



PEAK SCHOOL

Annual Implementation Plan

2011-12

Prepared August 2011

Endorsement by School Council	SIGNED <i>David Post</i> NAME: David Post DATE - 28 th of September, 2011
Endorsement by Principal, Peak School	SIGNED BILL GARNETT NAME: Bill Garnett DATE - 28 th of September, 2011

Annual Implementation Plan

Priority Area 1: Philosophy and Objectives

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Review and develop 3 Year Strategic Plan ensuring alignment with IB PYP Standards and Practices, CIS/WASC Recommendations and ESF Strategic Plan	LMT led by BG	Term 1-3	Primary Advisor, School Community Members	Strategic Plan updated through consultation with school community and presented to council by the end of the academic year	
Review and develop Mission/Vision statements	LMT led by BG	Term 1-3	Primary Advisor, School Community Members	Vision/Mission statements reviewed and if appropriate changed	

Priority Area 2: Teaching and Learning

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Program of Inquiry review - includes continued curriculum mapping of English and Maths	LMT, Curric Coor, All staff	Term 1&2	First Steps, Curriculum advisor, Joy A	POI reviewed, school wide spelling program implemented, First steps explored & adapted as basis for English program. EAL	
Development of deeper understanding for all school community members of Inquiry based learning and teaching	LMT led by PS	Term 1-3	Workshops for staff and parents	Inquiry based learning promoted throughout planning sessions with PYPC, Homework policy reviewed, parent/school council workshops held	
Review/Develop planning processes across the school including collaborative planning process to enrich further our specialist programs	LMT, Curric Coor	Term 1-2	IB Collaborative planning workshop	Guidelines drawn up ensuring collaborative planning with specialist teachers. Consistent approach to planning evident.	
Develop use of authentic assessment across the school	LMT	Term 1-3	Curriculum Group meetings	Assessment data collected used to plan next steps in learning and teaching	
Reporting processes to be reviewed and developed including Learning journals and consultations	Ruth, LMT & Curric Coor	Term 2-3	Ruth as TLR4 post holder visiting other schools	Learning journals are trialled through the year and shared with parents. Consultation with parents process reviewed	
Strengthening of authentic links to Mandarin	Mary L & LMT	Mid Term-Term 3	Staff Funding	EA employed to facilitate authentic links to Mandarin	

Priority Area 2: Teaching and Learning (continued)

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Reporting to parents via Gateway ensuring the templates used reflect the curriculum taught as well as take into consideration the feedback from the parents	Craig, AA	Term 1	Andy Statham	Parents are able to log on to view their child's report	
Review and develop policies relating to Cyber Safety including completing an audit	Craig, Mark E	Term 2	Robyn Trevauld, Paul White	Policy updated, audit clearly demonstrates changes in practice	

Priority Area 3: Student Support Services

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Update SEN Policy and practices in line with recommendations and school needs	AA, MR, ABS	Term 1-2	CIS Recommends School review	Recommendations and school needs used to inform practice	
Health and Safety committee to meet regularly to monitor and develop policies re all aspects of health, safety and security in line with recent audit	BG	Term 2	Work with company contracted by ESF	Com. formed to establish H&S needs. Safety Officer appointed. Regularly meetings held	
Develop further opportunities for student action and student leadership	BG	Term 1	Create TRL4 post	Review of opportunities, action taken in response to this	
Continue to meet the needs of our students through the effective use of assessment and differentiation	LMT, All staff	Term 1-3	Differentiation workshops	Assessment data collected used to plan next steps in learning and teaching. G & T focus evident	

Priority Area 4: Governance and Management

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
The Principal along with the school council continuously monitor the finances including the three-year financial plan	BG, JF, AL	Term 1-3	Finance Committee	3 Year budget created. Finance Com meets regularly to monitor annual budget	
The school council develops and implements a formal induction program for new school council members	DP, BG	Term 1	Contact other ESF Councils	The completed induction manual and timeframe made available to new members	
The Administration develop a formalized process for the regular review of all policies and procedures to ensure they are kept up to date and relevant for the target audience	BG	Term 1	n/a	BG to present policy overview/timeline to council	

Priority Area 5: Professional Support and Development

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
The leadership team continues the program of professional development opportunities available for all staff linked to performance management and school priorities	LMT	Term 1-3	Supply so that teachers can visit other schools (1 day per teacher)	All staff are performance managed and staff exposed to training in this area.	
The performance management system and subsequent professional development program is linked to school priorities	LMT	Term 1-3	Supply, IB workshop costs, training costs	CPD program developed in accordance to school and personal needs. Program linked to school priorities	

Priority Area 6: Resources

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
The school review and evaluate current use of ICT room	CH, LMT, All staff	Term 2-3	Visit other schools	Evidence of a review of current arrangements and collaborative approach used. Usage of room reflects approach to inquiry learning	
The school develop plans for a new Performing Arts Suite ensuring that the available area on the ground level is used effectively for all the arts	School Community led by BG & JE	Term 1-3	\$2 million committed by ESF, \$1 million committed by School	In consultation with ESF and school community a multi-purpose performing arts area is designed that utilises effectively the space available on the ground level (lower floor). This also includes the creation of a larger teaching area for music and a redevelopment of the hall area.	