

I O N A P R E S E N T A T I O N C O L L E G E  
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**IONA**  
PRESENTATION COLLEGE



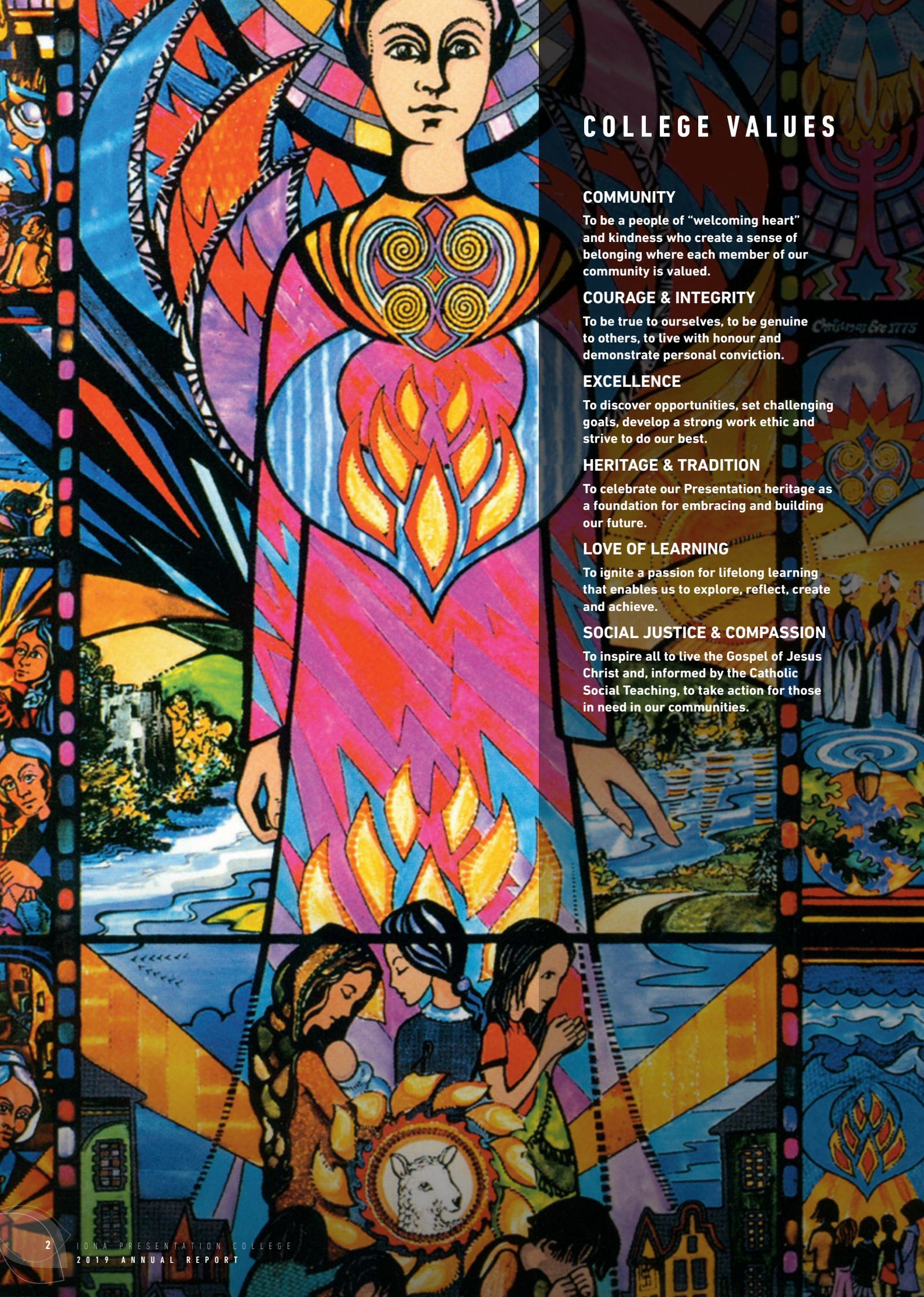
**IONA**  
PRESENTATION COLLEGE

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



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## 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.

# PRINCIPAL'S INTRODUCTION

**In 2019, the Iona Presentation College community sought inspiration from a focus on the College value of *Courage and Integrity*. As such, our community of students and staff focused their daily pursuits and ensured that they remained true to themselves and were genuine to others.**

In an exciting year of physical transformation, the Junior School and Senior School campuses both underwent significant changes. The dynamic new Naturescape at the Junior School was unveiled early in the year, and with it brought an exciting space for learning to take place. In addition to this, the New Learning Centre on the Senior School campus, known as Stage 5/6, was well underway. A build of this size and significance brought with it some 'traffic' challenges, however the daily movements of a campus of more than 900 students and staff was managed impeccably, and once again our great community displayed an overwhelming sense of adaptability, integrity and perseverance.

Any disruptions were overshadowed by the outstanding results of the Class of 2019, with once again our students achieving 100% WACE graduation.

Rounding out this result, three General Exhibitions were also awarded to students; Alexandra Pritchard, Ellen Engelke and Phillipa Newman. With a median ATAR of 87.25 and being awarded the top CEWA school for Religion and Life, Drama, Geography, Indonesian, Media and Psychology; the College couldn't be prouder of the achievements of the Class of 2019.

The Co-curricular program moved forward in leaps and bounds in 2019 with wide and notable achievements in the IGSSA competition. 1st place at the IGSSA Swimming Carnival in March, was undoubtedly the highlight of the year.

2020 brings with it a sense of excitement and hope as we enter a new decade. The College community is ready and equipped to continue providing the platform for 21st century learning to occur, where *together*, our community of Presentation people can truly light the lantern for each and every student of Iona.

## ABOUT THIS REPORT

The following information is a Federal Government requirement and pertains to the 2019 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*, the College *Annual Spirit*, and other regular communications.



**Anne Pitos**

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



# 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 who came to Mosman Park had originally come from Kildare in Ireland to Hay in New South Wales. In 1900, five Sisters, Rev. MM Angela Treacey, Rev. MM Paul O'Halloran, MM Columba Moynihan, MM John Jones and MM Joseph O'Dowling, volunteered to answer a call to come to Western Australia. They arrived in Southern Cross in 1900, Collie in 1902, Cottesloe in 1902 and Mosman Park in 1907.

Bishop Gibney, who was 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 off Scotland. He said he hoped that this too would become a centre of learning and a centre from which the Gospel would be spread.

Furthermore, one of the four founding sisters was MM Columba and so it was decided that an appropriate name for the College would be 'Iona'. It was founded on 11 September 1907.

## ENROLMENT POLICY

Iona Presentation College is a Pre-Kindergarten – 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 adolescent development.

The College applies the policies laid down by Catholic Education Western Australia regarding students with disabilities, the gifted and talented, and Indigenous Australians.

## 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 to the College community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- 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;
- 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 6	93%
Pre-Primary	92%	Year 7	95%
Year 1	96%	Year 8	93%
Year 2	93%	Year 9	93%
Year 3	96%	Year 10	92%
Year 4	95%	Year 11	95%
Year 5	93%	Year 12	94%

### STUDENT ATTENDANCE RATES FOR YEARS 1 – 10

All students	92.95%
Indigenous students	82.84%
Non-Indigenous students	93.12%

## TEACHER STANDARDS AND QUALIFICATIONS

The College employs 105 teaching staff. All teachers hold Bachelor's degrees and some hold the following degrees as well:

- 115 Bachelor's Degrees
- 26 Diplomas
- 39 Graduate Diplomas
- 27 Masters

## SUPPORT STAFF STANDARDS AND QUALIFICATIONS

- The College employs 75 support staff
- 23 Bachelor's Degrees
- 7 Diplomas
- 7 Graduate Diplomas
- 4 Masters
- 2 Doctorates

## WORKFORCE COMPOSITION

	Teaching	Boarding	Support Staff
Female	72.8	4.35	35.2
Male	20.4	0	11.8
Total	93.2	4.35	47.0

\*Based on FTE. No staff identify as Indigenous.

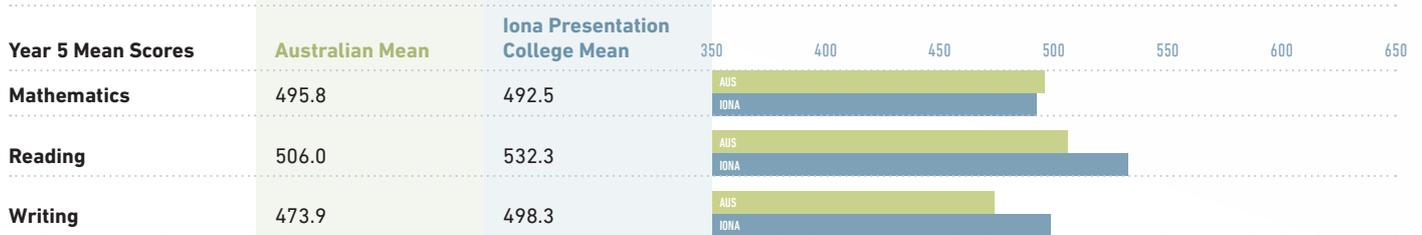
	Teaching Staff	Non-Teaching Staff
	105	75
Full-time equivalent	93.2	51.36

# STUDENT OUTCOMES 2019 NAPLAN RESULTS

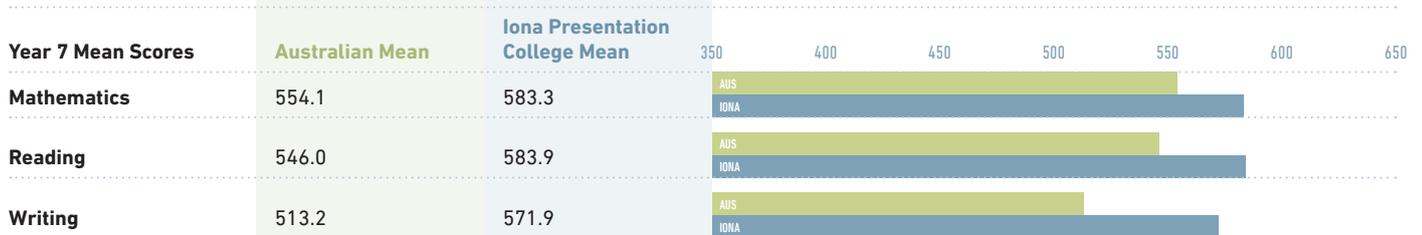
## → YEAR 3 RESULTS



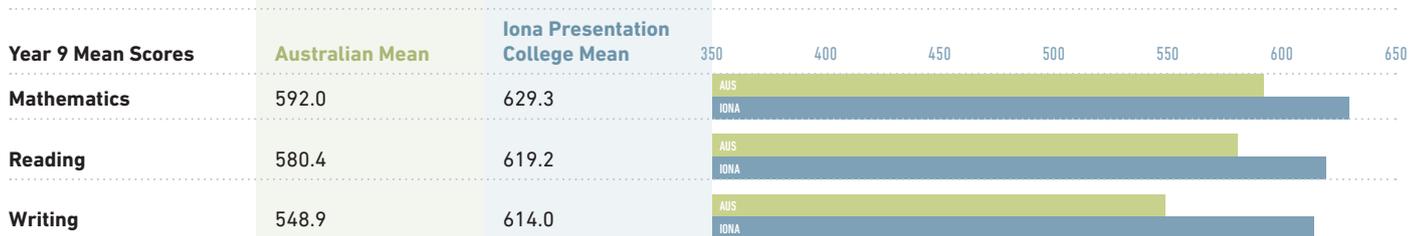
## → YEAR 5 RESULTS



## → YEAR 7 RESULTS



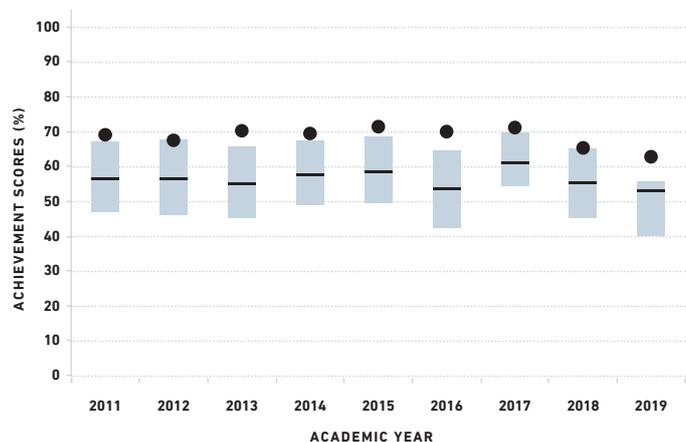
## → YEAR 9 RESULTS



# BISHOP'S RELIGIOUS LITERACY ASSESSMENT

## SUMMARY OF SCHOOL MEAN OVER TIME

		School Mean	State Mean
→ Year 3	2019	56.2%	54.0%
→ Year 5	2019	54.4%	53.4%
→ Year 9	2019	62.7%	52.9%
→	2018	65.6%	55.6%
→	2017	71.1%	61.2%



Middle 50% of all WA student achievement scores  
 Iona mean – 62.7%  
 All schools' total mean score – 52.9%

# YEAR 12 COHORT

- ➔ 149 students
- ➔ 108 ATAR students (73% of cohort)
- ➔ 41 Access Learning students (27% of cohort)
- ➔ 100% WACE Graduation – includes both pathways – one of 18 schools
- ➔ 15 Certificates of Distinction
- ➔ 48 Certificates of Merit – includes both ATAR and Access Learning students

## ATAR PATHWAY

- ➔ Median ATAR for the Class of 2019 was 87.25 (ranked 16th)
- ➔ College Dux, Phillipa Newman achieved 99.90
- ➔ 2 General Exhibitions (Phillipa Newman and Alexandra Prichard)
- ➔ 1 General Exhibition {ATSI} (Ellen Engelke)
- ➔ Students achieved a Certificate of Excellence in Literature, Religious and Life, Human Biology
- ➔ 12% of students achieved an ATAR of 96 or better
- ➔ 40% of students achieved an ATAR of above 90
- ➔ 60% of students achieved an ATAR score of 85 or higher

## ACCESS PATHWAY

- ➔ 41 students completed a VET Certificate
- ➔ 29 Certificate IV in Business
- ➔ 9 Certificate IV in Education Support
- ➔ 1 Certificate IV in Community Services
- ➔ 1 Certificate III in Education Support
- ➔ 1 Certificate II in Customer Engagement
- ➔ 22 students completed a Certificate III and Certificate IV
- ➔ Claudia Barbera received a SCSA VET certificate of Excellence
- ➔ Holly Simpson received the Australian Super VET award for Excellence in VET

➔ **Congratulations to 2019 College Dux, Phillipa Newman, on her achievement of an outstanding ATAR of 99.90 and a score of 100% in her English Literature examination**

## SUBJECT PERFORMANCE

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

### SCSA TOP PERFORMING SCHOOLS

Chemistry	Modern History
English	Politics and Law
Geography	Psychology
Literature	Religion and Life
Media Production and Analysis	

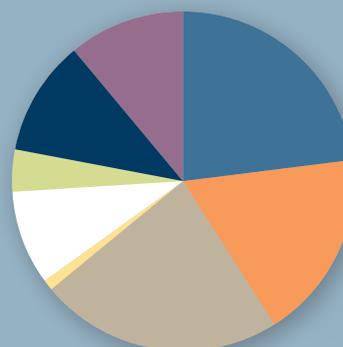
### TOP PERFORMING CATHOLIC SCHOOL

Religion and Life	Indonesian
Drama	Media
Geography	Psychology

## 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 that provides them with alternative entry options to university, TAFE courses and employment opportunities.

## POST-SCHOOL INFORMATION



- CURTIN 23%
- UWA 18%
- NOTRE DAME 23%
- ECU/WAAPA 1%
- MURDOCH 9%
- INTERSTATE/OVERSEAS 4%
- DEFERRED/GAP YEAR 11%
- OTHER 11%

## FIELD OF EDUCATION

Number of students enrolled in university faculty courses:

- COMMERCE 15
- CREATIVE ARTS 7
- CRIMINOLOGY 4
- EDUCATION 2
- ENGINEERING 2
- GENERAL MEDICINE 2
- HEALTH 19
- HUMANITIES 22
- LAW 2
- SCIENCE 17
- UNIVERSITY PREPARATION COURSES 13



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# JUNIOR SCHOOL

At Iona, we take a holistic approach to teaching and learning, and we build our programs around the individual developmental needs of each student. We look after the overall wellbeing of every student, nurturing them to develop into well-adjusted and grounded young people.

In the early years (Pre-Kindy – Year 2) our philosophy, based on the Reggio Emilia approach, focuses on play-based and student-centred learning, where children are encouraged to make meaning through hands-on experiences in very socially centred environments. We have developed a pedagogy that views the child as a strong, capable and resilient learner who abounds with wonder and knowledge. We follow the belief that nothing is done without joy and, as educators, we encourage and value learning through play and inquiry. We believe in developing young children's unique gifts through a child focused curriculum that acknowledges the whole child, and we offer a range of independent and collaborative learning opportunities that encourage young children to develop agency and autonomy. We support students to construct meaning and understanding from their own discoveries and share these with their classmates through rich conversation and reflection.

Our Junior School is committed to academic excellence, characterised by a love of learning, discovery, creativity and engagement. We believe that students need to learn skills and concepts as part of the curriculum, understand the purpose of this learning and then be able to apply this in a real-world or 'life-like' environment. This approach is proven to engage students in deeper learning activities.

With this commitment in mind, in 2019, students were offered numerous opportunities to express their gifts through specialist classes in Music, Visual Arts, Physical Education, Robotics, STEM and Indonesian. In 2019 we continued our **Art Extension Program** for our gifted artistic students and our **Music Instrumental Program** now consists of over 90 students playing a musical instrument and being involved in several ensembles, orchestras, choirs and our new 'Bangers and Smash' percussion group.

In addition to our regular curriculum we also have our **Enrichment Programs** designed to extend students and build their critical and creative thinking, problem-solving abilities, as well as collaboration and communication skills. In 2019 we offered **Mathematics and Writing Enrichment** as well as **Years 3 and 4 Challenge Programs**. In addition to this, many Year 5 and 6 students were invited to participate in a range of external competitions such as **Future Problem Solving, Speakers' Challenge, Opti-MINDS and Cluedunnit (Law Society)** where we finished second in the state and were invited to the Children's Law Courts to receive our award.

Our co-curricular offerings in 2019 continued to blossom and evolve and we saw new programs such as **Drama** (with the famous actor Myles Pollard), **Golf Club, Minecraft Club and Cultural Club** to name a few. We also continued to offer opportunities such as **Rock Bands and Choirs**, speciality Art, Dance and Robotics in our **Innovation Space**. **Homework Club** also provided a great opportunity for students to complete homework at school with support from teachers. There are a variety of options designed to provide every child with the chance to explore their unique talents and gifts.

In 2019, the Junior School continued to offer **Before and After School Care** through Camp Australia, further providing much needed flexibility for our busy families.

We have a wonderful culture across our campuses underpinned by our College Mission and Values. As a community of learners, we are committed to working together to guide and support each student to reach the highest levels of development of the mind, heart and spirit. This is achieved by building a safe, inclusive and secure learning environment in which all children can develop their sense of belonging and wellbeing.

Throughout 2019 the Junior School went through an exciting physical transformation with an award-winning nature playground being constructed. The learning opportunities has transformed the day-to-day teaching at Iona and allowed teachers and students to connect what is happening inside the classroom to the outdoor environment. The new playgrounds have sparked joy, imagination, resilience building and allowed students a new journey of risk versus reward, both independently and collaboratively. These new areas contain slides, stepping blocks, tunnels, platforms, water elements and climbing structures spanning a vast area, as well as including our Early Learning play space. We all know that when young children are outside playing, running, climbing and exploring they are developing social, emotional, physical and intellectual skills that will underpin their learning for years to come.

# ENGLISH

In the English Learning Area, we aim to give students a wide and varied exposure to the kinds of texts and modes of communication that already are, and will continue to be, influences in their lives.

In their novel, film and documentary study, students from Years 7 – 10 explored important issues that have implications for their world today, including exploring the experiences of those who are marginalised due to issues of gender, race or class. Senior School students examined texts that 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.

Using Shakespeare as the source of inspiration, the students were exposed to a range of experiences, one of which took the form of Year 9 students watching a performance of *Words, Words, Words* by the Bell Shakespeare Company. In the classroom, studying Shakespeare gave students opportunities to explore the notion of integrity: considering the impact of long-lasting feuds in *Romeo and Juliet*; the demands of responsible citizenship in *Macbeth*, and the expectations of respectful relationships in *A Midsummer Night's Dream*. Year 8 students enjoyed the experience of attending *A Midsummer Night's Dream* performed by Year 11 Drama students; and Year 10 Advanced classes staged their own mock trials based on their understanding of *Macbeth*.

Throughout the year, students were given able to create their own texts for outside competitions: they submitted work for The **Tim Winton Award**; the **Katharine Susannah Prichard Poetry Competition**; the **Katharine Susannah Prichard Non-Fiction Competition**; and the **Donate Life Micro-Fiction Contest**.

In the latter competition two of our students were shortlisted Finalists, with one of them achieving third place in her age category.

Year 8 students were also able to develop their speaking skills through their participation in the Oracy program, designed and assessed by **Oracy Australia**. Additionally, a number of our students represented the College in formal public speaking competitions: we had entrants in the **Rostrum Voice of Youth**; one of our students won the Senior Section of the **Royal Commonwealth Society Speech and Leadership Contest**; and another won the **Regional Finals of the Lions Youth of the Year Contest**.

Several debating teams participated in the **WADL Schools Debating Competition**, with a team at each level – Novice, Junior and Senior – qualifying for the Finals rounds. Our Senior team was successful in winning the **State Senior Champions trophy**.



## LANGUAGES



### HUMANITIES AND SOCIAL SCIENCES

Humanities and Social Science (HaSS) is the study of human behaviour and our interaction across social, cultural, environmental, economic and political contexts. Humanities and Social Science has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future. At Iona Presentation College we endeavour to open our students' minds to a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world.

In 2019, students were exposed to this via the curriculum and through excursions and incursions. Students undertook excursions conducted by the **Nearer to Nature Eco Centre** in which they focused on the importance of water and the impact of pollution. Students enjoyed a day at the **Perth Mint** to understand the importance of gold bullion and were informed on the litigation processes with a visit to the **Law Courts of Western Australia**. Students were exposed to the impact of introduced pests when *Nearer to Nature* visited the school and did a presentation on Endangered Species. Indigenous tours, visits to the Holocaust Museum, Geography field trips to the Swan Valley, Alcoa and bush fire zones all contributed to our students' understandings within the domain of the Humanities.

In the Senior School, Humanities competitions are a resource used to extend and explore students' passions. Many competitions were offered to the students such as the; **Australian Geography Competition, BEWA Plan Your Enterprise Competition, Education Perfect World Championships, Politics and Law – Mock Trials, Premier's Anzac Competition, the School Anzac Commemoration Competition, Simpson Prize, Tax, Super and You** and the **Royal Show Marketing Campaign**.

In a bid to further raise the profile of HaSS, the Learning Area hosted two internal competitions in 2019. These included the *Humanities, My World & Me Competition* and the *Importance of Humanities in our Modern World*.

Throughout the year students are given many opportunities to engage in experiences that enhance their language learning in **French, Italian or Indonesian**. 2019 was an eventful and culture filled school year with incursions, competitions and an array of whole school activities at the both campuses.

All Year 9 French, Italian and Indonesian students participated in the **Australian Language Certificates**. Most notable were the six High Distinctions in Italian, six High Distinctions in French and five High Distinctions in Indonesian. The Years 10, 11 and 12 French students participated in the **Alliance Française competition**, receiving four High Distinctions and 14 Distinctions. All Years 10, 11 and 12 Italian students were able to sit the **WAATI examination**, receiving one High Distinction and nine Distinctions. The Years 10 and 11 Indonesian students were also given the opportunity to sit for the **Australian Language Certificate II**, receiving four High Distinctions and three Distinctions.

Students from Pre-Primary to Year 6 continued their partnership with **SD4 Banyuasri School in Singaraja, Bali** through the **Adopt a School** program. There were successful individual students and whole school initiatives to raise funds to assist our Bali sister school to reach their educational targets.

In the senior years, French students participated in an excursion to the Choux Cafe in Swanbourne, where they were able to put their French speaking skills into practice. Year 8 Italian students were visited by Italian Chef, Valentina, who taught them some basic rules in making Italian sweets. Participating in events such as the Italian and French film festivals are always much anticipated each year. UWA annually hosts '**The why we learn languages forum**' a fantastic opportunity for Years 10 and 11 students who listened to information given by university students and their experiences with the use of languages. The Years 8 – 11 Indonesian students participated in the **Festival Kreasi Indonesia 2019** at Elizabeth Quay.

The Junior School Indonesian assembly coincided with **Harmony Day** celebrations this year.

An important event held each year on 28 March, students dressed in their cultural outfits or in the colour orange, the colour of Harmony Day. **Languages Week 2019** at the Senior School began with a staff morning tea; a multicultural feast followed by a challenging quiz. The Years 10 – 12 French and Italian students sat for the annual **Alliance Francaise examinations** and the **WAATI (Italian)** examination.





## MATHEMATICS

Iona Presentation College encourages its students to excel in Mathematics in the classroom, as well as to participate in various competitions held at both the state and national levels.

As such, the following excellent results were achieved by our students in the 2019 **Australian Mathematics Competition**: one Certificate of High Distinction, 18 Certificates of Distinction and 83 Certificates of Credit. Students also performed very well in the **Mathematics Challenge for Young Australians**, aimed at the top 15% of students. We also had students entered in the **Have Sum Fun** competition, the **Have Sum Fun Face to Face Competition**, and the **Mathematics Talent Quest**. Iona achieved a High Distinction in the Year 8 individual category for the Mathematics Talent Quest.

Our Year 12 students performed very well in the 2019 WACE examinations. In Mathematics Applications, Mathematics Methods and Mathematics Specialist, the students averaged 5.5%, 6.6% and 8.8% respectively above the state mean.

In 2019, the current and prospective Mathematics Specialist students enjoyed an excursion to **iFly**, where they had first-hand experience with what that had been studying. After a one-hour lecture, the students calculated their own terminal velocity in a free fall, and then put these calculations to the test as they entered the wind tunnel. This was an excellent opportunity to apply what they had been learning in class to the real world.

## SCIENCE

Students studying Science had outstanding achievements and experiences in 2019 whilst being exposed to a range of theoretical and practical experiences in the various science fields.

A **NASA Space Training** experience for 14 Iona girls was made possible through the Government's funding of the Inspiring Australia Grants. Students from Years 10 and 11, travelled to Huntsville, Alabama where they spent six days at the live-in space camp before visiting other amazing sites in the United States of America. Students learnt about space and flight history, experienced simulators, completed simulated space missions and learnt what it really means to be an astronaut from all angles of the Science Curriculum. After space camp, students toured the Kennedy Space Centre, where they dined with an astronaut. During their time away, they also visited the US Capitol Building, Smithsonian Museums and Universal Studios – whilst also completing specific educational activities such as the iFly Physics experience and an everglades experience.

Iona students from Years 7 – 10 took part in the **Big Science Competition**, a national quiz on the key concepts of science. Our students achieved two High Distinctions and ten Distinctions.

The Years 11 and 12 ATAR Chemistry classes participated in the **Australian National Chemistry Quiz** with four Distinctions and one High Distinction across both years. A distinction places the students in the top 25% in Australia and a High Distinction the top 10%.

Eight Year 10 students were invited to the **UWA Science Café** event during **National Science Week**. This unique opportunity allows students to engage with STEM professionals and be inspired to follow a STEM or Science pathway in the future. The presenters ranged from a variety of different fields and industries.

In the 2019 WACE results, Iona students were placed in the list of **Top Performing Schools** for the subject areas of Chemistry and Psychology, earning recognition for the College.



## TECHNOLOGIES AND APPLIED SCIENCES

The Technology and Applied Studies (TAS) Learning Area is a diverse department offering studies across a variety of subject areas: Food Studies, Materials Textiles and Wood and Children, Family & Community. It is a hands-on department where students are led by a team of inspiring teachers, aided by outstanding technology, to produce excellent results in an interactive classroom environment.

Immersion opportunities are a priority for the Learning Area, where links with industry and the community are developed to ensure students are provided with real world opportunities. **The Great Southern Food Tour** enables Years 11 and 12 Foods students to engage first-hand with a number of innovative and exciting produce-driven small businesses that Western Australian farming has to offer. Excursions to primary schools, nursing homes, local food and produce markets and incursions with specialists all contribute to making this learning area vibrant, stimulating and put students in good stead for future employment and further studies. The annual **Creative Arts Showcase**, Create, is an outstanding display of student talent which demonstrates the works of students as a collaboration with the Technology and Applied Science and Art and Design Learning Areas. Textiles students across all years lit up the runway for the Fashion Show, whilst students studying the Foods courses, ably designed and ran food truck stalls catering for the event.

A diverse range of co-curricular opportunities are offered to students through TAS. In 2019, students were able to develop skills in customer service, food and beverage preparation in a pop-up café, in partnership with **Karvan Coffee**, at the WA Dairy Pavilion at the **Perth Royal Show**. The **APEX Teenage Fashion** competition continues to encourage creativity, diversity and extension for Textiles students, as does the **Uthando Doll Project** supporting disadvantaged children in Africa. Closer to home **Community Cook Ups** produce baked goods for **St Patrick's Care Centre** in Fremantle.

# PRODUCTION ARTS

In 2019, students within Production Arts continued to develop their skills and passion towards their subjects and achieved strong academic results.

Production Arts students at Iona also received public acknowledgement for their talents by achieving the following results in external competitions: First Place **City of Melville Youth Awards**, Highly Commended **City of Melville Youth Awards**, Third Place **Angelico Art Awards**, Highly Commended **Atwell Youth Art Awards**, Curator's Choice Award **Atwell Youth Art Awards**, Third Place **Mindscape Art Exhibition**. Added to this was the selection of one of our Year 12 Visual Arts students for the prestigious **Year 12 Perspectives Exhibition**.

ATAR Visual Arts students continued their academic success and produced a body of work that reflected strong technical and conceptual proficiency. Many students examined themes that they had a strong connection to, such as identity, personal relationships, family and introspection. Through their high results and success in competitions and exhibitions, our girls have continued to be impressive in all facets of their Visual Art studies.

The ATAR Media Production and Analysis students have continued to maintain an exceptionally high standard in their work. After many hours of hard work planning, filming and editing, all 19 short films premiered at a private screening at the Backlot Theatre in West Perth. Two students were selected for **Media Perspectives**. The ATAR results were outstanding and Media Production and Analysis was, once again, named a **SCSA Top Performing School in the State**.

The Year 8 Photography course has continued to be a popular choice amongst the cohort with students learning how to photograph their surroundings. With the focus of the program being the 'Natural World', students spent time investigating the school grounds and the Mosman Park area at a macro level. Their images were then edited using Adobe Photoshop and uploaded to their online portfolios.

As a celebration of the achievements of students from K – 12, the 2019 *Create Showcase* opened on Friday 15 November. In collaboration with the Junior School, Robotics and Applied Sciences, this year's showcase was held for the first time at MosArts Camelot. The colourful and creative Year 7 bird sculptures, imaginative Year 8 illustrated cartoon characters, realistically painted Year 9 self-portrait paintings and experimental Year 10 surrealist portraits, effectively demonstrated the talents and skills of both teachers and students alike.

Various co-curricular courses were also offered this year including Design in which students created textures and patterns for printed badges, Ceramic Jewellery Workshops involving students creating earrings and necklaces that were built then glazed, **Digital Fashion Illustration Workshops** where students used the Procreate software which involves drawing using the Apple Pencil and iPad and a **Mural Project** involving students working in a style inspired by meeting with Indigenous artist, Yondee Shane Hansen.



# PERFORMING ARTS

## DRAMA AND DANCE

The Performing Arts program at Iona fosters excellence and provides a range of opportunities to students through a diverse and rigorous curriculum. In 2019, strong ATAR results were achieved by the Year 12 cohort. Students achieved well above the moderated state level in both the practical and written components of both the Dance and Drama courses.

*Legally Blonde*, *The Musical* stunned audiences with a display of exceptional professionalism, talent and energy, with over 120 students involved. This event continues Iona's long-standing tradition of the annual College Production and strengthens Iona's public profile within the wider community as a school renowned for high-quality musical productions.

The annual Years 7 – 9 Production is a fantastic opportunity for students in the younger years to develop performance skills. *An Alien Stole My Skateboard* enabled more than 50 students to participate. These productions help to foster a sense of belonging and enable friendships to flourish amongst the students.

Students at the Junior School have participated in both **Drama and Dance clubs**. Additionally, the Junior School dancers took part in the **Catholic Schools' Performing Arts Festival**. These opportunities allow students to nurture their passion whilst extending their skill base, understanding and knowledge of the Performing Arts.

The **Performing Arts Showcase** celebrates the work produced throughout the year by Performing Arts students and staff. The night showcased excerpts from the College Production, the Years 7-9 Production, IGSSA Festival Dance, Interhouse Dance and solo performances by Year 12 WACE students.



## MUSIC

In 2019 the Music Department was again a hive of cultural activity at Iona. The class Music students as well as the instrumental and co-curricular participants, continue to excel in each of their chosen areas.

The Instrumental and Co-curricular Programs in both the Junior School and Senior School continued their growth, with 32 ensemble rehearsals and 279 individual instrumental or vocal lessons each week, given by 25 different tutors. There were over 40 performances throughout the year across both campuses.

Around 90 individual and group performances from Year 2 to Year 12 were entered into the **Catholic Schools' Performing Arts Festival**. Some of our students achieved great success, with an Ionian again receiving the **Catenian Association of Western Australia Scholarship** for the Best and Brightest Woodwind or Brass student in Year 11 or Year 12. For the first time, the **Oblate of Mary Immaculate Award** was presented to one of our Year 12 students. In addition, we received ten Outstanding, nine Excellence and 11 Merit Awards for group and individual performances.

Some of our top performers also took part in the **West Australian Youth Orchestra**, **Australian Girls' Choir** and the **West Australian Youth Percussion Group** programs. Most of them will continue in these and other programs in 2020, taking with them a lifelong love of music. In 2020, three of our students have gone on to study music at a tertiary level.



# EDUCATION IN FAITH

## RELIGIOUS EDUCATION

Iona Presentation College strives to emulate the work of our foundress, Venerable Nano Nagle, and to live out the Presentation charism in all aspects of school life. Forming our students in Religious knowledge remains a key priority for our community.

Reflecting the same systematic demands of all other Learning Areas, students attending Iona participate in a Religious Education program. Students undertake Religious Education throughout the whole College at an age appropriate level.

For the fourth consecutive year, Iona was recognised by SCSA as the top performing Catholic school in the Year 12 Religion and Life ATAR course.

Additionally, Iona students excelled in the **2019 Bishop's Religious Literacy Assessment**, which is completed by all students attending Catholic schools in Years 3, 5 and 9. In Year 9, Iona achieved a school mean of 62.7% whilst the state mean was 52.9%.

The above academic results are attributable to a targeted focus of skills development in our Religious Education programs from Years 7 – 12. This focus 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 which are transferable to all learning areas and into tertiary study.

Junior School students enjoy their Religious Education lessons, continually posing interesting questions as 21st century learners. During their Religious Education lessons in Years 3, 4 and 6, students are prepared for the Sacraments of Reconciliation, Eucharist and Confirmation. They then go on to receive their Sacraments as a united cohort in our local Parish.

Beyond the classroom in 2019, one senior student participated in the **Speak for Faith Public Speaking competition**, where she was required to prepare a five-minute speech on a component of the syllabus. The participant was also asked to respond to an impromptu question by offering advice regarding one of the Plenary Council's themes for 2020.

We emphasise to all students at the College, no matter their age, that their active and positive participation in Religious Education will assist them to grow into the 'Presentation people' that Nano and God intended; whilst also having the opportunity to explore philosophy and ethics in a Catholic context.

## SERVICE LEARNING

Service Learning at Iona in 2019 was outstanding and the students continue to go from strength to strength in this aspect of Catholic school life. We are very proud of how our young Presentation people are active in living out Gospel values and work tirelessly to assist community members in need.

Our Iona Care Christian Service Learning Program entitled *One Step Beyond* encompasses students volunteering an exceptional amount of time within the Iona community and beyond the school walls. The positive feedback received from our 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 Campuses have worked very closely to ensure synergies between Mission drives and have employed a creative and innovative range of fundraisers, as well as advocacy initiatives, to assist in the College's donations of financial support, time and service to a range of organisations in need – locally, nationally and internationally.

We have continued to serve and nurture our relationships with a large range of Archdiocesan agencies, including, but not limited to, **St Patrick's Community Support Centre, Rocky Bay, The Shopfront, Catholic Mission, Caritas, Disabled Surfers and LifeLink.**

Additionally, our staff participated in the inaugural Service Learning professional development day where they volunteered their time in a range of agencies around Perth.

As Nano Nagle once said, "If I could be of service in saving souls in any part of the globe, I would willingly do all in my power." It is so fabulous to see our students embrace Nano's words so wholeheartedly.





## HALLS CREEK IMMERSION

In August 2019, six Year 10 students accompanied by two staff, ventured to Western Australia's far north Kimberley region for the annual Halls Creek Immersion. The stunning natural landscapes, the heartfelt encounters with local schoolchildren and participation in local Indigenous culture ensured that the Immersion week was a unique and rewarding experience.

Students and staff were extremely fortunate to witness 'school life' in the Kimberley in three different Catholic schools attended by many Indigenous students: St Joseph's School, Kununurra; Ngalangangpum School, Warmun and Warlawurru Catholic School in Halls Creek. Helping in the classroom, coordinating sporting activities, participating in art and craft and travelling on the local school bus for the 'morning school pick-up' gave the students a great opportunity to build special bonds with the local 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 throughout their time on Immersion. Students were also keen to share their Catholic beliefs with the local people and enjoyed making the connection between faith, life and culture.

In addition to the school experiences, the students took part in a myriad of experiences including visiting significant geographical locations around Kununurra, spoke with a local police officer in Halls Creek about the challenges of living in a remote Indigenous community and engaged in daily reflection and discussion about their once in a lifetime experience.

# EDUCATION IN FAITH



## VIETNAM IMMERSION

The College offers a biannual overseas Immersion centred on the core value of service and that embodies the Presentation values of justice, hospitality, compassion and simplicity.

In late November/December 2019, 14 Years 10 and 11 students and two staff travelled to Vietnam to participate in the College's inaugural Vietnam Immersion. The ten-day Immersion was centred around a five-day community service project in the Mai Chau region of Vietnam for a local woman – Mrs Hinh – who is widowed, a rice farmer who farms two crops a year and who still has one dependent child to financially support (a Year 9 student). As well as participating in a six-month pre-departure education program at the College, the students fundraised an amount of \$3000 which permitted them to build a new kitchen and a toilet block for Mrs Hinh. Students were very much pushed outside their comfort zone as they slept in a local homestay, mixed cement, laid bricks and dug holes alongside local builders to achieve the project outcome. Students demonstrated grit, resilience, a Presentation 'can-do' attitude, trust and teamwork; all critical skills for life beyond school and as ambassadors of Iona Presentation College. 'Handing over' the project to the local authorities on the last day and seeing Mrs Hinh's reaction was a moment that the students and staff will always treasure, knowing that they truly made a difference, as Ionians are renowned for doing.

In addition to the project, students visited Hanoi and Ha Long Bay and witnessed relevant social justice and sustainability issues in Vietnam, which encouraged them to reflect on their blessed Western Australian lifestyle and their personal contribution to the Sustainable Development Goals. The students visit to the Blue Dragon Foundation opened their eyes to the reality of human trafficking and modern slavery, a justice issue that the Presentation Sisters are actively involved in and which we focus on in curriculum and service groups at Iona.

The 'tech-free' adventure encouraged the students to 'unplug' from their devices, reflect, discuss and actively engage with all aspects of the Immersion. Without a doubt, the students will remember this amazing Immersion for years to come. They will remember the reflective conversations, the smiles of the people they helped, the prayers written and prayed together in solidarity and the food, sight, smells and life of Vietnam in 2019.

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

Within the curriculum, lessons are differentiated to cater for the range of abilities within the classroom. Core subjects 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. Where curriculum adjustment is significant, a Curriculum Adjustment Plan (CAP) is created for the student's specific needs. A diagnosed gifted child could be placed on an Individual Education Plan (IEP) offering an individualised program across all subjects. In Mathematics, there is opportunity for accelerated students to complete **Cambridge Mathematics IGCSE 0606 Course** in Year 10.

Differentiation within the classroom is enhanced by both 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 UN State Youth Conference, and events such as **Creative Edge Challenge**. Collaborative learning opportunities with like-minded peers were also offered to our students through their participation in the **Junior and Senior Academy Conferences**, **Ethics Olympiad** (2nd and 3rd place), **Luminosity** and the **Philosothon**. Team competitions included **da Vinci Decathlon**, **OzCLO** (gold and silver medal certificates) and **Opti-MINDS** (State Finalists and State Honours).

The **World Scholar's Cup** once more proved a successful program for the development of independent learners. Teams participated from Years 7 – 10, with six teams travelling to Beijing for the Global Round competition after being successful at the regional level. Two Iona Presentation College teams were invited

to compete at the Tournament of Champions held at Yale University. This program requires intense application to study. The cultural knowledge gained from international competition is a legacy which students take with them.

In the Junior School, our Gifted and Talented students from Years 3 and 4 are selected to participate in the **Challenge Program** which is designed to promote critical and creative thinking skills across the curriculum. In Years 5 and 6, students participate in extension activities through such programs as the **da Vinci Decathlon**, **Cluedunnit**, **Speakers' Challenge**, **Future Problem Solving**, **Talented Young Writers** and **Opti-MINDS**. **Extension in Mathematics** is also offered to those students who excel in this subject.

The Gifted and Talented Program at Iona is always evolving. We strive to maintain excellence in the support we offer for the highly able, gifted or talented students in our care. We always seek new opportunities intended to promote an enthusiasm for learning and academic excellence.





## LEARNING ENHANCEMENT

## ACCESS LEARNING

At the Junior School, specialist literacy support is provided to students individually and in small groups. Through differentiated teaching and learning, classroom teachers also play an important role in providing literacy and numeracy support to students who have individual learning needs.

At the Senior School, the Learning Enhancement team works closely with teaching staff, the College psychologists, students and parents. The team assists with the identification of students at academic risk, provides support to identified students and ensures that essential information is shared with teachers and parents.

Students in Years 7 and 8 have the option of joining the Learning Enhancement class if they need additional support, particularly in the development of their literacy and numeracy skills. These are small group classes which focus on remediation and consolidation of essential literacy skills. In Years 9 and 10, students may be placed in the small group English General classes. A student's confidence can be boosted through having targeted support, continuous feedback, explicit instruction and formative assessments, allowing them to flourish and gain more confidence in their abilities.

Inclusive practices across the College ensure that all students are provided with the learning support that they need and the best opportunities to develop their unique abilities.

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

There were 84 students who participated in the **Access Learning Program** in 2019. Forty one Year 12 students completed a **Certificate IV** and all achieved their WACE graduation. In Year 11, 55 students completed INSTEP work experience placements across the metropolitan area; with two students 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 undertaking bridging courses.

Highlights:

- 39 Year 12 Access Learning students completed a **Certificate IV**, of which, 17 students completed an additional certificate.
- 29 Year 12 Access Learning students achieved a **Certificate IV** in Business Studies.
- Nine Year 12 Access Learning students achieved a **Certificate IV** in Education Support.
- Other qualifications were one **Certificate IV** in Community Services; one **Certificate III** in Education Support and one **Certificate II** in Customer Engagement.
- 22 students completed a **Certificate III** and **Certificate IV**.
- Claudia Barbera received a **SCSA VET Certificate of Excellence**.
- Holly Simpson received the **Australian Super VET award for Excellence in VET**.

# SPORT

Iona Presentation College competes in the **Independent Girls' Schools' Sports Association (IGSSA)** competition each year. As a member school, our girls compete in weekly sporting fixtures and participate in inter-school carnivals in Swimming, Cross Country and Athletics. In the Junior School, Iona competes in the **Junior Independent Girls' Schools' Sports Association (JIGSSA)**.

The Junior School was successful in a number of sporting arenas. For the second year in a row, the Years 5/6s won the **AFL Dockers Cup**. Year 3 won their age group pennant at **JIGSSA Cross Country** and Year 6 teams won both **Division 1 Hockey and Netball** at the annual **JIGSSA Winter Games Day**. The Years 5 and 6 teams both ran a very close second at the **JIGSSA Athletics Carnival**.

In 2019, Iona Presentation College IGSSA Sport teams consolidated their strengths and finished the year with some fantastic results. Iona prides itself on employing excellent coaches who help our students' skill level improve significantly throughout the year.

## AFL

Our AFL team consisting of Years 10, 11 and 12 girls, ably coached by Mr Cameron Eardley and assisted by Mr Taylor Pervan, won their **grand final match** in the Fremantle Dockers Cup (White Division).

## ATHLETICS

Our talented athletes were incredibly impressive on the track and in the field with Iona polling **second** place at the annual IGSSA Athletics in 2019 – a mere 6.5 points off first place. Students placed **second** in track and second in field with three year groups, Years 7,9 and 10, winning overall pennants.

## BASKETBALL

In 2019, our Basketball teams placed **fourth** overall with three teams winning pennants, Years 7/8B, Years 7/8D and the Senior A team.

## CRICKET

Two teams made up of Years 7 and 8 students competed every Tuesday in the IGSSA Cricket competition. Both teams were fortunate to play in the finals at the WACA on 9 April 2019, with the A team **winning the grand final** after being undefeated throughout the season.

## CROSS COUNTRY

Head Coach for 2019, Raf Baugh, coached the Cross Country team in his inaugural year – taking the team to **fifth** place overall. Stephanie Berlinger **won** the Year 7 IGSSA Cross Country race this year.

## HOCKEY/TENNIS/VOLLEYBALL

The depth of Volleyball, Tennis and Hockey at Iona is increasing every year with solid and impressive improvement in all grades.

## SOCCER

Soccer was one of our best performing team sports for 2019 with Iona placing second, with only three and a half points off winning champion school. The Senior A team was **undefeated**, with no goals conceded for the season. The other **pennant winning team** was the Years 7/8 A team.

## SWIMMING

Iona **won first place** at the annual IGSSA Swimming Carnival, with the Year 9 and Year 12 cohorts also winning their respective pennants.

## OVERALL IGSSA PLACINGS 2019

- 1st Swimming
- 2nd Athletics
- 2nd Soccer
- 2nd Water Polo
- 3rd Basketball
- 15 Pennants won throughout the year.



# TOURS AND CAMPS

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

Towards the end of Term 3, Year 7 students attended an overnight **Friendship Retreat Camp**. An addition to the College Camp program is the Year 8 camp run by Outdoor Education Group Australia; a three-day camp at **Nanga Bush Camp**. Year 9 students in 2019 participated in a six-day camp at Karridale, also run by Outdoor Education Group Australia.

Students studying Italian, Indonesian and French can travel to **Italy, Indonesia and France** to immerse themselves in the culture and language of the countries they have been studying at school. These tours occur in alternate years. Students who study French and Italian also can participate in a **Student Exchange program** and to also host students from France and Italy.

Years 10 and 11 students are able to visit **Canberra** for the Humanities and Social Sciences Canberra tour. This tour enhances our students' understanding of the history behind the creation of the Commonwealth and their understanding of the Australian political and legal system.

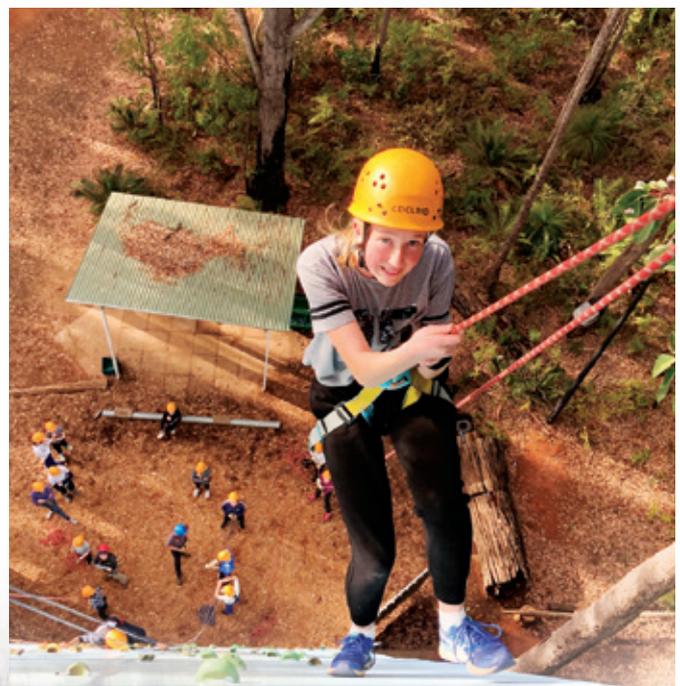
Year 10 students can be selected for the **NEAA Student Conference and Exchange** and Year 12 students participate in the **Alliance Girls School Conference**. Through these experiences students develop their leadership skills and are able to network with students from similar schools.

Under the banner of Service Learning, our Year 10 students can participate in the **Halls Creek Immersion** tour and, similarly, Years 10 and 11 students can participate in the **Vietnam Immersion** tour. These immersion programs are used as a learning opportunity for our students whilst 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.

Students studying specific subjects in Years 10 – 12 also can attend camps, notably **Art, Music, Outdoor Education and Science**. IGSSA athletics, swimming and cross-country participants have camps relevant to their discipline. Students involved in academic competitions, if successful, can compete with students from other countries. Successful students in the **World Scholar's Cup** competed in the Global Round in **Beijing** and at **Yale University**.

Our Year 6 students spent three days at **Forest Edge Camp** Waroona, where they participated in a number of activities all based around personal development and building friendships.

Year 5 students attended the inaugural **'Big Day Out'** at Woodman Point; a one-day retreat aimed at developing and fostering leadership skills.



# LEADERSHIP OPPORTUNITIES



At Iona Presentation College we place a great deal of importance on Student Leadership. In 2019 our student leadership program was further developed as we 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 young women to make a difference.

The basic students' leadership structure at Iona 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 available for our students are:

- 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)

# ANNUAL SCHOOL IMPROVEMENT PLAN

IMPROVEMENT STRATEGIES	SUCCESS MEASURES
Review the Evangelisation Plan.	Form an Evangelisation Plan Working Party.  Collect data on the current formation and development needs of staff working in our College.
Staff are sharing best practices and receiving feedback from their colleagues.	All learning areas will participate in lesson walk-through observations. Teachers receive an Educator Impact Report with feedback from their colleagues.  Lesson observation and feedback provided to Early Career Teachers.
Complete an audit to review student wellbeing program.	Complete an audit of the student camp programs Years 6 – 9.  Members of the Wellbeing team complete Visible Wellbeing Training.
All new College Board members will participate in an induction.	Induction provided by Board Chair and College Principal to highlight roles/responsibilities of Board members.
Develop an Aboriginal Education Improvement Map (AEIM).	Whole College Professional Development facilitated by the Aboriginal Education Consultant from the Teaching and Learning Directorate.
Develop a Vision for Learning with technology.	College Executive Team provide a scaffold for the Vision.  Discern IT classroom practices with Junior School Teachers.  Provide a Parent Information session to explain the Vision and provide strategies for parents to support their child with technology.  All students from 3K – Year 5 have iPads.  Training sessions provided to Junior School Staff and fortnightly Professional Learning Community Meetings.



## PARENT, STUDENT AND TEACHER SATISFACTION

Communication between the College (teachers and administration), parents and students is always on-going. 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. Informal surveys are undertaken by teaching staff, 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 and boarding fees, 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, boarding expenses, 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

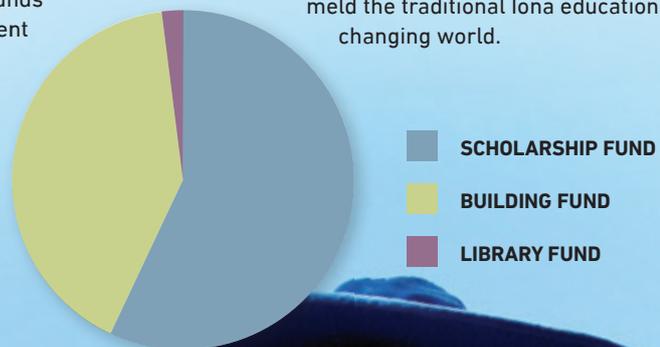
The College gratefully acknowledges the support of our Annual Giving Program by many individuals, families, past students and staff in 2019. The generosity of everyone involved is greatly appreciated, including those donors who wished to make their contributions anonymously.

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.

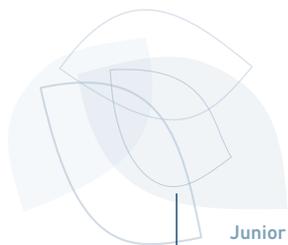
**BUILDING FUND** – in support of the renovation and refurbishment of Nagle Hall into a multipurpose performance and teaching space for future Ionians.

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





**IONA**  
PRESENTATION COLLEGE



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

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