Peak School
Annual Plan 2018-2019
Community Version

Mission Statement

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.

Purpose and Direction

Key Improvement Strategy 1
Review of Mission and Values with Community Stakeholders

Key Action Points
- Send out a survey to parents and students regarding their understanding of the school's mission and values
- Update mission statement if appropriate
- Run parent information sessions with a focus on the school's mission and values

Key Improvement Strategy 2
Develop a definition of Intercultural/International education, share with stakeholders and ensure its successful implementation.

Key Action Points
- With staff, develop a definition of intercultural and international education
- With staff, develop a continuum of intercultural and international education from Year 1-6
- With students, review the continuum of intercultural and international educational and add their input
- Share definition with community

Purpose and Direction (cont.)

Key Improvement Strategy 3

To define Quality Learning as a school community.

Key Action Points

- To ensure that our definition of Quality Learning is reflected and collated in a formalised document.
- Create a definition that is not a stand alone definition, but one which interrelates with our other policies and practices
- Look at International research in the area of high quality learning to ensure we capture all the key elements in our definition
- Gather community input and share definition with community when completed

THE GLOBAL GOALS
For Sustainable Development

Governance, Leadership and Ownership

Key Improvement Strategy 1
Articulate a technology strategy document which identifies costs and outlines a roadmap for the development of technology

Key Action Points
- Meet with the ESF ICT Primary Advisor and other schools who are also in the process of creating same document
- Work along the ESF ICT Primary Advisor and other schools to create the technology strategy road map document
- Share technology strategy road map with key stakeholders including staff and school council

Curriculum, Teaching and Assessment

4 QUALITY EDUCATION

Key Improvement Strategy 1

Ensure that collaborative planning and reflection is informed by assessment of student work and learning

Key Action Points

- Reflection days for reviewing assessments in Language and Mathematics.
- Continue reviewing pre-assessments and formative assessments for units of inquiry, with teachers bringing students' sample works in planning meetings.
- Document student sample assessments for units of inquiry on an online platform, these samples will be linked to the online planning platform.
- Ensure that the review of assessments are scheduled regularly on the PYP planning meeting agenda.

Key Improvement Strategy 2

Development of conceptual understanding, knowledge and skills for each PYP subject area

Key Action Points

- Continue mapping the scope and sequence documents including Global Citizenship, The Arts and PE for this academic Year
- Participate in the ESF Chinese Action Research
- Participate in Jo Boaler online course re Maths
- Review new IB documentation on scope and sequence and other new/updated IB resources

Curriculum, Teaching and Assessment continued

Key Improvement Strategy 3
The written curriculum allows for meaningful student action

Key Action Points

- Define our understanding of 'Action' across the school (Term 1)
- Implement our 'action' scope and sequence and document evidence of how action takes place at Peak School (T1 - T3)
- Adapt the Global Game Changers model for taking action through using our time, talent, treasure and through teaching (T1)
- Have an ongoing display on how children are taking action through 'Time, talent, treasure, teaching), begin with the Y6 Exhibition action (T1)
- Through collaborative planning meetings, review IB materials on student agency.

Key Improvement Strategy 4

The written curriculum promotes student's awareness of individual, local, national and world issues

Key Action Points

- Review Action scope and sequence alongside Social Studies scope and sequence to ensure that it promotes students' awareness of individual, local, national and world issues (T2)
- Develop a bank of resources using the library SMORE including books, websites, resource people (local and global) who could support the different learning outcomes / conceptual understandings on the Action scope and sequence
- Continue to build on library resources for 'Action'

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Curriculum, Teaching and Assessment continued

Key Improvement Strategy 5
Develop a Digital Citizenship scope and sequence that sits alongside the ESF Digital Curriculum
Key Action Points

- Review the current Peak School ICT/Digital Citizenship policy as well as the draft Digital Citizenship policy created by ESF.
- Invite staff to read, comment and contribute to the new policy for Peak School
- Draft the new Peak School Digital Citizenship policy map our curriculum links, roles and responsibilities of staff to implement aspects of the policy.
- Share the policy with the relevant stakeholders and school community.
- Review the impact of the new policy after the first year and make amendments where necessary.

Key Improvement Strategy 6
Strengthen systems for reporting student progress aligned with the assessment philosophy of the programme.

Key Action Points

- Participate in the ESF wide Primary focus group that will help establish key components and elements of the new online platform (Nicole MacLennan to be the Peak School Representative)
- Complete a full review of our assessment policy (term 3) in relation to the development of the new online platform
- Ensure parents understand what is being reported on and what that information actually means through parent workshops and videos made available online
- Develop a well structured and well understood approach to portfolios by exploring the use of real time tracking (e.g. Evidencer), versus the traditional portfolio model of collecting ongoing evidence and sharing at the end of   C year.
- Establish clear guidelines for each year group and specialists re the expectations of what needs to be in the portfolio and when
- Use the online platform, when stable, to plan all units and as part of this process staff will highlight the outcomes that are to be assessed and reported on.
- Use the online platform, which will replace the Gateway report, to assess children against the outcomes that have been selected to be assessed against
- Ensure that Peak School follows the ESF reporting to parents essential agreement
- Ensure that over time, students develop clear and understandings of how they learn best and how they can evaluate the effectiveness of their learning.

Support students to:
- reflect purposefully on their learning (metacognition)
- understand the diversity of learning needs
- evaluate and provide evidence of their learning
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning

The Students' Learning and Well-Being

Key Improvement Strategy 1

To provide specific language support

Key Action Points

- Redeploy experts in our school to support our EAL students
- Trail recently developed framework designed to support EAL learners to provide targeted support
- Support staff to support EAL learners

Key Improvement Strategy 2

To ensure understanding of and effective implementation of the ESF Code of Conduct

Key Action Points

- Share the recently reviewed and updated ESF Code of Conduct with all staff
- Ensure all staff understand and follow the Code of Conduct

Key Improvement Strategy 3

To review and implement the ESF Comprehensive Sexual Education (CSE) policy and program

Key Action Points

- Read the ESF wide draft CSE policy when shared by the ESF working group
- Read the ESF suggested curriculum overview, when shared by the ESF working group, to ensure they are appropriate for our context before sharing with the PS working group
- Develop a PS working group to ensure necessary modifications are made to the draft document that reflect the needs of our particular school community
- Share draft policy and curriculum model as established by the PS working group with the community to seek feedback
- Make appropriate changes to the policy and curriculum based on the feedback from the community.
- Make resources that are going to be used as part of the CSE program available to the appropriate year group parents so they are fully aware of the content covered and resources to be used.

Key Improvement 4

To develop and implement a Peak School Critical Incident Management Handbook

Key Action Points

- Review current handbook and review handbooks from other schools who succesfully implemented one
- Create a new document that is specific to Peak School ensuring all key areas have been covered
- Share the document with key stakeholders

Staffing

Key Improvement Strategy 1
To develop a staff induction manual to support new staff

Key Action Points
- Collect and review examples of staff handbooks from different international schools.
- Survey new staff to collect their views on what would be useful for new staff induction
- Decide whether the staff induction handbook should be paper, online or both as well as who should have access to the handbook. Is it for just Peak staff, Peak staff and supply or should is be accessible to everyone in the community.
- Create a draft of the handbook and arrange a time during a staff meeting or CPD day to gather input.
- Finalize the draft and create a copy for the relevant stakeholders. Carry out a review of the effectiveness of the handbook after its' first year of implementation.

Key Improvement Strategy 2
To ensure that the Performance, Reflection, Development (PRD) is implemented successfully

Key Action Points
- Review the success of our current model. Understand what worked well and what needs developing
- Refine the model so that staff have voice, choice and ownership over their development
- Link focus areas to the key initiatives but also develop a system that is flexible enough so that staff can choose something personal
- Develop key milestones to ensure all staff have the ability to reflect on their learning throughout the year (this include key dates)
- Develop a model that has strong structures in place so that the experience is similar no matter what pathway the staff member chooses
- Send 2 staff members to the coaching course, if available, to build capacity

Premises and Physical Accommodation

4 QUALITY EDUCATION

Key Improvement Strategy 1

Review our current documentation and ESF policy regarding the vetting of camp staff, peripatetic/student teachers and volunteers

Key Action Points
- Contact all camps attended, outside education providers and also peripatetic teachers to ensure that they have been suitably vetted.
- Use the ESF Declaration form template to create a school specific 'School Volunteers Declaration form'. This form will be issued to all school volunteers prior to them working within the school.
- All external providers visitors will wear lanyards with photos in school and all visitors will wear visitors lanyards when on the premises

Key Improvement Strategy 2
Ensure the school has policies in place and formal procedures for conducting criminal record checks on all auxiliary staff, contractors and volunteers

Key Action Points
- Continue to ensure that all paid staff have been suitably vetted.
- Use the ESF Declaration form template to create a school specific 'School Volunteers Declaration form'. This form will be issued to all school volunteers prior to them working within the school.
- All external providers visitors will wear lanyards with photos in school and all visitors will wear visitors lanyards when on the premises
- Explore the option of vetting volunteers

Community and Home Partnerships

Key Improvement Strategy 1
To explore a Peak School Scholarship fund

Key Action Points
- Develop a Peak School Trust with support from the Peak School Council
- Establish the necessary members on the Trust and meet when required
- Talk to NGOs to learn more about the need in the community and develop potential next steps in terms of scholarships
- Join and be an active member of the Island School Alliance and look to develop relationships with local businesses and individuals that can help build the profile of the Trust

Key Improvement Strategy 2
To explore developing a community garden

Key Action Points
- Invite ESF FDD to discuss potential sites that can be developed within the school so that a community garden can potentially be established
- Work closely with key community members to establish a community garden ensuring all community members are made aware of the advantages of such an approach
- If a community garden can be established look at creative ways in the curriculum/timetable to ensure all year groups have the opportunity to work collaboratively in the garden