



## Annual Implementation Plan 2011-12

Prepared June 2011

|   |                                       |
|---|---------------------------------------|
| <b>Endorsement<br/>by Adviser</b>                 | SIGNED.....<br>NAME.....<br>DATE..... |
| <b>Endorsement<br/>by Director,<br/>Education</b> | SIGNED.....<br>NAME:<br>DATE.....     |



## Annual Implementation Plan

### Priority Area 1: MISSION & VISION:

The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives for students. These shall clearly demonstrate a commitment to internationalism in education, and this shall be reflected throughout the life of the school. (Amended CIS Standards A1-4)

| • Key Strategies   | Lead                   | Timeframe | Resourcing | Evidence   | Status |
|--|------------------------|-----------|------------|--|--------|
| <ul style="list-style-type: none"> <li>Develop a set of measurable objectives which operationalise the values and beliefs expressed in the Bradbury mission and vision.</li> </ul>   | SW/JA<br>Staff meeting | T1        |            | The mission and vision statements are underpinned by a collaboratively agreed on set of statements which flesh the M&V out.                    |        |
| <ul style="list-style-type: none"> <li>Create a link within the school development plan to the Guiding Statements in order to ensure and demonstrate that the school's planning tools are driven by its mission, vision and objectives.</li> </ul> | SW                     | T3        |            | All staff make links to the M&V statements when writing their development plans for the coming year.   |        |
| <ul style="list-style-type: none"> <li>Create a Bradbury School definition of internationalism which will help create a common understanding of what these concepts mean in the BS context.</li> </ul>   | CD                     | T1        |            | All staff has an understanding of what 'internationalism means in the Bradbury context. There will be statements to support our understanding. |        |

**Priority Area 2: THE CURRICULUM:**

The curriculum shall reflect the School's mission, learning objectives, and policies and shall foster global citizenship and student achievement. Students shall have access to a curriculum that provides challenge, supports needs and fosters the development of skills and abilities. Teaching and learning shall be guided by curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among subjects. Cultural diversity will be valued, and teaching practices shall reflect an understanding of the different ways in which students learn.

| Key Strategies  | Lead  | Timeframe   | Resourcing   | Evidence  | Status   |
|---|---|---|--|---|----------|
| <ul style="list-style-type: none"> <li>Review delivery of Social Studies across the school, in order to ensure that this is incorporated into the curriculum in a meaningful way.</li> <li>Continue to review the Language and Mathematics curriculum to ensure that the elements of both of these learning areas taught within the Units of Inquiry and the elements taught as stand-alone units provide full scope and sequence.</li> <li>Develop methods by which individual student achievement can be identified, tracked and mapped in Maths and Language that shows both horizontal and vertical articulation of how students are moving through the curriculum.</li> <li>Develop a clear Evidence of Learning Collection policy and procedures.</li> <li>Continue to develop ways in which the cultures of Hong Kong and mainland China can be further incorporated into the curriculum. Including teachers incorporating aspects of the local language and culture into their teaching.</li> </ul> | <p>CF</p> <p>SF/CA</p> <p>JA/CA/SF</p> <p>SLT/Staff</p> <p>CF/JC/JA</p> | <p>2011/12</p> <p>2011/12</p> <p>2011/12</p> <p>2011-13</p> | <p>Staff meeting time<br/>Appropriate budget<br/>Support from JA</p> <p>Review of data<br/>Support from CA</p> <p>Time</p> | <p>S.S is meaningfully incorporated into our Pol.</p> <p>Levels of achievement are high<br/>Both areas are given appropriate time and emphasis within the classroom<br/>Appropriate support is given to students at levels 2&amp;3</p> <p>A tracking system has been developed that supports student learning and teacher assessment.<br/>Individual students' progress and achievement is able to be tracked throughout their time at Bradbury in a meaningful way.</p> <p>Clear procedures, processes and a policy are in place, with each student having authentic evidence of their learning.</p> <p>Appropriate acknowledgement of our host country is given due respect, time and attention throughout our programmes of learning</p> | <p>4</p> |
| <ul style="list-style-type: none"> <li>Investigate ways in which mother tongue languages can be further supported within the school and the</li> </ul>  |   |   |  | <p>The support of mother tongues is strengthened, with visible evidence</p>   |          |

**Priority Area 3: FINANCE**

The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community. (CIS Standards G1)

Specific Targets:

| Key Strategies   | Lead                  | Timeframe    | Resourcing | Evidence  | Status   |
|--|-----------------------|--------------|------------|---|----------|
| <ul style="list-style-type: none"> <li>Continue to refine the budget format</li> </ul>   | Finance Sub Committee | Ongoing      |            | <p>Areas that are unclear or ambiguous as identified by the FSC are clarified for reporting and recording purposes</p> <p>Higher levels of accountability</p> |          |
| <ul style="list-style-type: none"> <li>A three year budget is developed</li> </ul>   | PT/ML                 |              |            | <p>A strategic approach to budgeting that reflects expenditure and meets the needs of the school has been developed and implemented.</p>                      |          |
| <ul style="list-style-type: none"> <li>A system of on line tracking of individual budgets is developed and implemented.</li> </ul> | PT                    |              |            | <p>Our financial practices are in line and comply with auditing recommendations and legal obligations.</p>  |          |
| <ul style="list-style-type: none"> <li>Implement recommendations resulting from the Internal Audit</li> </ul>                      | ESF FD                | October 2011 |            | <p>Practice has been modified to reflect the auditor's recommendations.</p> <p>Auditor to report back to Council on 13 February 2012.</p>                     |          |
| ESF School Development and Performance Framework: Development Planning   |                       |              |            |   | <b>5</b> |

**Priority Area 4: FACILITIES**

Specific Targets: Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programmes required to put the school's Guiding Statements into practice. (CIS Standards G2)

| Key Strategies   | Lead     | Timeframe      | Resourcing          | Evidence  | Status |
|--|----------|----------------|---------------------|---|--------|
| Summer works 2011/12: <ul style="list-style-type: none"> <li>• New gym floor</li> <li>• Reline Years 3-6 classrooms</li> <li>• Remodeling of two toilet blocks</li> <li>• Whole school repaint</li> <li>• Tannoy system in school</li> <li>• New curtains in hall</li> </ul> | SW       | Summer 2012/13 | FDD                 | <ul style="list-style-type: none"> <li>• The school buildings and facilities create an environment that enhance learning and teaching by utilising space in such a way that it is useable.</li> </ul> |        |
| <ul style="list-style-type: none"> <li>• Build control room in hall</li> </ul>   | SW/FDD   | Summer 2012/13 | Capital Expenditure |   |        |
| <ul style="list-style-type: none"> <li>• New blinds throughout school</li> </ul>   | SW/FDD   |                | Capital Expenditure | <ul style="list-style-type: none"> <li>• The school site is acceptable secure</li> </ul>  |        |
| <ul style="list-style-type: none"> <li>• Upgrade external security access to school.</li> </ul>  | SW/SF    |                | Operations budget   |   |        |
| <ul style="list-style-type: none"> <li>• Remodel of Chinese Room</li> </ul>  | SW       |                | FDD                 | <ul style="list-style-type: none"> <li>• The school site is attractive and well maintained</li> </ul>   |        |
| <ul style="list-style-type: none"> <li>• Review the use of the ICT Suite</li> </ul>  | SW/Staff |                | FDD                 |   |        |

**Priority Area 5: THE SCHOOL COUNCIL**

The Governing Body shall be so constituted, with regards to membership and organisation, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school. (CIS Standard C1)

| • Key Strategies  | Lead  | Timeframe                           | Resourcing | Evidence   | Status |
|---|---|-------------------------------------|------------|--|--------|
| <ul style="list-style-type: none"> <li>• Regular curriculum updates are presented to Council by lead teachers.</li> <br/> <li>• Hold elections for positions on the School Council which are vacant or result from end of serving term:<br/><br/>               1x Support Staff Representative<br/>               3 x Staff Representatives<br/>               1x Parent Representative<br/>               1x PTA Parent Representative</li> </ul> | <p>SW to develop schedule<br/>Various staff to lead and present</p><br><p>SW</p><br><p>SW/PTA</p> | <p>Ongoing</p><br><p>October 11</p> |            | <p>Council feel well informed about various curriculum areas in order to be able to make sound strategic and budgetary decisions for the school.</p><br><p>The correct process has been followed resulting in the election of School Council members.</p><br><p>New reps attend November meeting</p> |        |

**Priority Area 6: PROFESSIONAL DEVELOPMENT**

The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning. (CIS Standard B5)

| Activities   | Target Group                         | Timing  | Lead  | Resourcing  | Evidence   |
|--|--------------------------------------|---------|-------|---|--|
| <ul style="list-style-type: none"> <li>Deepening and broadening our understanding of inquiry.</li> </ul>   | All teaching staff, inc fulltime EAs | Ongoing | SLT   | CPD- Kath Murdoch-22/23.8<br><br>Whole school PM target:                    | Teachers are 'freed up' in their approach to inquiry with the result that programmes support genuine inquiry that is student led.<br><br>Planning will demonstrate the above through less rigid planning, less of an emphasis on summative tasks, fewer restraints on time |
| <ul style="list-style-type: none"> <li>Understanding how to challenge and extend our students within the classroom through effective differentiation.</li> </ul> | All teaching staff, inc fulltime EAs | Ongoing | SLT   | CPD: Extending gifted learners in Mathematics- Dr Kathy Gavin 13/14 October | Teachers will be able to talk through their UoI with knowledge and understanding of how this is 'inquiry'  |
| <ul style="list-style-type: none"> <li>Provide individual PD as necessary to support PM goals or personal professional development.</li> </ul>                   | All staff                            |         | SW/JA | CPD budget  | Teachers have been supported in developing areas highlighted in their PM goals   |

**Priority Area 7: COMMUNITY PARTNERSHIP**

Effective communication processes shall foster a productive home-school partnership and a positive learning community (CIS Standard F2)

| Activities   | Target Group  | Timing | Lead   | Resourcing | Evidence   |
|--|---|--------|--|------------|--|
| <ul style="list-style-type: none"> <li>• Streamline curriculum presentation evenings to ensure that there has been a variety of information sessions to different parent groups that reflect our curriculum and form a part of our reporting process</li> <li>• Opening of the two Cambodian libraries in consultation with Room to Read</li> <li>• Review delivery of Parent Information nights</li> <li>• Roll out of on line end of year reports</li> </ul> | <p>SW/ESF</p> <p>SW/PTA</p> <p>Parents</p> <p>Parents</p> |        | <p>SW</p> <p>SW/RtRC/RtR</p> <p>SW/SLT/Staff</p> <p>JA</p> |            | <p>Parents feel that they have had the opportunity to be briefed in more detail around different curriculum areas.</p> <p>We have reviewed our method of parent induction, with input from them resulting in a programme that meets parents' needs</p> |