy Challenge with their book "The Best Part of Me."
- Increased numbers for our onsite OSHC with our partners, Camp Australia.
- Little Hearts Transition Program.
- National Election Voting – extremely successful in raising community spirits and funds for IHM.
- Whole School End of Year Mass and Graduation.
- OLSH College visiting IHM students for Sacred Heart Feast Day.
- Playgroup successfully increasing in numbers and led by our educator, Rachel Belperio.
- Ovingham Level Crossing- Involvement with PTP Alliance for Aboriginal Art and Cultural Workshops.
- School Disco – Organised by the SRCs in conjunction with the P & F.

PRINCIPAL'S REPORT continued

Contribution of the Parents and Friends Committee (P & F)

The P & F is an energetic and committed parent group who successfully continue to build community spirit, coordinate fund raising events and experiences that enrich the life of the school.

Despite some restrictions early in 2022, the committee continued to build community spirit, and managed to coordinate some fund raising events and experiences for the children and families. The children enjoyed the Easter Raffle, sausage sizzles, pizza lunch, Pancake Day and co-organized the School Disco with the House Leaders. The P&F also organized the Federal Election Voting Day food and beverages which was a very successful day.

Although the Committee's key work is in community building, significant funds were raised which were contributed to the new playground at IHM in 2023.

The P & F are a welcoming, generous and fun group of people who make a great impact on the life of our school community.

A big thank you to Nadia Rowe and Kate Henderson, who have stepped down as co-chairs, for their guidance and service the last few years with their contributions so greatly appreciated. I thank all committee members for their support, dedication and commitment.

Parent Volunteers

I am deeply grateful for the support and work of the parents, grandparents and volunteers in our community. Many volunteers have helped teachers with excursions, camps and special class activities throughout 2022. Without your help, these rich opportunities for the children would often not be possible so the staff and students are very grateful to every volunteer. The time, energy and understanding you put into supporting the children in our school is greatly valued.

Administration and Resource Management

Administering the school's human and physical resources, finances and infrastructure to maximize student learning outcomes has been an ongoing process in collaboration with the leadership team, our Finance Officer Kristina Neumann, the school staff, School Board and Finance Committee. I thank them for working with me to ensure financial stability and growth.

Some other significant developments in 2022 included:

- To support families – freezing of school fees, costs remained the same as 2021.
- Implementation of and building on Information System to increase efficiency - SEQTA (Timetabling), EALD Students.
- Purchasing new outdoor furniture for the upstairs classrooms.
- Working with CESA regarding marketing our school.
- Development of new flyers and visits to local Kindies, ELCs and Child Care Centres to increase awareness of IHM for new enrolments.
- QKR App for school payments.
- Staff changes - We welcomed Mr Che Murray – replacing Jane Hidson (PE) and Nadia Morris (STEM). We farewelled Mr Ryan Campbell and Mr Che Murray who took on new roles at FAME and Rostrevor College. I sincerely thank them both for their service at IHM and wish them all the best. We also farewelled Ms Ester Camarra-Dawes who is retiring after almost 30 years of service. We wish Ester the very best in her retirement and she will forever be in the hearts of our IHM staff, students and families.

PRINCIPAL'S REPORT continued

Concluding Comment

The achievements outlined in this report have been the result of a strong, and vibrant community, striving for hope and working together to ensure that every child in our community flourishes. My gratitude goes to each member of the community for a wonderful joint effort in facing the challenges presented to us in 2022, to make the school year a successful one. It has unified and strengthened us and we have much to look forward to as we build and grow, with our new five year strategic plan.

The following ***School Performance Report*** presents specific data that we are required to report according to Australian Government compliance regulations under the Australian Education Act.

Annette Diassinias
ACTING PRINCIPAL



SCHOOL PERFORMANCE REPORT

Academic Achievement and Wellbeing Data

Our students have performed admirably both academically and emotionally, and these have been reflected in their continued success and academic growth. Our teachers continually gather and use whole school data ranging from anecdotal class records, ACER tests in maths and reading, Spelling tests, Lexile tests and NAPLAN. We also use the data from several significant wellbeing and engagement surveys:

- Classroom Pulse Check (done by every student in Week 5 or 6 of each term)
- Living Learning Leading Survey (done yearly by all students)
- SA Schools Wellbeing Survey (done yearly by Years 4-6 students).

These points of assessment have allowed the school to identify student needs and opportunities for growth. Our teachers personalise programs in order to scaffold and challenge each child's progress and achievements. Our writing and spelling programs, Mathletics, Times Table Rock Stars and the Literacy Pro, along with excellent teaching, have all contributed to improve personalised learning and given each child an opportunity to achieve their highest potential.

National Assessment Program Literacy and Numeracy Analysis (NAPLAN)

High quality learning is imperative for every student at IHM. Planning for student development and growth is dependent upon the collection and collation of data from many sources. Student learning information gathered from NAPLAN is only one source of data and more specifically, from those students in the primary context at Years 3 and 5. It offers comparative data aligned to the national and state levels in the domains of Literacy (Reading, Writing, Spelling and Grammar and Punctuation) and Numeracy. This data is valued and used in conjunction with other classroom based performance data, which is gathered by teachers to inform whole school improvement directions as well as to develop personalised differentiated student learning programmes.

As a small school, statistical distortion can have an impact on whole school data, particularly where the cohort is less than 20. Regardless, analysis of the literacy and numeracy School Summary Report is productively used for the planning of school growth.

School Summary

Student participation was high. There were some student withdrawals at both Year 3 and 5, as well as an absentee in Year 5. National Minimum standard was (NMS) WAS 100% in Year 3. The Year 5 cohort had 100% in Writing, Spelling and Numeracy, and 93% achievement in the domains of Reading and Grammar and Punctuation.

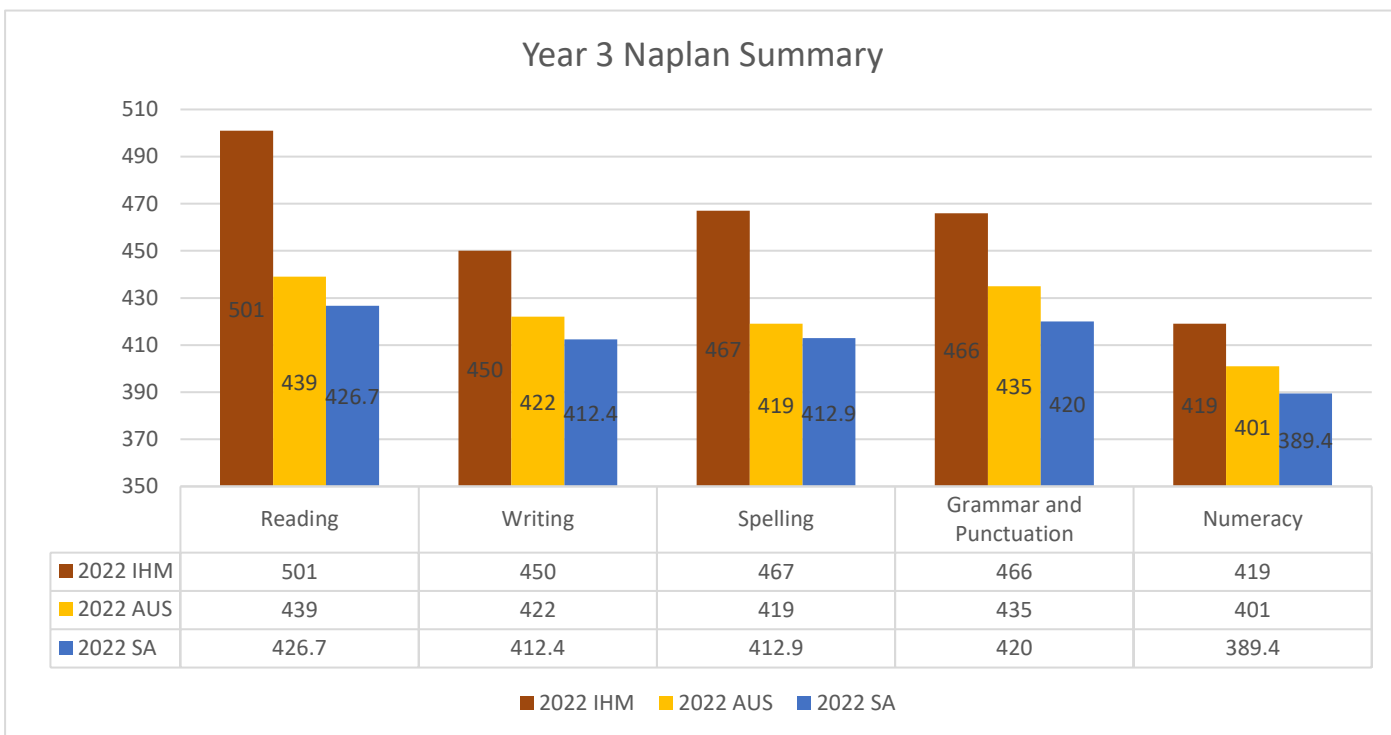
The outstanding growth and progress achieved reflects our strong emphasis on literacy and numeracy throughout the school. It is also indicative of the continued emphasis placed upon consistent pedagogical approaches to learning and the strong focus on personalisation of learning for every student at IHM.

SCHOOL PERFORMANCE REPORT continued

Year 3 Proficiency Results

Please refer to graph below.

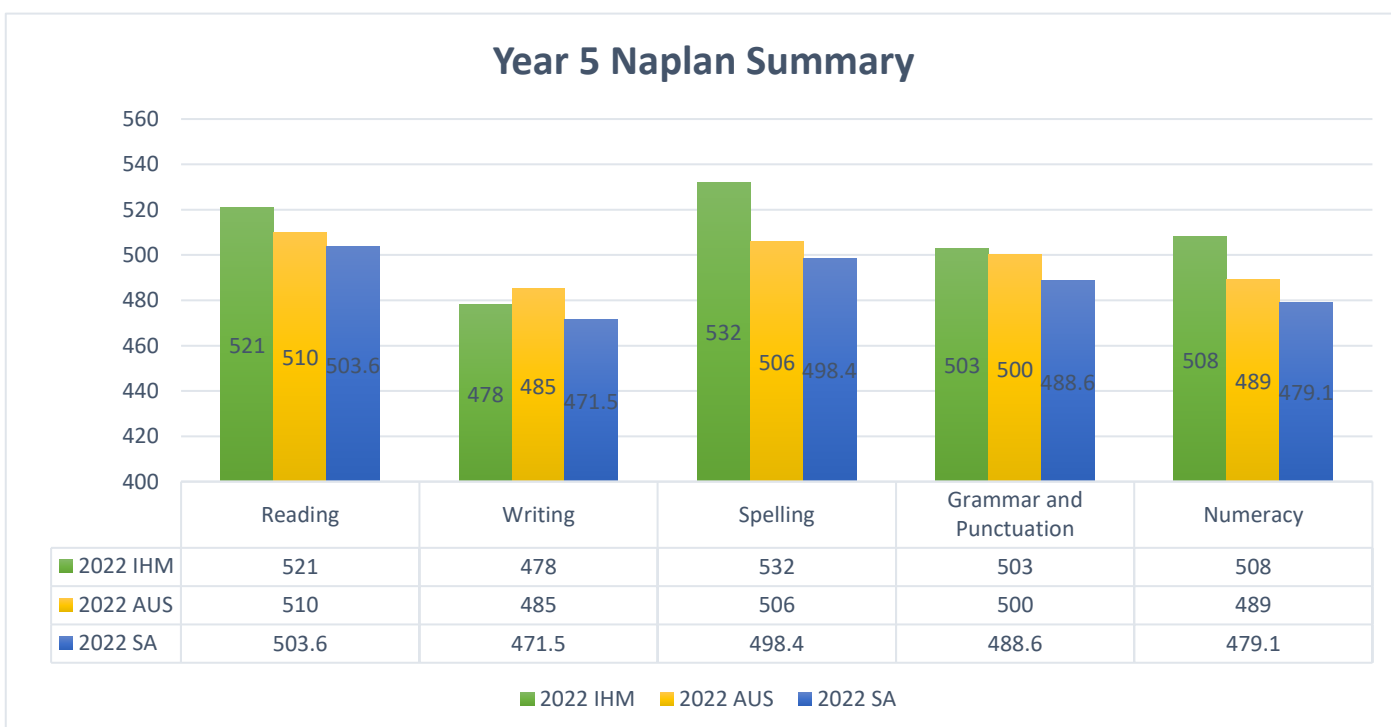
Comparative performance to both the State and National student achievement in all domains was excellent. IHM Year 3 students exceeding in all areas of NAPLAN surpassing both State and National mean scores.



Year 5 Proficiency Results

Please refer to graph below.

IHM Year 5 students had excellent results in Reading, Spelling, Grammar and Punctuation, and Numeracy, overtaking both State and National student mean scores. In Writing, the IHM Year 5 cohort surpassed State scores and were close to the National Score.



SCHOOL PERFORMANCE REPORT continued

Living, Learning, Leading Surveys

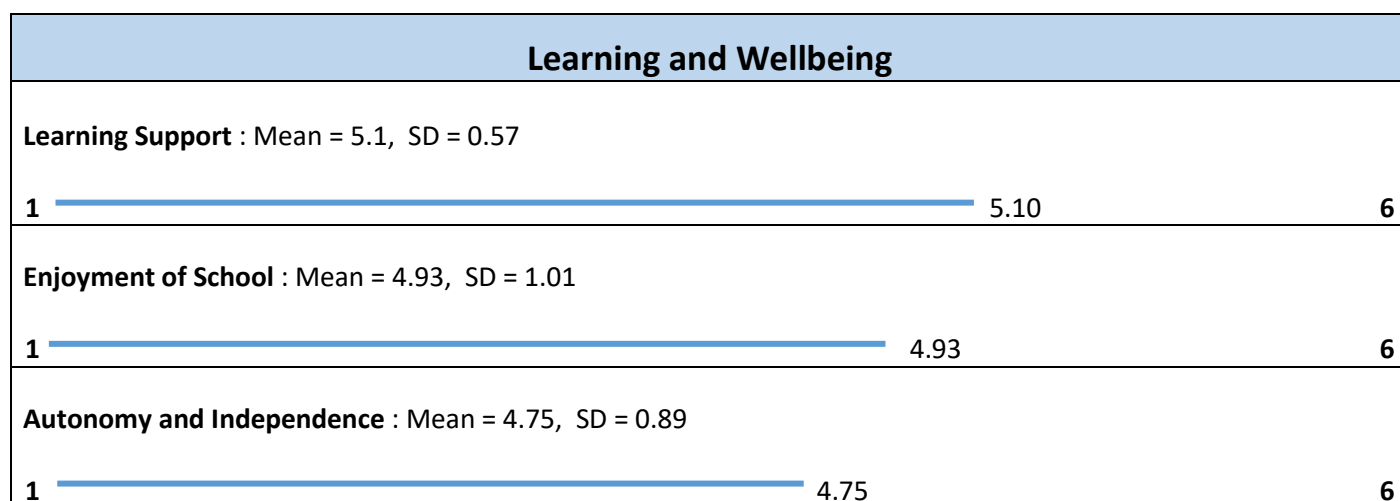
Our work with Curtin University and the Catholic Education SA enabled us to conduct surveys to collect significant feedback data about our school culture, practices and climate. This information is used to reflect on practices and inform dimensions of school improvement into the future.







Results

We had a 39% rate from parents which was a 14% increase from 2021 and 100% participation from students and staff. In general, it was apparent from the scores in each of the surveys that we have a very positive culture with high expectations and high support, a clear vision and mission and a welcoming inclusive community at IHM. This is highlighted in the graphs below.

Student Learning and Wellbeing

Students in both Primary and Early Years indicated high results across most dimensions including teacher support, peer connectedness, school connectedness, rule clarity, reporting and seeking help, support for learning and expectations.

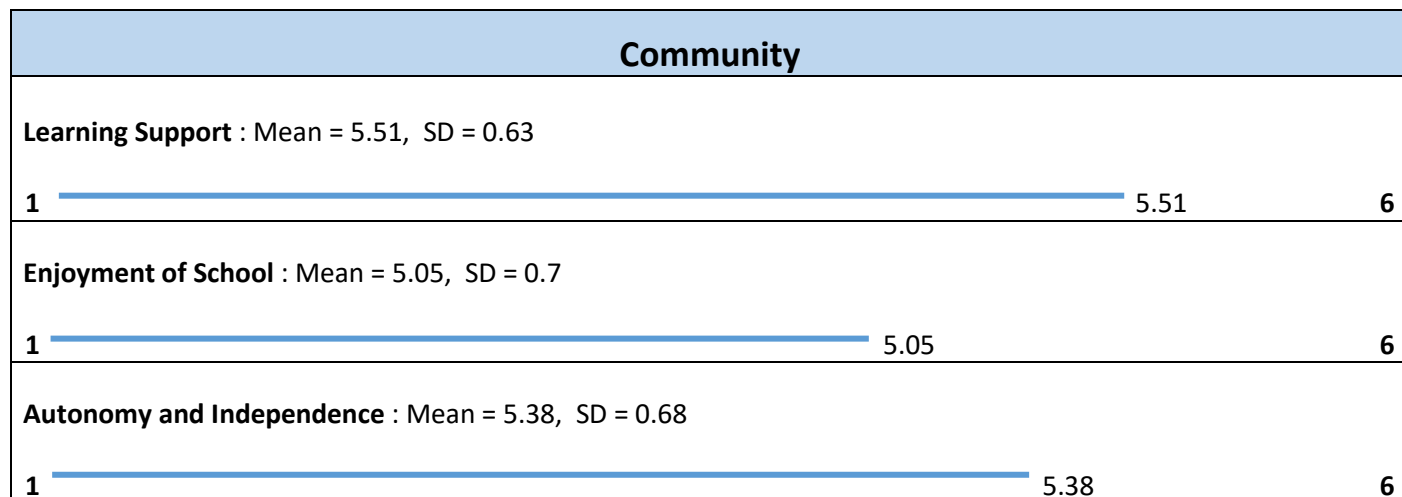


1. My teachers give me extra help if I need it.	1  4.56 5
2. My teachers make the lessons interesting.	1  4.38 5
3. My teachers are good at the subjects that they teach.	1  4.73 5
4. My teachers help me to understand challenging work.	1  4.44 5
5. My teachers support me to improve my school work.	1  4.64 5
6. My teachers believe that I can succeed.	1  4.87 5

SCHOOL PERFORMANCE REPORT continued

Parent Satisfaction

Parent satisfaction of teacher support and student behaviour was very high. We improved from the 2021 results which was impacted to some degree by the COVID situation. We are always working to foster parent and school partnerships and believe this positive trend will continue into the future.



Enrolments

Census data in August 2022 shows the following enrolments with the 2021 data included for comparison.

Year Level	Enrolments 2022	Enrolments 2021
Reception	42	28
Year 1	18	22
Year 2	20	22
Year 3	21	21
Year 4	20	16
Year 5	16	13
Year 6	11	16
TOTAL	148	138
Full Time Equivalent	148	138
Male	74	70
Female	74	68
Indigenous Enrolments	0.7%	0.7%
Students with Disabilities	20.3%	17.4%

SCHOOL PERFORMANCE REPORT continued

Student Attendance

The average student attendance rate is quoted as a percentage and is calculated from the number of absentees against the days that students would have been expected to be at school. The majority of students' absentees are related to illness and family leave. Absenteeism was higher in 2022 due to many students required to isolate due to COVID 19.

Where absences are related to other factors individual programs are initiated to promote regular attendance in accordance with our Student Absenteeism Policy. This includes managing aspects such as transport, priority and family issues.

Year Level	Attendance 2022 (%)	Attendance 2021 (%)
Reception	88.3%	94.31%
Year 1	87.6%	92.26%
Year 2	87.5%	93.11%
Year 3	88.7%	93.34%
Year 4	88.7%	96.50%
Year 5	90.7%	90.97%
Year 6	86.9%	93.33%
TOTAL	88.4%	93.41%

Staff Statistics

Staff numbers in accordance with 2022 August Census.

	2022		2021	
	No of Staff	FTE	No of Staff	FTE
Teaching	13	8.9	14	8.8
Non-Teaching	8	5.9	7	4.6
Total	21	14.8	21	13.4

Teacher Qualifications

	Number of Teachers 2022
Masters Degree	2
Bachelor Degree	12
Graduate Certificate in RE	10
Graduate Diploma in Education	1
Diploma in Teaching	7

SCHOOL PERFORMANCE REPORT continued

2022 Class Teachers

Year R/D	-	Mrs Vittoria Driver
Year R/1 M	-	Ms Sophie Mihelios
Year R/1 T	-	Ms Kelsey Thompson
Year 1/2 H	-	Ms Catherine Hulley
Year 2/3 PB	-	Miss Antonia Papazaharoudakis and Mrs Sonia Bianco
Year 4/5 SW	-	Mr Alex Ferrier and Mrs Suzie Wallace
Year 5/6 C	-	Mr Ryan Campbell

“Teaching children about the natural world should be seen as one of the most important events in their lives”. Thomas Berry

2022 Staff

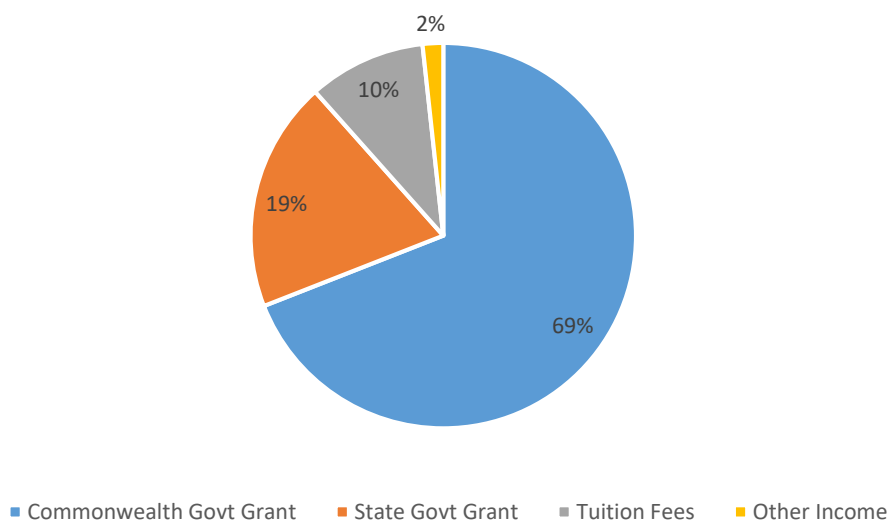
Principal	-	Ms Pauline Kinsman
Assistant Principal: Religious Identity & Mission (APRIM) & Inclusive Education Co-Ordinator/Leader of Learning	-	Mrs Annette Diassinas
Literacy/Numeracy Support & Data Co-Ordinator	-	Mrs Mary Sapio
Parish Priest	-	Fr Lancy D’Silva
Finance Manager	-	Mrs Kristina Neumann
Office Manager	-	Mrs Julie Hansen
Student Wellbeing: Chaplain	-	Mrs Suzie Wallace
Music	-	Mrs Kristine Rebeiro
STEM	-	Mr Che Murray
Physical Education	-	Mr Che Murray
Education Support Officer Team:	-	Mrs Carmel Johnston
	-	Mrs Doris Patini
	-	Mrs Angela Vagionas
	-	Mrs Rachel Belperio
	-	Miss Felicia Mihelios
	-	Mr Isaac Landolfi
IT Support	-	Mr Chris Petrallas

SCHOOL PERFORMANCE REPORT continued

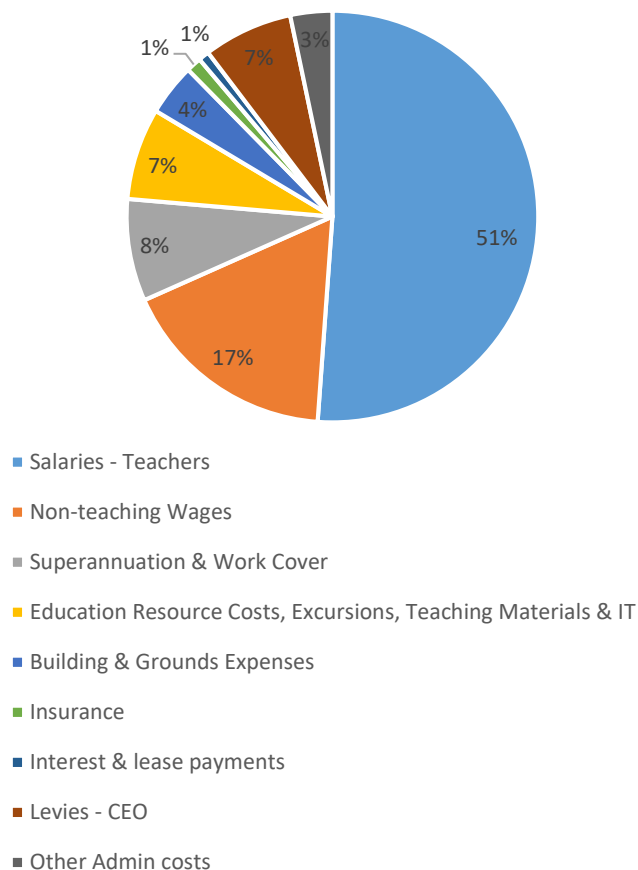
Income and Expenditure 2022

The information below is an unaudited representation of the Income & Expenditure for 2022.

2022 Actual Recurrent Income



2022 Actual Recurrent Expenditure



SCHOOL PERFORMANCE REPORT continued

Income and Expenditure 2022

	2022 Actuals	2021 Actuals	2023 Budget
INCOME RECURRENT			
Private Income			
Tuition Fees	251,474.57	250,136.05	320,856.00
Other Income	44,093.65	166,730.45	3,950.00
Government Grants			
State	494,759.00	411,703.00	
Commonwealth	1,763,051.53	1,567,017.86	2,382,372.45
Total Income	2,553,378.75	2,395,587.36	2,707,178.45
EXPENDITURE RECURRENT			
Tuition & Related Costs			
Salaries & Allowances			
Salaries - Teachers	1,099,850.17	1,098,298.60	1,183,480.20
Non-teaching Wages	369,775.90	368,950.91	364,567.89
Superannuation & Work Cover	172,627.81	162,030.36	182,127.95
Other Expenditure			
Education Resource Costs, Excursions, Teaching Materials & IT	155,064.00	156,196.74	162,663.01
Administration Costs			
Building & Grounds Expenses	87,218.25	80,053.60	93,265.67
Insurance	25,572.61	26,012.87	25,574.08
Interest & lease payments	18,221.81	618.15	20,079.40
Levies - CESA	151,136.95	121,676.28	106,948.57
Other Admin costs	70,884.98	62,742.37	105,467.46
Total Expenses	2,150,352.48	2,076,579.88	2,244,174.23
Net Income - Trading			
P & F, Playgroup, uniform	14,868.70	3,764.71	2,400.00
Income - Capital			
Commonwealth Government Grant	349,977.00	650,023.00	
Capital Levies	27,941.62	28,749.76	32,085.60
Loan	303,545.00	441,455.00	
Expenditure - Capital			
Building Project Costs - Improvements & Fees	469,616.25	1,786,307.23	30,000.00
Playground replacement & staff room upgrade			175,000.00
Computer Equipment (includes audio visual fit out of hall)	103,750.79	26,987.00	55,000.00
Loan Repayments	61,034.58	5,733.70	65,229.00
CESA Equity Withdrawal			
Cash Reserves			
Opening Cash at Bank	426,705.94	626,979.63	711,550.52
Closing Cash at Bank	711,550.52	426,705.94	751,726.02



2022
Another great
year at IHM



INSPIRED BY OUR MOTTO

STRIVING TO BE GOD'S HEART HERE ON EARTH

WE ARE COMMITTED TO:

OUR VISION:

Building an inspiring
learning community
where every child will
flourish, today and
in the future.

High Quality Learning

Personalised
Inspiring
Creative
Critical
Life long

A Heart Spirituality

Love
Hope
Justice
Connectedness
Inclusivity

Well Being

Resilient
Confident
Positive
Relational

USING OUR MINDS, HEARTS AND HANDS

TO MAKE THE WORLD A BETTER PLACE