



Immaculate Heart, Leichhardt Annual Plan 2021



Vision

Immaculate Heart Catholic Primary School is a community grounded in the principle of Respect:

Mission

KINGDOM PARTNERSHIP LEARNING

Values

Devotion

Compassion

Courage

Faith

Priorities

Catholic identity

Goal:

- Nurture and develop the Catholic Identity of Immaculate Heart by delivering a sustainable integrated approach to growing our connection to The Immaculate Heart of Mary.

Strategies:

- Create planned and purposeful links to our school beliefs and charism.
- Collaborative development of the School Vision & Mission Statement
- Staff formation around 'The Immaculate Heart of Mary'

Success measures:

- Renewed Vision / Mission Statements
- Visible links to charism in school prayer and liturgy
- Iconography visible and reflective of charism

BCE Priority: Enrolments:

Goal

- Develop an effective enrolment strategy that includes marketing and the development of a sustainable system and school response to ensure accepted enrolments for the following year maintain a regular connection to and engagement with the school and in doing so, support a successful transition into formal schooling.

Strategies:

- Establish Little Hearts Program
- School leaders to assist with activities
- School staff to facilitate reading / literacy sessions
- P&F to assist with resourcing
- 'Little Hearts' hats to all participants

Success measures:

- Community building
- Children comfortable and familiar in school setting
- Anecdotal data and information had been collected prior to day 1 2022
- Reduction in transition challenges: behaviour/emotions



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Learning and teaching

Goal – Reading / Writing connection

- Apply knowledge of the reading writing connection and the Context text model of language to develop engaging and effective connections with students' comprehension and composition. (AITSIL Standards)
- Use the Australian curriculum English, General Capability Literacy, and student data to organise content (in all learning areas) into well-sequenced learning and teaching opportunities that connect comprehension and composition. (AITSIL Standards)

Strategies – Text here

- Literacy EO Professional Learning PD at Staff Meeting – Term 1
- Intentional discussion during planning sessions
- Staff focus sessions – "How have you responded to reading in your classroom?"
- Collaborative writing marking
- Sharing mentor/exemplar texts

Success measures – Text here

- Varied formative assessment opportunities that allow students to respond to reading in various ways (writing to read - composing to comprehend)
- Increased student progress and achievement in cohesion and sentence structure (reading to write)
- Extend teacher capacity and confidence in the metacognition of teaching the 8 Aspects of Literacy (reading & writing)
- Evidence in teacher dialogue and planning documents.



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BCE Priority: Student Performance: Assessment capable learners.

Goal –

- Developing teacher and student understanding of 'Assessment Capable Learners', focusing specifically on Year 3 and Year 5 in Semester 1 and Yr. 2 and Yr. 4 in Semester 2.
- Engage in analysis of school, cohort, class and individual data to provide more targeted focus for each student or group of students.

Strategies –

- Provide Professional Development for teachers to enhance understanding of NAPLAN Online.
- PLL to support teachers to implement PAT-M and PAT-R tests with classes.
- PLL to collaborate and provide support for teachers to understand and apply deep analysis of PAT data.
- Explicitly respond to data in planning cycles. Use the resources on SPIRE to support targeted teaching areas.
- Respond to observations made during the practice tests by embedding ACL focus areas into planning.
- Discuss PAT results with students to involve them in the learning process.
- Provide weekly opportunities for students to develop digital skills

Success measures –

- A developed understanding of 'Assessment Capable Learners'
- Data analysis is evident through effective pedagogy and responsive learning and teaching cycles.
- Increased confidence in participating with online assessment/testing (students and teachers)
- Improved digital assessment skills (students and teachers).
- Students recognise what they are learning.
- SPIRE resources are being utilised to embed ACL focus areas