BEACON HILL SCHOOL

One Year Plan

2015-16

Prepared September 2015

Endorsement by Principal	SIGNED: *James Harrison* NAME: JAMES HARRISON DATE: 24th September 2015
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School Profile

School context	Beacon Hill School, a member of the English Schools Foundation, was first established in 1967. It is a flourishing school serving the Kowloon area of Hong Kong. The school is situated on a small site, 7 storeys high. There are class sizes of 30 with 3 classes in each year band. The school has recently had some major renovations and is now equipped with an ICT suite, Drama Studio, Specialist Music and Art room, a well resourced Learning Centre and two multi-purpose rooms. The school has a Learning Support department that caters for students with moderate to severe needs in an inclusive environment. Standards at BHS are high. The curriculum offered is aligned to the philosophy of the Primary Years Programme of the International Baccalaureate Organisation and involves an inquiry-based, investigative style of teaching and learning. The teaching staff are well qualified, experienced and work closely with colleagues in the other ESF schools. Staff-student relationships are excellent and are based on a strong sense of mutual respect.
Summary of relevant evaluation findings and/or recommendations	The major focus areas for the BHS Strategic Development Plan is drawn from: • ESF Strategic 3 Year Plan • IB PYP Evaluation Visit Report • CIS Accreditation Report • Maths Review • New Principal Review • LSC Review This is attached as an appendix.
Planned evaluations and/or reviews	CIS 5 Year Visit before Self Study

School Strategic Intent

Strategic Goals	Outcomes	Targets	Key Improvement Strategies
A. Develop and support a culture of continuous professional development and improvement	**1. Teaching and Learning** **1.1** Improved practice	• All teaching staff go through the Teacher Directed Observation (TDO) process once in the year • The TDO concept and philosophy are introduced in a PLF day • Volunteer group trial the TDO process in first half term and feedback to all teachers • All teachers use the TDO process once in the year • Professional Learning Communities (PLCs) strategy is introduced to all teaching staff via a staff meeting • All teaching staff identifies areas of interest from the six areas identified by all teachers and EAs last year. • PLC groups are formed (by SLT) • PLC groups use designated staff meeting times in Terms 1 and 2 (plus additional personal time) to work on their aims • PLC groups feedback – include recommendations which will feed in to future SDPs • Performance Coaching model is introduced • All teaching staff participate in 3 days of CPD in September • Teachers use skills learned in a variety of professional settings	• To develop and improve knowledge and practice of educational pedagogy amongst the staff through more personalised PD, PLCs, TDOs and Performance Coaching • Introduce Teacher Directed Observation • Introduce Professional Learning Communities • CPD is aligned to targets from Professional Review and Development process • Performance Coaching is introduced to all teachers via 3 CPD days with 'soft' practising of skills throughout the year. • SLT use coaching skills in Professional Review and Development conversations • Develop a 'growth mind-set' culture within the school

B. **Develop and support approaches to teaching and learning that enable greater personalized learning for all**	**1. Assessment of/for Learning** 1.2 Improved use of student attainment data 1.3 Formative assessment more personalised for all learners 1.4 Improved reporting to Parents	• All teaching teams use all available data to inform their planning and practice to have improved student experiences (more differentiated / personalised) • More varied forms of assessment are planned for and used to assess student progress and provide the next steps in learning. • Greater personalised learning opportunities provided within the curriculum allowing students to improve in relation to their specific needs (including G&T) – one of the PLC groups will explore this in detail • To increase the Maths and English reporting frequency to parents (from end of Term 1)	• Give more targeted support to students following assessments • Implement more forms of formative assessment • To adapt our assessment processes to cater towards different learning styles • Identify what outcomes should be reported to parents at different times through the year for English and Maths • Set these reports up on the Gateway
	2. Teaching and Learning 2.1 Personalised learning including improved model of inclusion for all including LOA 1 and 2, G&T 2.2 Curriculum strengthened	• Audit LoA 1 and 2 students to ensure their needs are being met in accordance with available resources – part of this will be looked at via one of the PLC groups • A balanced and well-managed curriculum is taught by classroom and single-subject teachers with identified links across all UoIs	• To identify ways in which we can provide opportunities for more personalised learning across the curriculum • To identify more opportunities for authentic links across Units of Inquiry
	3. Home Learning and Communications 3.1 Effective communications 3.2 Home learning	• Continue to monitor the effectiveness of our home-school communications – one of the PLC groups will look in-depth at this • Our Homework policy is revised to reflect the aims of the school	• To evaluate the efficiency of our communications • To evaluate the impact and effectiveness of our 'Homework' policy • To educate our parent body in terms of valuing the BHS homework philosophy and expectations • To better meet the needs of all students

	4. **Curriculum Development** 4.1 Differentiation 4.2 Curriculum Planning	• The parent community is better informed of our Homework expectations and support this through their actions • Improved curriculum differentiation – use of Bec Clements and Catherine Jeffes to support teachers through meetings and sharing of ideas and resources • Improve the planning process by ensuring all teachers know the processes they should follow • Ensure all planning documentation is available, easy to use and updated	• To make the planning process more efficient
C. To create environments where all learners can flourish	1. **Student Welfare** 1.1. Behaviour 1.2. SEN 1.3. Awareness	• Improved student behaviour policies, systems and practice in place • Improved provision for mainstream students (LoA 1 and 2) • Improved awareness and sharing of 'home' circumstances to support students	• To improve consistency in our approach to behaviour management • To review provision for mainstream students (LOA 2) and develop a strategic plan for LOA 1 interventions. • To have increased, shared knowledge of our students family life that will enable us to better support the students
	2. **School Operations** 2.1. Effective and efficient management	• Ensure the CIS evaluation is successful through collaborative work on the report • Continue to update school policies and make available to all stakeholders • BHS follows all H&S requirements to ensure the safety and well-being of all students	• CIS Evaluation visit completed • Review and development of school policies • Continue health and safety improvements in line with ESF recommendations • All staff are aware of, understand and follow the correct procedures

C. **To create environments where all learners can flourish**	**3. School Operations** 3.1. Effective and efficient management	• School Council measures progress • Abridged versions of minutes from School Council meetings are available on the school website	• The School Council uses the Self-evaluation form to measure progress toward the School Mission • School Council Chair includes termly updates in the School Newsletter • Formulate an agreed process for identifying and selecting projects which the PTA support financially. Write and publish the policy with the stakeholders
	4. Governance 4.1. Self-Evaluation 4.2. Transparency	• To have one PLC group research the field of 'learning spaces' for 21st century learners • Evaluate the research and make decision as to what changes would be required to make our classrooms more suitable for the style of learning and teaching required.	• PLC groups research different learning spaces and make evaluations / recommendations Budget to ensure funding is available to finance any agreed buildings work in classrooms.
	5. Buildings To ensure learning spaces meet the needs of our learners and teachers	Liaise with John Stewart re future buildings projects	
Celebrations	**1. Successful recognition and celebration of BHS 50th Anniversary**	• Contact alumni to contribute to the celebration • Connect with ESF 50th anniversary	• Establish a team to plan for the celebration • Begin to plan what events will take place and when they will take place • Create an alumni Facebook site to begin to share the message and allow alumni to connect and share information / photos • Communicate with ESF, Island School and other relevant groups to ensure collaboration with any similar celebrations.

Annual Implementation Plan: English

Priority Area 1: Assessment of and for learning.
Specific Targets:
Student progress is consistently tracked through school agreed Reading and Writing assessments.
Progress in Viewing and Presenting, Listening and Speaking is monitored and reported on regularly.

Improved student performance due to better use being made of performance data.

Individual student targets are shared with parents.

English outcomes to be reported in December in addition to end of year report.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
-Assessment tools introduced to new staff and offered as a refresher to others. Consolidate use.	English team	Term 1	None	Assessments are consistently being carried out according to the assessment calendar.	
-SMT with the support of the English team to monitor and support target setting and reporting to parents.	SMT and English team	Ongoing	Planning time/supply	Consistent approach to planning and assessment.	
-Introduce emphasis on reporting for L&S, V&P strands to year groups, encourage staff to include self-assessment tools.	SMT and English team	Ongoing	Planning time/supply	Unit reports, summative and end of year reports comment on attainment in these strands.	
-Update reading and writing target stickers as needed. Support year groups with sharing these with parents.	English team	Term 1 and 2		Target setting is commonplace-students and parents are aware of their use.	
-Continue writing moderation as in previous years with emphasis on target setting. Clarify expectations for Year 6.	English team	Once termly		Writing moderation fuels a discussion amongst colleagues and students about next steps for learning.	
-Contribute to ESF work samples.	English team and chosen year group.	Ongoing	Planning time/supply	BHS is represented in the PLG work on writing.	
-Review reporting outcomes in light of POI changes.	SMT and year groups	Term 2	Planning time/supply	Reporting objectives reflect what has been taught.	

Priority Area 2: **Teaching and Learning/Curriculum Development**
Specific Targets:
Student progress is consistently tracked through school agreed Reading and Writing assessments.
Progress in Viewing and Presenting, Listening and Speaking is monitored and reported on regularly.

Improved student performance due to better use being made of performance data.

Individual student targets are shared with parents.

English outcomes to be reported in December in addition to end of year report.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
-SMT with the support of the English team to monitor planning.	SMT and English team	Ongoing		Scope and sequence objectives are planned, taught and assessed.	
-Review the effectiveness of rotations in the teaching of English.	Whole staff	Term 2		Practise in classrooms meets the needs of all the children in terms of ability and learning styles.	
-Find relevant CPD opportunities.	CPD coordinator, SMT and English team	Ongoing	Costing of courses	Staff are enthused and engaged in a range of relevant CPD opportunities.	
-Staff meeting, PLF and EA training time given to areas of need.					
-Scope and sequences for comprehension keys and spelling are reviewed and amended as needed.	English team	Term 1		Additions to scope and sequence ESF documents reflect the needs of our students.	
-English team meet regularly and attend ESF PLG meetings to keep up to date with changes to curriculum or support available.	English team	Ongoing	Supply cover when needed	Staff is kept up to date with ESF priorities and training is disseminated.	
-Coordinate review how group reading is taught across school.	SMT and English team	Term 2		Clear picture of how group reading is taught at school.	
-Introduce possible changes to the way that writing is taught across school. Encourage year groups to explore the writer's workshop approach.	English team with support of SMT	Term 1		Year group writing program meets the needs of the students by allowing time for consolidation of basic skills.	
-Ensure that policies are available to all stakeholders and reviewed as needed.	SMT and English team	Term 1		Policies are published and accessible.	
-Book week to include writing competition.				Book week raises the profile of reading across school.	

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
-English expectations are shared again with all staff at the beginning of the year.	English team	Term 2		Consistent approach to the teaching of English across school.	
-Continue monitoring resources and update as needed, including online reading program.	English team	Term 1		High quality resources are evident for students and teachers.	
	English team	Ongoing			
-Complete whole school audit of home readers and complete colour banding of books.	English team	Term 1 and end of Term 3 for Year 6 books.		Stock take complete and all students using the colour banding system to take home readers.	

Priority Area 3: **Home learning and communications**
Specific Targets:

To raise parents awareness of the English curriculum and strategies that they can use to support their children at home.

Regular involvement of parents in resourcing and teaching of reading in school.

Homework policy, with particular reference to the home reading program, revised to reflect the aims of the school.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
-Continue to share learning targets with parents on a regular basis.	All teachers	Ongoing		Targets are evident in classrooms and reading journals. Shared at parent conferences.	
-Reading workshops for parents and helpers.	English team	Term 1	Supply cover for afternoon workshops.	Raised awareness of curriculum and strategies to use to support students at home amongst the parent community.	
-Phonics workshop for parents.					
-Explore opportunities to better use The Beacon to support the teaching of English.	English team.	Term 2		Possible ways of resourcing English online have been explored.	
-Share relevant policy and agreements with parents via the school website.	SMT	Term 1		Documents are accessible on the website.	

Annual Implementation Plan: Maths

Priority Area 1: Assessment of/for Learning

Specific Targets:

1. **Student progress over time is tracked** consistent systematic use of trackers
2. **Improved student performance due to better use made of performance data**
3. **Smaller group assessments** with teachers documented reflections to inform teaching by **providing next steps in learning.** Teachers continue to provide tools for students to reflect on their learning
4. **Students have opportunities to demonstrate their knowledge in different way**
5. Moderation within year groups of rich tasks and pre/summative assessments
6. Maths outcomes to be reported in December in addition to end of year report

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Teachers incorporate ongoing use of trackers into practice- Yearly overviews reviewed to include report statements from trackers and performance indicators from ESF rubrics	MATHS TEAM	AUGUST	TRACKER PROGRAM YEARLY OVERVIEWS	All overviews are updated on the y drive	Completed
Shared understanding of importance of trackers /how they link to performance indicators on the ESF rubrics / scope and sequence Ongoing use of trackers WITH dialogue around student progress and moderation linked to the outcomes Email staff to remind them of how to update/ use trackers	MATHS TEAM	Email-September Tracker-Throughout the year	Tracker Planning Time with Maths team and year groups together	Trackers are being updated regularly and used to inform planning, teaching and learning Moderation to be evident in planning meetings	
More targeted support given to students following assessments Children identified who need experiences which will enable or extend them mathematically	MATHS TEAM		LSC teachers EAs SLT Teachers- all with clearly defined roles	Teachers are able to share lists of children who need support/ extension. Planning should reflect how these children are being supported/ extended.	
More forms of formative assessment implemented adapted to cater for different learning styles Professional dialogue around assessments in collaborative Pre and summative assessments, formative	MATHS TEAM		Banks of ideas to support teachers in formative assessment	Evidence of Maths Reflection Exit Cards	

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
assessments and reflection tools documented on planning. Investigate different strategies for self-reflection / students consistently given time for reflection / 'I can' statements **Identify outcomes to be reported to parents at different times throughout the year** Set up reports for December (outcomes to report on / letters to parents)	MATHS TEAM	December	Report template and newsletter to parents Use of trackers	Outcomes are reported in December	

Priority Area 2: Teaching and Learning
Specific Targets:
1. **Classroom practice is enhanced and up-to-date**
2. Weekly planning includes evidence of differentiation
3. **Greater personalised learning opportunities within the curriculum allowing students to improve in relation to their specific needs**
4. **A balanced and well-managed curriculum is taught with identified links to Maths across UOIs**
5. **Teachers are able to identify and access teaching and learning resources for Maths**
6. **Events to raise the profile of Maths**

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Professional Development through CPD, PLCs, TDOs and Coaching to ensure that adequate opportunities are available for teaching staff to gain a better understanding of Maths teaching and learning in the PYP **Opportunities to share recent Maths PD and readings** Conversations around rotations and alternatives allowing for differentiation PD Becs – alternatives for rotations Chloe and Gabbe to attend PD on the 'cognitive activation' approach to teaching and learning Maths – Peter Sullivan (Mathematically rich tasks/differentiation) Share in PLF Embed rich tasks into classroom practice (identifying opportunities for extension and support/enabling)	Chloe and Gabbe	Term 1 And ongoing	CPD courses	Improved teacher knowledge/resources shared in planning meetings	

Identify more opportunities for authentic links with Maths to UOIs Maths team to review links to UOIs Create a shared doc of useful links-	Rachael	Term 2	POI Networking across ESF Google	Resources available and accessible Evidence of authentic links on planners	
Teachers can easily identify and access resources for Maths Staff informed of resources on the Hub and contacts to network with Maths team continue to meet weekly/fortnightly- feedback to staff information on new resources, ideas, opportunities for problem solving etc. Raise teachers awareness of outcomes on Origo	MATHS TEAM	Ongoing	Various maths resources- clearly labelled and shared	All staff are aware of where maths resources are kept and can access them easily	
Continued events to be planned for such as: **Maths Week/ World Maths Day/ Gecko Maths/ Festival Walk Y1 Maths/ Measures / Competitions to be planned for** World Maths Day (Mathletics) for UNICEF October 12th and 13th Y1 – Maths at Festival Walk? Gecko Maths – week of Christmas parties (Measures T3?) (Pattern T3?)	MATHS TEAM		Mathletics Gecko Maths resources	Successful maths events	

Priority Area 3: Home Learning and Communications
Specific Targets:

1. To raise parents awareness of the Maths curriculum and strategies to support children at home

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Rolling Programme of Workshops for Parents Repeat of workshops organised last year Parents of Y1, Y3 and Y5 Focus on Learning through play /Number with games and mental strategies/ Number groups and problem solving Supporting your child at home	MATHS TEAM	November 3rd	Maths Resources to share with Parents Parent feedback forms	Parent Feedback forms demonstrate quality of workshops	

Priority Area 4: **Curriculum Development**
Specific Targets:

1. Improved differentiation in Maths
2. Improved Maths planning
3. Improved use of Maths resources to enhance the learning experience

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To better meet the needs of students **To make the planning process more efficient** Continued weekly collaborative planning sessions - documented on google drive -ensure sufficient curriculum time devoted to Maths (ESF agreement) Continue implementation of PYP planners, revising content as nec. Rich tasks embedded into practice Authentic links to UOIs	Maths Team	Ongoing	Collaborative planning documents accessed by maths team Scope and Sequence ESF Essential Agreement PYP planners Rich Tasks	Planners show thorough documentation of teaching and learning	
To make good use of available resources Use of recently purchased literature with Marilyn Burns suggested ideas for lessons/ opportunities for rich tasks	Maths Team	Ongoing	Show and Tell in Friday Briefing to share new books	Literature being used in classrooms	

Priority Area 5: **Student Well-being**

Specific Targets:
1. To demonstrate a continued commitment to inclusive education
2. To include appropriate differentiation for gifted and talented children as well as those needing additional learning support in Maths

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Planning should show clear differentiation for children needing extending and enabling All teachers to develop an understanding of differentiation for Gifted and Talented and develop a bank of strategies (CPD Susan)	Liaise with Belinda (SEN) Liaise with Susan (G and T) Maths Team	Ongoing	Collaborative planning documents accessed by maths team	Planners show thorough differentiation of teaching and learning	

Annual Implementation Plan: Mandarin 2015-2016

Priority Area 1: Teaching and Learning
Specific Targets: To further develop, implement and evaluate links with UOI in all year levels

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To evaluate existing links with UOI To identify new links with UOI with all year level To improve knowledge and understanding amongst the staff through CPDs and schools visits	LX,PX,XBY	2015-2016	planning time visit to other schools	Links documented and implemented Attendance in related CPD sessions Visits to other PYP schools	

Priority Area 2: Teaching and Learning
Specific Targets: Teachers and EAs are able to easily identify and access teaching and learning resources for Mandarin

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To liaise with publishers/vendors locally and in mainland China to purchase resources needed	LX, PX, XBY	2015-2016	meetings with publishers/vendors Visit to book stores in mainland China	Resources are readily sufficient for effective teaching and learning.	

Priority Area 3: Home Learning and Communications
Specific Targets: The parent community is better informed of our homework and other related expectations and support this through their actions.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To complete the monthly update on the website and monitor feedback from parents To include expectations of homework in the monthly update	LX,PX,XBY	2015-2016	training time to be familiar with the new format	Monthly update is completed promptly time on the website. Increased awareness of the expectations of homework.	

Annual Implementation Plan: Information Literacy and Library Development

Priority Area 1: Assessment of and for learning.
Specific Targets:

Identification of effective ways of tracking progress in Information Literacy.

Improved student performance due to better use being made of performance data.

Students are increasingly aware of what they need to do to improve in this subject and are encouraged to self-assess.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Identification of specific Information Literacy objectives to be taught and assessed during each unit.	SMT and Teacher Librarian	Ongoing		Evidence on teacher's planning and in assessments.	
Beginnings of self-assessment by the children to track their skill development.	Year groups	By Term 3		Evidence in unit of inquiry work and portfolios.	
Assessment as starting point to planning within inquiry.	SMT to monitor with support of Teacher Librarian	Ongoing		Evident in planning and expectations teachers hold for student performance.	

Priority Area 2: Teaching and Learning/Curriculum Development

Specific Targets:

Classroom practice is enhanced and up-to-date:

Scope and sequence outcomes are planned for and differentiated to account for the needs of all students.

Enhanced understanding and confidence in teaching the Information Literacy curriculum in teaching staff.

Authentic opportunities to embed the teaching of Information Literacy objectives are identified in the units of inquiry.

Enhanced quality and variety of teacher and student resources to support the delivery of the Information Literacy Scope and Sequence.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
SMT to monitor and support use of Scope and Sequence in planning.	SMT	Ongoing		Objectives are identified on planning.	
Staff given time to add objectives to yearly overviews.	English team	Beginning of Term 1	Planning/supply time		

Teacher Librarian to explicitly teach locate and select skills for first 7 weeks then move on to spend two units with each year group across the year.	Teacher Librarian and year groups	Ongoing		Shared timetabling with year groups and the TL.	
Cycle is shared across school and Teacher Librarian to refer to this explicitly in sessions.	Teacher Librarian	Ongoing		Cycle is evident in classrooms and in the language that the students use.	
Look for opportunities for one unit per year group which is more focused on personal inquiry. Teacher Librarian to support this.	SMT, Year groups and Teacher Librarian	Ongoing		More year groups have one unit which is identified as lending itself to the students inquiring into their own question.	
Ensure that the Information Literacy curriculum is differentiated.	SMT to monitor	Ongoing		Evident in planning.	
Making links with other schools regarding their teaching of Info Lit. Join ESF group and ALESS.	Teacher Librarian and Library Assistant SMT/CPD coordinator	Ongoing		Teacher Librarian attending meetings.	
Find relevant PD for all staff.	Teacher Librarian and Library Assistant PYP coordinator	Ongoing		CPD opportunities found and training disseminated amongst staff.	
Maintaining a collection of useful, high quality teacher and student resources, including online databases.		Ongoing		Collection is representative of the student and teacher's needs and interests.	

Priority Area 3: **Home learning and communications**
Specific Targets:

Raise parent awareness of the Information Literacy curriculum, particularly with regards to Library.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Regular contributions to school newsletter and possible web page for library news.	Teacher Librarian	Ongoing		Raised parent awareness of Information literacy curriculum and library matters.	
Development of multilingual collection.	Teacher Librarian	Term 1 then maintenance		Parent involvement in developing a multilingual collection that reflects the student population.	
Explore opportunities for parent readers to come in to share stories at lunch times.	Teacher Librarian	Term 2			

Annual Implementation Plan: Learning Technology 2015-16

Priority Area 1: **Teaching & Learning / Curriculum Development**
Specific Targets: To publish an E-safety Programme for BHS

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Evaluate the e-safety curriculum at BHS, identifying gaps in current provision	Chad / Stu	Term 1	Time to work together	Evaluation document produced	
Produce a draft of the programme and present to staff	Chad / Stu	Term 2 / 3	Staff Meeting or PLF time to present to staff	Draft E-Safety programme produced	
Adopt e-safety programme for school in 2016-17	Chad / Stu	Term 3		E-Safety programme adopted for next year	

Priority Area 2: Teaching & Learning / Curriculum Development
Specific Targets: To ensure our Learning Technology curriculum is meeting the needs of our students

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To evaluate the effectiveness of our Learning Technology curriculum to ensure full coverage of our LT Scope and Sequence document, published by ESF, particularly focusing on coding and our e-safety programme	Chad / Stu	Term 1, 2 & 3	Meeeting time with Chad and Stu to evaluate the LT Scope & Sequence coverage	Document the coverage of LT at BHS across the ESF Scope & Sequence clearly showing areas of strength and areas to work on	
To document the teaching in all areas in Learning Technology, both by specialist teacher and class teachers, alongside the PYP programme	Chad / Stu	Term 1, 2 & 3	Meeeting time with Chad and Stu to determine expectations for all teaching staff with regards to LT Staff Meeting time to share with staff	Document produced showing expectations across the school and Year groups and shared with staff	

Priority Area 3: **Assessment of/for Learning**

Specific Targets: To develop assessment opportunities in LT and report on them to parents

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Review aspects of LT curriculum included in our UoI reporting rubrics	Chad / Stu and Rachael	Term 1	Meeting time with Chad and Stu	Aspects of LT curriculum are clearly reported on in UoI rubrics where applicable	
To identify aspects of LT curriculum that will be reported on by the specialist teacher	Chad / Stu	Term 1	Meeting time with Chad and Stu	Agreed LT reporting comments for specialist teacher	
To develop a reporting process for LT	Chad	Term 2		Agreed reporting process produced	
To share this process with our school community	Chad / Stu	Term 3	Staff Meeting, planning or PLF time to share with staff	New LT reporting process shared with school community	
			Informtion to be shared with parents		

Priority Area 4: Teaching and Learning

Specific Targets: To develop the hardware within the school to meet the needs

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To review existing hardware and to plan a rolling programme to update and renew (making sure we look at the coverage of Chromebooks, iPads, Staff computing needs and that we are keeping abreast of the ever-changing world of technology.	Chad / Stu / Gabriel	Whole Year	Meeting time for all parties	Produce a 3 year plan to update, replace and renew our technology hardware for students and staff

Items are purchased according to the above plan | |

Annual Implementation Plan: SEN

Priority Area 1:

Specific Targets:

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To review provision for mainstream students (LOA 2) and develop a strategic plan for LOA 1 interventions	Belinda McLaughlin and professional Learning community	3 yrs	Professional learning communities Staff training on selected model	A strategic evidenced based model for supporting students at LOA 1 and 2.	

Priority Area 2:

Specific Targets:

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Improved awareness and sharing of home circumstances to support students LSC students participate in extra-curricular activities provided by the school * The pastoral programme (in particular for students with behaviour, social and emotional needs) in place is effective *	SEN department Professional Learning communities	3 years	Communication with parents ACA's run by SEN department	ACA's offered to include LSC students and their families Register for students with exceptional home circumstances (ideally via the gateway) Format for sharing adjustment to the UOI for selected SEN students	

Priority Area 3:
Specific Targets:

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Improved curriculum and practice including differentiation Teaching takes full account of information and targets in individual education plans and statements. *	SEN department with support from ESFC SMT	3 years	Staff meetings Additional meetings Gateway PYP prompt sheet	Supportive documentation for students requiring additional differentiation Specialists to have professional development opportunities to further develop their practice in this area Clear comprehensive model of differentiation for all areas of the curriculum.	

Annual Implementation Plan: Gifted & Talented 2015-16

Priority Area 1: **Develop and support a culture of continuous professional development and improvement**

Specific Targets:

- Classroom practice is enhanced and reflects current research and best practice
- Continue to encourage teachers to ensure that there is a range and balance of teaching strategies to meet programme objectives

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To seek professional development opportunities in Gifted Education SC to attend PD provided by Hong Kong Academy for Gifted Education to assess quality. Open this up to all staff. To develop teacher's strategies for catering for G & T learners	Susan Chung SMT	Ongoing	Courses offered by HKAGE Provide Professional Development Development of online resources/programs for Gifted Education	Differentiation clearly documented on planners Increased awareness of G & T strategies	

Priority Area 2: **Develop and support approaches to teaching and learning that enable greater personalized learning for all**

Specific Targets:

- Student progress over time is tracked via an online, centralised database.
- More varied forms of assessment are used to assess student progress and provide the next steps in learning.
- Students have opportunities to demonstrate their knowledge in different ways.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To develop a system for tracking G & T learners' progress over time. To develop a system for identifying specific individual programming needed for G & T students To encourage the use of varied methods for assessing G & T learners and allowing opportunities for them to play to their strengths.	Susan Chung All Staff ESF ARR Group	Ongoing	Courses offered by HKAGE Provide PD Development of online resources/programs for Gifted Education ARR Meetings ICT Platforms	Differentiation clearly documented on planners Increased awareness of G & T strategies Easily accessible data on G & T learners	

Priority Area 3: **To create environments where all learners can flourish**

Specific Targets:

- To implement a policy for Gifted and Talented students to further support all of the learners at BHS.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To implement a BHS Gifted & Talented Policy	Susan C	2015-16	Staff Meeting	A shared understanding of Gifted Education All Staff aware of identification process. A clearly articulated and communicated BHS G & T policy	

Annual Implementation Plan: Sustainable Development 2015-16

Priority Area 1: Teaching and Learning
Specific Targets: To educate the school community about the importance of environmental sustainability by reducing packaging waste.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Increased input from all staff to help remind students about packaging, especially during breaks and lunch times. Frequent newsletters to parents to remind them about packaging for snacks and lunch. Assemblies led by SK/Green Team to educate and remind students about the need to reduce packaging waste. Collect the packaging waste for a day to make a visual graph. Do this termly to see is waste is reduced. Implement 'Fruity Friday' – children to bring in fruit on Friday to reduce the amount of packaging brought in.	SK Green Team	All year		A reduction in the amount of waste packaging. Environmental updates and reminders in school newsletter. Less packaging seen on the graph made from waste packaging collected. Increased number of children bringing in fruit to eat on Friday.	

Priority Area 2: Teaching and Learning
Specific Targets: To implement a more efficient recycling scheme for plastics, paper and metal.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Teachers to help ensure each class has monitors to bring recycling from classroom down to the recycling bins in the playground. Inform the caretaking staff about which bins in classrooms do not get emptied in general waste. Encourage children to bring in recycling from home.	SK Green Team	All year		Recycling bins for paper, plastic and metal in the school playground. Caretaking staff will not empty the orange bins in the classrooms. Children will bring in plastics from home.	

Encourage teachers to laminate paper as little as possible so that paper can be used as scrap paper or be recycled.					

Priority Area 3: Teaching and Learning
Specific Targets: Planting and composting

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Plant plants, vegetables and herbs in the garden area and other school areas. Teach the Green Team how to maintain these areas. Turn the Fruity Friday waste into compost using the Bokashi method. Teach the Green Team how to maintain the Bokashi composting.	SK, Green Team	All year	Plants, soils and pots. Government 'One child, one flower' scheme.	Plants, organic vegetables and herbs growing in the garden and other school areas. Bokashi compost is produced	

Priority Area 4: Teaching and Learning
Specific Targets: Educating the school about sustainable development

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Provide visiting speakers to talk to the children about environmental issues. Organise for Paul Melsom to come in and work with each year group during an appropriate UOI. Organise a Green Week for the school and raise the profile of Earth Day, World Ocean Day, Earth Hour etc. Join in activities run by 'Green'groups	SK	All year	Sustainable development budget	Children will participate in talks and activities. Children will take part in activities during Green Week. Posters and newsletters send out about Earth Hour, Earth Day etc.	

Priority Area 5: Energy/Resources
Specific Targets: Monitor and reduce the amount of energy used.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Use the Entrak energy monitoring system to track energy use. Use the Entrak system in different curriculum areas such as Maths. Continue to have 'GREEN' Time (energy saving) at BHS after assembly on Monday morning until break time to raise awareness of amount of energy that can be saved to remind the school about saving energy for the rest of the week.	SK	All year	Entrak	Energy usage will be reduced. Children will be more aware of how much energy we use.	

Priority Area 6: Reduction in paper usage
Specific Targets: Monitor and reduce the amount of paper used for printing and photocopying.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Monitor each year groups' photocopying and printing charges each month using the Papercut system. Show the results in the staffroom each week. Print or photocopy double sided. Assemblies led by SK/Green Team to educate and remind students about the need to reduce paper towel and paper usage.	SK	All year	Papercut	Reduction in the amount of paper used. Compare purchasing amount from previous months.	

Annual Implementation Plan: PE

Priority Area 1:

Specific Targets:

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Upskilling class teacher's planning and teaching	Tim	First term Second term review	PLF	Class teachers use the plans created in the PLF sessions and review after completion.	

Priority Area 2:

Specific Targets:

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Create a PE Policy	Tim + Susan	Term 2/3	None	New PE Policy is implemented with health and safety aspects included	

Priority Area 3:

Specific Targets:

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
PMP Training	PMP advisor from Australia	Term 1	Cover for Rhona/Tim/two teachers/two EAs	The training influences the planning and implementation of PMP. New skills are taught to students.	

Priority Area 4:

Specific Targets:

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Pitch lessons – evaluate the quality and effectiveness of the pitch lessons	Tim and Year 1 to 5 class teachers	Term 1	None	Before – plan with class teachers After – evaluate and review the lessons	

Annual Implementation Plan: Music

Priority Area 1:

Specific Targets: Develop use of student e-portfolios.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Record classroom performances using Samsung Tablet with help from EA. Develop ways in which students can be responsible for adding recordings to their e-portfolios	SG	Ongoing	Tablet and computer for editing video recordings	Parents will have a greater understanding of the music going on in the classroom at BHS and how their child is progressing	

Priority Area 2:

Specific Targets: Continue to develop "Sharing through the Arts" Units of Inquiry.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Explore ways to be actively involved in planning with class teachers. "Round Robin" exercise seems to be fairly effective.	SG	Ongoing	Release time for planning	More successful learning outcomes from students and feedback from parents.	

Priority Area 3:

Specific Targets: Develop use of ukulele in the classroom with Year 4 students

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Purchase of 100 ukuleles and learn basic chords for accompanying singing.	SG	Ongoing	Time	Students are able to play a few chords whilst singing.	

Priority Area 4:

Specific Targets: Continued development of school orchestra and start Percussion Band.

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Purchase some more music arrangements for the Percussion Group	SG	Ongoing	Orchestral and Percussion arrangements.	A greater variety of music from which to choose when planning performances.	

Annual Implementation Plan: Visual Arts 2015-16

Priority Area 1: Assessment of/for Learning / Curriculum Development
Specific Targets: For assessment in visual arts to be transdisciplinary and inform understanding and concepts linked to UOI

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To use IB scope and sequence documents to track planning and assessment	Working with PYP coordinator during planning, art curriculum sessions	1 year	PLF, staff meetings, year group meetings	To continue through PLF or other planning sessions to ensure visual arts coverage in UOI	

Priority Area 2: Assessment of/for Learning (curriculum strengthened)
Specific Targets: improve teaching of art skills across the school

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Implement art lessons across all year groups	XB , class teachers and class EAs	1 year	Planned lessons	Improve the quality of display and increase the interest towards art Children involved in art lesson with teachers and EAs present	

Priority Area 3: Teaching/Learning
Specific Targets: to continue providing CPD

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
To ascertain need of staff in teaching visual arts and provide relevant CPD	Build on previous experiences with teachers, EAs	1 year	Inset	Provide in-school and after school CPD session on relevant visual arts areas of need	

Annual Implementation Plan: Drama and Dance

Priority Area 1: **Develop and support a culture of continuous professional development and improvement**

Specific Targets:

- Classroom practice is enhanced and reflects current research and best practice
- Ensure all teachers can operate the AV equipment in the Hall and Drama Room

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Dance: Provide time and resources to include specialist dance teacher for each year group's Sharing Unit	James Harrison	Ongoing	Budget for Dance specialist ($60k)	Each year group to share their dance work with parents	
Ensure class teachers attend the dance sessions led by the Dance Specialist to develop their own understanding and skills.	SLT	Ongoing	Timetabled sessions throughout the year		
Drama: Provide resources for teachers to use in planning and teaching	JH	Ongoing			
Provide training for all teachers on how to use the AV equipment in the Drama Room / Hall – include a guide book.	JH / IT Support				

Priority Area 2: **Develop and support approaches to teaching and learning that enable greater personalized learning for all**

Specific Targets:

- To collaboratively write a BHS Policy for 'The Arts'
- Share and implement the policy
- Develop resources to support the teaching of Dance and Drama

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Meet with the Arts leaders to agree on our philosophy and expectations which will then inform our policy	James Harrison	Term 2	Time	Philosophy and expectations documented	
Draft 'The Arts' policy – share with whole staff. Once agreed, share with the school community	James	Term 2	Time	An agreed policy will be written and shared.	
Develop and source resources that will support the teaching of Dance and Drama.	James	ongoing	Budget	Resources will be built up appropriate for different ages and skills.	

Priority Area 3: **To create environments where all learners can flourish**

Specific Targets:

- To ensure the facilities in the Drama Room support the teaching and learning
- All year groups will attend live theatre performances during the year
- Promote Drama and Dance

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Overhaul the existing AV facilities in the Drama Room to ensure they work effectively and are easy to use	James / IT Support	Term 1	Time	The Drama room equipment works effectively and all teachers know how to operate it.	
Audit and then plan theatre trips for each year group during the year.	James	Ongoing	Time Information from HKAPA etc	Each year group will have attended one performance in the year.	
Create a display to promote theatre and dance performances available in HK	James	Ongoing	Time		

Annual Implementation Plan: School Council 2015-16

Priority Area 1: **To create environments where all learners can flourish**

Specific Targets:

- School Council members have an understanding of their role
- School Council measures progress
- Information is available for the wider community

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
All members of the school council to undertake training • Include the issue on the agenda of school council meetings • Sign up for next training session • Make council members aware of any relevant training opportunities	All School Council Members	Ongoing	Training Opportunities provided by ESFC	All School members have a clear understanding of their role. ESFC Training sessions well attended by BHS Council members.	
Develop communication with wider school community on the role of School Council • Each Council member to write a short bio for the website so the community are aware of their background. • Invite Council members to attend school events. • Minutes from Council meeting shared via the website.	School Council Secretary All School Council Members	Within 2 weeks of meeting Ongoing	• Copies of Assembly/ parent information evenings calendar sent to School Council	• Summary minutes of meetings to be posted on school website • Major school events e.g. assemblies, information evenings etc. Well attended by Council members	
Council members to be aware and actively involved in the key functions of School Council • Approve and monitor the school development plan • Approve and monitor the annual budget • Review the assessment results • Approve key school policies	School Council Members	At each meeting as necessary	Meetings	School Council is active and in smooth operation.	

Key Strategies	Lead	Timeframe	Resourcing	Evidence	Status
Council members to be regularly informed on curriculum developments and innovations Subject leaders invited to • Council meetings to share developments and action plans • Council members invited to attend curriculum information evenings for parents • Principal to include in his report a section on curriculum developments and innovation e.g. swimming programme, etc.	JH Curriculum Coordinators	Ongoing	Council Meetings	Council members well informed about curriculum developments.	
School Council will have a formalised self-evaluation process leading to goal setting for the next academic year • All members to complete a School Council Self Evaluation form • Information collated will be discussed at the meeting	School Council	At the start and end of each academic year	School Council Self Evaluation Form	Action Plan developed and agreed	