

I O N A P R E S E N T A T I O N C O L L E G E
2020 ANNUAL REPORT



IONA
PRESENTATION COLLEGE



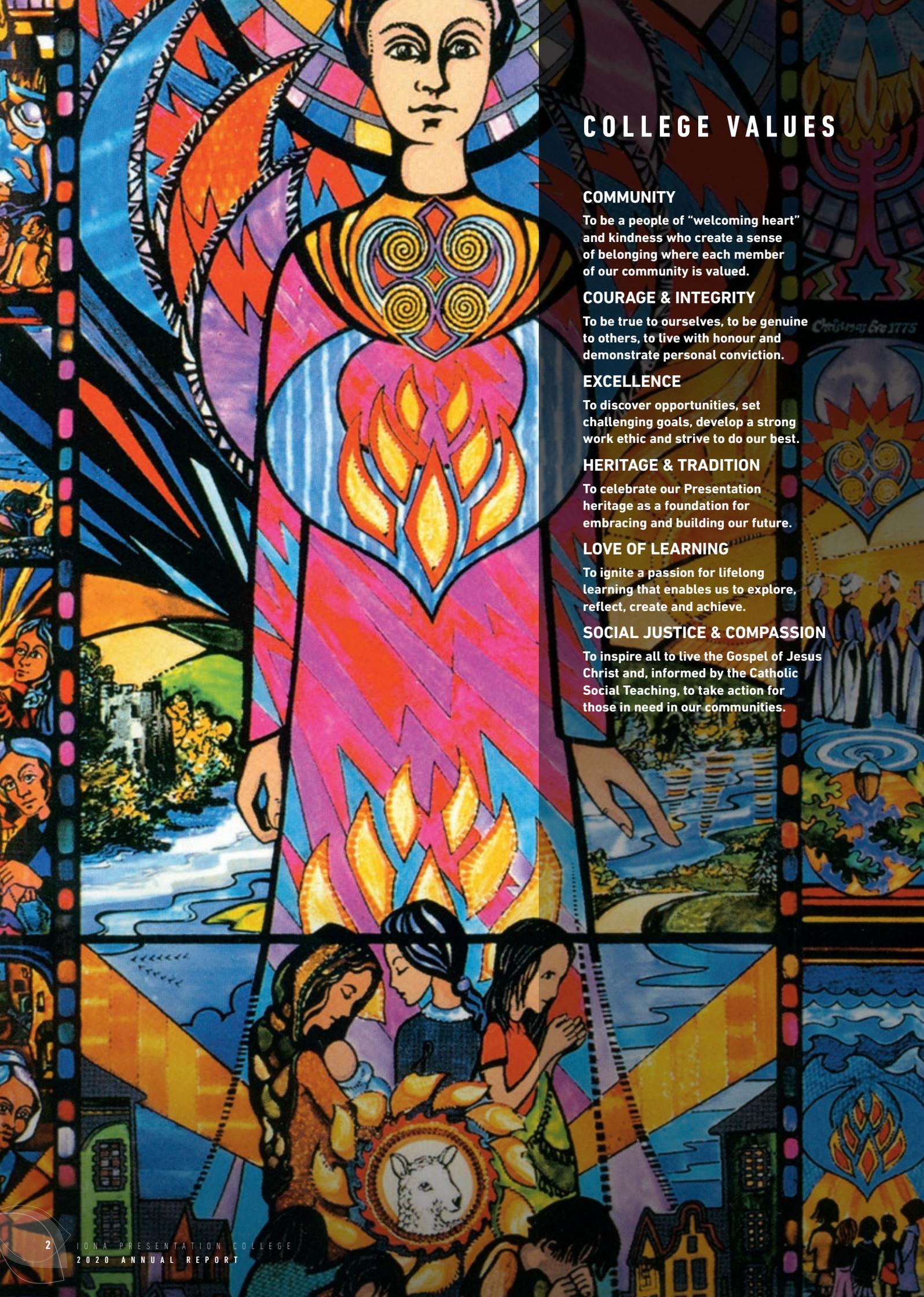
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“In accordance with the teaching of Jesus Christ, through the tradition of the Catholic Church and inspired by the compassion of the founder, Nano Nagle, Iona Presentation College strives to achieve the best spiritual, intellectual, physical and cultural outcome for every student.”







COLLEGE VALUES

COMMUNITY

To be a people of “welcoming heart” and kindness who create a sense of belonging where each member of our community is valued.

COURAGE & INTEGRITY

To be true to ourselves, to be genuine to others, to live with honour and demonstrate personal conviction.

EXCELLENCE

To discover opportunities, set challenging goals, develop a strong work ethic and strive to do our best.

HERITAGE & TRADITION

To celebrate our Presentation heritage as a foundation for embracing and building our future.

LOVE OF LEARNING

To ignite a passion for lifelong learning that enables us to explore, reflect, create and achieve.

SOCIAL JUSTICE & COMPASSION

To inspire all to live the Gospel of Jesus Christ and, informed by the Catholic Social Teaching, to take action for those in need in our communities.

INTRODUCTION

2020 was a year of significance, not just in the lives of Ionians but in the wider world. Repercussions of the global COVID-19 pandemic were felt by all, with many drastic social and economic outcomes.

Aptly, in 2020 the College value focus was **Courage & Integrity**: *To be true to ourselves, to be genuine to others, to live with honour and demonstrate personal conviction.*

Throughout the uncertainty of 2020, the Iona community rallied together to support each other in true Iona spirit. Staff, backed by the College Leadership team, became innovators, finding new and interesting ways to deliver content online. Students displayed great resilience and versatility adapting to new ways of learning. Parents, Past Pupils and community members looked out for each other, *making a difference* to the lives of others however and wherever they could. It was never far from all of our thoughts just how fortunate we were to be Western Australians.

Despite the challenges of a COVID-19 year, there were numerous highlights in 2020. The Albeus Fahey Building officially opened amid great positivity. Situated at the heart of the Senior School campus, this new learning centre will make a lasting difference for many Ionians, now and into the future. Here, Ionians will be able to innovate, be inspired and develop the tools they need to succeed in life.

The Class of 2020 was exemplary as they worked their way through the challenges of 2020, achieving once again 100% WACE graduation. With a median ATAR of 87.8, Iona Presentation College was a SCSA top performing school in Western Australia for Geography, Literature, Media Production and Analysis, Modern History, Politics and Law, Religion and Life and Visual Arts.

Particular mention must be made of Class of 2020 graduate and Head Girl, Kate Hassett, who was awarded a John Curtin Full Academic Scholarship to attend Curtin University.

In Athletics, for the first time in its 57-year history, Iona won the IGSSA (WA) Dunklings Perpetual Trophy for Overall Champion School. In what was a splendid day for both track and field, Iona also won the Laurie Packham Trophy for overall Track School and the Elizabeth Davenport Trophy for Overall Champion Field School. An amazing achievement by all, once again securing Iona's position as fierce competitors within IGSSA (WA).

The co-curricular program continues to grow each year with students across campuses provided with a myriad of opportunities to enrich their school life.

After a wonderful career of more than 40 years in the education sector, I now conclude my term as Principal of Iona. During my time as Principal, I have seen many changes, especially major developments for the College, such as the re-amalgamation of the Junior and Senior Schools and the \$30m development program that has transformed the campuses. I would like to give heartfelt thanks to all with whom I walked this journey.

I now welcome Ms Robyn Miller to the position of Principal of Iona Presentation College and wish her all the best as she adapts to Iona life. May Nano's lantern shine brightly upon you all now and always.

Anne Pitos

*B.App.Sc., Grad.Dip. Ed., MEdL., MACE
Principal 2009 – 2020*

Ms Robyn Miller

*B.Ed., MEd (RE), MEdL
Principal from 2021*

ABOUT THIS REPORT

The following information is a Federal Government requirement and pertains to the 2020 calendar year.

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

This report complements and is supplementary to College newsletters *The Ionian, Lantern*, the College Annual *Spirit*, and other regular communications.



CONTEXTUAL INFORMATION

HISTORY

The College is named after the Scottish Isle of Iona, on which the Irish Saint Columba (or Columcille) founded a community in 563AD. Iona became a centre of learning from which Saint Columba and his monks set forth to spread the Gospel into Scotland and the north of England.

The Presentation Sisters were founded in 1775 in Ireland by Nano Nagle. They came first to Richmond in Tasmania in October 1866, to Victoria in 1873 and to Wagga Wagga, NSW in 1874. The group that founded Wagga Wagga came from Kildare.

Two Australian-born women followed several years later: Mary Treacey (known as Mother Angela Treacey) entered Wagga Wagga in 1877, and Rose Jones (known as Mother John Jones) entered at Hay, NSW in 1888.

Three young Irish women followed: Catherine O'Dowling (known as Mother Joseph O'Dowling) entered at Wagga Wagga in 1877; Teresa O'Halloran (known as Mother Paul O'Halloran) entered at Hay in 1891; and Brigid Moynihan (known as Mother Columba Moynihan) entered at Hay in 1891.

Leaving from Hay were: Mother Angela Treacey, Mother Joseph O'Dowling, and Sisters John Jones, Columba Moynihan and Paul O'Halloran. These five pioneer Presentation Sisters volunteered to found a Presentation Convent and school at Southern Cross in WA, with Mother Angela Treacey as the foundress. They left Hay, NSW, on January 29, 1900, bound for the Western Australian goldfields and to form the Perth Congregation.

These Sisters were involved in setting up foundations in Collie (1902), Cottesloe (1905), and in Buckland Hill (1907).

Bishop Gibney, who was then the Bishop of Perth, remarked that the site in Mosman Park, situated on a rise with the Swan River on one side and the ocean on the other, reminded him of the Isle of Iona, and he hoped that this too would become a centre of learning and a centre from which the Gospel would be spread. As one of the founding Sisters was Sister Columba, it was decided an appropriate name for the College would be Iona. The College was founded on 11 September 1907 and opened its doors to students on 2 February 1908.

ENROLMENT POLICY

Iona Presentation College is a Pre-Kindergarten to Year 12 Catholic college, in the Presentation tradition, with an enrolment of 1,150 students. The College is co-educational from Pre-K – Year 6 and all-girls from Years 7–12.

Preference for places in the College is given to students from Catholic families and students whose older siblings or mothers have attended the College. The College does provide places for students from non-Catholic families.

The College prides itself on being a Presentation school, espousing Presentation values of evangelisation, care for and education of the poor, a sense of welcome and hospitality, and a pursuit of excellence in all areas of personal development.

The College applies the policies of Catholic Education Western Australia regarding students with disabilities, the gifted and talented, and Aboriginal students.



MANAGEMENT OF NON-ATTENDANCE

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging within the College community,
- maintaining accurate records of student attendance,
- recognising and rewarding excellent and improved student attendance, and
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance,
- all cases of unsatisfactory attendance and part- or full-day absences from school are investigated promptly and that appropriate intervention strategies are implemented, and
- documented plans are developed to address the needs of students whose attendance is identified as being of concern.

STUDENT ATTENDANCE AT SCHOOL

ATTENDANCE RATES

Kindergarten	95%	Year 4	95%	Year 9	93%
Pre-Primary	93%	Year 5	95%	Year 10	92%
Year 1	95%	Year 6	95%	Year 11	95%
Year 2	94%	Year 7	95%	Year 12	95%
Year 3	95%	Year 8	94%		

STUDENT ATTENDANCE RATES FOR YEARS 1 – 12

All Students	94.44%
Aboriginal students	91.06%
Non-Aboriginal students	95.06%

STAFF STANDARDS AND QUALIFICATIONS

TEACHING STAFF

The College employs 108 teaching staff, with the following qualifications:

- 116 Bachelor's Degrees
- 40 Graduate Diplomas
- 28 Master's Degrees

SUPPORT STAFF

The College employs 72 support staff, with the following qualifications:

- 24 Bachelor's Degrees
- 7 Graduate Diplomas
- 4 Master's Degrees
- 2 Doctoral Degrees

WORKFORCE COMPOSITION

	Teaching	Support Staff
Female	73.96	40.25
Male	21.92	11.02
Total*	95.88	51.27

*Based on FTE. No staff identify as Aboriginal.

	Teaching Staff	Support Staff
Total number of staff	108	72

NAPLAN AND BISHOPS' RELIGIOUS LITERACY ASSESSMENT

Due to COVID-19 restrictions, NAPLAN and Bishops' Religious Literacy Assessments were not held in 2020.

YEAR 12 COHORT

- 134 students
- 91 ATAR students (68% of cohort)
- 43 Access Learning students (32% of cohort)
- 100% WACE Graduation (includes both pathways) – one of 16 schools
- 17 Certificates of Distinction
- 35 Certificates of Merit – includes both ATAR and Access Learning students
- Three students' artworks selected for Visual Arts Perspectives
- Two students' media work selected for Media Perspectives
- One student selected for Performing Arts Perspectives – Dance

ATAR PATHWAY

- Median ATAR for the Class of 2020 was 87.8 (ranked 17th in Western Australia)
- College Dux achieved 99.20
- Certificate of Excellence in English
- 37% of students achieved an ATAR of above 90

ACCESS PATHWAY

97% of ACCESS students achieved a Certificate III or higher – third highest in state

- 39 Certificate IV
- Two Certificate III
- Two Certificate II

SUBJECT PERFORMANCE SCSA TOP PERFORMING SCHOOL

Iona was amongst the highest performing schools in Western Australia for the following courses:

- Geography
- Literature
- Media Production and Analysis
- Modern History
- Politics and Law
- Religion and Life
- Visual Arts

POST-SCHOOL INFORMATION

The large majority of the Class of 2020 were offered, and accepted, placements at Curtin University, the University of Western Australia and Notre Dame University.

Due to the change in process for offers (with many universities offering 'early entry') accurate data in regard to specific courses and university destinations is unavailable.

CONTINUED EXCELLENCE

- Iona is consistently mentioned in the SCSA top performing schools list in individual subjects, with average scores in the top 15% of the state.
- Access Learning students completed VET qualifications whereby 39 students achieved a Certificate IV, providing them with alternative entry options to university, TAFE courses and employment opportunities.

DIGITAL TECHNOLOGIES

Throughout 2020, Digital Technology focused on developing computational thinking skills across Years 7 and 8, as well as further developing students' understanding of the vital role that digital technologies play in their everyday lives. Students had opportunities to design and code a range of solutions, including educational video games and interactive toys.

Throughout the course, students also programmed robots to complete various tasks, such as perform dance routines and interact with users through sensors. Students also explored the properties of networked systems and learnt how to acquire and represent data from a variety of digital systems. Students became proficient across a range of Microsoft applications, which they will use to assist their learning for the foreseeable future.

Minecraft Club proved to be a crowd favourite in the Junior School. The club allows students to create virtual worlds using **Minecraft for Education**. One of the most rewarding aspects of Minecraft Club is the fostering of 21st Century learning skills, such as skilled communication, problem-solving, knowledge construction, collaboration and innovation.

The **Iona Robotics Competition** and **First Lego League** provided an innovative outlet for teams of students in the Junior School to build and program robots to complete set challenges. The competition allowed students to communicate with professional judges and demonstrate their knowledge of coding.



ENGINEERING DESIGN

In 2020, the College developed and implemented new Years 9 and 10 Engineering courses. Working alongside Iona's Design and Technology team, community contacts and universities, students created engaging and relevant engineering courses with a focus on promoting women in engineering. The courses were designed to introduce students to the Engineering Design process and prepare them to study Engineering at university, as well as provide them with some insight as to the day-to-day life of an engineer. The Engineering Design course provided students with the opportunity to dive into exciting topics such as Civil Engineering, Aerospace Engineering, and Mechatronics.

Across Years 9 and 10, students learnt about the science and mathematics behind rocket flight in order to design and construct their own bottle rockets. Students also explored various sustainability and ethical issues that are particularly pertinent in modern engineering, including artificial intelligence and e-waste.

During a particularly challenging year with COVID-19 restrictions, was incorporated into the **D&T IsoTech Challenge** program where students collaborated with other schools around the world creating solutions to issues presented by lockdown. Students worked alongside **Oceanworks** and **UWA's Girls in Engineering Program** to research and design a solution to the issue of biofouling. Students then submitted their work to the **Emerging Engineers Competition** and were interviewed by a team of engineering professionals.

In addition to these projects, the Year 10 Robotics team won the state championship for **First Tech Challenge** and represented WA through a virtual competition in December. The Year 9 Robotics team won the state and national championships for First Lego League and will represent Australia at the **Asia-Pacific Championships** in July 2021.



ENGLISH

In the English Learning Area, students are exposed to a wide and varied range of texts and modes of communication that already are, and will continue to be, influences in their lives.

In 2020, students from Years 8–10 were able to complement their study of Shakespeare texts by accessing the online resources provided by the **Bell Shakespeare Company**, and our Year 10 Advanced classes staged their own mock trials based on their understanding of *Macbeth*.

In their novel, film and documentary study, students from Years 7–10 explored important issues that have implications for their world today. This included exploring the experiences of those who are marginalised due to issues of gender, race or class. Senior School students examined texts which dealt with the serious ethical considerations that society must be ready to confront in the face of rising medical and technological advances; and the dangers of giving up our freedoms to totalitarian states.

Students were given the opportunity to practise and refine their creative writing skills by composing pieces for the **Tim Winton Writing Competition**.

Years 8 and 9 students also had the opportunity to develop their speaking skills through their participation in the Oracy program. A course designed and assessed by **Oracy Australia**.

Adapting to the cancellation due to COVID-19 of the **WADL Schools Debating Competition**, an internal Iona debating competition was held for students. Our Novice and Junior teams participated in a series of lunchtime and after-school debates, arguing such topical motions as “The House regrets the rise of Tik Tok,” “The House proposes that the traditional library is dead,” and “The House believes that we should be grateful for the virus!” Senior students adjudicated the debates, providing valuable feedback, honing their own awareness of debating skills, and serving as outstanding role models for our younger debaters.

HUMANITIES AND SOCIAL SCIENCES

Humanities and Social Sciences (HaSS) is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. HaSS has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future. The Humanities program aims to create a dynamic learning environment for students whilst incorporating 21st Century skills of collaboration, information technology, communication, innovation and problem-solving skills.

In 2020 with the use of Online Teams Conferencing (during online learning), OneNote, Flipgrid, Microsoft Forms and various other software became integral to the delivery of HaSS.

Courses offered practical experiences so to enable students to engage with the world beyond the school gates. Although COVID-19 had an impact on many of the planned excursions and competitions in 2020, the department was able to offer many worthwhile opportunities to engage students and enhance their skills and knowledge in HaSS. Some of these opportunities included the **Nearer to Nature Endangered Species** incursion, **Courage to Care Holocaust** incursion, **Red Cross Refugee** incursion, **Australian Electoral Commission** incursion and the **Canning River Water** excursion. Students expanded their understanding of Humanities topics through visiting the **Swan Valley** to study

wine, presentations focusing on Politics and Law, an **Alcoa** excursion and **Perth CBD** excursion. Year 10 Business, Management and Enterprise students successfully planned, budgeted and created goods to sell at the Market Day during HaSS week.

Humanities students were further extended by participating in a variety of competitions, including the **Australian Mapping Competition**, **UN Youth Forum**, **Young Geographer Of The Year**, Medieval Cake Competition, **Evatt UN Youth One Delegate Competition**, **ADF Long Tan Competition**, and **Mock Trials**.

A Year 8 student was recognised by the Geography Teachers Association of Western Australia for winning the **Young Geographer of the Year Award**. Two Year 10 students represented Iona at the **Evatt UN Youth One Delegate Competition** and students from Year 11 and Year 12 were awarded the **ADF Long Tan Award**. Iona Presentation College was well represented at the **Australian Mapping Competition**, with many Year 10 students achieving a High Distinction (top 3% of Australia), and students in Years 10 and 11 achieving Distinctions. Iona had one Year 11 student chosen to be a delegate in the **UN Youth Parliament Competition**.

In the 2020 WACE results, Iona students were placed in the list of **Top Performing Schools** for the subject areas of **Geography, History and Politics and Law**, earning recognition for the College.



PERTH CHILDREN'S COURT

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education (HPE) Department provides an array of opportunities for students to actively engage through a diverse curriculum.

In 2020, the Outdoor Education course in Years 9 and 10 was exciting and rigorous. The students thoroughly enjoyed the challenge of high ropes, fishing, completing their **Bronze Medallion**, surfing, Aboriginal Studies, snorkelling and mountain biking. These activities culminated in a day trip to Rottnest Island in Year 9 and a three-day camp in the beautiful Margaret River region in Year 10. This particular camp allowed the students to explore the South West region and extend themselves as they surfed, canoed and participated in an interactive **Bush Tucker Tour**, where they learnt about Aboriginal history. This course continues to grow in student numbers, due to the fabulous opportunity for students to develop their creativity, problem-solving, independence and confidence.

Physical Education Studies in 2020 continued to grow in Years 10, 11 and 12. Students conducted many practical activities to consolidate their learning. They heard from an exercise physiologist on effective training programs for elite athletes, including nutrition and adapting environmental conditions to improve performance. ATAR students worked closely with carefully chosen coaches to perfect their practical skills in their sports in preparation for their WACE practical examinations.

The lower school HPE program included a range of engaging incursions. **Surf Lifesaving WA** conducted the ever-important **Life Skills For Life** program, where Year 7 students learnt Senior First Aid. Year 8 students were given the opportunity to learn about mental health awareness from the **Black Dog Institute**. In addition they heard from guest presenters on drug education as well as learn from **Frame Initiative** on respect, self-esteem, and relationships. In Year 10, students completed the **Keys4Life** program, which was integral to the education of each student as they prepared to get their driver's license. In Physical Education, students adapted well to the changing COVID environment, adjusting to online group fitness, which proved to be very motivating for the students. It was great to see students take the fitness routines created by the HPE staff and work out at home, where families were able to join in and enjoy being active together.

In Years 11 and 12 Physical Recreation, the students participated in stand-up paddle boarding, pool activities, river walking, yoga, Zumba, Jungle Body, high-intensity training and self-defence. There were copious opportunities for students to try a range of activities in the hope that when they graduate from Iona, they will have found something active to enjoy and will pursue.



LANGUAGES

The travel bans as a result of COVID-19 certainly affected the Languages Learning Area with the French Tour/Exchange cancelled. Students from the College's sister school in France, St Jean et la Croix, were also unable to travel. Online Learning became the norm for a period of time. Fortunately for Languages, many online platforms had been developed to support student learning. The Senior girls enjoyed using Education Perfect, Languages Online and TEAMS, while Kahoot quizzes, Sketches School, Popplet and SeeSaw were used by the Junior School. New skills in technology were developed but everyone was very happy to return to school.

In Term 3, with restrictions lifted many incursions and excursions were held. The Year 8 Italian students enjoyed cooking lessons with **Chef Valentina**. The Year 9 French students practised their speaking skills at **Maison St Honoré**. The Italian students enjoyed a visit to the **Re Store** and learnt all about the contribution of Italians to WA. The Indonesian students had a guest speaker, **Professor David Bouchier** from UWA, who talked about the Indonesian culture and the importance of knowing another language. The senior French students also enjoyed participating in the **French Film Festival**. The Junior School partnership with **AdoptASchool** in support of **SD4 Banyuasri in Singaraja**, Bali through the sister school program was successful, raising over \$150.

Languages Week is always a fun-filled week with many activities for all.

This year was a successful year for Competitions, with fantastic achievements in the **Education Perfect Languages World Championships 2020**. Students in Years 4, 5 and 6 participated and a total of 41 students received Silver, Bronze and Credit awards. In the regional championships we received 16 Credits, 11 Bronze, two Silver and two Gold awards. The Years 10, 11 and 12 French students sat the annual **Alliance Française** and all Year 9 language students participated in the **Australian Language Certificates**.

Junior School students will transition from Indonesian in 2020 to French in 2021.

SCIENCE

Science in 2020 was a year full of learning for both staff and students. This year highlighted the community's ability to adapt and overcome the challenging and changing landscape of online learning with both flexibility and purpose. This was particularly evident through the Science staff's ability to identifying new ways to deliver Science Education in the home – students moved into the kitchen or backyard to conduct experiments to reinforce learning and key scientific principles. The adoption of online and digital resources ensured that students were able to learn effectively through the COVID-19 remote learning period.

When Science was back on the College campus, students and staff had to adapt to challenges as classes were moved from the East Wing Laboratories into South Wing before moving to the renovated laboratories, limiting the availability of key scientific resources. This meant staff were challenged to facilitate learning and develop new and exciting ways engaging students in the curriculum. This period of time away from the laboratories gave students the opportunity to showcase their personal leadership, ability to work using Microsoft Teams and other ICT skills.

Given the limited availability of excursions throughout 2020, Science was only able to provide a few off-campus learning experiences for students. Year 11 Biology students were able to experience and learn about the practical application of biodiversity, conservation and ecology through their visits to **Perth Zoo** and **Canning River Eco Education Centre**. Students learned about the methods and strategies used in measuring biodiversity and techniques of conserving it in an Australian context. A small group of Year 9 and Year 10 students had the opportunity to go to the **Harry Perkins Institute of Medical Research**, where they were able to learn how a working laboratory is used in the context of medical research, diabetes and genetic modification. A group of Year 10 students attended a **STEM Conference**, where they were able to discuss current STEM pathways and opportunities with professionals in their area – this included astrophysicists, computer scientists, forensic entomologists and geneticists. Years 8 students also had an opportunity to explore pathways in STEM when they attended the **Murdoch University Wise Women Expo**, engaging in different activities linked to STEM, and learn about STEM pathways and career options.



MATHEMATICS

As a result of COVID-19, the Mathematics staff became very effective in delivering online lessons. Staff continued to use these skills when learning returned to the classroom. Staff recorded their lessons using Microsoft Teams.

Differentiation has been a large focus of the Mathematics Department in 2020, particularly in Years 7 and 8 where there are no General classes. The **Australian Mathematics Competition: Enrichment Stage** was offered to the top 10 students from Year 8. This was a very difficult and rewarding competition. A number of the top Year 8 students sat a most challenging Year 9 Advanced exam) at the conclusion of the year, to ascertain the effectiveness of differentiation techniques adapted by the teacher. This was a huge success and this will continue in 2021. Year 8 Advanced students next year will be lead by the same teachers so as to guide their extension work.

Significant work has also been extended to students who are finding Mathematics difficult. At the conclusion of Semester One, the Year 8 standard classes were streamed. The majority of students were able to raise their grade by over 10% – a great achievement. As a result, in 2021 the Year 8 standard classes will be streamed from the commencement of the year.

The Year 7 classes are not streamed; however, where possible, 'clusters' of students with similar ability have been placed in the same class. This has enabled Learning Enhancement teachers to attend the classes most in need. This will continue in 2021.

Once again, Mathematics Club was a huge success, with between 10 and 25 students attending every morning.

A highlight of the year was Iona achieving **Gold Status as a Maths Active school** with MAWA. We were the only school in the state to achieve this. We will be aiming to maintain this in 2021.

Mathematics Week was most successful with over 100 students attending the lunchtime quiz. Unfortunately, the Pi Competition was not possible this year due to COVID-19.

The ATAR revision sessions were also very successful with approximately 90% of students attending across all three Year 12 ATAR courses.

With the assistance of the Academic Enrichment Coordinator, Iona implemented the **Cambridge Maths** course this year. Parents were very pleased about this extension opportunity.

All Years 7 and 8 students, and selected Years 9–12 students sat the **Australian Maths Competition** online this year. One certificate of High Distinction was achieved, together with 23 certificates of Distinction and 91 certificates of Credit. Sitting the competition online was a huge success and will continue in the future.





TECHNOLOGIES AND APPLIED SCIENCES

The Technology and Applied Studies (TAS) Learning Area allows students to extend themselves across a wide variety of practical areas. Each student is welcome to be involved in one or more of the courses on offer within the Foods, Materials: Textiles and/or Wood and Child Development areas.

COVID-19 pushed 2020 to become the year of technology in the classroom. Staff at Iona were well equipped to embrace online learning and the many challenges it presented. The TAS teaching team were able to adapt to these changes, working in Teams. Students used online platforms to submit work and engage with one another while they were unable to connect on campus.

Creating opportunities to engage with industry and the community is an important focus of the Learning Area. Through guest speakers, excursions, incursions and tours students immersed themselves in these creative technology courses. Highlights in 2020 included Barista Training at **Leaf Bean Machine**, a visit from Past Pupil Poppy Stevenson (Class of 2016) discussing fashion design, visits to Iona Presentation Junior School and Mosman Park Primary School, a **Bush Tucker Garden Immersion** and a café excursion.

A highlight of the year, was TAS Week, held in Term 2. Activities held throughout the week to inspire and engage the students included **Michelle Pike Fashion Illustration** workshops, **World Milk Day Activation** with the inclusion of a Jersey cow on campus, a cinnamon scroll masterclass, cupcake decorating and a cake decorating competition.

In 2020 the **CREATE Art Exhibition and Fashion Parade** was presented for the first time as an online gallery. This idea was made possible via the direction of Mrs Rebecca Crellin. Student work from Years 7–12 was collated and prepared, and a virtual gallery was created in collaboration with **True View Virtual Tours**. A Year 12 cocktail party was held to launch the online gallery, with the evening's catering provided by Year 10 Food Technology students. It was an outstanding display of student skill and creativity across the department and in collaboration with Production Arts.

In 2020 many of the Junior School students enjoyed the engagement of the Years 10–12 students as part of their studies into Children, Family and the Community. The older students interacted with the younger students providing them with the opportunity to trial and explore information learned and knowledge developed in class.

Students also had the opportunity to engage in many co-curricular opportunities within the department. The inaugural **Strawberry Festival** was held in Term 4, where students had the opportunity for a true farm-to-fork experience. **Community Cook Ups** continued to be well attended. These support **St Patrick's** in Fremantle and in 2020 were extended to assist the **Salvation Army Outreach Program**. **Uthando Doll Making** and a **Textiles Makers Club** were also enthusiastically attended throughout the year.

PERFORMING ARTS

DRAMA AND DANCE

Performing Arts at Iona continues to foster excellence and provide a range of opportunities to students through a diverse and rigorous curriculum. In 2020, students in Years 7, 8 and 9 enthusiastically participated in a variety of elements, including Circus, Commedia Dell'Arte, Cultural Dance and Mime. Students in Years 10, 11 and 12 proudly displayed a love of learning through their understanding and application of local and international companies and practitioners.

The College Production of *Beauty and the Beast* was originally scheduled for a season in March of 2020. However, due to the COVID-19 pandemic the show was postponed just two weeks before opening night. There were a few disappointed tears as, after countless hours of rehearsal, it meant that the production was delayed by 12 months.

Despite the disruptions to the College's co-curricular Program earlier in the year, students were delighted to still be able to participate in the annual Years 7–9 Production. A short intensive rehearsal process encouraged each group to creatively explore their own ideas about the theme 'Waiting'. Students contributed characters, dialogue and scenarios that were developed and refined by each groups' director. A restricted live audience thoroughly enjoyed relating to many situations that involve having to wait for something. The production fostered a positive sense of community and allowed strong friendships to flourish amongst the students.

In February, students participated in a number of excursions as part of the Live Performance Program. With analysing and critiquing live theatre being part of the curriculum at Iona, students viewed local and international PIAF performances by **Bangarra Dance Theatre**, **Stephanie Lake Company**, **Circa** and **Black Swan State Theatre Company/Malthouse Theatre**. In Term 2 the Live Performance Program focused

on providing a variety of workshops and incursions which allowed students across all years to extend their knowledge and understanding in the areas of improvisation, circus, stage combat, hip hop dance, contemporary dance and **Commedia Dell'Arte**.

The **Dance Club** continued to be an overwhelmingly popular co-curricular activity at the Junior School. Due to the enthusiastic interest, two teams were created in Terms 2 and 3 to ensure all students could participate. Despite the restricted performance opportunities, the Dance Club continued to rehearse every Thursday and Friday morning, culminating in a performance at the Junior School Music Night.

Many Junior School students took up the opportunity to learn the art of Drama with the introduction of **PADWA Talent**. They were taught the skills of improvisation, mock TV commercials, news reporting, costuming and staging through the internationally recognised actor Myles Pollard.

The annual **IGSSA Dance Festival** adopted a digital format in 2020. Iona showcased an Intermediate Dance Team and a Senior Dance Team, expertly lead by Mrs Coby Brant. After a 10-week rehearsal process, both items were professionally recorded in Nagle Hall, edited together with the items from the other IGSSA schools and released to our community via a digital platform. This wonderful performance opportunity showcased the exceptional quality, sophistication and professionalism of our dancers at Iona.

In Term 3, the **Performing Arts Showcase** celebrated the work produced throughout the year by Performing Arts students and staff. The night showcased excerpts from the Years 7–9 Production, IGSSA Festival Dance, Interhouse Dance and solo performances from Year 12 WACE students. It was also a fitting way to farewell the Year 12 students, who have made a significant contribution to the life and spirit of Performing Arts at Iona over the past six years.





Pre-Kindy to Year 6 Music encouraged students to listen, learn, compose and perform a variety of music genres such as folk, classical, jazz, pop and rock. The one-to-one iPad program for Years 4–6 allowed students to use technology to create a variety of compositions and learn music theory in a practical way.

In 2020 the Junior School launched its extensive music program with the **Junior School Music Fair**. This provided a forum for students and families to trial instruments, learn more about the structure of the program and investigate what might be the right fit. Performances included the Junior School Music Night, Solo Showcase, Lunchtime Concerts, Music Assemblies and a sharing of music with the Senior School at the Iona Music Festival.

In the Senior School, practical learning is at the heart of what we do. Students created group and solo compositions based on percussion, themes of 'the night', world music, program music and a variety of other areas. Core aural, theory and music performance skills are nurtured and scaffolded throughout each year of learning to prepare students for the ATAR or General Music pathways.

We offered instrumental and vocal lessons through Teams on-line. Co-curricular groups managed to continue practising repertoire and our classrooms became much smaller, with a focus on composition. We fielded 22 ensembles in our Senior School, including the new Composers Club and Piano Ensemble, each participating in either live or virtual performances.

Solo musicians and Rock Bands had new performance opportunities, including the Virtual Recital and the lunchtime concerts series, and **Claremont Yacht Club** welcomed the Swing Out Sisters and Jazz Band for a Sunday afternoon of music.

Our College Chorale was excited to record and premiere *Agora*, a work commissioned to celebrate our new building – we are fortunate to have its composer, Mr Adrian Kingwell, back once more on our Music Department staff. His piece brought together the past and future through the idea of Nano's lantern being a beacon for future knowledge.

At Presentation Night, the Massed Choir and Orchestra performed *You Won't Bring Us Down*, the song co-written by a Year 10 student (one of only four in Australia) for **Music Count Us In**. This song was later performed Australia-wide on the same day at the same time by schools that were in a Covid-safe position to do so.

Music continues to be a vital part of the Iona community.

MUSIC

In a year in which the musical activities of singing and playing wind instruments had been banned in some states due to COVID-19, the College was fortunate to have continued Music programs with only comparatively minor adjustments.

Online learning for music classes was achieved through SEQTA, Teams and OneNote. Tasks were initially modified so they could be completed with less teacher input, but once face-to-face learning returned, classes took on their usual interactive nature.



RELIGIOUS EDUCATION

As part of the Presentation ethos, the College strives to emulate the work of Jesus through its foundress, Venerable Nano Nagle, and to live out the Presentation charism in all aspects of school life.

Reflecting the same systematic demands of all other Learning Areas, students attending the College participate in the Religious Education program. Students undertake Religious Education throughout the whole College at an age-appropriate level, and it is offered as an ATAR and General subject in Years 11 and 12.

In 2020, Iona was recognised by SCSA as a **Top Performing Catholic School** in the Year 12 Religion and Life ATAR course. In the class of 2020, 35 students elected to study Religion and Life at ATAR level. In Year 12, Iona achieved a school mean of 66.15% whilst the state mean was 58.69%. Religion and Life ATAR at Iona has been listed in the SCSA top performing schools list for the last seven consecutive years – a wonderful result of which the College can be most proud.

These academic results are attributable to a focus on excellence within teaching and learning and a skills development in the Religious Education programs from Years 7–12. This emphasis allows students to enhance their Religious Education content knowledge whilst also learning how to effectively analyse sources, write factually and insightfully, and conduct

research investigations – skills that are transferrable to all Learning Areas and into tertiary study.

Junior School students enjoyed their Religious Education lessons, where young minds pose interesting questions as 21st Century students learning the CEWA units of work. As part of their learning, students in Years 3, 4 and 6 are prepared for the **Sacraments of Reconciliation, Eucharist and Confirmation**. Students engaged in collaborative activities to obtain knowledge about the Sacraments before receiving them as a united cohort in a local Parish, the Basilica of Saint Patrick, which many of Iona's families attend. In 2020, Year 3 students received their Sacrament of Reconciliation in May, but unfortunately due to COVID-19 restrictions, the Sacramental celebrations for the Eucharist and Confirmation were deferred to 2021.

The topics covered within Religious Education allow students to understand and explore the Catholic faith while enabling them to ask and respond to age-appropriate philosophical and ethical questions that arise within the content covered.

It is the College's Mission as a Catholic Presentation school that all students at the College, no matter their age, enjoy active and positive participation in Religious Education that will assist them to grow into the 'Presentation people' of the future that God and Nano intended.

CHRISTIAN SERVICE LEARNING

Service is at the heart of what it means to be a 'Presentation person', and the Years 7–12 students' contribution to the Iona Care Christian Service Learning Program, **One Step Beyond**, was outstanding once again in 2020.

College students participated in completing **Iona Care** hours in their own time, both at school and in the local community. The College is proud of the exceptional amount of time that students dedicated to service and as a community celebrate how the young Presentation people are active in living out Gospel values and work tirelessly to assist community members in need.

Due to the impact of Covid-19 on the volunteering arm of society, students adopted an *Iona Care @ Home* model, which afforded them the opportunity to undertake service tasks that assisted the needs of their families and local neighbours. At the conclusion of the academic year, a record number of students achieved excellence in service and were presented with Colours Awards for Service across the year groups. The positive feedback received from the Iona Care program is testament to the dedicated, committed young people who strive to follow in the footsteps of our foundress, Nano Nagle, and Jesus.

The Junior and Senior Schools worked very closely to ensure synergies between Mission Drives and Service Groups. A Creative and innovative range of fundraisers were implemented, as well





as advocacy initiatives, to assist in the College's donations of financial support, time and service to a range of local, national and international organisations in need. In 2020, portfolios of faith and service were re-envisioned to introduce our inaugural Junior School Mission Captain and Senior School Mission Captain. Often, Mission Drives and Service Initiatives from all ages feature as part of the United Nations submissions from the International Presentation Association, and the Junior School Mission Committee provided Year 6 students with a strong formation in service experience to carry forward into Year 7.

The young Presentation people in the Junior School once again excelled in their commitment to service in 2020. Students participated in a range of both organised and organic service opportunities to assist them in extending their learning beyond the classroom. The students collected an enormous quantity of Easter eggs, which were donated to the **Edmund Rice Centre** in Mirrabooka to support families who are adapting to life in Western Australian.

The tradition of collecting Mission money continued at the Junior School in 2020. Classroom teachers collectively encouraged students to reflect on how they could donate their spare change to better the lives of others. The Junior School continued to give to a range of Catholic organisations across Perth.

Iona Presentation College has continued to serve and nurture our relationships with a large range of Archdiocesan agencies, including **St Patrick's Community Support Centre, Catholic Mission, Caritas, Cana Communities, Disabled Surfing Association WA, LifeLink** and various Presentation ministries.

Nano Nagle's style of service was profoundly relational, inclusive and transformative. It is the College's hope that its students across the College continue their lantern work and share the light of Christ with all whom they meet.

WARMUN / KUNUNURRA SERVICE IMMERSION

In December 2020, six Year 10 students (accompanied by two staff) ventured to Western Australia's far north Kimberley region for the College's annual Aboriginal Immersion. The stunning natural landscapes, heartfelt encounters with local schoolchildren and local community members, active participation in local Aboriginal activities, and opportunity to enhance their awareness of Aboriginal culture ensured that the Service Immersion was truly a unique and rewarding experience.

Students and staff were extremely fortunate to witness school life in the Kimberley in two different Catholic schools attended by many Aboriginal students: **St Joseph's School, Kununurra** and **Ngalangangpum School, Warmun**, where the students and staff spent the majority of their time. Attending a smoking ceremony, swimming at the local pool with the children, assisting in the local shop with one of the Religious Sisters, and travelling on Country to share kangaroo tail cooked by Elders were just some of the wonderful experiences that comprised the Immersion. The students were afforded a once-in-a-lifetime opportunity to build special bonds with the children and staff at the schools.

As Presentation people and women of faith, the girls were able to pray with their new friends and obtain a better appreciation and understanding of Aboriginal spirituality as we journey alongside our Aboriginal brothers and sisters through life. The students expressed an enormous sense of gratitude for all that God has created in the stunning natural landscapes, as well as the blessings received from the various encounters within the community. Additionally, students enjoyed making the connection between Catholic faith, life and culture and the local context in which they found themselves.

In addition to the highlight of the school experiences, the students took part in a myriad of other experiences. They visited significant geographical locations around Kununurra and Warmun such as Lake Argyle and Winnepa Springs, reconnected with Mrs Jennifer Gorey (an Iona teacher currently working at Ngalangangpum School) and engaged in daily reflection and discussion about their fortunate, and unique experience.



PRODUCTION ARTS

The extensive Arts program at the Junior School in 2020 provided a rich education from an early age. Research has shown that early intervention in the arts increases a student's confidence, intellectual abilities across learning areas, problem-solving skills and general life skills.

The Junior School Visual Arts program is structured to build on skills and techniques beginning in Pre-Primary. In 2020 students enjoyed exploring and experimenting with a wide range of mediums including drawing, painting, collage, ceramics, textiles, woodwork and mixed media.

Production Arts students in the Senior School have always achieved great success in external competitions and exhibitions. Unfortunately, the pandemic of 2020 led to the cancellation of many of these public showcases; however, several students were still able to exhibit their works virtually. A Year 7 group artwork of landscape paintings featured in the online **Angelico** gallery, and three individual students from Years 10 and 12 were awarded top prizes for their artistic talents, including Third Prize Overall for Years 7–10, the Fra Angelico Highly Commended Award, and First Prize for a Three-Dimensional Artwork (Years 11 and 12). The **Angelico Exhibition** for Catholic students is a prestigious annual event on the Catholic school art calendar.

2020 was the first time that students have entered the **Young Archie Competition**, a portraiture exhibition open to budding artists between the ages of 5 and 18, held in the Art Gallery of NSW. A Year 11 student was a finalist with her portrait titled *Linda*, and a Year 9 student achieved a Highly Commended award for her pencil on paper illustration *Jemimah*. A Year 11 student was awarded Highly Commended prize at the **Melville Art Exhibition** and the College was delighted when three Year 12 Visual Arts ATAR students and two Year 12 Media, Production and Analysis ATAR students were accepted into the prestigious **Year 12 Perspectives** exhibitions.

Keeping up with tradition, the **Create Showcase** mocktail party for the Year 12 Visual Arts and Design students and their parents was a huge success, with the girls' artworks exhibited within areas of the new Albeus Fahey building. Being able to celebrate their efforts, hard work and many hours of commitment to the completion of their projects made for a noteworthy night. A new addition to this annual event was the creation of a virtual gallery, that enabled people to view the amazing Textile, Visual Art, Media and Design works from the comfort of their own home. Due to the large number of people who accessed this website, the Production Arts and Technology and Applied Sciences departments have decided to release another virtual gallery in 2021.

The Year 12 Media Production and Analysis ATAR students were able to attend a viewing of their short films at the **Backlot Theatre** in West Perth in accordance with COVID-19 regulations. For the seventh year in a row, the ATAR results for Media Production and Analysis meant Iona was named an **SCSA Top Performing School in the State**. Visual Arts was also included in this list, which is a great reflection of the Production Arts department.

The **Curtin University Excursion** offered to Year 12 Visual Art students at the beginning of Term 1 introduced the girls to life at university as they undertook hour-long drawing and painting sessions run by renowned artists. They were also able to participate in an after-school workshop run by Perth artist **Andy Quilty**, who taught students how to 'let go'



and have fun with their drawings using an ordinary biro pen. An optional Saturday excursion to the **Art Gallery of Western Australia** permitted students to view the 2019 **Pulse Perspectives** exhibition. A selection of Year 12 artworks that address the themes of 'Points of View' and 'Commentaries' are chosen from schools across the state for this exhibition. **Broadcasting Club** has also become an established co-curricular group at the College, with many students involved in projects that utilise the professional TV studio and podcasting equipment.

The move into the Albeus Fahey building was a welcome change for the Production Arts department. The new facilities enabled students to benefit from the expansive spaces, abundance of natural light and specialised equipment. Students and teachers enjoyed learning and teaching in these classrooms, as they have been designed and constructed with specialist needs and requirements in mind. The numerous picture rails, pin-up boards and TV screens dotted around the building allow student work to be exhibited throughout the year for everyone to enjoy, and prospective parents also appreciated being able to see the incredible work that students produce at Iona Presentation College.



ACADEMIC EXCELLENCE



The implementation of the Academic Excellence Program places emphasis on the development of 21st Century skills. The College also recognises the need to nurture the pursuit of excellence and qualities of curiosity, integrity, perseverance, resilience and self-advocacy in students.

The Junior School has had a long-term involvement in the **Future Problem Solving (FPS)** program, which continued throughout 2020. The Year 5 students competed in the **FPS Global Issues Competition**. It seeks to promote a positive approach to the changes facing our world.

Excellent oral communication and research skills were promoted through participation in the **OptiMinds Competition** and **Speakers' Challenge** involving Junior School Students. In 2020 the Junior School also implemented exciting new opportunities for mathematically gifted students to participate in specialised Mathematics courses based around the **Australian Maths Trust Challenge** and the **Australian Mathematics Competition**.

The Junior School was invited to participate in the **Law Society Competition of Cluedunnit**. This was an excellent opportunity for the students to participate in an investigation into a crime and mount a case to the panel. The Iona Team were awarded runner up school in 2020.

Within the curriculum, lessons are differentiated to cater for the range of abilities within the classroom. Key Learning Areas also offer advanced and extension classes in Years 8, 9 and 10. Further curriculum adjustment is possible for students working at a level beyond the advanced and extension classes. Opportunities exist for a child diagnosed as gifted and talented to follow and Individual Education Plan (IEP). In Mathematics, there is scope for accelerated students to complete the **Cambridge Mathematics IGCSE 0606 Course** in Years 9 and 10. The College has an Acceleration Policy in place to ensure the procedures to accelerate are consistent and based on rigorous planning and preparation.

Differentiation within the classroom is enhanced by co-curricular involvement appealing to a broad spectrum of talents. Opportunities for individuals included the **Young Writers' Days** and **Youth Literature Days**, and the **Future Problem Solving Program**. United Nations Youth Organisation initiatives, including the **UN State Youth Conference**, and other events provide extension for those interested in global concerns. Collaborative learning opportunities with like-minded peers were also offered to students through their participation in the **Creative Edge Challenge Middle School** (Second Place achieving the prestigious Alec Pascoe Spirit Award), **Middle School Ethics Olympiad** (First and Third Place in WA; State representatives in the Australasian Finals), **Luminosity** and the **Philosothon**. Team competitions included **da Vinci Decathlon** (Third Place Year 10) and **OzCLO**.

In the Junior School, Gifted and Talented students from Years 3 and 4 were selected to participate in the **Challenge Program**. This program is designed to promote critical and creative thinking skills across the curriculum. There has been a focus on developing students' ability to think about the world of ideas by incorporating an ethical component to the course. In Years 5 and 6, these students participated in extension activities through such programs as the **da Vinci Decathlon**, **Cluedunnit** (Second Place), **Speakers' Challenge**, **Future Problem Solving** (National Finalists), **Talented Young Writers** and **Junior Creative Edge Challenge**. **Extension in Mathematics** is also offered to those students who excel in this subject.

The Academic Excellence Program at Iona is always evolving. The College strives to maintain quality in the support on offer for the highly able, gifted or talented students. Staff continue to seek new opportunities intended to promote academic excellence and an enthusiasm for learning.

LEARNING ENHANCEMENT

The Learning Enhancement Team continues to work closely with teaching staff, College psychologists, students and parents. The Team's key roles include assisting with the identification of students at academic risk, the provision of academic support to identified students, and collaborating with College psychologists to develop student Curriculum Development Plans. Individual Education Plans are formed in partnership with Learning Area specialist teachers, and in consultation with parents.

The Junior School Learning Enhancement Co-ordinator works closely with students, parents, teachers and the Junior School Psychologist. The primary role of the Learning Enhancement Co-ordinator is to identify and provide assistance to students at academic risk and to ensure that essential information is shared with teachers and parents.

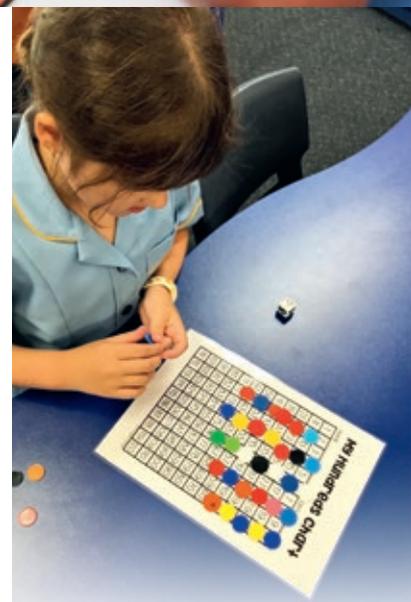
Identified students are invited to join the Learning Enhancement class should they require additional support, particularly in the development of their literacy and numeracy skills.

To ensure that essential information is shared with teachers, student Curriculum Adjustment Plans and Individual Education Plans are available to teachers on SEQTA. These student plans identify the specific adjustments that are required to cater for each student's individual learning needs with the intention of assisting teachers in their practice and supporting them in improving the academic outcomes of all students.



The College is most proud of the inclusive learning support model that is in place to support students. In-class support is provided by the Learning Enhancement staff and Learning Area specialist teachers through differentiation practices and formative assessment practices. In response to students' learning needs, teachers make instructional and environmental adjustments and provide resources to scaffold the learning for all students. In addition, the needs of identified students who require further academic support are afforded this through the Learning Enhancement classes. In Years 9 and 10, students have the opportunity to further develop their Literacy skills through being placed in General English classes, which are smaller in size and allow for more individualised support.

Academic support is also provided by the Colleges Learning Enhancement Team. Learning Area specialist teachers offer academic support to students before school, after school, and at lunchtime through the College's Study Support Sessions. Information about these sessions is available on the Parents' Portal.



ACCESS LEARNING

Access Learning in Years 11 and 12 offers a combination approach to the WACE, with work placement and VET qualifications complementing school studies.

In 2020, 82 students participated in the Access Learning Program in Years 11 and 12 and 39 Year 12 students completed Certificates IV. In addition two completed a Certificate III, and two completed **Certificate II** as well as their **Certificate IV**, thus achieving WACE graduation.

In Year 11, 29 students completed INSTEP work experience placements across the metropolitan area, with one student also completing a Certificate II in Creative Industries.

All Year 12 Access Learning students can pursue alternative entry to university directly from school either via direct entry or by undertaking bridging courses.

Highlights of the Class of 2020 include:

The College was third highest in the state, with 97% of ACCESS students achieving a Certificate III or higher:

- 39 Certificate IV
- Two Certificate III
- Two Certificate II





SPORT

Iona Presentation College competes in the **Independent Girls' Schools' Sports Association (IGSSA)** competition each year. As a member school, students compete in weekly sporting fixtures and participate in interschool carnivals in Swimming, Cross Country and Athletics. In the Junior School, Iona participated in the **Junior Independent Girls' Schools' Sports Association (JIGSSA)** and **Independent Primary School Heads of Australia (IPSHA)** competitions.

For the very first time in 2020, Iona Junior School entered a team in the **IPSHA Interschool Cross Country Carnival**. It was a very successful introduction to the event with Year 3 and Year 6 teams taking first place in the competition. The co-curricular program continued to flourish in 2020 – students across all year levels were involved in a wide range of sports, including Netball, Soccer, Cricket, Hockey and AFL. The **Iona Netball Club** had another successful year with a large number of students participating. The JIGSSA competition was disrupted in 2020 with the postponement/cancellation of the JIGSSA Swimming and Winter Games Carnivals. The Junior School was successful in the **JIGSSA Cross Country** and **Athletics Carnivals**.

Following the success of the IGSSA Swimming victory in 2019, the Iona Swim team were all prepared to go back-to-back in 2020. However, two hours before the main event on Friday 13 March, IGSSA hopes were quashed as all sporting events in Western Australia, Australia and the world came to a halt. Tennis and Volleyball fixtures were left incomplete and the Term 2 team sports, Netball and Hockey, were not played.

In Term 2, an innovative online sports program of Fitness, Strength and Conditioning sessions were offered as were Hockey skills sessions. Cross Country runners were fortunate to be able to continue a modified running program under the guidance of Head Coach, Mr Raf Baugh. Thankfully, the IGSSA Cross Country event took place, albeit with a slightly different format. Iona ran independent of other schools and were then placed in their respective year groups overall at the end of the day.

Iona competitors were outstanding, with Iona 'unofficially' placing third. (Due to COVID-19, no overall champion school was announced). From fifth in 2019 to third in 2020 is an outstanding effort.

The IGSSA sport calendar was finally back to normal in Semester Two. Iona achieved some amazing results in Term Three in Athletics, Basketball and Soccer, with the College winning **Champion School for both Athletics and Soccer**.

For the first time in its 57-year history, Iona Presentation College won the **IGSSA WA Dunklings Perpetual Trophy for Overall Champion School** in Athletics. It was a splendid day for both track and field: Iona won the **Laurie Packham Trophy for Overall Track School** and the **Elizabeth Davenport Trophy for Overall Champion Field School**.

Term 4 was fast-paced and action packed, with great results, participation and achievement in Softball, AFL and Water Polo.

The College is very proud that a great number of Ionians represented Western Australia (and Australia) across a huge range of sports this year, including AFL, Athletics, Basketball, Cricket, Diving, Hockey, Karate, Lacrosse, Surf Lifesaving, Swimming and Water Skiing.

The level of enthusiasm and commitment from students at Iona is truly impressive and complemented by the passion and excellence of College staff.

TOURS AND CAMPS

Students at Iona Presentation College are given many opportunities to extend their learning beyond the walls of the Mosman Park campuses.

The Year 5 students partook in the **Year 5 Big Day Out** at Woodman Point in November. They participated in team building activities, water sports, climbing, problem solving and adventure.

Year 6 students thoroughly enjoyed the challenges of the **DARE Camp** in Dwellingup, extending themselves to build rafts and go rafting, climb giant rock walls, kayaking and archery. Above all else the students extended their friendship circles and challenged their capabilities beyond their imagination.

In 2020 The Outdoor Education Group devised a transitional camp program for Years 7, 8 and 9 students. Each camp was tailored to the unique needs of the age group, designed to challenge and extend them in a safe and nurturing environment. In Term 1, Year 7 students attended an overnight **Camp Out on the College Green** at Iona, **Year 8 students attended a three-day Adventure Camp** at Nanga Bush Camp, and Year 9 students participated in a **five-night Expedition in Karridale**.

Under the banner of Service Learning, Year 10 students were fortunate enough to participate in the **Warman and Kununurra Immersion** tour. This immersion program provides a learning opportunity for our students in unfamiliar environments. It is used to broaden a student's experiences and learn about different cultures at the same time as contributing to the global community.

Unfortunately, the College was unable to run its international language tours, Vietnam Service Immersion, Canberra tour or interstate conferences due to COVID-19 travel restrictions.

LEADERSHIP OPPORTUNITIES

A great deal of importance is placed on Student Leadership at Iona Presentation College we place. In 2020 the student leadership program was further developed as the College continued to offer a variety of rich and inspiring leadership opportunities to our student body.

The College's initiatives across all year levels involved House Leadership, Service, Sport, Liturgy and Wellbeing Leadership and were aimed at emphasising the attributes and responsibilities of a leader in a Catholic school, whether that be formal leadership or simply modelling best practice.

Leadership at Iona Presentation College is based on the model of leadership presented in the life and ministry of Jesus Christ. The development of leadership qualities is an important part of the commitment of Iona Presentation College to empower our young people to make a difference.

The Junior School continued with the 12 Captains formula for 2020. This allowed each Captain to have a Committee made up of Year 6 students under their charge. This provided excellent leadership opportunities for all members of the leadership class of 2020

In the Senior School, the basic leadership structure is:

- Student Leaders' Council (Year 12)
- Senior House Captains (Year 12)
- House Representatives (Years 7–11)
- Junior School Leaders

A selection of off-campus opportunities is available for our students including:

- Everyday Leader 'Thrive: a Positive Transition into High School' Conference (Year 7)
- GRIP Leadership Youth Conference (Year 9)
- Alliance of Girls' Schools Breakfast (Years 9–10)
- Global Leadership Convention (Year 10)
- Young Australian of the Year (Year 10)
- UWA Fogarty Future Leaders Program (Year 10)
- UN Youth Forum (Years 10–11)
- AHISA/AIM Student Leadership Program (Year 11)
- Commonwealth Youth Harmony Day (Year 11)
- Halogen Leaders' Conference (Year 11)
- Inspiring Women Conference (Year 11)
- Peer Support Leadership Program (Year 11)
- AGSA Bond University Leaders' Conference (Year 12)
- AGSA Student Leaders' Afternoon (Year 12)
- Young Leaders' Program (Year 12)



SCHOOL IMPROVEMENT PLAN

IMPROVEMENT STRATEGIES

Appointment of mentors for new staff

Development of the Evangelisation Plan

Teachers observe lessons and share best practice with each other

Review the implementation of the College's Wellbeing Program

All New College Board of Management members participate in an induction program

Development of an Aboriginal Education Improvement Map

Development of a Vision for Learning with Technology

SUCCESS MEASURES

All staff new to the College and leadership positions were allocated a mentor.

A schedule of meetings between mentor and mentee was established.

Evangelisation Plan was completed following a collaborative and inclusive approach. The plan is ready for implementation at the commencement of 2021.

All teaching staff, with support from the Head of Learning Area, were engaged in observing lessons of their peers. Staff worked through a process to share their learning with one another.

A collaborative and consultative review was undertaken of the College's Wellbeing Program. The review recommended the implementation of a resilience program. This program will be implemented in the Junior School, commencing in 2021.

Induction provided by the Board Chair and College Principal to highlight the roles and responsibilities of Board members.

Staff professional development lead for CEWA's Teaching and Learning Directorate was undertaken. The College is well placed to develop the AEIM in 2021.

The Vision for Learning with Technology was developed. The document will be used as a guide in 2021.



PARENT, STUDENT AND TEACHER SATISFACTION

Communication between the College (teachers and administration), parents and students is ongoing. The pastoral care and academic leaders within the school are in frequent communication with parents regarding issues that may arise, are likely to arise or have arisen. Issues of dissatisfaction are raised in these or other forms of communication that take place daily. Teaching staff undertake informal surveys, and exit surveys and interviews form part of the feedback mechanisms for the College.

SCHOOL INCOME

Iona Presentation College is a not-for-profit educational institution which receives most of its recurrent income from tuition, resource charges and other parent contributions, in addition to receiving per capita grants from the Australian Government and the WA Government. These funds are used to pay for teaching and non-teaching staff, student resources, facility utilities and maintenance, and the payment of loans and leases.

For a detailed breakdown of income (excluding Boarding), please refer to the My Schools website:

<http://www.myschool.edu.au>

ANNUAL GIVING

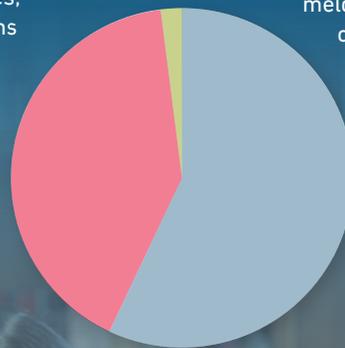
The College gratefully acknowledges the support of our Annual Giving Program from many individuals, families, past students and staff in 2020. The generosity of everyone involved is greatly appreciated, including those donors who wished to make their contributions anonymously.

The tax-deductible donations were made in support of the following funds:

SCHOLARSHIP FUND – providing Nano Nagle Bursaries and various Scholarships that assist the College in providing an Iona education to students who might otherwise not be able to receive one.

BUILDING FUND – in support of the renovation and refurbishment of the Junior and Senior School campuses.

LIBRARY FUND – to provide reading and creative resources for the College's Solais, a 21st century library, ensuring our students can successfully meld the traditional Iona education with a changing world.

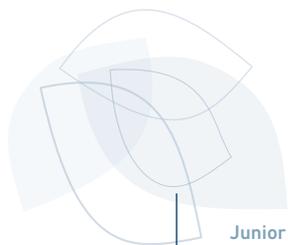


- SCHOLARSHIP FUND
- BUILDING FUND
- LIBRARY FUND





IONA
PRESENTATION COLLEGE



**A Catholic School, Pre K-12.
Girls and Boys Pre K-6 | All Girls 7-12.
Established in 1907 by the Congregation of Presentation Sisters (W.A.) Inc.**

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