



Peak School Development Plan

2009 - 2012

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.



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Peak School Mission

We view all of our school community as learners. Through providing a broad and balanced, inquiry based international curriculum we develop:-

Inquirers – developing our natural curiosity; acquiring the skills necessary to conduct inquiry and research and showing independence in learning; actively enjoying learning and sustaining this love of learning throughout our lives.

Thinkers - exercising initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and making reasoned, ethical decisions.

Communicators - understanding and expressing ideas and information confidently and creatively in more than one language and in a variety of modes of communication; working effectively and willingly in collaboration with others.

Risk takers - approaching unfamiliar situations and uncertainty with courage and forethought and having the independence of spirit to explore new roles, ideas and strategies; being brave and articulate in defending our beliefs.

Knowledgeable - exploring concepts, ideas and issues that have local and global significance. In so doing, acquiring in-depth knowledge and developing understanding across a broad and balanced range of disciplines.

Principled – acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities; taking responsibility for our own actions and the consequences that accompany them.

Caring - showing empathy, compassion and respect towards the needs and feelings of others; having a personal commitment to service and acting to make a positive difference to the lives of others and to the environment.

Open- minded – understanding and appreciating our own cultures and personal histories, and being open to the perspectives, values and traditions of other individuals and communities; being accustomed to seeking and evaluating a range of points of view, and being willing to grow from the experience.

Balanced - understanding the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - giving thoughtful consideration to our own learning and experience; being able to assess and understand our strengths and limitations in order to support our learning and personal development.



PHILOSOPHY AND OBJECTIVES

Action	Strategy	Evidence
VISION/MISSION		
Mission statement revised and further developed.	Documentation developed to explain the terms Vision, Mission, Values, to include a Vision, Mission and set of values followed by a statement about learning. Summary of Vision and Mission published to school community.	2009 TERM 2 Mission statement revised and published
Whole community awareness and use of vision, mission, learner profile and statement of learning.	Mission promoted in Peak View. Statement of learning and Learner Profile developed into action statements and included in Performance Development meetings and as part of class observations. Unit overviews sent out to parents to include Learner Profile attributes in focus during each unit. Aspects of the above are a regular feature of council and PTA meetings and parent workshops.	From 2009 TERM 1 Sample unit overview attached
Vision, Mission and Learner Profile is 'lived' throughout the school.	All planning and policy development is done in line with the statements above. Practices such as behaviour management and bullying strategies align with the statements. All policies are reviewed and dated as update and review date.	ONGOING
LEARNER PROFILE		
Ensure all teacher planning and curriculum delivery is premised on the Learner Profile.	Planning meetings ensure the Learner Profile attributes are incorporated in the delivery of curriculum, the management of the classroom and the assessment of learning.	ONGOING Class observations
Parents Support the development in students of the Learner Profile.	A developmental schedule of Parent Workshops is developed and publicised in newsletter. Annual workshops/assemblies for parents, teachers and children established. All teachers send out information reflecting class practice.	Newsletters publicise workshops Living the Learner Profile parent presentation.
School communication reflects commitment to Learner Profile.		



TEACHING AND LEARNING

Action	Strategy	Evidence
<p>Review the Language Policy in order to reflect the pedagogy and philosophy of PYP and meets the specific needs of the school.</p>	<p>Language group create new policy. Group to include representation for English, Mandarin, EAL and Mother Tongue. Policy taken to staff and School Council for refinement. Policy distributed to all stakeholders. Language Policy workshop for parents.</p>	<p>Document developed and on web site. Workshop for parents held.</p>
<p>Programme of Inquiry reviewed in light of PYP pre-auth recommendations.</p>	<p>All staff involved in review of POI as classroom teachers and curriculum coordinators.</p>	<p>Document developed and on web site.</p>
<p>Development for stakeholders in elements of the PYP.</p>	<p>all PYP staff meetings within CPD programme on Inquiry, Action, Learner Profile, International Mindedness. all In-school workshop March 2010 – Teaching and Learning All staff ESF induction for new staff – October 2nd PYP induction meetings every half term. Regional workshops attended according to staff need and Performance Development targets.</p> <p>Parents as Partners/School Council Workshops International Mindedness Learner Profile Action Concept Driven Curriculum</p> <p>Assemblies: We are a PYP School Action in the PYP Learner Profile International Mindedness</p>	<p>Staff meetings scheduled and delivered.</p> <p>Budget allocated for CPD</p> <p>Workshops/ assemblies delivered.</p>

Develop planning processes across the school.	Guidelines drawn up to ensure collaborative planning with specialist teachers. This will become part of teaching and learning policy.	Collaborative planning for all on a regular basis.
Develop teaching and learning within the school/create policy which reflects the pedagogy and philosophy of PYP and meets the specific needs of the school.	<p>Staff to attend</p> <ul style="list-style-type: none"> - inschool workshop with inquiry/differentiation focus - Kathy Short sessions facilitated by ESF – inquiry based learning <p>Inquiry based learning promoted throughout planning sessions with PYPC. Following inschool workshop March 2010 working party formed to develop teaching and learning policy Review homework policy to reflect school pedagogy.</p> <p>Developing understanding of conceptually based scope and sequence documentation enables differentiation.</p> <p>Review timetables to ensure time for transdisciplinary inquiry.</p>	<p>Document developed and published</p> <p>Document developed and on web site.</p>
Develop use of the school learning environments around the school to maximize student learning.	<p>Staff meeting: <i>'What is the importance of the learning environment – what should it look like? Sound like? Be used for?'</i></p> <p>Library Major redevelopment Summer 2009/2010. Develop use of environment and human resources in library.</p> <p>Virtual Learning Environment Redevelop VLE – new platform PLANET PEAK Introduce to students, staff and parents Develop use of VLE to enhance and develop learning across the school.</p> <p>Staff meetings to reestablish our philosophy and practice. Small group to meet and develop ARR policy. Policy to staff, council and wider community.</p>	<p>Classrooms reflect inquiry based learning.</p> <p>Library redeveloped. Human resources meet school needs.</p>
Review the Assessment Policy in order to reflect the pedagogy and philosophy of PYP and meets the specific needs of the school.	<p>PYPC and teachers to develop use of formative and summative assessments within units of inquiry and the use of portfolios across the school.</p> <p>Staff meetings to review current practice.</p>	<p>ARR Policy completed</p> <p>Portfolios and student conferences in use across the school to</p>

Develop use of authentic assessment across the school.

ARR group work on data collected to inform ways ahead for ARR

support learning.

Use of portfolios and student led conferences developed and implemented 2010/11

Reporting process reviewed and developed

Staff meeting completed.

Development of all curriculum areas in light of PYP pre auth/auth and CIS WASC recommendations

First report completed
Oct 2009
PYP Action plan completed
Oct 2010



GOVERNANCE AND MANAGEMENT

Action	Strategy	Evidence
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Governance

<p>The School Council formulates a policy manual. (To include a communication strategy for the council business and links to staff and parents).</p>	<p>Council to adapt ESF handbook to suit the Peak School context.</p>	<p>Document developed and on web site.</p> <p>Induction process carried out.</p>
<p>The School Council communicates the policy manual to the school community.</p>	<p>The completed policy manual is loaded to the school website. A link to the policy document is issued in Peak View.</p> <p>At the time of elections of new members the applicants are sent a link to the website.</p>	
<p>The School Council develops and implements a formal induction program for new School Council members.</p>	<p>The policy manual will contain an induction strategy and timeline for all new council members along with the strategy for implementation. All new members to go through induction process.</p>	
<p>The School Council develops and implements an instrument to evaluate its effectiveness.</p>	<p>The School Council self evaluation tool outlined in the ESF manual is reviewed and amended for suitability of use for Peak School Council. The review is trialed at the end of the 2010 calendar year (end of term 1 '11)</p>	<p>Review completed. Agenda for improvement developed.</p>
<p>The School Council develops a long term financial plan to implement and sustain current and future educational</p>	<p>Finance committee develops a long term financial plan against this School Development Plan. The finance committee presents the plan to council for approval.</p>	<p>Plan in place and linked to SDP.</p>

priorities.

Management

The administration develops a formalised process for the regular review of all policies and procedures to ensure they are kept up to date and relevant for the target audience.

All policy documents compiled in admin folder.

Policy review dates schedule and entered into calendar.

New policies as needed are developed, dated and entered in calendar and planner.

Policies are compiled and accessible to staff and wider community on website/at main office.

The administration reviews the job description for subject coordinators to reflect the changes in administrative structure and curriculum.

Job descriptions to be updated as part of action planning.

Job descriptions updated.

The School Council develop and implement a policy covering access to the school and use and/or rental of the resources.

School Council to review current documentation and develop policy as necessary.

Policy updated and in use.



STAFF

Action	Strategy	Evidence
The leadership team extends the performance management system to include all staff.	The LMT is extended to include the Information Literacy Coordinator who will take on line management responsibilities. Classroom teachers, the LSC Manager and the SENCO will work with their EAs to develop performance management plans in line with school policy.	ONGOING All staff have Performance Management targets.
The leadership team continues the program of professional development opportunities available for all staff linked to the performance management appraisal system and SDP.	The School Development Plan outcomes are mapped. The staff's individual targets are mapped.	CPD programme developed according to school and personal needs.
The performance management system and subsequent professional development programme is linked to the SDP and incorporates all aspects of the school's curriculum.	A comprehensive professional development programme is developed based on the Performance Management and School Development Plan mapping and observation processes.	



STUDENT SUPPORT SERVICES

Action	Strategy	Evidence
<p>Update SEN policy and practices in line with Learning Support Class, new ESF SEN Policy and school needs.</p>	<p>Work with the LMT, JCSR, LSC Manager and SENCo to look at the school student support needs and mode of delivery with a view to streamlining processes and support structures. Document a policy for Peak School that is both in line with the ESF policy and reflective of the particular needs of the school – to include more able children. Staffing is adjusted to reflect the above policies and practices. CPD for all staff on differentiation and G&T in the mainstream.</p>	<p>Policy developed and implemented. Staffing restructured.</p> <p>Policy and process developed and used. Needs identified with class teachers</p>
<p>Review the admissions process to identify the learning needs of all students, especially EAL students.</p>	<p>A process of (including checklist and documentation process) is developed to identify the unique learning needs of all students at the time of admission and in the first month of schooling. The EAL coordinator is part of this process and in particular the admissions process for all new year 1 students. Information shared with class teachers.</p>	<p>Admissions procedures in place.</p>
<p>Establish Health and Safety Committee to monitor and develop policies re all aspects of health, safety, and security, including the development of an invacuation (lock-ins or lock-outs) plan.</p>	<p>A group representing all stakeholders is formed and briefed on the role of a Health and Safety Committee. A Safety Officer is appointed from the group and briefed accordingly All policies relating to Health and Safety are identified and analysed for currency and to determine usefulness and need for the development of other policies.</p> <p>A policy for invacuation (lock down and lock out) is developed and staff in-serviced. Invacuation processes are tested on a term by term basis.</p>	<p>Group formed and operating. Safety Officer appointed, role statement developed. Policies updated</p> <p>Invacuation policy developed and tested.</p>
<p>Develop a health policy to include medical information for all staff and students.</p>	<p>The school nurse develops a health policy for the school. The policy includes the management and updating of all staff and student medical information. Students with significant medical needs are identified and shared with teachers/displayed in staff room. Updates occur on an ongoing basis. All documentation is ready prior to the start of each new school year.</p>	<p>Health policy developed and shared. All information is current and documented.</p>
<p>Develop a policy for challenged materials.</p>	<p>The Information Literacy Coordinator works with teaching staff and librarian to develop a policy for dealing with materials that are challenged as being inappropriate for the school Resource Centre.</p>	<p>Policy developed and in use.</p>



RESOURCES

Action	Strategy	Evidence
The School review and evaluate current use of the library to improve the integration of its resources in supporting the school's curriculum.	A vision for the future is developed to incorporate the library, ICT suite and ICT provision.	2010/2011 Vision created and shared with community.
	The library is redeveloped and furnished to represent a modern Resource Centre with appropriate ICT provision.	From term 1 2009 New staff in place.
	Staffing of the Resource Centre is reviewed to reflect the vision for the future.	
	The ICT room is redeveloped to reflect inquiry learning, to align with and augment the Resource Centre and to provide ICT learning centres.	By the end of the 2010/2011. ICT suite redeveloped