<table>
<thead>
<tr>
<th>STRATEGIC PRIORITIES</th>
<th>KEY FINDINGS FROM DATA</th>
<th>KEY STRATEGIES</th>
<th>LEARNING TARGETS</th>
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</table>
| Maximising Potential |                                                                                                                                                                                                                       | Commenced in 2010  
  - Stephen Graham PD  
  - Mapping practice  
  - Developing agreed expectations for year levels  
  - Inquiry into good practice  
  - Learning conversations around pedagogy  
  - Analysing data  
  - Ongoing professional development with Dr. Jane Jarvis investigating best practice in providing a differentiated curriculum  
  - Explicit teaching and modelling of identified genre  
  - Applying literacy skills in meaningful contexts  
  - Monitoring early intervention program  
  - Information literacy skills developed - inquiry  
  - Spelling/Writing/Punctuation/Grammar/Reading  
  - Principal involved in Principals as Literacy Leaders Professional Development (PALL)  
  - Developing a school policy that explicitly outlines the expectations of EHPS literacy program and levels of achievement  
  - Mapping Systems for individual small group and class intervention, assessment, and planning | Whole school literacy plan developed with agreed actions  
 Differentiated program – evidence highlights on going program, formative assessment and summative assessment using differentiated tasks  
 Literacy teaching and learning practices continually reviewed  
 Targetted students receiving support                                                                                                                                                                                                                                                                |
| English              | • In 2010 our students compared favourably with like schools in all literacy areas of NAPLAN testing  
 • Comparison with like schools, state, and national Progression of individual students need greater interrogation  
 • School Based Testing indicates some individual students not making sufficient progress over time  
 • Intervention programs for some long term recipients have not resulted in expected improved outcomes |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Mathematics          | **Mathematics – area for review**  
  - Data indicates that some cohorts are not making expected progress over 2 years  
  - Units developed and trialled  
  - 100% of class teachers have formal IB training | **Big Ideas in Number PD – Closure Day**  
 **Revisit Mathematics in IB Scope and sequence**  
 **Development of resources**  
 **Investigate assessment in mathematics**  
 **Science PD offered to all staff**  
 **Teachers joining the school on short term contracts and language teacher to be supported in IB learning** | Data interrogated demonstrates all students reaching expected level of improvement (over 12 month period)  
 Maths Assessment documented  
 Science units continue to be developed and trialled                                                                                                                                                                                                                                                                |
| Science              |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Curriculum Development and Renewal with International Baccalaureate – Middle Years - Primary Years | Role statement for PYP Coordinator clarified  
Coordinator to attend IB Conference in Melbourne  
Community kept informed through class newsletters, school newsletter, Education and Planning Committee, Fortnightly Assembly  
Focus Team to analyse Professional Development needs  
Professional Development and follow-up on provision of differentiated programs to meet the needs of all students  
Team to manage Displays in public areas with classroom teachers managing own reflecting rigour of PYP  
Collect evidence of learning, Special area in teachers prep room plus teacher share to electronically file IB resources and programs  
Standards and practices reviewed  
Resources provided to release teachers for 6 days a year to collaboratively plan and review units  
IB sourced Professional development looking at concept driven planning and teaching of units  
Continuing collaboration with other teams in the Mitcham Hills College.  
Trial new reporting format based using criterion referenced assessment  
Include MYP team in all relevant professional development to encourage positive transition processes between PYP and MYP  
Review units of Inquiry to ensure they meet the MYP requirements | Role Statement matching role  
Sharing of information from Conference  
Fortnightly assemblies  
Newsletter articles twice a term  
Class newsletters with IB focus  
PD – Differentiation over 4 sessions  
- Concept driven curriculum PD through IBO accessed  
Portfolios demonstrating learning journey  
Collaborative planning and review in evidence for each unit with 100% of days used  
Reports reflect criterion referenced framework with review processes in place  
MYP team involved with PD throughout the year  
All Units reviewed and modified by end of 2011 |