

Peak School

Annual Plan 2016-2017

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.



THE GLOBAL GOALS
For Sustainable Development

HUMAN CONNECTION



Key Initiative 1.1

To embed teaching learning practices that empower learners to further develop their social, emotional and cognitive needs

Key Action Points

- Review and further develop sustainable provision in schools to promote students well being
- Develop the role of the ELSA (trained EAs to support our children emotionally) and establishing it within the school
- Raising awareness of the child protection policy and refining our safeguarding procedures in the school

Key Initiative 1.2

To practice global Citizenship and live the IB learner profile

Key Action Point

- Live the IB learner profile across the school community and learn about it through our daily lessons.
- Define and identify what a 'Global Citizen' looks like at Peak School
- Introduce the UN Global Goals through the units of inquiry as a way global citizens take action.

Inspiring Minds

Key Initiative 2.1

To embed teaching learning practices that empower learners to further develop their social, emotional and cognitive needs

Key Action Points

- School wide commitment to effective use of assessment to inform teaching and learning.

Key Initiative 2.2

To enhance and strengthen our collaborative planning approaches.

Key Action Points

- Plan and implement opportunities for differentiated instruction and reflect on its impact on teaching and learning, focusing on content, process, product and learning environment.



INSPIRING MINDS (cont)



4 QUALITY EDUCATION



Key Initiative 2.3

To ensure that teaching and learning practices respond to student needs and learning styles.

Key Action Points 2.3a

- Address the competencies, experiences, learning needs and styles of students through teaching and learning (C3, 3A)

Key Action Points 2.3b

- Differentiate instruction to meet students' learning needs and styles for all learners. This builds on the differentiation focus from previous years.
- Work with Peter Sullivan on number focus. This includes our Year 1-6 children focusing on tasks to support the learning, understanding and application of number.
- Work closely with other ESF schools in collaboration with Peter Sullivan to share practice and ideas

Key Action Point 2.3c

- Continue to develop our understanding of key characteristics to enhance our Growth as a Learner (addressing the Lifelong Learners concept through Growth Mindset)
- From 'Not Yet' to what's next? This means that we are looking to reinforce and strengthen the work we have already done in this area.

Key Initiative 3.1

To establish a permaculture and promote a sustainable approach to our environment.

Key Action Points

- Establish, refine and embed a 3 year plan to develop a permaculture 'culture/environment' at Peak School
- Continue to have Jo Bryce working with our children two days a week to support our greening projects

ENVIRONMENT & SYSTEMS



Key Initiative 3.2

To allocate time and resources for exploration and discovery.

Key Action Points

- Look at creative ways of developing a 'Discovery Time' model for our older children.
- Acquire resources and offer professional development for the effective implementation of Discovery Time.

Key Initiative 3.3

To review the use of resources to ensure they are optimising learning with a focus this year on learning technologies

Key Action Points

- Develop and implement a consistent approach to coding, robotics/making across the school (ESF Strategic Plan)

2015/2016 In Review



Last year (2015/16) we had a number of key initiatives that we worked on throughout the year. The following pages provide a summary of which ones we met, which ones are still ongoing and which ones we did not start.

Key Action Points	Summary of Action Strategies	Status
Promote, provide and implement further learning opportunities to enhance well being of all our learners	- Share updated 'Child Protection' policy with staff to raise awareness.	Completed
	- Appropriate staff to attend Mindfulness training and raise awareness back at school amongst the community	Completed
	- Environmental EA - Jo Bryce to offer activities to promote well being and also offer ELSA support through environmental/ gardening activities.	Completed but ongoing
	- To implement Emotional literacy support for students through our trained ELSA's and to build capacity in continuing to support our students in this area	Completed but ongoing
To develop our understanding of key characteristics to enhance our 'Growth as a Learner.'™ (addressing the terms 'Lifelong learners' and 'Growth mindset')	- Develop a clear job direction for the new Nurse utilising her skills to meet the needs of our learners.	Completed
	- Establish a baseline measure of learners at Peak School in terms of their perceptions as a learner and then compare these perceptions at the end of the year	Completed
	- Establish key characteristics of a growth mindset and share these via key messages with the school community.	Completed
	- All staff and students will identify 3 key points which they will embed to enhance their 'growth as a learner.' This includes not yet / learning from mistakes / comfort zone, stretch, stress etc	Completed

2015/2016 In Review



Key Action Points	Summary of Action Strategies	Status
Develop a common understanding of formative assessment	- Ensure all staff have a common understanding of what formative assessment (ongoing assessment) is and this understanding is reflected in their teaching practice	Completed but always ongoing
Develop a consistent approach to analyse and use assessment data to inform differentiated teaching and learning	- Look to develop a database or online platform to help us analyse assessment data collected throughout the year	Ongoing – we are a trial school in 2016/17 for developing an online platform to help with planning, assessment and reporting to parents.
Develop strategies to inform collaborative planning and reflection by using assessment of student learning.	- A common understanding is developed for the expectations for collaborative planning sessions throughout the school	Completed
Explore ways to include support staff in the process of collaborative planning.	- Include EAs in the collaborative planning sessions with teachers when and where appropriate. - All EAs will have access to PYP planners in order to give them an opportunity to reflect and provide feedback on the units of inquiry (Stage 6 to 8 - reflection) - Hold an EA workshop on the PYP planner.	Ongoing Ongoing Will continue to do this next year
Continue to refine the written curriculum through the curriculum map and PYP planners	- Further investigate curriculum mapping tools (e.g. Lionel, Managebac). - Participate in the development of the selected curriculum mapping tool.	Not Started. We are a trial school for 2016/2017

2015/2016 In Review



Key Action Points	Summary of Action Strategies	Status
Continue to refine the written curriculum through the curriculum map and PYP planners	- Continue to refine the curriculum map (POI Calendar) in order to ensure that it shows when the subject specific learning outcomes in the following subject areas are addressed, whether linked with the units of inquiry or as stand alone lessons. Science, Soc St, Mathematics, Language, Chinese, PE, Performing Arts	Completed
	- Refine Chinese written curriculum	Completed
	- Incorporate the newly developed ESF Science scope and sequence in planning	Completed
To promote and endorse a sustainable approach to our environment	- Establish an EA post to embed and promote sustainable practices across the school	Completed but ongoing as Jo will continue in this role in 2016/17
Review the current timetable and its effectiveness	- To determine whether the current timetable promotes/enhances an efficient use of our student/teacher learning time and allows for a balance between disciplines and in-depth inquiry	Completed

