



# Peak School School Strategic Plan 2015-2018

## **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 2015-2018

<b>Endorsement by School Council</b>	<b>NAME: Duncan Pescod</b> <b>DATE - 16 September, 2016</b>
<b>Endorsement by Principal, Peak School</b>	<b>NAME: Bill Garnett</b> <b>DATE - 16 September, 2016</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>ESF School Review - 2011/2012</li> <li>CIS Visit - 2013/2014</li> <li>IB Evaluation Visit - 2013/2014</li> <li>Staff Survey - 2013/2014</li> <li>School Council Survey - 2013/2014</li> <li>ESF Stakeholders Survey, including Students, Staff and Parents - 2013/2014</li> </ul>		
<p><b>Planned evaluations and/or reviews</b></p>	<p><b>2015-2016</b></p>	<p><b>2016-2017</b></p>	<p><b>2017-2018</b></p>
	<p>ESF Stakeholders Survey</p>	<p>Self study for CIS visit begins</p>	<p>ESF Stakeholders Survey CIS 10 Yr Review Visit Self study for IB Visit begins</p>

## School Strategic Intent

Strategic Area	Strategic Goals	Key Improvement Strategies	Comments
<p><b>Guiding Statement</b></p> <p>(Philosophy and Objectives)</p>	<p>To further articulate the 'Mission Statement' through the collection of data and analysis to strengthen provision and development of students' learning. (CIS) Section 2 Page 45</p>	<p>Children and other stakeholders are able to articulate the key elements of the Mission Statement e.g. 'confident critical thinker' 'enthusiastic life-long learners' 'socially responsible global citizens' (these are key aspects of the mission statement) (CIS Section 1 A Rec 1 Page 9)</p> <p>Explore how the above key aspects articulated in terms of our practices and programmes.</p> <p>Gather, identify and analyse data to enable evaluation of what these elements/aspects look like at Peak School</p>	
	<p>To further articulate the Definition of 'International Mindedness'</p>	<p>To identify key concepts and learning opportunities associated with each element of the definition (CIS Section 2 A Page 35)</p>	

Strategic Area	Strategic Goals	Key Improvement Strategies	Comments
Human Connection	<b>1.1</b> Review and further develop sustainable provision in schools to promote students' well being (ESF)	<ul style="list-style-type: none"> <li>Promote and provide further learning opportunities to enhance well being of our learners</li> <li>Promote and encourage 'well-being' CPD, implementation and practices</li> </ul>	Moon shot relating to developing a wellbeing ethos across the school
	<b>1.2</b> International Mindedness, Learner Profile and global thinkers	<ul style="list-style-type: none"> <li>Identify additional ways in which the various key attributes described within the Mission Statement and the supporting IB Learner Profile are further articulated in terms of practices, pedagogies and programmes (CIS)</li> <li>Continue to explore ways to further enhance understanding by broadening the term "internationalism" and linking it to "Global Citizenship" within the Mission Statement, and developing a continuum of attributes, actions and behaviours that identify what a "Global Citizen" looks like at Peak School, including international-mindedness (CIS)</li> <li>Further implements strategies to develop and promote international-mindedness and all attributes of the IB learner profile across the school community. (A4)</li> </ul>	
	<b>1.3</b> Action	<ul style="list-style-type: none"> <li>Promote planned and individual voluntary 'action' initiated by students' learning. (CIS)</li> </ul>	

Strategic Area	Strategic Goals	Key Improvement Strategies	Comments
Inspiring Minds	<p><b>2.1</b> School wide commitment to effective use of assessment to inform teaching and learning</p>	<ul style="list-style-type: none"> <li>● Address all the essential elements of the PYP. (C4.1b)</li> <li>● Develop a range of strategies and tools to assess student learning (C4.3 )</li> <li>● Provide students with feedback to inform and improve their learning (C4.4)</li> <li>● Develop a common understanding of formative assessment. (C4.4)</li> <li>● Develop a consistent approach to analyse assessment data to inform teaching and learning. (C4.7)</li> <li>● Provide opportunities for students to participate in, and reflect on, the assessment of their work. (C4.8)</li> <li>● Develop a consistent approach to use the outcomes of students' assessment to inform curricular modification and identify appropriate pedagogies.(CIS)</li> <li>● Develop methods of tracking individual student's achievement to ensure appropriate challenge and support is identified.</li> <li>● Support planning for learning, and enhance curriculum development by using assessment data to inform differentiation. (CIS)</li> </ul>	
	<p><b>2.2</b> Collaborative planning</p>	<ul style="list-style-type: none"> <li>● Integrate subject-specific scope and sequences within the programme of inquiry. (C1.3a)</li> <li>● Incorporate differentiation for students' learning needs and styles into collaborative planning and reflection. (C1.6)</li> <li>● Develop strategies to inform collaborative planning and reflection by using assessment of student learning (C1.7)</li> <li>● Explore and implement ways to include support staff in the process of planning with the classroom teacher</li> </ul>	<p>Moon shot relating to EAs being more involved with planning</p>

<p><b>2.3</b> Written Curriculum</p>	<ul style="list-style-type: none"> <li>● Develop a fully articulated curriculum that embraces transdisciplinary learning strategies. (CIS)</li> <li>● Continue to refine and develop the Chinese and Science scope and sequence</li> <li>● Align the PoI with the Social Studies scope and sequence (strands, skills, concepts and learning outcomes) in order to further develop opportunities for transdisciplinary learning. (CIS Section 3, IB C1.3a and C3.2)</li> </ul>	<p>Moon shot relating to developing a true transdisciplinary curriculum</p>
<p><b>2.4</b> Teaching and Learning</p>	<ul style="list-style-type: none"> <li>● Further develop transdisciplinary and disciplinary approaches to teaching and learning in order to engage students in meaningful inquiry. (C3.2)</li> <li>● Address the competencies, experiences, learning needs and styles of students through teaching and learning. (C3 3A)</li> <li>● Use a diverse range and variety of teaching and learning strategies. (C3.9)</li> <li>● Differentiates instruction to meet students' learning needs and styles for all learners. (C3.10)</li> <li>● Engage students in reflecting on how, what and why they are learning (C3.13)</li> <li>● Promote and embed a greater variety of tools and strategies to allow students to reflect on their learning. (C3.13)</li> </ul>	<p>Includes portfolio</p>

Strategic Area	Strategic Goals	Key Improvement Strategies	Comments
<b>Environment and Systems</b>	<b>3.1</b> Learning Spaces	<ul style="list-style-type: none"> <li>• The leadership team and staff investigate ways to meet the challenges regarding learners space in the implementation of the program. (CIS)</li> <li>• The School initiates a review of learning spaces to support high quality inquiry based teaching and learning. (see section B.3) (CIS)</li> </ul>	Moon shot relating to enhancing learning spaces
	<b>3.2</b> Permaculture and greening project (environment)	<ul style="list-style-type: none"> <li>• Establish an EA post to embed and promote sustainable practices across the school including green group, garden club and links to the curriculum</li> <li>• Establish 3 year plan to develop a permaculture culture/environment at Peak School</li> <li>• Promote the work of the 'green team' within the school and in the wider community</li> </ul>	Moon shot relating to enhancing learning spaces
	<b>3.3</b> Timetable	<ul style="list-style-type: none"> <li>• Review current timetable and its effectiveness and whether it promotes an efficient use of our teacher/student learning time and allows for balance between disciplines and in-depth inquiry (B2.10 and B2.10a)</li> <li>• Involves complete review of the school day</li> </ul>	Moon shot relating to review of school day
	<b>3.4</b> IT/Library	<ul style="list-style-type: none"> <li>• Promote learning technology to enhance collaboration, efficiency and to redefine approaches to learning and creativity (ESF)</li> <li>• Develop and implement coding/robotics/making approach across all schools (ESF)</li> <li>• Embed digital literacy in the information literacy documentation</li> <li>• Allocate human resources to support ICT initiatives and specific roles and responsibilities</li> <li>• Staff access to support and training of new ICT developments</li> </ul>	