



# Peak School

## School Strategic Plan

### 2012-2015

#### **Our Vision**

At Peak School we aim to become effective communicators, confident critical thinkers and enthusiastic life long-learners. In partnership with our community, we strive to have integrity and be socially responsible global citizens.



Peak School



## School Strategic Three Year Plan 2012-15

<b>Endorsement by School Council</b>	SIGNED NAME: David Post DATE -
<b>Endorsement by Principal, Peak School</b>	SIGNED NAME: Bill Garnett DATE -

## School Profile

<p><b>School context</b></p>	<p>Peak School is a community oriented two form entry school with a total enrolment of 360 students. Peak School is part of the English Schools Foundation (ESF) and was founded in 1911. We pride ourselves on being a community school which respects and appreciates the contributions of everyone involved. We value the high levels of parent participation and involvement and see this as an integral part of our child's education.</p> <p>We operate the IB Primary Years Programme, which is an inquiry based approach to learning. Our children participate in daily Chinese and we have music/performing arts, physical education and ICT specialists who work with our children regularly throughout the week. We offer a strong Special Educational Needs (SEN) Programme that caters for children with individual needs including gifted and talented. We also have a Learning Support Centre (LSC) to cater for our children with more specific special needs.</p>		
<p><b>Summary of relevant evaluation findings and/or recommendations</b></p>	<p>CIS/WASC Visit 2009            IB Authorization Visit 2010            ESF School Review 2010            WWW/EBI information from parents collected by new principal            SEN Report 2011            Digital Citizenship Self Audit 2012            ESF Stake Holders Survey 2012</p> <p>This document has also been informed through the self-reflection process of the school where we have identified areas to develop and a vision for the school moving forward.</p>		
<p><b>Planned evaluations and/or reviews</b></p>	<p><b>2012-2013</b></p>	<p><b>2013-2014</b></p>	<p><b>2014-2015</b></p>
	<p>ESF School Review – Oct</p>	<p>ESF Survey            CIS Visit/IB Evaluation (joint visit) –            Nov 2013 - Confirmed</p>	<p>School Self Review</p>

## School Strategic Intent

Priority Areas	Outcomes	Targets	Key Improvement Strategies
<p><b>Guiding Statements (Philosophy and Objectives)</b></p>	<ul style="list-style-type: none"> <li>• International Mindedness Focus around definition</li> <li>• Review of Mission/Vision of statements</li> <li>• Environment and sustainable development of framework</li> </ul>	<ul style="list-style-type: none"> <li>• A school wide definition of International Mindedness (IM) and global citizenship and a common understanding of what it means</li> <li>• Review of value statements to ensure suitability of close link to learning profiles</li> <li>• Commitment to environmental and sustainable development through development of framework (guiding statements and commitments)</li> </ul>	<ul style="list-style-type: none"> <li>• Development of school wide definition of IM as part of the IB/CIS self study</li> <li>• Review value statements as part of IB/CIS self study</li> <li>• Development of environment and sustainable development framework (guiding statements and commitments)</li> </ul>

<p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Increase understanding of inquiry learning across the school community</li> <li>• Effective use of assessment including formative, feedback to students and the analysis and use of data</li> <li>• Curriculum development and mapping of English and ensure completion of Maths</li> <li>• Curriculum focus and development of science</li> <li>• Curriculum focus and development of Visual Arts and Performing Arts</li> <li>• Specialist support during UOI</li> <li>• A stronger Chinese program that is based on best practice and meets the needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Raise the awareness in school community of what inquiry learning looks like – the advantages and how the core skills (basics) still play a vital role in an inquiry based school</li> <li>• Increase quality of use of assessment to inform teaching and learning</li> <li>• Work closely ESF Advisors for continued development of mapping of English and Maths</li> <li>• Review coverage of science within Program of Inquiry</li> <li>• Review model of specialist support during Units of Inquiry</li> <li>• Develop school wide understanding and practice of Chinese provision</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of PD particularly around priority areas including link to ESF opportunities</li> <li>• Invite John Marwick and Bec Clements to co-present workshops for parents around literacy and maths in conjunction with our staff</li> <li>• Link closely to ESF Professional Development opportunities around work by John Hattie particularly around the area of assessment</li> <li>• Provision for curriculum coordinators to meet with staff members re planning and assessment</li> <li>• Visit other PYP schools to see examples of how specialists support Units of Inquiries</li> <li>• Investigate standardised assessment options for our Year 3-6 children (including ISA)</li> </ul>
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## School Strategic Intent

Priority Areas	Outcomes	Targets	Key Improvement Strategies
<p><b>Leadership and Governance</b></p>	<ul style="list-style-type: none"> <li>• Enhance current performance management model to improve clarity around expectations for staff</li> <li>• To improve the quality of feedback to staff</li> <li>• Health and Safety focus to ensure safety recommendations are met</li> <li>• CIS/IB visit preparation (Nov 2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Implement new leadership and teaching capability frameworks established across the Foundation</li> <li>• Enhance the level of feedback to staff in relation to performance</li> <li>• Continue Health and Safety committee meetings to lift awareness and to continue addressing issues raised in safety audit</li> <li>• Prepare all school community members for CIS/IB evaluation visit due in November 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Embed Teaching and Leadership capability frameworks into Performance management model with a link to feedback to staff</li> <li>• Health and Safety committee to review and implement Health and Safety guidelines</li> <li>• Involve all relevant stakeholders in IB/CIS self review</li> </ul>

Priority Areas	Outcomes	Targets	Key Improvement Strategies
<p><b>Staff</b></p>	<ul style="list-style-type: none"> <li>• Develop further a professional learning community (PLC) – research best practice and opportunities to share best practice</li> <li>• Social and emotional wellbeing of staff</li> <li>• Complete IB/CIS self study with review date of November 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Develop PLC opportunities around key priorities including curriculum areas, assessment and inquiry.</li> <li>• Investigate a model where a school counsellor can work with children and staff on a needs basis</li> <li>• To have all relevant documentation ready for the Nov, 2013 IB/CIS visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend ESF CPD led by and focused on John Hattie and engage in long term focus</li> <li>• Explore and implement inquiry groups for staff (PLC) around curriculum development, assessment, inquiry and ICT</li> <li>• Budget for School Counsellor to be available for both children and staff (on a needs basis)</li> <li>• Complete IB/CIS self study with review date of November 2013</li> </ul>

Priority Areas	Outcomes	Targets	Key Improvement Strategies
<p><b>Access to Learning (Student Support)</b></p>	<ul style="list-style-type: none"> <li>Individual needs are acknowledged and catered for by all staff (differentiation and inclusion)</li> <li>Social/emotional wellbeing of students</li> </ul>	<ul style="list-style-type: none"> <li>Completion of gifted and talented policy/guidelines</li> <li>EAs and appropriate staff attend training when available</li> <li>Staff awareness of ESF SEN handbook</li> <li>Investigate the need for a school councillor to work with children and staff (either on call or fortnightly)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate staff to access online resources/programs or modules for gifted education</li> <li>Appropriate staff to attend CPD particularly around differentiation and inclusion</li> <li>Evaluation of current services (ongoing)</li> <li>SEN Team continue to work through relevant report recommendations</li> <li>SEN team to embed ESF SEN Handbook</li> </ul> <p>(links to curriculum key priority area with focus on assessment)</p>



Priority Areas	Outcomes	Targets	Key Improvement Strategies
<p><b>School Culture and Partnerships for learning</b></p>	<ul style="list-style-type: none"> <li>• Enhance levels of communication with parents</li> <li>• Continue digital citizenship focus including raising community awareness</li> <li>• Increase opportunities for student voice and action as well as leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Raise the awareness in school community of what inquiry learning looks like – the advantages and how the core skills (basics) still play a vital role in an inquiry based school</li> <li>• Look at assessment timeline to ensure parents have access to teachers and information re their child</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance levels of communication with parents</li> <li>• Review and modify assessment timeline and reporting to parents processes (conferences, meeting with parents, learning journals and learning journeys)</li> <li>• School to further enhance leadership opportunities for children</li> </ul>

## School Strategic Intent

Priority Areas	Outcomes	Targets	Key Improvement Strategies
<p><b>Operational Systems (Resources)</b></p>	<ul style="list-style-type: none"> <li>• Development of Learning Technologies strategy</li> <li>• Development of facilities maintenance plan</li> <li>• Promoting the use of our school buildings (pitch, hall, classrooms) to raise income from rentals as well as look at our own use of facilities</li> <li>• Promote a sustainable approach to school resources</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and Implement ICT three year strategic plan (includes replacement plan)</li> <li>• Review current use of Learning Technologies including best practice at other schools around the world</li> <li>• CyberSafe 360 focus with support from ESF and Robin T.</li> <li>• Run workshops and education forums around digital citizenship and cyber safety issues for parents/families</li> <li>• Astro turf replaced in 2013</li> <li>• Review potential of facilities rentals and how we promote this in a sustainable manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Citizenship focus including cyber safety</li> <li>• Investigate and evaluate the pros and cons of increasing access to Apple software</li> <li>• Determine long term use of computer room (lab) in relation to investigation of increasing access to Apple software</li> <li>• Look at potential of Facilities rentals income</li> <li>• Development of strategic approach to replacement of capital items</li> <li>• Increase focus on use of electricity/paper across the school with view of reducing the use of these resources (sustainability focus)</li> </ul>

## School Strategic Planner 2012 - 2015

Key Improvement Strategies <b>PHILOSOPHY AND OBJECTIVES</b>	Actions		Budget	Achievement Milestones
<ul style="list-style-type: none"> <li>Development of school wide definition of International Mindedness (IM) as part of the IB/CIS self-study</li> <li>Review value statements as part of IB/CIS self study</li> <li>Development of environment and sustainable development framework (guiding statements and commitments)</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Develop school wide definition of what it means to be international minded Complete review of value statements as part of the IB/CIS self study to be started in October 2012</li> <li>Link definition of global citizen into digital citizenship work</li> <li>Contribute to ESF consultation around development of environment strategy. Complete own consultation with students.</li> </ul>	En-Trak Funding	<ul style="list-style-type: none"> <li>Obvious links made between global citizenship and digital citizenship development</li> <li>Values have been reviewed and modified where appropriate in response to feedback as part of the IB/CIS self study</li> <li>Awareness raised of environmental and sustainability issues</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Create environment and sustainable framework in consultation with the students</li> <li>Include commitment in framework to environment and actions we can take to reduce carbon footprint</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Environment and sustainable framework established and implemented across the school community</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Evaluate International Mindedness definition</li> <li>Revisit Value statements</li> <li>Review impact of environment and sustainable framework</li> </ul>	Continuation of En-Trak funding if appropriate	<ul style="list-style-type: none"> <li>Review of progress made in terms of being environmentally aware</li> <li>Value statements and IM definition revisited and evaluated</li> </ul>

## School Strategic Planner 2012 - 2015

Key Improvement Strategies <b>CURRICULUM</b>	Actions		Budget	Achievement Milestones
<ul style="list-style-type: none"> <li>• Increase understanding of inquiry learning</li> <li>• Provision of PD particularly around priority areas including link to ESF opportunities</li> <li>• Specialist support during UOI</li> <li>• Curriculum development</li> <li>• Effective use of assessment including formative</li> <li>• Assessment focus including reporting to parents and use of portfolios</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>• ESF representatives to co-present workshops for parents in conjunction with our staff</li> <li>• Link closely to ESF Professional Development opportunities around work by John Hattie (assessment and teaching capabilities)</li> <li>• English and Maths curriculums mapped</li> <li>• Assessment – Reporting to parents timeline and feedback to students focus</li> </ul>	CPD overview for costings  \$50,000 assessment costs	<ul style="list-style-type: none"> <li>• A variety of workshops offered to parents on an ongoing basis throughout the year (priority areas)</li> <li>• Evidence of link to Hattie PD</li> <li>• English and Maths curriculum coordinators meet when appropriate with teachers</li> <li>• Staff meetings focus on maths, English and assessment</li> <li>• Reporting to parents changes implemented and reviewed</li> <li>• Effective use of assessment data to inform teaching and learning</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Investigate feasibility of establishing e-asttle testing at year 4-6 level in conjunction with ISA</li> <li>• Collect data on parents understanding and appreciation of inquiry, Maths, English and Chinese</li> <li>• Curriculum focus and development of science and Chinese</li> </ul>	\$60,000 assessment costs	<ul style="list-style-type: none"> <li>• Parent workshops offered</li> <li>• Feedback from community members is shared with school council</li> <li>• E-asttle trialled (if possible)</li> <li>• Visit other PYP schools to see examples of how specialists support Units of Inquiries</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Review assessment and reporting procedures (including e-asttle)</li> <li>• Continue curriculum development including visual arts</li> </ul>	\$60,000 assessment costs	<ul style="list-style-type: none"> <li>• Assessment review completed</li> <li>• POI reviewed and changes made where appropriate</li> </ul>

## School Strategic Planner 2012 - 2015

Key Improvement Strategies <b>LEADERHIPS AND GOVERNANCE</b>	Actions		Budget	Achievement Milestones
<ul style="list-style-type: none"> <li>• Look to embed Performance Management model ensuring it links closely with the new teacher capabilities to enhance feedback to staff</li> <li>• Health and Safety committee to review and implement Health and Safety guidelines</li> <li>• Involve all relevant stakeholders in IB/CIS self review</li> <li>• Further develop role of Finance committee ensuring school finances are regularly reviewed and linked to school priorities</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>• Link closely with the new teacher and leadership capabilities to enhance feedback to staff</li> <li>• Health and Safety recommendations to be actioned and awareness raised</li> <li>• IB/CIS Self Study initiated ensuring all stakeholders involved</li> <li>• Finance committee to develop finance policy</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Performance Management framework introduced and reviewed</li> <li>• Evidence that Health and Safety Committee has met regularly and reported to school council</li> <li>• Finance policy submitted to ESF and implemented</li> <li>• IB/CIS review started and evidence of input from relevant stakeholders</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Health and safety committee to complete audit and report findings</li> <li>• Review success of Performance Management model and modify where appropriate</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Health and Safety audit completed</li> <li>• Evidence of analysis of stakeholders survey re feedback to staff</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Review role of Health and Safety committee</li> <li>• School finance committee ensures budget links to new SDP</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Evidence that budget links to priorities</li> <li>• Health and Safety responds to audit recommendations</li> </ul>

## School Strategic Planner 2012 - 2015

Key Improvement Strategies STAFF	Actions		Budget	Achievement Milestones
<ul style="list-style-type: none"> <li>Attend ESF CPD led by and focused on John Hattie and engage in long term focus</li> <li>Explore and implement inquiry groups for staff (PLC) around curriculum development, assessment, inquiry and ICT</li> <li>Complete IB/CIS self study with review date of November 2013</li> <li>School Counsellor to be available for both children and staff (on a needs basis)</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Attend ESF CPD led by and focused on John Hattie and engage in long term focus including the possibility of developing inquiry groups</li> <li>Inquiry groups (PLC) have opportunity to contribute to school wide decisions</li> <li>Build in staff meeting time around Hattie's work (impact of teaching and learning)</li> <li>Implement new teaching capabilities to support quality teaching</li> <li>IB/CIS self-study started and roles are established</li> <li>To make available a counsellor that staff can call upon on a needs basis</li> </ul>	\$60,000 towards cost of counsellor (children and staff)	<ul style="list-style-type: none"> <li>CPD attended by all staff and regular meetings/workshops held throughout year</li> <li>Teacher capabilities are imbedded and PM model framework link together improving quality of feedback to staff</li> <li>Evidence of PLC being used</li> <li>IB/CIS review started and evidence of input from staff</li> <li>System set up to ensure teachers have access to counsellor if necessary</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Evaluate school counsellor model</li> <li>IB/CIS self study continued</li> <li>PLC model reviewed and appropriate changes made</li> <li>Continue focus on Hattie's work</li> <li>Review stake holders survey results re feedback</li> </ul>	n/a	<ul style="list-style-type: none"> <li>School counsellor budgeted for if model continued</li> <li>Visit to be confirmed for Nov 2013</li> <li>PD opportunities created around Hattie's work</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>PLC model reviewed and appropriate changes made</li> <li>Evaluate PD model for staff</li> </ul>	n/a	<ul style="list-style-type: none"> <li>Evidence that budget links to priorities</li> <li>PD model reflects changing needs of staff</li> </ul>

## School Strategic Planner 2012 - 2015

Key Improvement Strategies <b>ACCESS TO LEARNING</b>	Actions		Budget	Achievement Milestones
<ul style="list-style-type: none"> <li>• Appropriate staff to access online resources/programs or modules for gifted education</li> <li>• Appropriate staff to attend CPD particularly around differentiation and inclusion</li> <li>• SEN Team continue to work through relevant report recommendations</li> <li>• SEN team to embed ESF SEN Handbook</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>• Appropriate staff (perhaps an inquiry group – PLC or EAs) to participate in trial of online modules related to gifted and talented as well as Individual needs</li> <li>• Report findings are acted upon</li> <li>• Provide appropriate PD opportunities for staff around differentiation and inclusion</li> </ul>	Supply and CPD funds – see 2012/2013 budget for details	<ul style="list-style-type: none"> <li>• Record of PD attended and measurement of impact noted</li> <li>• Evidence of self review</li> <li>• Report findings inform SEN action plan and action plan reviewed regularly</li> <li>• Review staffing of SEN</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Evaluate current SEN services</li> <li>• curriculum</li> <li>• Implementation of ESF SEN Handbook</li> <li>• Provide appropriate PD opportunities for staff around differentiation and inclusion</li> <li>•</li> </ul>	Supply and CPD funds	<ul style="list-style-type: none"> <li>• Evidence of SEN self review</li> <li>• SEN handbook informs SEN action plan which is reviewed regularly</li> <li>• Appropriate PD opportunities attended and content shared with relevant staff</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Evaluate current SEN services</li> <li>• Provide appropriate PD opportunities for staff around differentiation and inclusion</li> </ul>	Supply and CPD funds	<ul style="list-style-type: none"> <li>• Evidence of SEN self review</li> <li>• Appropriate PD opportunities attended and content shared with relevant staff</li> </ul>

## School Strategic Planner 2012 - 2015

Key Improvement Strategies <b>SCHOOL CULTURE AND PARTNERSHIPS</b>	Actions		Budget	Achievement Milestones
<ul style="list-style-type: none"> <li>Enhance levels of communication with parents with a particular focus on inquiry learning and reporting to parents</li> <li>Review and modify assessment timeline and reporting to parents processes (conferences, meeting with parents, learning journals and learning journeys)</li> <li>Further enhance leadership opportunities for children</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Assessment policy reviewed and redeveloped to reflect changes</li> <li>Hold regular workshops for parents to raise awareness around inquiry, core skills, Chinese and assessment</li> <li>Student leadership opportunities enhanced</li> <li>Develop closer links with feeding and feeder schools including with Island School through maths and science</li> </ul>	Supply costs as per CPD plan	<ul style="list-style-type: none"> <li>Assessment policy reviewed and changes made. Completed document shared with school community including school council</li> <li>A wide variety of workshops are offered for parents regularly</li> <li>Children are exposed to a wide range of leadership opportunities</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Hold regular workshops for parents to raise awareness around inquiry, core skills, Chinese and assessment</li> <li>Student leadership opportunities enhanced</li> </ul>	Supply costs as per CPD plan	<ul style="list-style-type: none"> <li>A wide variety of workshops are offered for parents regularly</li> <li>Assessment practices reviewed</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Hold regular workshops for parents to raise awareness around inquiry, core skills and Chinese</li> <li>Student leadership opportunities enhanced</li> </ul>	Supply costs as per CPD plan	<ul style="list-style-type: none"> <li>A wide variety of workshops are offered for parents regularly</li> </ul>



## School Strategic Planner 2012 - 2015

Key Improvement Strategies <b>OPERATIONAL SYSTEMS</b>	Actions		Budget	Achievement Milestones
<ul style="list-style-type: none"> <li>Development of a learning technologies strategy</li> <li>Look at potential of Facilities rentals income</li> <li>Development of a facilities maintenance plan</li> <li>Promote a sustainable approach to school resources</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Review and implementation of our 3 year ICT strategic plan including a focus on the feasibility of becoming an “Apple” school</li> <li>Review need for ICT lab</li> <li>Continue CyberSafe 360 (digital citizenship) focus including workshops for parents and staff</li> <li>Replace astro turf on upper playground</li> <li>Look at feasibility of developing capital items replacement plan</li> <li>Promote a sustainable approach</li> </ul>	\$200,000 ICT capital Expenditure  En-Trak Funding (if appropriate)	<ul style="list-style-type: none"> <li>ICT replacement plan completed</li> <li>Apple feasibility study completed and reported back to Council</li> <li>Astro Turf replaced following correct tender procedures</li> <li>Evidence that the Finance committee has reviewed need for capital items plan</li> <li>Needs assessment of ICT lab completed</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Upgrade PC components (laptops, desktops etc) OR replace with apple products as per feasibility study recommendations</li> <li>Review facilities rentals approach and look at ways to increase rental income</li> <li>Continue to promote a sustainable approach to school resources</li> </ul>	\$900,000 – ICT capital expenditure	<ul style="list-style-type: none"> <li>ICT replacement plan implemented</li> <li>Feasibility re Apple study clearly informs priority spending in areas of learning technologies</li> <li>Rental income potential increased</li> <li>Links made to Environment framework</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>• Roll out of ICT replacement plan</li> <li>• Update and review ICT replacement plan and capital items plan (if deemed appropriate)</li> <li>• Continue focus on sustainability</li> </ul>	Minimum of \$200,000 ICT capital expenditure	<ul style="list-style-type: none"> <li>• Links made to Environment framework</li> <li>• ICT replacement plan implemented</li> <li>• Major capital works identified and planned for</li> </ul>
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