



# Peak School School Strategic Plan 2018 - 2021

## **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 2018 - 2021

<b>Endorsement by School Council</b>	<b>NAME: Duncan Pescod</b> <b>DATE -</b>
<b>Endorsement by Principal, Peak School</b>	<b>NAME: Bill Garnett</b> <b>DATE -</b>

## 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>This document has been developed taking into consideration the following:</p> <ul style="list-style-type: none"> <li>CIS Visit - 2013/2014</li> <li>IB Evaluation Visit - 2013/2014</li> <li>CIS Preparatory Visit - October 2017</li> <li>CIS Stakeholders Survey - March 2018</li> <li>Ongoing reflection as a school</li> </ul>								
<p><b>Planned evaluations and/or reviews</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #2e8b57; color: white;"> <th style="width: 33%;">2018-2019</th> <th style="width: 33%;">2019-2020</th> <th style="width: 33%;">2020-2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1192 942 1302">IB/CIS Joint Re-authorisation Visit - March 2019</td> <td data-bbox="949 1192 1425 1302">ESF Inclusion Review</td> <td data-bbox="1432 1192 1904 1302">n/a</td> </tr> </tbody> </table>			2018-2019	2019-2020	2020-2021	IB/CIS Joint Re-authorisation Visit - March 2019	ESF Inclusion Review	n/a
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IB/CIS Joint Re-authorisation Visit - March 2019	ESF Inclusion Review	n/a							

## School Strategic Intent

Strategic Area	Strategic Goals	Key Improvement Strategies	Comments
<b>Purpose and Direction (CIS Domain A / IB Standard A: Philosophy)</b>	To review our guiding statements to ensure they are relevant to our mission and values as a school community	<ul style="list-style-type: none"> <li>Review of Mission and Values with all Community Stakeholders</li> <li>Develop a definition of <a href="#">Intercultural / International education</a>, share with stakeholders and ensure its successful implementation</li> </ul>	
		<ul style="list-style-type: none"> <li>Develop a definition of high quality learning at Peak School</li> </ul>	

Strategic Area	Strategic Goals	Key Improvement Strategies	Comments
<b>B- Governance, Leadership, Ownership (CIS Domain B / IB Standard B: Organisation)</b>	Develop a strategic approach to the use of technology to support student learning	<ul style="list-style-type: none"> <li>Develop a clear roadmap for the storage, access and use of data to enhance learning. (CIS B9i)</li> </ul>	
		<ul style="list-style-type: none"> <li>Articulate a technology strategy document which identifies costs and outlines a roadmap for the dev of technology</li> </ul>	

Strategic Area	Strategic Goals	Key Improvement Strategies	Comments
<b>Curriculum, Teaching &amp; Assessment for Learning</b> (Curriculum - CIS Domain C - / IB - C1,C2,C3 Teaching and Assessment for Learning - (CIS Domain D / IB - C4)	To deliver exceptional learning outcomes for our student through a collaborative approach	<ul style="list-style-type: none"> <li>• Ensure balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching (C1.3.b)</li> <li>• Ensure that collaborative planning and reflection incorporates differentiation for students' learning needs and styles. (IB C1.6)</li> <li>• Ensure that collaborative planning and reflection is informed by assessment of student work and learning. (IB C1.7)</li> </ul>	
	To deliver exceptional learning outcomes for our students through the written curriculum	<p><b>C2.4.a.</b> The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for ea ch PYP subject area.</p> <ul style="list-style-type: none"> <li>- <i>Chinese Curriculum- could this be reviewed to ensure the elements are being developed. PYP coordinator is supporting this.</i></li> <li>- <i>Chinese team in the process of creating Peak School Chinese curriculum.</i></li> <li>- <i>POI- review: Does it show all the elements</i></li> <li>- <i>Ensuring streamlining of Learning Engagements- but also scope for in the moment teaching.</i></li> </ul> <p><b>C2.5.</b> The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.</p>	

		<p><b>C2.7.</b> The written curriculum promotes students’ awareness of individual, local, national and world issues.</p> <p><b>C2.7.a.</b> The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.</p> <p>Parents - C2. The school provides my child with sufficient opportunities to learn languages other than the language of instruction used by the school.</p> <p>To ensure that the curriculum is enhanced and aligned with the school’s mission and values (Strategic Goal)</p> <p>Curriculum mapping - online platform</p> <p>Develop Digital Citizenship scope and sequence - sits alongside ESF Digital Curriculum</p>	
	<p><b>C.3</b> To deliver exceptional learning outcomes through voice, choice and ownership</p>	<ul style="list-style-type: none"> <li>● Further develop teaching and learning approaches to address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. (IB C3.7)</li> <li>● Facilitate and support professional development and networking opportunities focused on research and innovation which emphasise quality and relevance and maintains ESF’s position as a leader of best practice in teaching and learning. - (ESF Strategic Plan - Student Agency, Domain E / IB C3)</li> <li>● Explore teaching and learning approaches that support environment and sustainability education (e.g. Forest Schools, Waldorf, Montessori, Reggio Emilia)</li> </ul>	

Strategic Area	Strategic Goals	Key Improvement Strategies	Comments
<b>Curriculum, Teaching &amp; Assessment for Learning</b>	To deliver exceptional learning outcomes through effective use of assessment	<ul style="list-style-type: none"> <li>● Strengthen systems for reporting student progress aligned with the assessment philosophy of the programme(s). (<i>reporting to parents, portfolios, making sure that the policy is implemented</i>) (IB C4.6)</li> </ul> <p>C4 - ATL's stand alone and specialists</p> <p>Evidencer</p> <ul style="list-style-type: none"> <li>● <b>Further develop assessment procedures and practices throughout the school</b> - In each year group, discuss essential agreements for recording student progress and process of learning (i.e. format for student reflections, teacher and peer feedback, etc</li> <li>● Centralise assessments into one system aligned with curriculum mapping through the new moodle platform</li> <li>● Make information about students' learning and the curriculum more readily available to parents enabling them to support their children's learning.( ESF Strategic Plan Education Link)</li> </ul>	

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<b>The Students' Learning and Well Being (Domain E)</b>	To support professional thinking and practise to <i>further enhance</i> the well being of our stakeholders	<ul style="list-style-type: none"> <li>● Specialist language support (incl. Mother Tongue) - also supported by students</li> <li>● EAL learners - Build staff's repertoire of strategies to develop 2nd language learners</li> <li>● Trial NASSEA Scales continuum with EAL Students,</li> <li>● Specific Support for EAL learners</li> </ul>	
		<ul style="list-style-type: none"> <li>● Ensure understanding of and effective implementation of the ESF Code of Conduct</li> </ul>	
		<ul style="list-style-type: none"> <li>● Develop and promote a culture of working collaboratively across schools and in innovative ways to enhance students' learning. (ESF Strategic Plan)</li> <li>● Student transfer - work closely with Kindergartens that feed into Peak School as well as with secondary schools that we feed into</li> </ul>	
		<ul style="list-style-type: none"> <li>● Review and implement the ESF Comprehensive Sexual Education policy</li> </ul>	
		<ul style="list-style-type: none"> <li>● Develop and implement a Peak School Critical Incident Management Handbook that is shared with all relevant stakeholders</li> </ul>	



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<b>Staffing (Domain F)</b>	To enhance the structure for thinking, practice and reflection to develop continuous professional growth	<ul style="list-style-type: none"> <li>• Develop a Staff Induction Manual/Support - Staff Handbook</li> <li>• Develop systems and resources to enable professional reflection and review to identify teachers' strengths and areas for development (ESF Strategic Plan link)</li> <li>• Ensure that the ESF Performance Evaluation Policy (PRD implementation) is implemented successfully</li> <li>• Review staffing model re: teachers and support staff areas of responsibility</li> </ul>	

Strategic Area	Strategic Goals	Key Improvement Strategies	Comments
<b>Premises and Physical Accommodation (Domain G)</b>	To develop systems that keep our community safe	<ul style="list-style-type: none"> <li>• Review our current documentation and ESF policy regarding the vetting of camp staff, peripatetic/student teachers and volunteers.</li> <li>• Ensure the school has in place policies and formal procedures for conducting criminal record checks on all auxiliary staff, contractors and volunteers.</li> </ul>	Declaration for parent volunteers
	Effective use of physical space	<ul style="list-style-type: none"> <li>• Explore innovative approaches in the use of physical resources : (e.g. including 2 teachers for 60 children)</li> <li>• Convert art room into Art, Design, Technology</li> </ul>	

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<b>Community and Home Partnerships (Domain H)</b>	Understanding and Meeting the needs of our community	<ul style="list-style-type: none"> <li>● Explore scholarship fund</li> <li>● Review our guiding statements to ensure they are understood by our school community</li> <li>● Explore Kindergarten or Language Support unit</li> <li>● Explore developing a Community Garden</li> </ul>	